



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

CONFIDENTIAL

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL
AND
UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE**

LEARNING PROGRAMME RE-ACCREDITATION

**BA (HONS) INTERNATIONAL HOSPITALITY AND
TOURISM MANAGEMENT**

JANUARY 2021

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA657), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and University of Northumbria at Newcastle (UNN), jointly as the Operator, to conduct a learning programme re-accreditation exercise with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of School for Higher and Professional Education, Vocational Training Council and University of Northumbria at Newcastle (the Operator) (with specifications listed below) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and
 - (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programme seeking accreditation status

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration / Reference Number	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed HKQF level
BA (Hons) International Hospitality and Tourism Management	BA (Hons) International Hospitality and Tourism Management	250997	Full-time	1 year	N/A	5

2. HKCAAVQ'S DETERMINATION

- 2.1 HKCAAVQ has determined that the BA (Hons) International Hospitality and Tourism Management programme meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator 本地營辦者名稱	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
Name of Non-local Operator 非本地營辦者名稱	University of Northumbria at Newcastle
Name of Award Granting Body 資歷頒授者名稱	University of Northumbria at Newcastle
Title of Learning Programme 進修課程名稱	BA (Hons) International Hospitality and Tourism Management
Title of Qualification(s) [Exit Award(s)] 資歷名稱 (結業資歷)	BA (Hons) International Hospitality and Tourism Management
Primary Area of Study and Training 主要學習及培訓範疇	Services
Sub-area (Primary Area of Study and Training) 子範疇 (主要學習及培訓範疇)	Hotel and Tourism
Other Area of Study and Training 其他學習及培訓範疇	Not applicable
Sub-area (Other Area of Study and Training) 子範疇 (其他學習及培訓範疇)	Not applicable
HKQF Level 香港資歷架構級別	Level 5
HKQF Credits 香港資歷學分	120

Mode(s) of Delivery and Programme Length 修讀模式及修讀期	Full-time, 1 year
Start Date of Validity Period 有效期的開始日期	1 September 2021
End Date of Validity Period 有效期的終止日期	31 August 2025
Number of Enrolment(s) 招收學員次數	One enrolment per year
Maximum Number of New Students 新學員人數上限	100 per year
Address of Teaching / Training Venue(s) 授課地址	<ol style="list-style-type: none"> (1) Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong (2) IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong (3) IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon (4) IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon (5) Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories (6) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories (7) IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories (8) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories (9) IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories

2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement of the Programme.

- 2.4.1 The Operator should keep under review the suitability of the Higher Diploma in Arts and Cultural Events Management programme as a feeder programme to ensure that holders of this Higher Diploma qualification have the necessary skills and knowledge to undertake the Programme. (paragraph 4.2.3)
 - 2.4.2 The Operator should consider refining its staff appointment strategy, including the appointment of adjunct staff, to improve the overall industry experience of the SHAPE teaching team. (paragraph 4.5.3)
 - 2.4.3 The Operator should encourage more active participation in staff development activities among the SHAPE full-time and part-time staff to ensure that all SHAPE teaching staff of the Programme keep abreast of the development in the hospitality and tourism sector. (paragraph 4.5.5)
 - 2.4.4 The Operator should improve the attendance rate of the Student-Staff Programme Committee Meeting by the SHAPE part-time teaching staff to ensure that the meeting can serve its purposes effectively. (paragraph 4.7.3)
 - 2.4.5 The Operator should improve the tools for collecting feedback from external examiners and for the annual programme monitoring process so that information specific to the Programme is explicitly presented in relevant documents. (paragraph 4.7.4)
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The School for Higher and Professional Education (SHAPE) is a member institution of Vocational Training Council (VTC), incorporated in 2006 as a limited company under Cap 32. SHAPE collaborates with overseas and local higher education institutions to offer top-up degree programmes covering a range of academic disciplines.
- 3.2 The University of Northumbria at Newcastle (UNN) was given degree-awarding status under the United Kingdom Further and Higher Education Act (1992). UNN is also granted the authority to approve programmes conducted at an external institution outside the United Kingdom (UK).
- 3.3 UNN has been collaborating with SHAPE since 2002. In 2011, SHAPE and UNN entered into a collaborative partnership and obtained an Initial Evaluation (IE) status at HKQF Level 5. As of October 2020, the partnership (jointly as the Operator) has six bachelor's degree programmes accredited by HKCAAVQ.
- 3.4 The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the BA (Hons) International Hospitality and Tourism Management programme (the Programme) which was first accredited in 2013 and re-accredited in 2017 by HKCAAVQ.
- 3.5 HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), a site visit was conducted by the Panel via video-conference to reduce social contact on 29 - 30 October 2020. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1, April 2019)* was the guiding document for the Operator and the Panel in conducting this accreditation exercise.
- 3.6 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with the Differentiation Approach, the Programme is considered to have met the following aspects of the accreditation standards:

Accreditation Standard	Aspects met
LPA-5 Programme Leadership and Staffing	Institute-wide staff development
Learning, Teaching and Enabling Resources/Services	Institute-wide financial resources and institute-wide student support services

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

4.1.1 UNN has implemented the Programme Framework for Northumbria Awards (PFNA) for all programmes run by UNN during the validity and the Programme was revised accordingly. HKCAAVQ approved the revisions to the Programme in August 2019 and SHAPE has delivered the revised version of the Programme since 2019/20. The revised Programme has an updated list of programme objectives (POs):

- (1) Knowledgeable about the theory and practice of responsible business and management in an international context;
- (2) Skillful in the use of professional and managerial techniques and processes; and
- (3) Prepared for career and personal progression.

4.1.2 The revised Programme has the following programme learning outcomes (PLOs) which are delineated under three categories:

Knowledge and Understanding

- (1) Assess knowledge of contemporary professional practice in business and management informed by theory and research;
- (2) Critically apply knowledge of business and management to complex problems in or related to professional practice in

order to identify justifiable, sustainable and responsible solutions;

Intellectual / Professional Skills & Abilities

- (3) Evaluate effective interpersonal communication skills and the ability to work in multi-cultural teams;
- (4) Critically self-reflect as a means of informing personal development planning;
- (5) Critique their personal skills and attitudes for progression to post-graduate contexts including professional work, entrepreneurship and higher level study;

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity)

- (6) Appraise an awareness of the cultural and ethical contexts in which international business operates;
- (7) Conduct and critique innovative and/or entrepreneurial project work and research;
- (8) Critique creative and critical thinking skills that involve independence, understanding, justification and the ability to challenge the thinking of self and others.

4.1.3 The Panel noted that the UNN Faculty of Business and Law, under which the Newcastle Business School (NBS) hosts the Programme, has adopted the above standardised set of POs for all undergraduate PFNA programmes of the Faculty. The Operator informed the Panel that the new POs had been revised in accordance with the Advance Collegiate Schools of Business (AACSB) standards, and developed in line with Level 6 of the UK's Quality Assurance Agency for Higher Education (QAA Framework).

4.1.4 The Operator provided the Panel with the following information to show that the pre-PFNA and the revised versions of the Programme meet the HKQF standard at Level 5:

- (i) Mappings between the PLOs and POs of the revised Programme;
- (ii) Mappings of the PLOs of the revised Programme to the generic level descriptors (GLDs) of the HKQF at Level 5;
- (iii) Samples of marked assessments together with the assessment briefs of the three modules Contemporary Issues in Business; Innovation and Creativity in Tourism, Hospitality

and Events; and International Issues in Hospitality and Tourism;

- (iv) External Examiners' (EE) reports during the validity period; and
- (v) Results of the Graduate Employment Surveys during the validity period.

4.1.5 Having reviewed the above information and discussed with representatives of the Operator, the Panel had the following observations and comments:

- (i) The Panel considered the revised POs and PLOs are appropriate, and the mappings show that they are aligned and match with the GLDs at HKQF Level 5.
- (ii) The Panel commented that the sample assessment tasks and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5.
- (iii) The Panel noted that the comments given in the EE reports are positive in general.
- (iv) From the review of the results of the Graduate Employment Surveys and through the discussion with representatives of the graduates and the potential employers of graduates, the Panel considered that there is evidence that the types and nature of the jobs obtained by graduates are commensurate with the PLOs of the Programme, and the Programme has addressed the needs of the hospitality and tourism sector by equipping graduates with relevant skills and knowledge.

4.1.6 In consideration of the above, the Panel concluded that the Programme has appropriate PLOs that align with the POs and correspond to the GLDs at HKQF Level 5.

4.2 **Learner Admission and Selection**

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

- 4.2.1 The Operator proposed the following admission requirements of the Programme starting from 2021/22 with the target students being graduates from relevant VTC's Higher Diploma (HD) programmes or equivalent:

Minimum Admission Requirements

1. Accreditation of Prior Learning

VTC graduates of the following programmes or equivalent:

- HD in Airport Operations Management
- HD in Arts and Cultural Events Management
- HD in Customer Services for Aviation and Passenger Transport
- HD in Hotel and Catering Management
- HD in International Hospitality and Tourism Management
- HD in International Hospitality Management
- HD in International Theme Park and Event Management
- HD in Tourism and MICE

2. English Language Entry Requirements

Applicants, who have successfully completed a Hong Kong Higher Diploma or Associate Degree, taught and assessed in English and studied it for at least two years will be exempted from completing an English Language test.

Also exempted from an English Language test are:

- Applicants who have studied a UK degree overseas or by Distance Learning and who have successfully completed a minimum 120 credits at Level 4 and 120 credits at Level 5 within the UK Higher Education Framework;
- Applicants who have studied in English medium at upper secondary and graduated with Advanced levels / International Baccalaureate / United States High School Diploma; and
- Applicants who have successfully completed a degree at a United States / Australian / Canadian university campus overseas.

For all other students, the English Language test requirement (minimum score) is:

- International English Language Testing System (IELTS): 6.5 (with 5.5 in each component); or,
- Pearson: overall 62 (with 51 in each component); or,
- Test of English as a Foreign Language (TOEFL): 575; or,
- Equivalent.

Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements

Applicants who do not meet the above minimum admission requirements will be classified as non-feeder admissions and will be considered on a case-by-case basis.

Mapping of applicants' qualifications will be undertaken using a standard template. Responsibility for approval or rejection of the application rests with the Newcastle Business School (NBS) Undergraduate Portfolio / Collaborative Operations Group, a sub-committee of the NBS School Student Learning and Experience Committee.

Applicants must meet the standard English requirements as stated above. VTC HD graduates are deemed to have met the English language requirement.

4.2.2 In line with the general expectation on self-financed operators in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the percentage of non-standard entry will be capped on a programme basis at a maximum of 5% of the actual number of new students of the year. Standard entry includes the admission of graduates of approved feeder programmes, as well as graduates of non-feeder programmes who hold alternative qualifications deemed equivalent to a UK FHEQ Level 5 qualification or a VTC Higher Diploma in a cognate discipline with the volume of learning comparable to a VTC Higher Diploma. The Operator confirmed its adherence to the 5% cap of non-standard admission of the Programme starting from the next validity period.

4.2.3 The Operator informed the Panel that those feeder programmes that previously admitted students with HKCEE/HKALE results to the Programme had been removed from the list above due to the low demand on the Programme from graduates of these feeder

programmes, and two feeder programmes, namely the HD in Arts and Cultural Events Management and HD in International Theme Park and Event Management, were added during the validity period. The Panel reviewed the mapping documents of the feeder programmes and raised questions on the suitability of the HD in Arts and Cultural Events Management as a feeder programme. The Panel's concern was that graduates of this HD programme might not have adequate foundation knowledge of the hospitality and tourism sector to ensure their employability upon graduation from the Programme because this top-up Programme would not adequately enrich their sector-specific knowledge with one year of study. The Operator expressed that the Programme emphasises more on high-level generic knowledge and management skills rather than sector-specific competency. The Operator explained that this feeder programme builds up students the foundation in broad topics such as events management, budgeting, innovation and entrepreneurship which enables students to further study in hospitality and tourism management, and has elements of hospitality and tourism covered in its curriculum. The Panel considered that the suitability of this feeder programme should be kept under review, and made the following recommendation:

Recommendation

The Operator should keep under review the suitability of the Higher Diploma in Arts and Cultural Events Management programme as a feeder programme to ensure that holders of this Higher Diploma qualification have the necessary skills and knowledge to undertake the Programme.

- 4.2.4 The Panel reviewed the admission statistics of the Programme and noted that in the first three years of the validity period, all students admitted to the Programme were graduates of the feeder programmes, except seven students admitted in 2017/18 who were graduates of the HD in Leisure Management of the VTC or the HD in Tourism and Hospitality Management of the Caritas Institute of Community Education. The Panel considered that the admission has been appropriate.
- 4.2.5 The Panel also noted that the Programme admitted around one hundred students in the first two years of the validity period, but the admission figures gradually declined in the recent two years to 67 in 2020/21. The Panel had expressed the need to reassess the demand for the Programme in the coming years amid the impact on the hospitality and tourism sector due to COVID-19. The Operator responded that given the potential decline in the manpower

demand in the sector, a reduction was proposed on the maximum number of new students per year from 200 to 100. The Panel considered that the proposed reduction is appropriate.

- 4.2.6 In consideration of the above, and the Panel formed that view that student admission of the Programme is appropriate in general.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

- 4.3.1 The Programme is a one-year full-time top-up degree programme with 120 QF credits under the HKQF. The Programme has four core modules and three programme-specific modules. Each module carries 20 credits except the non-credit bearing core module Supporting Study. The structure of the Programme is as follows:

Semester	Type	Module
1	Core	Academic and Career Development
	Programme-specific	International Hospitality Management
	Programme-specific	Innovation and Creativity in Tourism, Hospitality and Events
2	Core	Strategic Management and Corporate Responsibility
	Core	Contemporary Issues in Business
	Programme-specific	International Issues in Hospitality and Tourism

- 4.3.2 The Panel noted that the structure of the Programme had been revised upon the implementation of PFNA. The module Innovation and Creativity in Tourism, Hospitality and Events and the module International Issues in Hospitality and Tourism were introduced to replace the module The Business of Conferences, Events and Entertainment and the module Key Issues for Hospitality and Tourism Managers of the pre-PFNA version of the Programme.

- 4.3.3 The Operator informed the Panel that the specification of the Programme had drawn reference from the QAA Subject Benchmark Statements for Business and Management as the Programme is a

part of a suite of top-up programmes offered at the Newcastle Business School of UNN, and the three specialist modules of the Programme were mapped to the QAA Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism.

4.3.4 The Panel review the following information and data regarding the content and structure of the Programme:

- (i) Results of Module Evaluation Questionnaires (MEQs) of all modules delivered from 2017/18 to 2019/20;
- (ii) Grade distribution of all modules from 2017/18 to 2018/19;
- (iii) Mappings of the modules to the PLOs of the revised Programme;
- (iv) Mappings of the modules of the revised Programme to the GLDs;
- (v) Module specifications of the modules of the Programme; and
- (vi) Tables showing the key changes to the Programme.

4.3.5 The Panel noted from the results of MEQs that students were generally satisfied with the modules of the Programme and the module grade distributions showed that the majority of the students had passed the modules.

4.3.6 The Panel sought clarification from the Operator on the coverage of crisis management; corporate social responsibility; and health and safety issues, and the Operator explained with examples on how these topics are covered in relevant modules. Regarding adjustments to the programme content in response to the impact of COVID-19 on the hospitality and tourism sector, the Panel exchanged views with the Operator on topics that have been or could be included, such as touchless hospitality, virtual technology in exhibition and conference, and the new trends of domestic tourism.

4.3.7 In consideration of the above, the Panel considered that Programme has an appropriate structure with up-to-date content.

4.4 **Learning, Teaching and Assessment**

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

- 4.4.1 The Programme is delivered through three major methods: lectures and seminars are delivered with maximum class sizes of 150 and 25 respectively, and independent learning comprises tutor-guided learning and self-guided study. The Panel reviewed the table showing the distribution of notional learning hours of different learning and teaching activities and noted that the Programme comprising six credit-bearing modules has an overall contact hours to non-contact hours ratio of 1:4.6. The Operator informed the Panel that all students are provided with 12 hours of face-to-face classes for the non-credit bearing module Supporting Study, and the SHAPE Programme Team provides additional 20 hours of face-to-face classes to provide further support to students on academic skills and thematic topics such as time management. When these additional hours are included, the ratio is 1:4.
- 4.4.2 Regarding the impact of COVID-19 on the delivery of the Programme, the Panel noted that the Operator had taken a blended approach comprising multiple methods, such as asynchronised and synchronised online delivery of lectures, and PowerPoint presentation with voice-over.
- 4.4.3 The Panel noted that the Programme has collected feedback on the effectiveness of learning, teaching and assessment through various channels, including the MEQs and the Student-staff Programme Committee (SSPC) meetings / Programme Committee meetings (PCM), and External Examiners. The Panel reviewed the following in relation to learning, teaching and assessment:
- (i) Results of MEQs of all modules delivered from 2017/18 to 2019/20;
 - (ii) Meeting minutes of SSPC/PCM;
 - (iii) Samples of marked assessments together with the assessment briefs of the three modules Contemporary Issues in Business; Innovation and Creativity in Tourism, Hospitality and Events; and International Issues in Hospitality and Tourism;
 - (iv) EE reports during the validity period;
 - (v) Grade distribution of all modules from 2017/18 to 2018/19; and

- (vi) Distributions of award classifications for graduates of 2017/18 and 2018/19;

4.4.4 Having reviewed the above information and discussed with representatives of the Operator, the Panel formed the view that actions have been taken to ensure the effectiveness of teaching and learning of the Programme during the validity period. The students and graduates the Panel met expressed that the Programme requires students to read extensively and analyse the reading materials. They considered that this learning experience has helped develop their critical thinking skills, and the graduates also shared that having developed the ability to conduct a critical analysis of literature is very useful to their current jobs.

4.4.5 Having reviewed relevant documents on assessment and discussed with representatives of the Operator, the Panel has the following major observations and comments:

- (i) The samples of marked examination scripts have been marked and graded properly and can demonstrate achievement of learning outcomes pitched at HKQF Level 5.
- (ii) Marking grids have been used that provide marking criteria and a standardised format for providing feedback to students.
- (iii) The assessment briefs of the modules include all relevant information, such the learning outcomes addressed by the assessment and the assessment criteria, as per the requirements stipulated in the Assessment for Learning and Achievement Policy of the UNN.
- (iv) The comments in the EE reports are positive in general, including the comments on the comparability of the performance between students of the Programme and the Home programme.
- (v) Turnitin has been used to check against potential plagiarism, and there was one reported case of plagiarism since the last accreditation.

4.4.6 In consideration of the above, the Panel formed the view that the learning, teaching and assessment activities are appropriate and can ensure proper delivery of programme content and assessment of the learning outcomes.

4.5 Programme Leadership and Staffing

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

- 4.5.1 The Panel noted that the UNN Partnership Manager and the SHAPE Programme Coordinator work together to manage the Programme, with UNN retaining the overall responsibility for the Programme delivered at SHAPE. The Programme is delivered jointly by UNN and SHAPE teaching staff who are responsible for 25% and 75% of the contact hours respectively. The teaching loads of the SHAPE full-time and part-time teaching staff are about 12 and at a maximum of 8 hours per week, respectively.
- 4.5.2 The Panel noted that two full-time staff had been involved in the Programme throughout the validity period. The number of part-time staff remained at 7 to 8 in the first three years since 2017/18 and reduced to 5 in the current academic year. The Operator informed the Panel that having revisited the SHAPE staff plan in connection with the revision of the maximum student number from 200 to 100 (see paragraph 4.2.5), they proposed to reduce the SHAPE staff number from 13 to 8.
- 4.5.3 Regarding the qualifications and experience of the teaching staff, the Panel reviewed their profiles and noted that some of the teaching staff had had prior experience in the hospital and tourism sector. Some SHAPE teaching staff the Panel met cited examples of sharing of their industry experience with students during classes, and how their connections with the industry had benefited the Programme. However, the Panel also noted that there are some teaching staff who have limited industry experience. The Panel considered that the Programme could be improved by enhancing the overall industry experience of the SHAPE teaching team through an appropriate staff appointment strategy. The Panel put forth the following recommendation.

Recommendation

The Operator should consider refining its staff appointment strategy, including the appointment of adjunct staff, to improve the overall industry experience of the SHAPE teaching team.

- 4.5.4 Regarding staff development, the Panel was provided with the following information:
- (i) Staff development/induction activities for SHAPE teaching staff in 2018/19 and 2019/20;
 - (ii) Staff development plan for SHAPE teaching staff for 2020/21 and 2021/22; and
 - (iii) Staff development activities attended by individual SHAPE teaching staff since 2017/18.
- 4.5.5 Having reviewed the above information and discussed with representatives of the Operator, the Panel noted that there had been adequate development activities that cover both pedagogy and discipline knowledge but the participation in pedagogy-related activities had been much more active with some staff attending only this type of development activities during the validity period. The Panel considered that the delivery of the Programme could be improved by ensuring that all SHAPE teaching staff keep abreast of the development of the sector through active participation in relevant development activities. The Panel made the following recommendation.

Recommendation

The Operator should encourage more active participation in staff development activities among the SHAPE full-time and part-time staff to ensure that all SHAPE teaching staff of the Programme keep abreast of the development in the hospitality and tourism sector.

- 4.5.6 In consideration of the above, the Panel concluded that there are adequate and qualified teaching staff and adequate staff development activities to support the quality delivery of the Programmes.

4.6 Learning, Teaching and Enabling Resources/Services

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning

programme, regardless of location and mode of delivery.

- 4.6.1 The offering site of the Programme is the Hong Kong Institute of Vocational Education (IVE) (Chai Wan) at 30 Shing Tai Road, Chai Wan, Hong Kong.
- 4.6.2 On financial resources, the Panel was provided with income and expenditure statements for 2018/19 and 2019/20 and the budget estimation for 2020/21 to 2022/23 of the Programme. The Panel noted that the Programme ran a surplus in each of the past two years and is expected to continue to have a surplus in the coming two years.
- 4.6.3 On programme-specific student services, the Operator informed the Panel that an induction session is provided to the students on the commencement of an academic year which cover, among others, basic programme information, academic regulations, UNN's online learning and library resources, and academic study skills.
- 4.6.4 The Panel noted that the Operator also provided students with opportunities to get connected with employers and industry in hospitality and tourism areas, such as inviting guest speakers from the sector to share the latest development and career prospects of the industry. The Panel considered that the students would benefit from having more frequent and closer contact with the sector, and **advised** the Operator to consider adopting an external mentorship scheme with experienced practitioners in the sector invited to serve as mentors of the students.
- 4.6.5 In consideration of the above, the Panel was of the view that the Operator has adequate resources and provided adequate services to support the delivery of the Programme.

4.7 **Programme Approval, Review and Quality Assurance**

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

- 4.7.1 Regarding on-going monitoring and review of the Programme, the Panel gathered the following information and documents of the validity period:

- (i) Results of MEQs of all modules delivered;
- (ii) Meeting minutes of SSPC/PCM;
- (iii) Programme Enhancement Plan (PEP)/Programme Evaluation Document (PED);
- (iv) EE reports;
- (v) Results of the Graduate Employment Surveys; and
- (vi) Report on the Periodic Review in 2017.

4.7.2 Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel noted that there is evidence that the Programme has been subject to on-going monitoring and periodic review, including taking actions on feedback collected from different channels and resulting in enhancements to the Programme. For instance, the Panel noted that the Operator has acted on the recommendation from the last re-accreditation of the Programme and developed a standardised format for providing feedback to students on their marked assessment (see paragraph 4.4.5(ii)).

4.7.3 The Panel noted that the SSPC meeting is an important platform that serves to review the operation of the Programme, implement improvement actions, review actions taken, and collect feedback of students and teaching staff. However, the Panel noted that the attendance rates of the meetings from the SHAPE part-time teaching staff had been low in recent years. The Panel considered that improvement is needed and made the following recommendation.

Recommendation

The Operator should improve the attendance rate of the Student-Staff Programme Committee Meeting by the SHAPE part-time teaching staff to ensure that the meeting can serve its purposes effectively.

4.7.4 The Panel reviewed the EE reports and PEP/PED and noted that it was not easy to identify from these documents comments or issues that were specific to the Programme. Discussions and clarifications with the Operator confirmed that these documents were not specific to the Programme but rather used to cover the group of programmes/modules to which the Programme or its modules belong. During a discussion with the Panel, the Operator agreed that improvement could be made, and explained that actually, they were working towards improving the documentation. The Panel made the following recommendation.

Recommendation

The Operator should improve the tools for collecting feedback from external examiners and for the annual programme monitoring process so that information specific to the Programme is explicitly presented in relevant documents.

- 4.7.5 Notwithstanding the above recommendations, the Panel concluded that the quality assurance procedures have been effective in the on-going monitoring and review of the Programmes.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

5.3 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/15/11
5 January 2020
JoH/Eli/smt

**School for Higher and Professional Education, Vocational Training
Council and University of Northumbria at Newcastle**

**Learning Programme Re-accreditation for BA (Hons) International
Hospitality and Tourism Management**

29 – 30 October 2020

Panel Membership

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Professor Thomas George BAUM
Professor of Tourism Employment
University of Strathclyde
UNITED KINGDOM

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