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

ACCREDITATION REPORT

SCHOOL FOR HIGHER AND PROFESSIONAL EDUCATION, VOCATIONAL TRAINING COUNCIL

AND

UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) DIGITAL MEDIA

BSC (HONS) INFORMATION TECHNOLOGY

MARCH 2021

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA674), 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 the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and the University of the West of England, Bristol (UWE), 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 Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592) to determine whether the following programmes of the Operator meet the stated objectives and HKQF standard and can continue to be offered as accredited programmes from the date as specified in the accreditation report, where appropriate; and

BSc (Hons) Digital Media
Non-local Courses Registry Registration No: 252421

BSc (Hons) Information Technology
Non-local Courses Registry Registration No: 252070

(b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Digital Media programme and the BSc (Hons) Information Technology programme meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programmes 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 programmes are specified as follows:

Name of Local Operator	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	University of the West of England, Bristol	
Name of Award Granting Body	University of the West of England, Bristol	
Title of Learning Programme	BSc (Hons) Digital Media	BSc (Hons) Information Technology
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Digital Media	BSc (Hons) Information Technology
Primary Area of Study and Training	Computer Science and Information Technology	
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology	
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
Industry	Information and Communications Technology	Information and Communications Technology
Branch	Digital Media Technology	Software Products and Software Services
HKQF Level	Level 5	
HKQF Credits	120	
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 1.5 years	
Intermediate Exit Award(s)	Not applicable	
Start Date of Validity Period	1 September 2021	

End Date of Validity Period	31 August 2025	
Number of Enrolment(s)	One enrolment per year	
Maximum Number of New Students	Full-time, 150 per year Part-time, 80 per year	Full-time, 150 per year Part-time, 80 per year
Address of Teaching / Training Venue(s)	1. Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 2. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 3. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 4. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 5. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 6. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 7. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 8. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 9. Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories	

2.4 **Recommendations**

HKCAAVQ offers the following recommendations for continuous improvement of both programmes.

2.4.1 The Operator should review the need for assessing applicants' spoken English language ability on admission through internationally recognised English tests, such as IELTS or equivalent, based on a reflection on whether the level of spoken English of students would adversely affect their attainment of learning outcomes. (Para 4.2.5)

2.4.2 The Operator should facilitate further means for teaching staff of the BSC-DM and BSC-IT programmes to engage in regular

exchanges with local industry representatives for the purpose of ensuring the currency and relevance of contextualised content for the Hong Kong programme delivery. (Para 4.3.5)

2.4.3 The Operator should provide more workshops to students for (a) intensive English language training and (b) enhancement of business communication skills, and should also consider making such workshops compulsory for all students of the BSC-DM and BSC-IT programmes. (Para 4.6.2)

2.4.4 The Operator should adopt a more systematic approach across the programmes in providing industry networking and collaboration opportunities to students in both programmes. (Para 4.7.3)

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 SHAPE, established in 2003, is a member institution of VTC. Before the establishment of SHAPE and since 1999, VTC has been offering top-up degree programmes in collaboration with overseas universities. As of academic year 2020/21, SHAPE is offering 50 top-up degree programmes covering a range of academic disciplines through collaboration with 13 universities.

3.2 UWE has a long history of delivering vocational and higher education in the southwest of England. In 1976, a number of educational institutions merged to form the Bristol Polytechnic. In 1992, UWE was granted degree awarding status under the United Kingdom (UK) Further and Higher Education Act and became “the University of the West of England”. As of October 2020, UWE has a student population of over 31,877 students studying on campus in Bristol plus a further 5,282 students studying on collaborative programmes within the UK and overseas. UWE offers 224

undergraduate programmes and 118 postgraduate programmes to students through 4 faculties, and 14 schools or departments.

3.3 UWE and SHAPE entered into a collaborative partnership in July 2010. In November 2013, HKCAAVQ granted the partnership of UWE and SHAPE with the Initial Evaluation (IE) status to operate non-local programmes at HKQF Level 5 from 1 September 2014. The partnership currently operates five top-up degree programmes in Hong Kong, including the BSc (Hons) Digital Media (BSC-DM) programme and the BSc (Hons) Information Technology (BSC-IT) programme which were first accredited by HKCAAVQ in 2014.

3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) for the BSC-DM and BSC-IT programmes, and 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), the site visit was conducted via video conference from 26 to 27 January 2021 to reduce social contact. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

3.5 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the BSC-DM and BSC-IT programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Accreditation Standard	**Information Not Required**
Programme Leadership and Staffing	Information on "Staff Development" is not required.
Learning, Teaching and Enabling Resources/Services	Information on "Financial Resources" and "Institute-wide Student Support Services" is not required.

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 The BSC-DM and BSC-IT programmes are hosted by the Department of Computer Science and Creative Technologies, Faculty of Environment and Technology of UWE. The skill base of the BSC-DM and BSC-IT programmes resides within the body of knowledge defined in the Subject Benchmark Statement for Computing by the Quality Assurance Agency for Higher Education (QAA). Besides the QAA Subject Benchmark Statement for Computing, UWE also ensures that the programmes comply with key reference points for national requirements on standards such as the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and the Office for Students (OfS) Regulatory Framework for Higher Education in England.

4.1.2 Under UWE's Programme Enhancement Review (PER) process, UWE reviews and reapproves programmes at least every six years to ensure that the academic quality and standards of the award bearing provisions are maintained. The BSC-DM and BSC-IT programmes will go through the PER process in 2020/21. Any changes to the BSC-DM and BSC-IT programmes are expected to take effect at UWE in 2021/22 and at SHAPE in the same year or one year afterwards.

4.1.3 The Programme Aims (PAs) and Programme Learning Outcomes (PLOs) of the BSC-DM and BSC-IT programmes, which remain unchanged since the last Re-LPA, are listed below:

<u>BSC-DM Programme</u>

The PAs of the BSC-DM programme are:

PA-1	To enable students to embark upon professional careers by developing problem-solving and other transferable skills.
PA-2	To enable students to work effectively and productively as a member of a team.
PA-3	To develop study skills that will enable students to become independent, lifelong learners.
PA-4	To prepare students for progressing to study for higher degrees in computing and digital media.
PA-5	To encourage the discerning use of reference material from a variety of sources.

PA-6	To provide skills in the design and implementation of digital media and computer games, including an understanding of the mathematical and technological principles required, as well as an exploration of the creative potential presented within the development of media for web platforms, and the cultural and technological contexts out of which they arise.
PA-7	To provide practical skills in web development, interaction design, and deployment of rich interactive media.
PA-8	To develop the students' ability to make efficient, innovative and robust contributions to companies engaged in the development of products for web platforms and related interactive digital media.
PA-9	To develop the students' understanding of the importance and mechanisms of project management, and associated tools, within computing, with particular reference to the development of interactive digital media and the web.

The PLOs of the BSC-DM programme are:

PLO-1	Demonstrate knowledge and understanding of historical and cultural perspectives of digital media and the web.
PLO-2	Demonstrate knowledge and understanding of key visual and information design principles.
PLO-3	Demonstrate knowledge and understanding of interaction design concepts, markup and programming languages, presentation technologies, formats and deployment technologies as applicable in modern digital media development.
PLO-4	Demonstrate knowledge and understanding of the design development process, the use of personas, information architecture, functional analysis and testing in user centred design.
PLO-5	Demonstrate knowledge and understanding of hardware architecture and supporting software technologies, and the network environment required for the production and deployment of contemporary digital media products.
PLO-6	Demonstrate knowledge and understanding of professional, ethical and sustainability issues affecting the development and deployment of digital media within an international market place.
PLO-7	Apply appropriate design and problem-solving techniques to digital media requirements or issues.
PLO-8	Critically compare and evaluate digital media products and their designs.
PLO-9	Research and conduct an in-depth investigation relating to the requirements and/or relevant background information for the development of a digital media product.

PLO-10	Undertake a substantial study involving the design and/or development of a digital media product using appropriate tools and methodologies.
PLO-11	Create low and high fidelity designs and appropriate technical solutions corresponding to stated requirements.
PLO-12	Interpret digital media designs to form technical requirements and design code/software that meets them.
PLO-13	Write programming code in an appropriate language that fulfils a given design.
PLO-14	Utilise standard tools and professional design practices throughout the development process, to design, deploy, debug, test, and critically evaluate finished projects.
PLO-15	Apply a range of techniques from key areas to digital media development.
PLO-16	Demonstrate personal and time management skills appropriate to professional conduct in the field of digital media.
PLO-17	Report and communicate ideas and results effectively using media and style appropriate to an intended audience.
PLO-18	Work effectively as part of a group.
PLO-19	Manage a project effectively, from inception to completion.
PLO-20	Learn independently; reflect on their learning needs and achievements.
PLO-21	Reflect on the process of development of a digital media product.

BSC-IT Programme

The PAs of the BSC-IT programme are:

PA-1	To provide a broad-based coverage of the theory and practice of aspects of Information Technology.
PA-2	To instil the practical skills necessary both for initial employment within the industry and for communicating with and comprehending other professionals in the application domain.
PA-3	To develop understanding of the role, capabilities and limitations of IT and to enable students to evaluate and select appropriate solutions.
PA-4	To encourage students to uphold general professional, ethical and social standards and to keep up-to-date with recent technological and theoretical developments.
PA-5	To provide exposure to the body of research that underlies the use of computers and development of information technology.
PA-6	To provide sufficient knowledge of how organisations function to enable the student to pursue a management career in a range of organisations.

The PLOs of the BSC-IT programme are:

PLO-1	Demonstrate knowledge and understanding of the underlying technology, design methods, tools and techniques required to practice in the field of IT.
PLO-2	Demonstrate knowledge and understanding of the cultural, commercial, ethical and professional issues connected with the IT industry and professional practice within it.
PLO-3	Demonstrate knowledge and understanding of the nature of information, data structures and algorithms in IT systems and their use in a range of application areas.
PLO-4	Demonstrate knowledge and understanding of project management techniques and the means of production of an IT product to meet a set of agreed requirements.
PLO-5	Demonstrate knowledge and understanding of the benefits and limitations of current and emerging technologies and their implications for future advances in the field of IT.
PLO-6	Apply appropriate design and problem-solving techniques to computing requirements or issues.
PLO-7	Research and conduct an in-depth investigation relating to the requirements and/or relevant background information for the development of an IT product.
PLO-8	Undertake a substantial study involving the design and/or development of an IT product using appropriate tools and methodologies.
PLO-9	Reach relevant and useful conclusions in the evaluation of the implementation of IT products.
PLO-10	Use design, production and programming tools and notations relevant to the field of IT.
PLO-11	Integrate design methods, working methods and toolsets to achieve coherent and focused practise in the application of IT technologies.
PLO-12	Structure and write reports on various aspects of IT.
PLO-13	Structure and write an in-depth report detailing the concept, design and development of an IT product.
PLO-14	Demonstrate personal and time management skills appropriate to professional conduct in the field of IT.
PLO-15	Report and communicate ideas and results effectively using media and style appropriate to the intended audience.
PLO-16	Work effectively as part of a group.
PLO-17	Manage a project effectively, from inception to completion.
PLO-18	Learn independently, reflect on their learning needs and achievements.
PLO-19	Reflect on the process of development of an IT product.

4.1.4 To demonstrate that the graduates have effectively achieved the PAs and PLOs of the BSC-DM and BSC-IT programmes and that the programmes also continue to meet the HKQF standard at Level 5, the Operator provided the following information for each programme in the accreditation document to the Panel:

(a) Mapping tables of the PAs against the PLOs, and the PLOs against the Generic Level Descriptors (GLDs) at HKQF Level 5;

(b) Mapping tables of modules of the top-up curriculum offered at SHAPE against the PLOs and against the GLDs at HKQF Level 5;

(c) Specifications of the modules offered at SHAPE, which include summary information such as module learning outcomes, syllabus outline, reading list, teaching and learning methods, and assessment methods and weighting;

(d) Reports from the External Examiners (EEs) of the BSC-DM and BSC-IT programmes since the last re-accreditation (2017/18 to 2019/20);

(e) Samples of marked students' scripts of high, medium and low performance with associated assessment rubrics of three modules from each programme including the *Creative Technologies Project* for BSC-DM and the *Information Technology Project* for BSC-IT; and

(f) Summary information on Employment Surveys conducted in 2018 and 2019 for graduates of the full-time mode of the programmes.

4.1.5 The Panel noted from the summary information on the Employment Surveys that the employment rates of full-time graduates in 2018 and 2019 have been on the high side. Moreover, examples of job positions undertaken by the graduates as provided in the summary information further supported that graduate employment commensurate with the technical aspects of the aims and intended learning outcomes of the programmes. After reviewing samples of marked students' scripts and projects, the Panel found the scripts/projects to be of acceptable quality at the standards of an honours degree, and the projects undertaken by students have incorporated real life situations and address local community/industry needs. Employer representatives whom the

Panel has met during the site visit also commented positively on the students/graduates they employed in their technical skills and work attitude.

4.1.6 In light of the above evidence gathered and reviewed by the Panel, the Panel formed the view that the BSC-DM and BSC-IT programmes have demonstrated success in facilitating the graduates in achieving the PAs and PLOs at the appropriate standard.

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 minimum admission requirements for the two programmes are outlined in the tables below:

BSC-DM Programme

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	1. Accreditation of Prior Learning Graduates of the following feeder VTC HD programmes^: • HD in AI and Mobile Applications Development • HD in Audio-Visual Entertainment Technology* • HD in Creative Media (Interactive Media) • HD in Creative Media and Entertainment Technology# • HD in Computer Games and Animation# • HD in Computer Graphics and Animation Technology • HD in Creative Media (Mobile App and Web) • HD in Digital Entertainment (Games and Animation)* • HD in Digital Media Design • HD in Digital Music and Media* • HD in Game Software Development* • HD in Games and Animation • HD in Information Technology for Business (Web Design and Development)# • HD in Information Technology for Multimedia Design# • HD in Mobile and Internet Games Development# • HD in Mobile Applications Development • HD in Multimedia* • HD in Multimedia Advertising and Visual Effects# • HD in Multimedia and Virtual Reality

	• HD in Multimedia and Entertainment Technology*# • HD in Multimedia Web Development and Digital Entertainment# • HD in Multimedia, VR and Interactive Technology • HD in Stage and Live Entertainment Technology • HD in Theme Park and Theatre Creative Technology • HD in Web Design and Development* ^ *All feeder VTC HD programmes are taught and assessed in English. Graduates of feeder VTC HD programmes are considered to meet the English language requirements for entry to the respective top-up Programme in Hong Kong.* * *HD programmes using HKDSE results or equivalent as general admission requirements.* # *HD programmes using HKCEE / HKALE results or equivalent as general admission requirements.*
Non-Feeder programme / Special Alternative Admission Requirement and Arrangements	In addition to the recognised feeder VTC HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by the UWE Link Tutor. In such cases, applicants will be expected to hold a relevant posts-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and meet the English language requirements: ➢ At least an overall IELTS score of 6.5 with 5.5 in each component; OR ➢ An overall IELTS score of 6.0 with 6.0 in each component; OR ➢ Equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programmes in Hong Kong.

<u>BSC-IT Programme</u>

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	2. <u>Accreditation of Prior Learning</u> Graduates of the following feeder VTC HD programmes^: • HD in AI and Mobile Applications Development • HD in AI and Smart Technology • HD in Cloud and Data Centre Administration* • HD in Computer Systems Administration#* • HD in Computing and Information Security# • HD in Cybersecurity • HD in Data Science and Analytics* • HD in Financial Technology* • HD in Game Software Development* • HD in Games and Animation (Games) • HD in Information and Communications Technology#* • HD in Information and Network Security* • HD in Information Technology for Business (Commercial

	Applications)# • HD in Information Technology for Business (Web Design and Development)# • HD in Information Technology for Logistics# • HD in Information Technology for Multimedia Design • HD in Mobile and Internet Games Development# • HD in Mobile Applications Development* • HD in Mobile Computing* • HD in Multimedia • HD in Multimedia and Entertainment Technology • HD in Network and Mobile Computing# • HD in Network Applications#* • HD in Smart Technologies and Cyberspace Applications • HD in Software Engineering#* • HD in Systems Development and Administration# • HD in Telecommunications and Networking#* • HD in Web Based Technology for Business# • HD in Web Design and Development* ^ *All feeder VTC HD programmes are taught and assessed in English. Graduates of feeder VTC HD programmes are considered to meet the English language requirements for entry to the respective top-up Programme in Hong Kong.* * *HD programmes using HKDSE results or equivalent as general admission requirements.* # *HD programmes using HKCEE / HKALE results or equivalent as general admission requirements.*
Non-Feeder programme / Special Alternative Admission Requirements and Arrangements	In addition to the recognised feeder VTC HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by the UWE Link Tutor. In such cases, applicants will be expected to hold a relevant posts-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and meet the English language requirements: ➢ At least an overall IELTS score of 6.5 with 5.5 in each component; OR ➢ An overall IELTS score of 6.0 with 6.0 in each component; OR ➢ Equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programmes in Hong Kong.

4.2.2 As reported by the Operator in the accreditation document, there has been no change to the minimum admission requirements and the list of feeder HD programmes, except for refinement in wording of the English language requirements to (a) remove the faded out qualification of Hong Kong Certificate of Education Examination (HKCEE); (b) make clear the English language requirements for applicants from non-feeder programmes; and (c) align the wording

with the Academic Agreement between UWE and SHAPE. No change has also been made to the maximum number of new students admitted to the full-time and part-time modes of the two programmes, and the Operator will maintain the maximum number of new students per year for the upcoming five academic years as summarised in the table below:

Programme	Mode of Study and Maximum Number of New Students Per Year (2021/22 to 2025/26)
BSC-DM	Full-time, 150 students
	Part-time, 80 students
BSC-IT	Full-time, 150 students
	Part-time, 80 students

4.2.3 With regard to the student selection process, it is noted that applicants are assessed with reference to their academic qualifications and English proficiency for admission. The UWE Link Tutor assesses the applications and makes final decisions on admissions. According to admission figures provided by the Operator, the Panel noted that the majority of students in both programmes are recruited from HD graduates of VTC's "feeder programmes", and the "feeder programmes" are mapped with the programme curriculum to ensure students possess the requisite knowledge to undertake the top-up curriculum offered at SHAPE. Applicants graduating from other relevant HDs or ADs, or possess other equivalent qualifications are individually assessed by UWE for admission. The percentages of students holding non-feeder qualifications from other local HDs and ADs since the last Re-LPA are approximately 10% for the BSC-DM programme and 5% for the BSC-IT programme. For all non-feeder applicants, their applications are referred to the UWE Link Tutors for a decision. The UWE Link Tutors review the qualifications of the applicants and decide if they have met the minimum credits of Accredited Learning at UWE's years 1 and 2. All applicants must also satisfy all of the pre-requisite requirements of the programmes.

4.2.4 During the site visit, the Panel discussed with representatives from the programme management team at UWE and SHAPE on the recruitment and selection of students and the performance of students in the programmes. It is noted that the Operator continuously monitor the performance of students admitted to the programmes through analysis of statistics such as module grade distribution, retention rates, graduation rates, and student withdrawal cases. The Operator has been providing additional

support to students, particularly to help them adapt to an English learning environment. Student withdrawal cases have also been referred to the SHAPE Programme Coordinators for follow-up on the reason(s) for withdrawal and the provision of additional support as necessary to encourage these students to continue with their studies.

4.2.5 While the Panel noted the mechanisms in place as described above to admit students with appropriate requisite knowledge and to monitor their performance in the programmes, during discussion with representatives of students and graduates of the programmes, the Panel observed that the level of confidence as well as fluency in using English to communicate with the Panel varied among individual students and graduates, with a few students/graduates preferred to respond to the Panel in their mother tongue. Although it is noted from the minimum admission requirements that "applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up programmes in Hong Kong", the Panel was of the view that it may possibly be an issue for the top-up programmes conducted in English if applicants' spoken English proficiency have not been comprehensively assessed during admission. As UWE makes final decision on admission, the Panel suggests that UWE, jointly with SHAPE, could analyse and reflect on whether students' spoken English ability have affected their performance in the programmes, and take action as appropriate to review the admission process in terms of assessing applicants' spoken English proficiency through international standardised tests such as IELTS or equivalent. As such, the Panel **recommended** that the Operator should review the need for assessing applicants' spoken English language ability on admission through internationally recognised English tests, such as IELTS or equivalent, based on a reflection on whether the level of spoken English of students would adversely affect their attainment of learning outcomes.

4.2.6 Beside the observation as mentioned above, during the Panel's discussion with student/graduate representatives of the BSC-IT programme, some students/graduates shared with the Panel that even though the knowledge and skills gained from the programme are useful for their present/future career development, from the students'/graduates' views, they were also expecting to learn other knowledge and skills, such as IT system design and design infrastructure. These topics, in the Panel's views, do not form the focus of the Objectives/Learning Outcomes of the BSC-IT

programme. To ensure better alignment of Programme Objectives/ Learning Outcomes and student expectation, the Panel **advised** the Operator to ensure prospective students are well informed of the programme's positioning and features during the admission process.

4.2.7 Based on the above and notwithstanding the recommendation, the Panel considered the minimum admission requirements of the BSC-DM and BSC-IT programmes have been clearly outlined for staff and prospective students, and the student selection process has also been implemented appropriately according to relevant institutional policy.

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 top-up curriculum of the BSC-DM and BSC-IT programmes offered at SHAPE are summarised in the tables below. The Panel noted that the same curriculum will continue to be offered at SHAPE upon successful Re-LPA.

BSC-DM Programme

4.3.2 For the BSC-DM programme, both full-time and part-time modes are required to pass in the studied modules with an achievement of 120 HKQF credits. Students at SHAPE could choose to study modules from one of the pathways, namely Media Production, Games Development, or Audio Technology:

Module	HKQF Credit	Pathway*		
		MP	GD	AT
Creative Technologies Project	30	C	C	C
Interaction Design	30	C	C	C
Commercial Games Development	30	O	C	O
3D Modelling and Animation	30	C	O	O
Audio-Visual Production	30	O	O	O
Live Sound	15	-	-	C
Advanced Performance	15	-	-	C

** MP: Media Production; GD: Games Development; AT: Audio Technology.*

C = Compulsory Modules; O = Optional Modules.

BSC-IT Programme

4.3.3 For the BSC-IT programme, both full-time and part-time modes are required to pass the studied modules with an achievement of 120 HKQF credits. Students are required to study five compulsory modules and can choose two out of five optional modules:

Module	HKQF Credit	Core / Optional*
Information Technology Project	30	Core
Ethical and Professional Issues in Computing and Digital Media	15	Core
Security Management in Practice	15	Core
Advanced Topics in Web Development	15	Core
Advanced Topics in Web Development 2	15	Core
Usability and Interaction Design	15	Optional
Mobile Networks	15	Optional
Mobile Applications	15	Optional
Cryptography	15	Optional
Big Data Analytics	15	Optional

** Students are required to study and pass all compulsory modules and 30 credits of optional modules (i.e. two 15-credit optional modules) for graduation.*

4.3.4 For both programmes, students in the full-time mode complete their studies within one year, and for the part-time mode, students complete their studies within 1.5 years. The content of the modules is contextualised for the delivery at SHAPE, with approval by UWE, to fit the needs and the latest developments of the local industry in Hong Kong, as well as to fulfil the relevant local manpower requirements. To demonstrate effectiveness of the programmes in enabling students to achieve the objectives and intended learning outcomes, the Operator provided to the Panel documentary evidence as listed previously in Para 4.1.4. The Panel noted most part-time students are also working full-time, while the full-time students may gain real life work experience through part-time work or internship opportunities through teaching staff's professional/industry network. The *Creative Technologies / Information Technology Projects* of the BSC-DM and BSC-IT programmes respectively have also incorporated real life scenarios that address local industry needs. Nevertheless, to better prepare full-time students for their future career, the Panel **advised** the Operator to explore the feasibility of offering internship placement

options to full-time students that are either a part of or supporting their *Creative Technologies / Information Technology Projects*.

4.3.5 During discussion with the programme management teams at UWE and SHAPE, the Panel noted that feedback from external stakeholders such as industry advisors and employers (Both programmes) has been used to gauge the employability and competencies of the graduates of the two programmes for the purpose of continuous programme enhancement. The Panel noted that interactions with industry representatives occurred mostly at the institutional level through annual employment surveys conducted by VTC and at the discipline level through regular industry advisory meetings. When discussing with teaching staff at SHAPE on the use of feedback for continuous enhancement in their modules, the Panel observed that teaching staff are being informed of the feedback collected from the above-mentioned channels indirectly, such as through Programme Committee Meetings or Annual Programme Reports. The Panel was of the view that to ensure the currency and relevance of the contextualisation aspects of the programme content on an on-going basis, more opportunities should be provided to teaching staff to engage in first-hand and regular exchanges with industry representatives. Therefore, the Panel **recommended** that the Operator should facilitate further means for teaching staff of the BSC-DM and BSC-IT programmes to engage in regular exchanges with local industry representatives for the purpose of ensuring the currency and relevance of contextualised content for the Hong Kong programme delivery.

4.3.6 In view of the above information, the Panel considered that the Operator has effectively maintained the quality of the BSC-DM and BSC-IT programmes at the relevant standards and enabled students to achieve the objectives and intended learning outcomes of the programmes.

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 BSC-DM and BSC-IT programmes employ various learning and teaching methods to facilitate students' achievement of the programme objectives and learning outcomes. These methods

include, for example, lectures, tutorials, seminars, workshops, laboratory/studio sessions, and independent learning. For independent learning, students make use of essential readings and other knowledge and skills gained from lectures, tutorials and laboratory sessions to prepare for assessments such as reports, presentations and examinations. The Panel noted the maximum class size for both programmes is 120 for lectures and 25 for tutorials, seminars, workshops, laboratory/studio sessions, and project supervision for the *Creative Technologies Project* of BSC-DM and *Information Technology Project* of BSC-IT is individual-based.

4.4.2 In terms of assessment, a range of methods has been adopted in the programmes, including, for example, projects, reports, presentations, portfolios, assignments and examinations. The Panel was provided with the assessment scheme and samples of marked student scripts and student projects of each programme. The Operator also provided to the Panel the grade distribution of individual modules, award classification of graduates and reports by EEs since the last Re-LPA. Overall, the Panel was of the view that student performance in the programmes was of acceptable quality, and the Panel noted the mechanisms in place to monitor assessment standards, such as pre/post moderation of assessments and double marking of *Creative Technologies / Information Technology Project*.

4.4.3 To facilitate continuous enhancement of the learning and teaching activities, students are asked to complete a Module Evaluation Questionnaire (MEQ) at the end of each module, and the Panel was provided with the MEQ template used in the BSC-DM and BSC-IT programmes. On the actual MEQ results since the last Re-LPA, the Operator provided to the Panel the average scores of quantitative questions and a summary of students' written feedback of qualitative questions of all individual modules of the programmes. The MEQ results indicate that the learning, teaching and assessment activities of the BSC-DM and BSC-IT programmes have been effective. Students also have opportunities to provide feedback on academic and operational issues and concerns at the Staff Student Liaison meetings (SSLMs) held every semester, and through informal daily interaction with teaching staff. During the review of students' written feedback provided in the MEQs, the Panel observed some remarks made by individual students that modules without final examination seemed "easier" to pass. During discussion with teaching staff representatives, the Panel noted that for design-related modules, project-based assessment as well as

other continuous assessment methods are considered more suitable than final examinations, and some students may be under the impression that continuous assessments are “easier” without the time pressure of written examinations. To ensure students would better understand and appreciate the purpose of different types of assessments in modules, the Panel **advised** the Operator that in the future, further thought could be given to avoid potential misconception by students that the level of difficulty in obtaining a pass in continuous assessment is less than final written examinations, particularly when designing assessment activities for modules with continuous assessments only.

4.4.4 Taking into account information gathered in the accreditation documents and site visit discussions, the Panel concluded that the learning, teaching and assessment activities designed for the BSC-DM and BSC-IT programmes have been effective in delivering the programme content and assessing students’ attainment of the intended 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 UWE Link Tutors and the SHAPE Programme Coordinators work together to provide leadership of the BSC-DM and BSC-IT programmes and to ensure effective programme delivery, while the final decisions on programme management rest with UWE. The UWE Link Tutor communicate with and provide guidance to teaching staff from SHAPE assigned as module tutors on module content, learning and teaching activities as well as academic support to students, to ensure programme delivery at SHAPE is at a standard comparable with that at UWE. SHAPE module tutors can also suggest materials from locally to contextualise the module content.

4.5.2 Teaching staff from UWE and SHAPE work together to deliver the BSC-DM and BSC-IT programmes based on the agreed sharing of teaching load. UWE teaching staff members deliver 54 hours of

face-to-face tuition and the remainder of the teaching is delivered by SHAPE teaching staff. SHAPE teaching staff also supervise student projects, and they are responsible for preparing and marking of assessments, including first and second marking of student projects. UWE staff moderate examination papers prior to the assessments being taken by students and scrutinise samples of student work to ensure the marking was done consistently with the standard expected at UWE. The Panel noted that policies are in place to stipulate staff's maximum teaching load in each academic year and the number of student projects they supervise. Annual academic planning is conducted at the start of each year to ascertain the need for any additional staff to take up teaching and/or project supervision work, based on projected number of students to be recruited to the programmes. The Panel was provided with individual profiles of the management and teaching staff members of UWE and SHAPE in 2020/21 of the BSC-DM and BSC-IT programmes, and the number of teaching staff from UWE and SHAPE to support the proposed maximum yearly student intake in the upcoming five years (2021/22 to 2025/26). The Panel noted that all SHAPE teaching staff were approved by UWE before they were appointed for the delivery of modules in the programme.

4.5.3 During the site visit, the Panel also met and discussed with programme management and teaching staff from UWE and SHAPE on their roles and responsibility in the programme, as well as their collaboration in developing the module content and delivering the learning and teaching activities. The Panel noted that teaching staff at SHAPE, though not required to conduct research as part of their workload allocation, are encouraged to participate in professional development activities and pursue further studies, with a number of SHAPE teaching staff undertaking doctoral studies with UWE on a part-time basis. The Panel also noted that during the COVID-19 pandemic, with many of the teaching and learning activities of both programmes moved to online delivery, teaching staff devoted extra time and effort in tutoring students after online lectures and discussing with them on their *Creative Technologies* / *Information Technology Project* on evenings and weekends, and keeping in close contact with the students through emails and other social media applications. The Panel was of the view that teaching staff at UWE and SHAPE maintained strong relationships with students based in Hong Kong, which enhanced their learning experience in the programmes. Nevertheless, even though teaching staff did not indicate any workload issue, the ongoing COVID-19 pandemic had meant that teaching staff were engaged with students for significantly longer hours than before. The Panel therefore **advised**

the management team of the BSC-DM and BSC-IT programmes to be aware of any potential long-term impact on teaching staff's well-being and work life balance under the COVID-19 pandemic-influenced teaching and learning environment.

4.5.4 In consideration of the above, the Panel was of the view that the qualifications, experience and expertise among the pool of staff from UWE and SHAPE are sufficient to support the management and delivery of the BSC-DM and BSC-IT 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 delivery of the BSC-DM programme utilises facilities located in two VTC campuses, namely HKDI and IVE (Lee Wai Lee) and IVE (Tuen Mun), and the delivery of the BSC-IT programme utilises facilities mainly located in the IVE (Tsing Yi) campus, with the IVE (Tuen Mun) utilised for one year only (2017/18). The Panel was provided with information on programme-specific specialised facilities and equipment in these campuses, including information on the current and projected utilisation rates of the specialised facilities. As the site visit was conducted via video conference, instead of a physical visit to the campuses, the Operator gave a presentation of the specialised facilities and online learning resources available at SHAPE and UWE to the Panel. The Panel also met with student and graduate representatives of the BSC-DM and BSC-IT programmes and discussed with them about their learning experience and their evaluation on the learning resources and support services provided by the Operator. The Panel noted that during the COVID-19 pandemic when the campuses were closed, special arrangements have been made by teaching staff for students to loan out specialised equipment for use in completing their assignments/projects.

4.6.2 On the English language learning support services provided to students at SHAPE, the Panel noted the provisions in place such as the English Enhancement Programme (EEP) covering areas of academic writing and reading as well as presentation skills in the forms of web-based courses, individual consultations and workshops. Students can also visit the Centre for Independent

Language Learning (CILL) and Independent Learning area of Language Centre at IVE/HKDI campuses which provide language learning resources for self-learning. Other workshops including Curriculum Vitae writing and job interview skills are provided to students as well. While noting the various services provided to students, during discussion with students and graduates of the programmes, the Panel found that not all students attended activities/workshops under the EEP due to time clashes with full-time work and other commitments. Furthermore, some students/graduates reflected that the content of the workshops was not entirely tailored to the language training needs for use of English at workplace settings. The Panel gathered similar views from discussion with external stakeholders from industry that the graduates would have benefitted from more training in business communication, such as business email writing and communication with/presentation to clients, as reporting/communicating ideas effectively to the intended audience is also part of the Learning Outcomes of the programmes. In light of the views shared by the above-mentioned key stakeholders, as well as the Panel's previous observation on the varied level of confidence/fluency in students'/graduates' spoken English communication (Para 4.2.5), the Panel **recommended** that the Operator should provide more workshops to students for (a) intensive English language training and (b) enhancement of business communication skills, and should also consider making such workshops compulsory for all students of the BSC-DM and BSC-IT programmes.

4.6.3 To conclude, the Panel had the view that the provision of learning, teaching and enabling resources by the Operator for the BSC-DM and BSC-IT programmes are adequate and appropriate.

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 The Panel noted that mechanisms are in place at UWE and SHAPE to monitor and review the quality of the BSC-DM and BSC-IT programmes on an ongoing basis. The quality standard of the programmes is monitored through various indicators such as number of applications, number of enrolments, retention rate,

graduation rate, and degree award classifications. Based on figures provided by the Operator in the accreditation documents on the above-mentioned indicators, the Panel had the view that the operation of the BSC-DM and BSC-IT programmes since the last Re-LPA has been effective.

4.7.2 The BSC-DM and BSC-IT programmes are also subject to regular internal reviews. The SHAPE Programme Coordinators, in collaboration with the UWE Link Tutor, prepare Module Reports and Annual Programme Reports (APRs) for monitoring of modules and programmes of the SHAPE provision. The Module Reports review data on student performance and student feedback at module level and consider comments by the EEs. The APRs consolidate data on student performance derived from the Module Reports, summarise feedback from students and teaching staff, address issues raised in the EE Reports and assess progress on the previous year's action plan. Issues to be addressed in the format of an updated action plan, as well as examples of good practices are included in the APRs. The Panel was provided with APRs of the two programmes from 2017/18 to 2018/19 and discussed with programme management and teaching staff on how they have made use of the annual programme monitoring process to inform enhancements in various aspects of the programme. During discussion with teaching staff, the Panel noticed that the level of awareness of student feedback collected from formal channels such as Module Evaluation Questionnaires (MEQs) varied among teaching staff of the two programmes. To maximise the use of feedback for continuous module/programme enhancement, the Panel **advised** the Operator to explore ways to distribute insights gained from the quality assurance process more widely at the programme level among individual teaching staff.

4.7.3 In terms of engagement with the industry, the Panel noted the strong professional network possessed by the teaching staff which facilitated their students in seeking part-time job or internship opportunities as well as full-time employment upon graduation. While the Panel acknowledged the use of teaching staff's own professional network to provide students with more industry exposure, the Panel was of the view that the effectiveness can be further improved by having more systematic and concerted efforts at the programme level, or even across the two programmes, for an enhanced learning experience. Moreover, the Panel heard from employers and students/graduates during respective discussions at the site visit that they would welcome more opportunities in the future for industry networking and joint projects. Taking into

consideration the observations as above, the Panel **recommended** that the Operator should adopt a more systematic approach across the programmes in providing industry networking and collaboration opportunities to students in both programmes.

4.7.4 In conclusion, the Panel considered that the Operator has monitored and reviewed the development and performance of the BSC-DM and BSC-IT programmes on an on-going basis to ensure effectiveness of the programme content and relevant activities.

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 HKQF 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 HKQF. 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: 100/35/06
31 March 2021
JoH/SF/JrL/jrl/jnl

Appendix

School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol

Learning Programme Re-accreditation
BSc (Hons) Digital Media and BSc (Hons) Information Technology

26 to 27 January 2021

Panel Membership

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HKCAAVQ Report No.: 21/21