



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

CONFIDENTIAL

ACCREDITATION REPORT

**HKU SCHOOL OF PROFESSIONAL AND
CONTINUING EDUCATION**

AND

UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF SCIENCE (HONOURS) SPORT
COACHING**

AND

**BACHELOR OF SCIENCE (HONOURS) SPORT
MANAGEMENT**

MAY 2022

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1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA765), 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 the HKU School of Professional and Continuing Education (HKU SPACE) and the University of Northumbria at Newcastle (UNN) (jointly as the Operator) to conduct a learning programme re-accreditation (re-LPA) exercise with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programmes of the HKU School of Professional and Continuing Education (HKU SPACE) and the University of Northumbria at Newcastle (UNN) meet the stated objectives and Hong Kong Qualifications Framework (HKQF) standard and can continue to be offered as accredited programmes.
 - i. the Bachelor of Science (Honours) Sport Coaching Programme with Non-local Courses Registry (NCR) Registration/ Reference No.¹: 452828; and
 - ii. the Bachelor of Science (Honours) Sport Management with NCR Registration/ Reference No.: 452010
 - (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 Bachelor of Science (Honours) Sport Coaching Programme (BScSC) and the Bachelor of Science (Honours) Sport Management Programme (BScSM) 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.

¹ NCR Registration / Reference number: the number assigned by the Non-local Courses Registry (NCR) under the Non-local Higher and Professional Education (Regulation) Ordinance, to registered / exempted courses respectively.

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	HKU School of Professional and Continuing Education 香港大學專業進修學院	
Name of Non-local Operator	University of Northumbria at Newcastle	
Name of Award Granting Body	University of Northumbria at Newcastle	
Title of Learning Programme*	Bachelor of Science (Honours) Sport Coaching 運動教練學（榮譽）理學士	Bachelor of Science (Honours) Sport Management 運動管理學（榮譽）理學士 ²
Title of Qualification [Exit Award]*	Bachelor of Science (Honours) Sport Coaching	Bachelor of Science (Honours) Sport Management
Primary Area of Study and Training	Services	Services
Sub-area (Primary Area of Study and Training)	Recreation, Leisure and Sports Management	Recreation, Leisure and Sports Management
Other Area of Study and Training	Social Sciences	Business and Management
Sub-area (Other Area of Study and Training)	Social and Behavioural Sciences	General Business Management
HKQF Level	Level 5	Level 5
HKQF Credits	180	180

² In response to the recommendation from the Panel in the 2018 re-LPA exercise, the Operator reviewed the consistency of Chinese programme titles of the two programmes, and the Chinese programme title of BScSM would be changed from ‘體育管理(榮譽)理學士’ to ‘運動管理學(榮譽)理學士’ effective from 1 September 2022.

Mode(s) of Delivery and Programme Length	Full-time, 1.5 years Part-time, 3 years	Full-time, 1.5 years Part-time, 3 years
Start Date of Validity Period	1 September 2022	1 September 2022
End Date of Validity Period	31 August 2026	31 August 2026
Number of Enrolment(s)	One enrolment per year	One enrolment per year
Maximum Number of New Students	Full-time, 50 per year Part-time, 25 per year	Full-time, 50 per year Part-time, 25 per year
Address of Teaching / Training Venues³	<p>(1) Admiralty Learning Centre, Admiralty Centre, 18 Harcourt Road, Admiralty, Hong Kong</p> <p>(2) Fortress Tower Learning Centre, Fortress Tower, 250 King's Road, North Point, Hong Kong</p> <p>(3) Graduate House, No. 3 University Drive, The University of Hong Kong</p> <p>(4) HKU SPACE Headquarters (with teaching venues available from HKU), T.T. Tsui Building, The University of Hong Kong</p> <p>(5) HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) Campus, 66 Leighton Road, Causeway Bay, Hong Kong</p> <p>(6) Island East Campus, 494 King's Road, North Point, Hong Kong</p> <p>(7) Kowloon East Campus, 28 Wang Hoi Road, Kowloon Bay, Kowloon</p> <p>(8) United Centre, 95 Queensway, Admiralty, Hong Kong</p>	

Remark:

** In the re-accreditation exercise, the intermediate exit awards of Bachelor of Science Sport Management and Diploma of Higher Education in Sport Management; the intermediate exit awards Bachelor of Science Sport Coaching and Diploma of Higher Education in Sport Coaching are not included.*

³ All classes of the programmes will only be conducted in these premises which have to meet the approved premises criteria under section 5 of Cap. 493B

2.4 Recommendations

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

Both programmes

- 2.4.1 The Operator should review and monitor the teaching, learning and assessment activities (TLAs) for the three common modules to ensure the content of the modules provides a sufficient volume of programme-specific learning and coverage to allow students to achieve different PILOs of the two programmes (para. 4.3.4).
- 2.4.2 The Operator should undertake a research-based curriculum review and adopt the necessary mechanism to ensure students acquire solid research knowledge, can conduct statistical analysis, and write hypotheses when needed to enhance the quality of students' dissertations (para. 4.4.13).

2.5 Advice

HKCAAVQ also offers the following advice for continuous improvement of the two programmes.

Both programmes

- 2.5.1 The Panel advised the Operator to monitor the effectiveness of the selected learning, teaching and assessment activities and incorporate other proactive initiatives and contingency plans to allow students to achieve the intended learning outcomes (para. 4.4.12).
- 2.5.2 The Panel advised the Operator to review their staffing plan and develop a regular review mechanism to ensure that sufficient staffing is in place in order to provide the needed range of teaching and learning and support for students (para. 4.5.4).
- 2.5.3 The Panel advised the Operator to strengthen current practices, and explore potential initiatives to enhance students' academic writing and adopt appropriate mechanisms to monitor their English language proficiency (para. 4.6.5).
- 2.5.4 The Panel advised the Operator to monitor the effectiveness and outcomes of the new feature of the Learning Experiences Survey (LES) system (para. 4.7.5).

- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the programmes continue 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 In 1992, the Department of Extra Mural Studies in The University of Hong Kong established in 1956 was renamed the HKU School of Professional and Continuing Education (HKU SPACE). It was incorporated as a non-profit-making company limited by guarantee in 1999. It offers part-time and full-time programmes in Hong Kong and in Mainland China.
- 3.2 University of Northumbria at Newcastle (UNN) has a degree awarding status under the United Kingdom Further and Higher Education Act (1992). UNN has also been granted the authority to approve programmes conducted at an external institution outside the United Kingdom (UK).
- 3.3 In 2015, the HKU SPACE and UNN collaborative partnership attained an Initial Evaluation (IE) status at HKQF Level 5 from HKCAAVQ. BScSM was re-accredited in 2018 while BScSC was first accredited in the same year.
- 3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-Accreditation (re-LPA) for BScSC and BScSM. HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at Appendix). In view of the Coronavirus Disease (COVID-19) outbreak, the site visit was conducted via video conference from 23 to 25 February 2022 to reduce social contact. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.

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 Faculty of Health and Life Sciences at UNN manages the collaboration with HKU SPACE in delivering the two programmes in both part-time and full-time modes. The two programmes are developed with reference to the Framework for Higher Education Qualifications (FHEQ) in the United Kingdom (UK).

4.1.2 Regarding the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) since the 2018 Learning Programme Accreditation (LPA) of BScSC and Learning Programme Re-Accreditation (re-LPA) of BScSM (refers to "2018 LPA/re-LPA" hereafter), the Panel observed the followings:

- (a) the POs and PILOs of BScSC have remained unchanged; and
- (b) except for some minor changes in one PO and some PILOs of BScSM, like (i) adding two words "students with" in the PO4; (ii) changing one repeated word "qualitative" to "quantitative" in two PILOs; and (iii) replacing the word "you" with "students" in some PILOs, there are no substantial changes to the POs and PILOs of BScSM.

BScSC: POs

4.1.3 BScSC aims to:

PO1	Produce graduates who can demonstrate a critical appreciation and contemporary knowledge of the skills and principles required for effective coaching practice and who have developed the core competencies required to coach athletes throughout their stages of development.
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PO2	Enable students to closely examine the art and science of coaching, focusing on both the application of sport science disciplines in the coaching context and the athlete-coach interaction.
PO3	Enable students to address theory and principles governing coaching practice and includes practical coaching opportunities together with a chance for individuals to reflect upon and modify their own coaching behaviour.
PO4	Provide students with an academically and vocationally relevant curriculum designed to stimulate students to become active learners, self-reflectors, and develop effective evaluative skills with the ability to question existing practices in sports coaching allowing them to acquire a range of transferable skills that will equip them for employment, enterprise or further study.
PO5	Allow students to evaluate and modify their own behaviour and that of performers in a range of activities so that they can fully appreciate the role of the professional coach and understand the qualities required to coach effectively developing their ability to communicate ideas to a range of audiences using a variety of media.

4.1.4 Upon completion of BScSC, students will be able to:

Knowledge and Understanding (K&U)

K&U1	Discuss, analyse, apply and evaluate theoretical approaches that have developed and are developing within the field of sport coaching and / or a school sport context.
K&U2	Identify and evaluate effective sports coaching practice that promotes optimal athlete performance in an applied setting.
K&U3	Discuss, analyse and evaluate the application of a variety of sports coaching models and frameworks in a theoretical and / or applied context.
K&U4	Demonstrate knowledge and understanding of evaluative practice and research paradigms, including methods of acquiring, analysing and interpreting data.
K&U5	Demonstrate an understanding of relevant and reliable tests to measure an athlete's performance and analyse in relation to normative values.
K&U6	Demonstrate a critical appreciation of the knowledge, skills and principles required for effective sports coaching practice in selected vocational contexts and the need for

	inter- and multi-disciplinary perspectives in its analysis.
K&U7	Demonstrate a critical appreciation of sports coaching as applied to a range of groups and individuals to ensure inclusive practice.
K&U8	Demonstrate a critical understanding of sports coaching through academic study, practical approaches to coaching development and professional reflective practice.
K&U9	Demonstrate knowledge and a critical understanding of evaluative practice and research paradigms, including methods of acquiring, analysing and interpreting data collected through their own research applicable to the analysis of a variety of coaching contexts.
K&U10	Demonstrate a critical appreciation of the relationship between the sports coach and training interventions on the participant / group.

Intellectual / Professional Skills & Abilities (IPSA)

IPSA1	Take responsibility for planning and managing self-learning and continued professional career development with self-appraisal and reflective practice and be able to communicate effectively to diverse audiences utilising a range of formats and media.
IPSA2	Apply theoretical knowledge to real-world sport coaching contexts and demonstrate solutions to both familiar and unfamiliar problems developing analytical and conceptual skills and recognise the need to challenge their thinking and the thinking of others in their application to practice.
IPSA3	Use a range of assessment tools to assess and evaluate an athlete and / or other coach(es). Assist in the organisation and delivery of appropriate coaching programmes, working with small groups under supervision.
IPSA4	Under supervision, effectively plan, initiate, design and conduct an empirical study, then analyse and critically discuss, interpret and evaluate the data and communicate the findings.
IPSA5	Develop theoretical insights, analytical and critical skills and use a range of assessment tools to assess and critically evaluate an athlete and / or other coach(es) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences recognising the need to challenge their thinking and the thinking of others in relation to sports coaching.
IPSA6	Plan, design, deliver and critically review sports coaching programmes and practices in relation to the needs of the athlete and effective coaching practice.

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

PVA1	Demonstrate systematic problem-solving skills and analyse ethical issues to a diverse range of coaching situations and participation groups within global / cultural contexts.
PVA2	Self-appraise and reflect on practice displaying attitudes and skills to work sensitively and constructively in diverse coaching contexts.
PVA3	Demonstrate knowledge and critical awareness of moral, ethical and legal issues in sports coaching and the application of relevant theories and concepts to a diverse range of situations and participation domains.
PVA4	Develop practical and transferrable skills which will facilitate interaction and co-operation with a range of support services and develop leadership qualities in a variety of contexts and practical activities.

BScSM: POs

4.1.5 BScSM aims to:

PO1	Enable students to demonstrate a critical understanding of the processes and practices that are central to professions within Sport Management.
PO2	Equip students with the vocational, enterprise, and entrepreneurial skills needed for employment.
PO3	Enable students to appreciate and evaluate sport, as a global business, from an informed and inquisitive managerial viewpoint.
PO4	Develop students with vocationally relevant experience and skills; such as event management, strategic and economic planning, social media management, and sport marketing.
PO5	Encourage students to develop transferable skills in areas such as; communication, negotiation, teamwork, leadership, and problem-solving.
PO6	Emphasise the application of theory to practice, using contemporary case studies, live projects, and authentic assessments.
PO7	Develop in students an understanding of, and respect for, a globalised society with diverse needs and different cultural backgrounds.

4.1.6 Upon completion of BScSM, students will be able to:

Knowledge and Understanding (K&U)

K&U1	Construct knowledge of concepts central to functional sport management, including areas of finance, economics, human resources, sport marketing, strategic planning, event management, facility management, and sports development.
K&U2	Apply a range of graduate subject specific and transferable skills that are central to future employability, including; evidence-based reasoning from multiple perspectives, analysing causal relationships, relating numerical and connotative evidence using information technology, problem solving, interpersonal and group-working capabilities, effective negotiation, and self-appraisal and reflective learning.
K&U3	Demonstrate knowledge of research paradigms and methods used to acquire, analyse, and interpret quantitative and qualitative data by designing and conducting ethically sound research.
K&U4	Identify strategic objectives, which are fundamental to the achievement of personal / organisational aims / targets; achievable through continual learning, critical self-reflection, inspirational leadership, target setting, and the initiation and implementation of plans and activities.
K&U5	Employ approaches to solve challenging personal and professional issues, using knowledge, skills, and approaches consistent with the subject / profession to suggest appropriate solutions.
K&U6	Critically apply knowledge of concepts central to functional sport management, including areas of finance, economics, human resources, sport marketing, strategic planning, event management, facility management, and sports development.
K&U7	Demonstrate applied theoretical knowledge of a range of graduate subject specific and transferable skills, including; evidence-based reasoning from multiple perspectives, analysing causal relationships, relating numerical and connotative evidence using information technology, problem solving, interpersonal and group-working capabilities, effective negotiation, and self-appraisal and reflective learning.
K&U8	Make reasoned judgements using knowledge of research paradigms and methods of acquiring, analysing, and interpreting quantitative and qualitative data by skilfully initiating, designing and conducting ethically sound research.

K&U9	Identify and justify strategic objectives, which are fundamental to the achievement of personal / organisational aims / targets; achievable through continual learning, critical self-reflection, inspirational leadership, target setting, and the initiation and implementation of plans and activities.
K&U10	Synthesise and evaluate approaches to solve complex personal and professional issues, using knowledge, skills, and approaches at the forefront of the subject / profession to find appropriate solutions.

Intellectual / Professional Skills & Abilities (IPSA)

IPSA1	Identify and use a range of implementation, leadership, and communication strategies, which are appropriate to the task, audience, and desired outcome; enabling students to define and differentiate knowledge and data from a variety of sources; academic, industry specific, and mass-media, in order to summarise appropriate, effective, and efficient sport managerial solutions.
IPSA2	Demonstrate specific practical competencies related to sport management, including the use of a variety of statistical / reporting software, communication channels, and social media tools to effectively communicate and present various types of information clearly and succinctly to an internal and external audience.
IPSA3	Construct a strategy to conduct a macro and micro level audit of a sport organisation, displaying an awareness of the inter- and multi-disciplinary perspective related to sport management concepts, and the global, and culture environments it operates within.
IPSA4	Identify, use, and evaluate from a range of implementation, leadership, and communication strategies, which are appropriate to the task, audience, and desired outcome; enabling students to locate and appraise knowledge and data from a variety of sources; academic, industry specific, and mass-media, in order to provide the most appropriate, effective, and efficient sport managerial solutions.
IPSA5	Evaluate and apply specific practical competencies related to sport management, including the use of a variety of statistical / reporting software, communication channels, and social media tools to effectively communicate and present various types of information clearly and succinctly to an internal, external, and culturally diverse range of audiences using the most appropriate communication strategy and media.

IPSA6	Implement a macro and micro level audit of a sport organisation, employing an inter- and multi-disciplinary perspective with regards to sport management concepts, global, and culture environments.
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Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) PVA

PVA1	Employ ethical reasoning to illustrate personal and societal experiences, responding successfully to any developmental opportunities subsequently identified; enabling students to identify personal strengths and limitations, in relation to; globalisation, cultural diversity, the ethical treatment of others, the use of technology, governance, empathy, and respecting diverse values and beliefs.
PVA2	Outline potentials for leadership, selecting appropriate leadership styles for the task and personnel involved; explaining the personal and professional behaviours which may enhance or inhibit teamwork; enabling students to take responsibility for personal and organisational continuous learning and continuing professional development.
PVA3	Reflect constructively and non-judgementally on personal and societal experiences, and respond effectively to any developmental opportunities subsequently identified; enabling students to evaluate and reflect on personal strengths and limitations, enabling creative solutions to be found in relation to; globalisation, cultural diversity, the ethical treatment of others, the use of technology, governance, empathy, and respecting diverse values and beliefs.
PVA4	Self-assess potentials for leadership, recognising appropriate leadership styles for the task and personnel involved; identifying the personal and professional behaviours which may enhance or inhibit teamwork; enabling students to challenge assumptions and take responsibility for personal and organisational continuous learning and continuing professional development.

- 4.1.7 In response to the recommendation from the Panel in the 2018 LPA/re-LPA, the Operator reviewed the consistency of Chinese programme titles of the two programmes, and the Chinese programme title of BScSM will be changed from ‘體育管理(榮譽)理學士’ to ‘運動管理學(榮譽)理學士’ effective from 1 September 2022.

4.1.8 The Operator provided the following documents to demonstrate that the two programmes continue to meet the HKQF standard at Level 5:

- (a) Mapping of PILOs against POs;
- (b) Mapping of the modules against PILOs;
- (c) Mapping of the modules against the Generic Level Descriptors (GLD) at HKQF Level 5; and
- (d) UNN Programme Specifications.

4.1.9 The Operator provided the following documents and information to demonstrate the achievement of learning outcomes and the assessment standard:

- (a) The External Examiner (EE) reports from 2018/19 to 2020/21;
- (b) Samples of marked student coursework of four modules:
 - (i) *Sport Development, Management and Coaching Dissertation*; (ii) *Sport Research in Practice*; (iii) *Coaching Concepts and Behaviour*; and (iv) *Talent ID and High Performance Coaching*;
- (c) Marking scheme/ assessment rubrics of three modules and examination scripts of one module;
- (d) Annual Monitoring Reports (AMR) from 2017/18 to 2020/21; and
- (e) Reports of the Learning Experience Survey (LES) of three modules in 2020/21: *Media Management for Sport*, *The Business of Sport* and *Coaching Skills and Practice*, and
- (f) 2020 Graduate Survey Results for Full-time Mode.

4.1.10 Having reviewed the above information and the comments of the external examiners, the Panel made the following observations:

- (a) The POs and PILOs are aligned and relevant to the needs of the industry.

- (b) The sample assessment tasks and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5.
- (c) Since the last 2018 LPA/re-LPA, the graduation rates for BScSM full-time mode in 2017/18 and 2018/19 and BScSM part-time mode from 2017/18 to 2018/19 were 100%. The 2019/20 graduation rates for BScSM and BScSC full-time mode were 94% and 86%, respectively.
- (d) The comments given in the EE reports are positive in general.
- (e) The International College of HKU SPACE conducts a Graduate Survey annually to students of the full-time mode. The 2020 Graduate Survey indicated that most respondents found a job or furthered their studies shortly after graduation. It showed that about 87.5% and 100% of BScSM and BScSC respondents received job offers before graduation or within six months after graduation.

4.1.11 From the discussion with the students and graduates during the site visit, the Panel noted that students considered the two programmes useful in preparing them with sport coaching and sport management knowledge. During the discussion with external stakeholders, one placement provider commended that students are eager to learn the industry and could apply basic management skills at work. Another employer also said graduates could apply their fundamental sport management knowledge and survey skills at work.

4.1.12 In consideration of the above information, the Panel is of the opinion that the two programmes have achieved their POs and PILOs as a whole, and the relevant QF standards have been met.

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 HKU SPACE is responsible for admitting students to the two programmes in accordance with the General Admission Policy of UNN and relevant Programme Delivery Supplements. The UNN

Programme Coordinator monitors this process, and UNN is responsible for making final decisions on admission. The minimum entry requirements are as follows:

BScSC

- (a) Applicants shall hold a Higher Diploma in Sport Coaching and Sport Performance (HDSCSP) awarded within the HKU system through HKU SPACE, or an equivalent qualification from a recognised institution.
- (b) Applicants, who are graduates of programmes taught in English, are normally regarded as demonstrating the required English Proficiency. In other cases, IELTS 6.0 is required.
- (c) Applicants may be required to attend an interview and/or an English test.

BScSM

- (a) Applicants shall hold a Higher Diploma in Sport and Recreation Management (HDSRM) awarded within the HKU system through HKU SPACE, or an equivalent qualification from a recognised institution.
- (b) Applicants, who are graduates of programmes taught in English, are normally regarded as demonstrating the required English Proficiency. In other cases, IELTS 6.0 is required.
- (c) Applicants may be required to attend an interview and/or an English test.

4.2.2 All admissions of the two programmes have to be reviewed and approved by UNN. Applicants are required to apply with relevant supporting documents. The application forms are initially screened against the minimum entry requirements before they are passed to the HKU SPACE Programme Leader, who is also the Admissions Co-ordinator, for perusal and recommendation. Applicants will have the entry criteria explained at the admission interview. The applicants' academic backgrounds, sport achievements and interview records are entered into the UNN Acceptance forms and sent to UNN for consideration of acceptance. UNN reviews the applicant's qualifications and experiences in consultation with the HKU SPACE Programme Leader and UNN Module Leaders, and records the decision in the UNN Acceptance Form. Shortlisted candidates are

sent a letter of conditional offer. Once applicants submit evidence to show that they have fulfilled the conditions, they are sent a final offer letter. When students confirm their acceptance of the offer, they are admitted to the programme of studies and included on a list of registered students, and their names are submitted to UNN for final approval.

4.2.3 The Panel noted from the accreditation documents that the following additional admission requirements apply to different applicants:

- (a) For applicants without HDSCSP or HDSRM, the content of prior qualifications will be mapped against the curriculum of the home programme. UNN will determine equivalent qualifications and make the final decision on admissions. In addition, students may be required to take bridging modules before the commencement of each programme.
- (b) As part of the UNN validation process, the programme structure, QF level, assessments and curriculum of HDSCSP and HDSRM were scrutinised by UNN committees. The Panel was informed that UNN approved HDSCSP as equivalent to 180 credits of BScSC while HDSRM was equivalent to 180 credits of BScSM.
- (c) In response to the Panel's recommendation of the 2018 LPA/re-LPA, the Operator has further developed its system of mapping of non-feeder programmes. By making use of the UNN Acceptance Form, mentioned in para. 4.2.2 above, the UNN Programme Coordinator can complete the review of applications on a case-by-case basis with consideration of individual students' circumstances.
- (d) Where applicants have the relevant background in sports, but their prior learning does not include sufficient learning in key curriculum areas, they are required to complete one or two bridging modules as follows:
 - (i) For BScSC, such curriculum areas may include research or coaching. The applicant will be advised in the conditional offer letter to undertake bridging modules, such as *Research in Sport* and *School Sport and Coaching, prior to entry*; and
 - (ii) For BScSM, such curriculum areas may include research or management. The applicant will be advised in the

conditional offer letter to undertake bridging modules, such as *Research in Sport, prior to entry*.

- 4.2.4 The Operator provided the actual admission figures of the two programmes since the last accreditation, the number of students required to complete the bridging modules, and the following proposed maximum number of new students in the coming years.

	Academic Year									
	2022/23		2023/24		2024/25		2025/26		2026/27	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
BScSC	50	25	50	25	50	25	50	25	50	25
BScSM	50	25	50	25	50	25	50	25	50	25

- 4.2.5 The Panel reviewed the profiles and considered students admitted from 2018 to 2020 met the admission standards. However, the Panel also noted that among 26 students admitted to BScSC (full-time and part-time modes together) in AY 2019/20, three students were admitted to BScSC through the non-standard entry, which accounted for about 11.5%. In line with the yearly quota for special admission and non-standard admission for local degree programmes accredited by HKCAAVQ and in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the percentage of non-standard admissions for non-local programmes accredited by HKCAAVQ has to be capped on a programme basis at a maximum of 5% of the actual number of new students for the year.
- 4.2.6 The Panel noted that the proposed maximum numbers of new students for each entry route remained the same since the last accreditation. However, the Panel also observed the following situations of student enrolment:
- (a) the enrolment numbers have fluctuated over the past three years but were generally lower than the proposed annual targets; and
 - (b) the number of students admitted in 2019/20 was lower than the agreed minimum number of student intake listed in the Collaboration Agreement between HKU SPACE and UNN.

The Operator explained that with the drop in Hong Kong's birth rate, the impact on post-secondary education continues to be evident in the period 2017-2021. Enrolment has fluctuated over the years of

delivery as the two programmes are addressing the needs of HKU SPACE's Higher Diploma (HD) and Advanced Diploma (AD) students. However, they are confident about the market needs. They considered the enrolments of HDSRM and HDSCSP programmes over the past two years indicated that potential students would consider awards from within the HKU system. The introduction of the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to the HDSRM and HDSCSP programmes since 2019 indicates that the Government is encouraging the development of the future sport sector professionals. The HKU SPACE's Programme Team also actively promotes the two programmes via social media tools, information seminars, and spreading the programme information among their industry partners. Besides, the Panel also noted that both partners agreed to work on recruitment strategies for future intakes.

- 4.2.7 During the discussion with external stakeholders, employers shared that the two programmes meet the industry needs. Teaching staff indicated that the recent Olympics success of Hong Kong athletes had positive promotion effects on the two programmes, especially after. The Panel also noted that some students and graduates are athletes. They enrol in BScSC because they want to gain knowledge and competence in key coaching themes to ensure that students have academic knowledge and practical coaching skills.
- 4.2.8 Based on the discussion with the stakeholders, the Panel formed the view that the minimum admission requirements are effective for recruiting students with the necessary skills and knowledge to undertake the two programmes.

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 two programmes offered by UNN and HKU SPACE in Hong Kong are top-up programmes. They share three common modules (two taught modules and the Dissertation) out of eight modules for each programme. Students need to complete all modules to receive the bachelor's award with honours. Students studying in the full-time and the part-time modes of each programme follow the same curriculum and structure, but the normal duration is 18 months in the

full-time mode and 36 months in the part-time mode. The Operator also provided (a) the UNN Programme Specifications; (b) Operations Manuals; and (c) HKU SPACE Qualifications Framework Level and Credit Assignment Forms (QF Forms), which list out programme information, qualifications framework and credit allocations and module information of each programme.

4.3.2 In the accreditation documents, the Panel noted that the Operator had made some changes in the programme structures and assessment methods of some modules since the 2018 LPA/re-LPA; and has proposed further changes in this re-LPA exercise to be effective in September 2022. The following table summarises these changes, classified into the programme and the module levels.

Items	Changes/ modification	Commencement year in Hong Kong
Programme Level		
BScSM	The Chinese programme title of BScSM will be changed from ‘體育管理(榮譽)理學士’ to ‘運動管理學(榮譽)理學士’	2022/23
	The total contact hours required for achieving 180 credits of BScSM will increase from 449.5 hours to 471.5 hours.	
Module Level		
<i>Sport Research in Practice</i>	(i) A total of three contact hours has been added to the module to give support to students.	2021/22
<i>Coaching Concepts and Behaviour</i>	(i) The contact hours were re-distributed to improve delivery to students.	2021/22
<i>Coaching Skills and Practice</i>	(i) Minor changes to the module objectives and module intended learning outcomes.	2022/23
	(ii) The contact hours will be re-distributed.	

4.3.3 With the above changes, the revised programme structures⁴ of the two programmes are as follows:

BScSC

No.	Modules of BScSC	Contact hours*	Independent learning hours [^]	Total notional Hours	HKQF Level	HKQF Credits
1	Developing Athlete Potential	39.5	160.5	200	5	20
2	Sport Research in Practice [#]	36	164	200	5	20
3	Coaching Skills and Practice	42	158	200	5	20
4	Coaching Concepts and Behaviour	43	157	200	5	20
5	Talent ID and High Performance Coaching	39	161	200	5	20
6	Applying Principles of Coaching Science	36	164	200	5	20
7	Professional Development Through Sport [#]	183**	17	200	5	20
8	Sport Development, Management and Coaching Dissertation [#]	45.5	354.5	400	5	40
Total		464	1336	1800		180

[#] Common modules of BScSM programmes.

* Contact hours include lecture, exam and non-lecture activities such as workshop/ tutorial/ practical workshop/ visit/ practicum/ demonstration/ supervision/ site-visit/ laboratory

** This module has 160 hours of practicum.

[^] Independent learning hours are calculated figures based on Total notional hours minus the total contact hours. The Operator has confirmed the calculated figures.

⁴ Refer to the Qualifications Framework Level and Credit Assignment (QF) Forms of BScSC and BScSM.

BScSM

No.	Modules of BScSM	Contact hours*	Independent learning hours ^	Total notional Hours	HKQF Level	HKQF Credits
1	Strategic Planning for Sport	36	164	200	5	20
2	The Business of Sport	35	165	200	5	20
3	Sport Research in Practice#	36	164	200	5	20
4	Media Management for Sport	36	164	200	5	20
5	Sport Facility and Operational Management	57	143	200	5	20
6	Sport Event Management	43	157	200	5	20
7	Professional Development Through Sport#	183**	17	200	5	20
8	Sport Development, Management and Coaching Dissertation#	45.5	354.5	400	5	40
Total		471.5	1328.5	1800		180

Common modules of BScSC programmes

* Contact hours include lecture, exam and non-lecture activities such as workshop/ tutorial/ practical workshop/ visit/ /practicum/demonstration/supervision/site-visit/ laboratory

** This module has 160 hours of practicum.

^ Independent learning hours are calculated figures based on Total notional hours minus the total contact hours. The Operator has confirmed the calculated figures.

4.3.4 Having reviewed the mapping of the modules against PILOs, the Panel sought clarification from the Operator on how the three common modules with the same syllabi, teaching materials and assessment can be delivered to attain different PILOs of two different programmes. For example, the Panel noted that one of these modules, *Sport Research in Practice*, was delivered by the same teacher to the two programmes (in full-time mode) arranged in the same class. In a written response and at the site visit, the Operator

indicated that the programme content varies in these two programmes to meet different learning outcomes; and emphasised the followings:

- (a) each common module covers some basic knowledge relevant to the students of each programme; and
- (b) the two modules (*Professional Development through Sport* and *Sport Development, Management and Coaching dissertation*) have individual assessments, requiring students to undertake a placement and a study project specific to each degree programme.

While understanding the rationale for the arrangement of common modules, the Panel considered it crucial to have programme-specific content to allow students of BScSC and BScSM to achieve the different PILOs of these two programmes, as these modules account for 80 credits out of 180 credits, about 44% of the programme syllabus. Therefore, the Panel **recommended** that the Operator should review and monitor the teaching, learning and assessment activities (TLAs) for these three common modules to ensure the content of the modules provides a sufficient volume of programme-specific learning and coverage to allow students to achieve different PILOs of the two programmes.

- 4.3.5 In consideration of the accreditation documents and the discussion at the site visit, notwithstanding the above recommendation, the Panel held the view that the structure and content of the two programmes remain effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

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 two programmes employ a mix of teaching and learning activities, including lectures, seminars, workshops, community-based visits and placement. There are also practical coaching and laboratory sessions for BScSC students. Teaching and learning are supported by the UNN e-Learning software system (Blackboard) and HKU SPACE online platforms (SOUL 2.0 and Learner Portal). The UNN

e-Learning platform is the primary source of information and support to students of the two programmes. Lectures provide the basic conceptual framework, and tutorials and workshops offer a forum for a wide variety of activities such as discussion and critique of research papers, case study scenarios, and the general discussion of academic and ethical issues. *Professional Development through Sport*, one of the common modules for the two programmes, includes 160 hours of practicum to provide students with an opportunity to undertake a tailored programme of professional development activities relevant to their sport-related career interests and needs.

4.4.2 The medium of instruction of the two programmes is English. The typical class size for each programme is as follows:

- (a) Lecture: FT: 50 students; PT: 25 students
- (b) Tutorial: FT: 25 students; PT: 25 students
- (c) Practical session: FT: 25 students; PT: 25 students

4.4.3 Learning materials are provided and updated by the module tutors from UNN. HKU SPACE teachers then supplement these learning materials with local contexts through site visits to various local sport facilities, practical sessions (for BScSC students), and teachers' work experience sharing. At the site visit, the Panel was told that the teaching materials are to be agreed upon with UNN Module tutors. Both UNN Module tutors and HKU SPACE teachers have regular email contact and regular video conference with HKU SPACE teachers to ensure all information, including learning materials, is fully shared.

4.4.4 Lectures are taught by HKU SPACE teachers and supplemented by tutorials on contemporary topics. Guest lectures are normally delivered by UNN staff when they visit Hong Kong, but in the past two years, these have been conducted online by UNN staff due to the COVID-19 pandemic.

4.4.5 To attain an award of BScSC or BScSM, a student is required to complete all eight modules with 180 credits. The passing mark for all modules is 40. The two programmes have the same classification of honours degree as follows.

Award Classification	Overall Average Mark
First class honours	Average mark of 70% or above
Second class honours, upper division	Average mark of at least 60% but less than 70%

Second class honours, lower division	Average mark of at least 50% but less than 60%
Third class honours	Average mark of at least 40% but less than 50%

4.4.6 The Panel reviewed the following documents in relation to teaching, learning and assessment:

- (a) *Module Information* under the QF Form of each programme, which includes summary information such as module objectives, intended learning outcomes, teaching and learning activities, syllabus, assessment, pre-requisite(s) and required and recommended reading of each module of the two programmes to the Panel;
- (b) UNN Programme Specification of each programme;
- (c) A summary of *Professional Development Through Sport: Work Placement Information*;
- (d) Module handbook and module outline for *Sport Development, Management and Coaching Dissertation*;
- (e) Summary statistics of LES for each module of each programme from the Annual Monitoring reports (2017/18 to 2020/21);
- (f) 2020/21 LES reports for three modules: *Media Management for Sport, The Business of Sport* and *Coaching Skills and Practice*.

4.4.7 Besides reviewing the above information, the Panel also discussed with representatives of teaching staff, students and graduates about the delivery of the modules, including discussion with the teaching staff about the delivery of research-related modules and dissertations. The Panel considered that the teaching and learning of the two programmes are effective in general and made a recommendation for the teaching and learning activities of research-related modules (paragraph 4.4.13).

4.4.8 From the accreditation documents and the Operations Manual of each programme, the Panel noted the following points:

- (a) UNN has its Academic Regulations for Taught Awards (ARTA) by which the university operates. It consists of a standard set

of assessment regulations for taught awards, with variations allowed only in exceptional circumstances and if approved initially by the Faculty Education Committee and subsequently by the University Education Committee of UNN.

- (b) The two programmes adopt various assessment methods, such as essays, portfolios, case studies, projects, presentations, dissertations and examination to assess students' achievement of the intended learning outcomes. During the COVID-19 pandemic, alternative assessments had been considered and approved by UNN. Teachers provided sufficient time and guidance to students to complete their assignments.
- (c) UNN sets all assessments, although HKU SPACE staff contribute to the process. Internal Moderators and External Examiners, appointed by the appropriate Director of Transnational Education of UNN, should also act in a similar capacity for HKU SPACE. The two programmes use extensive moderation procedures for each module.
- (d) Apart from changing the programme structure as mentioned in paragraph 4.3.2, the Operator has changed the assessment methods of *Sport Research in Practice* and *Coaching Concepts and Behaviour* with commencement years of 2020/21 and 2021/22, respectively. The Operator also proposed changes to the assessment scheme of three modules: *Coaching Concepts and Behaviour*, *Coaching Skills and Practice* and *Talent ID and High Performance Coaching*, to be effective from 1 September 2022.

4.4.9 The revised Assessment Schemes of these two programmes are listed below.

BScSC

Module Title	Assessment					
	Method 1	%	Method 2	%	Method 3	%
Developing Athlete Potential	Written Report	100	-	-	-	-
Sport Research in Practice#	Individual portfolio	100	-	-	-	-
Coaching Skills and Practice	Media presentation and narrative	40	Practical assessment with viva	60	-	-

Coaching Concepts and Behaviour	Viva Interview	100	-	-	-	-
Talent ID and High Performance Coaching	Group report and individual plan	70	Examination	30	-	-
Applying Principles of Coaching Science	Individual presentation	100	-	-	-	-
Professional Development Through Sport#	Professional development action plan	10	Individual academic essay	40	Interview and self-reflection	50
Sport Development, Management and Coaching Dissertation#	Research dissertation	80	A1 poster presentation and 10-minute oral	20	-	-

Common modules of BScSM

BScSM

Module Title	Assessment					
	Method 1	%	Method 2	%	Method 3	%
Strategic Planning for Sport	Group presentation	40	Individual written assignment	60	-	-
The Business of Sport	E-portfolio	100	-	-	-	-
Sport Research in Practice#	Individual portfolio	100	-	-	-	-
Media Management for Sport	Essay	50	Project	50	-	-
Sport Facility and Operational Management	Individual presentation	40	Individual written assignment	60	-	-
Sport Event Management	Event plan	25	Practical implementation of event	25	Individual report	50
Professional Development Through Sport#	Professional development action plan	10	Individual academic essay	40	Interview and self-reflection	50
Sport Development, Management and Coaching Dissertation#	Research dissertation	80	A1 poster presentation and 10-minute oral	20	-	-

Common modules of BScSC

4.4.10 The Panel reviewed the following documents in relation to the assessment:

- (a) Samples of marked assessment of four modules: (i) *Sport Development, Management and Coaching Dissertation*; (ii) *Sport Research in Practice*; (iii) *Coaching Concepts and Behaviour*, and (iv) *Talent ID and High Performance Coaching*;
- (b) Marking scheme/ assessment rubrics of three modules and examination scripts of one module;
- (c) EE reports from 2018/19 to 2020/21; and
- (d) Distribution of award classifications for graduates of each programme in the past three years

4.4.11 Having reviewed the above information and discussion with representatives of the Operator's staff, students, graduates and employers, the Panel had the following observations and comments:

- (a) The assessment tasks, except those related to research and dissertation (paragraph 4.4.13), are properly designed, and the completed assessments demonstrate students' achievement of learning outcomes pitched at HKQF Level 5.
- (b) The passing rates of the two programmes have been high, with the majority of graduates of the two programmes awarded second-class honours.

4.4.12 The Panel noted that all classes and workshops were conducted through the Adobe Virtual Classroom platform or zoom under the impact of the COVID-19 pandemic between February 2020 and January 2021. During the meeting with the teaching team, one teacher indicated that students could learn how to maintain public relationships with media during the pandemic with social-distancing requirements. However, while the students understood the rationale behind the COVID-pandemic arrangement, they hoped that practical sessions of BScSC could still be arranged in physical lessons instead of through virtual classes. In view of the pandemic's recent development, which may last longer than expected, the Panel **advised** the Operator to monitor the effectiveness of the selected learning, teaching and assessment activities and incorporate other proactive initiatives and contingency plans to allow students to achieve the intended learning outcomes.

4.4.13 In the accreditation documents, the Panel noted that in response to the Panel recommendation in 2018 LPA/re-LPA: “... *to strengthen the monitoring of the effectiveness and outcomes of the planned actions for improving students’ performance in the dissertation module and general academic writing*”, the Operator had taken actions to improve it. The percentages of students achieving 60% in the dissertation module for the two programmes have increased. However, after reading some dissertation samples provided by the Operator, the Panel made some observations in relation to the students’ understanding of research hypothesis and usage of correlations. At the site visit, the Panel further discussed the observations with the Operator in terms of the ability of students to formulate academic approaches in research and whether (a) students have acquired a solid knowledge of statistical concepts from the module; and (b) students need more hours in supervision. The Operator responded that (i) statistic concepts are only part of the whole module, the basic statistics concept has been delivered to students during the lectures and integrated with the tutorial/workshops (like the use of SPSS, etc.), (ii) the two programmes encourage students to undertake independent learning, and it is more important for students to understand the research processes than to conduct the whole research, and (iii) Research dissertation is only one of the two assessments of the module; as students’ understanding of research can also be tested in another assessment (A1 poster presentation and 10-minute oral response to Q&A).

While understanding the Operator’s effort in helping students complete their dissertation, the Panel is still of the view that in order to enhance the quality of dissertations, BScSC and BScSM degree programmes should equip students with solid research knowledge and competencies in doing statistical analysis and writing hypotheses when needed. The Panel **recommended** that the Operator should undertake a research-based curriculum review and adopt the necessary mechanism to ensure students acquire solid research knowledge, can conduct statistical analysis, and write hypotheses when needed to enhance the quality of students’ dissertations.

4.4.14 Notwithstanding the recommendations above, the Panel considered that the learning, teaching and assessment activities of the two programmes have been effective in delivering the programme contents 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 Overall responsibility for the two programmes lies with the Pro Vice-Chancellor of the Faculty of Health and Life Sciences at UNN. However, it is managed on a day-to-day basis by the UNN Programme Coordinator, reporting to the Director of Transnational Education. The UNN Programme Coordinator liaises closely with a corresponding Programme Leader appointed by HKU SPACE. The two are responsible for academic issues and student welfare. The UNN Programme Coordinator will initially handle the matters of coursework, academic workload, timetabling, resources, etc., with input from the UNN Director of Transnational Education where necessary. The HKU SPACE Programme Leader has overall responsibility for the quality of the academic programmes, monitoring operations, approval of all students admitted to the programme (jointly with UNN), oversight of enrolment and registration processes, induction of students, liaison with the UNN Programme Coordinator, ensuring that all marketing and publicity material for the programme is forwarded to UNN for approval, ensuring that all changes made to the content, delivery or assessment of any modules by UNN is implemented in full, recommending teaching staff, and ensuring compliance with the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) of the two programmes.

4.5.2 The appointment of all HKU SPACE teaching staff for these two programmes must be approved by UNN. Currently, 18 HKU SPACE and 11 UNN teaching staff currently are involved in the two programmes⁵. On supervision, the Operations Manual states that each supervisor supervises six students. The Panel reviewed the profiles of the teaching staff and noted that they all possess master's degrees and/or equivalent professional experience and teaching/work experience. The supervisors' profiles also indicated that they have at least a Master's degree with a dissertation element and relevant supervision experience. At the site visit, the Operator informed the Panel that the teaching hours for each full-time

⁵ Refer to the revised Appendix 22 of the accreditation documents.

academic staff depend on the number of modules involved, which are roughly 3 hours per week per module with 13 weeks per semester.

- 4.5.3 In the accreditation documents, the Operator noted that the number of students per academic staff⁶ for (a) BScSM part-time mode increased from 2.86 in 2018/19 to 4.43 in 2020/21 and (b) BScSC full-time mode increased from 3.4 in 2018/19 to 6.8 in 2020/21. The Operator shared the 2021/22 teaching distribution of HKU SPACE of both programmes and the projected figures for the coming academic years, as indicated in the table below:

Total number of teaching staff	BScSM		BScSC	
	FT	PT	FT	PT
2021/22	4	6	4	6
2022/23 to 2025/26	4	6	4	6

- 4.5.4 In a written response, the Operator indicated that the consolidation of the number of full-time academic staff involved in the two programmes from seven staff to four staff allows for more efficient usage of resources and better team communications. The Operator considered the engagement of part-time teachers, with the majority as practitioners in the industry, in teaching is beneficial to the exposure and development of students. Although the student and graduate representatives concurred with the benefit at the site visit, the Panel expressed that heavy reliance on the part-time teaching staff to deliver the two programmes might adversely affect the consistency of implementing the original programme objectives. The Panel **advised** the Operator to review their staffing plan and develop a regular review mechanism to ensure that sufficient staffing is in place in order to provide the needed range of teaching and learning and support for students.
- 4.5.5 In a written response, the Operator indicated that teachers were invited to attend an orientation conducted by UNN Programme Coordinator and have direct contact with respective UNN modules leaders before the delivery of the two programmes in Hong Kong. Teaching effectiveness is considered with reference to (i) the LES results, (ii) feedback collected through formal and informal meetings with students, (iii) the Programme Team's observations through

⁶ This number refers to the ratio of 'the total number of teaching staff of the programme' to 'the total number of students of each programme'. This ratio is calculated by dividing the total number of students by the total number of teaching staff. If the student enrolment figure is very high (achieving the maximum yearly intakes), more teaching staff (both full-time and part-time) will be appointed.

class visits, meeting with the teachers etc. Based on the feedback and observations, the Programme Team will discuss necessary improvements and planning for staff development with relevant teachers. Relevant data and findings of the process are also recorded in the Annual Monitoring Report for consideration and advice by the Academic Committee. During the site visit, the Panel also met and discussed with the Programme Management team and teaching staff from HKU SPACE and UNN their roles and responsibilities in the two programmes and their collaboration in developing the module content and delivering the learning and teaching activities.

4.5.6 On staff development, the Panel noted the following points:

- (a) The Operations Manual of each programme states that the HKU SPACE Programme Leader is responsible for determining local staff development needs, planning and implementing staff development programmes, and producing an annual staff development report for the UNN's Programme Coordinator. The report indicates the actions taken in the previous twelve months concerning staff development, the impact of these actions, and possible future staff development issues with proposed solutions.
- (b) An orientation and briefing to teachers by the HKU SPACE Programme Team and UNN Programme Coordinator is organised in the orientation week before the start of the academic year to share important teaching-related information among teachers to ensure the smooth running in Hong Kong. The HKU SPACE Maisy Ho Centre for Teaching and Learning (MHCTL) and Research and E-Learning Unit organise a series of 'Training Courses for Teachers' for full-time and part-time teachers each year to enhance their teaching quality. UNN will organise training relevant to the two programmes.

4.5.7 The Operator provided the following information to the Panel in regard to staff development:

- (a) Planned activities for HKU SPACE teachers from 2022/22 to 2023/24.
- (b) Lists of development and induction activities from 2018/19 to 2020/21 showing that both full-time and part-time teaching staff attend the development activities on an on-going basis.

- (c) HKU SPACE has a Continuing Personal/Professional Development (CPD) Scheme, and participation in the CPD is mandatory for all full-time academic staff. HKU SPACE also provides financial sponsorship and leave via the Staff Development Sponsorship to eligible staff for attendance at courses, workshops, and conferences that meet job requirements and agreed training needs; and courses to enhance academic/ professional qualifications, where appropriate.

4.5.8 At the site visit, the teaching staff who met the Panel indicated that HKU SPACE also encourages teaching staff to participate in both internal and external training activities in the relevant fields or topics. They also found the orientation sessions and training sessions provided by the Operator useful to ensure the quality of teaching and the currency of their knowledge related to each programme.

4.5.9 The Panel was of the view that the Operator has staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of the two 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 As the site visit was conducted via video conference, the Operator prepared virtual tour links for both campuses, instead of having a physical visit to the campuses, highlighting the facilities and online learning resources available at HKU SPACE to the Panel.

4.6.2 The Panel noted that the following support services are provided to students to facilitate their learning:

- (a) Orientation or induction sessions are conducted to help students have a better understanding of the two programmes;
- (b) Students studying the programmes have access to the UNN My Northumbria internal portal, Northumbria Electronic Learning Platform (Blackboard) and on-line Northumbria Study Support; and

(c) Personal tutor system and student handbook.

4.6.3 Between 2018/19 and 2020/21, the following scholarships have been presented to students:

(a) six students received the UNN scholarship for student academic achievement at Higher Diploma/Associate Degree level;

(b) 13 students received scholarships under the Self-financing Post-secondary Scholarship Scheme from the Education Bureau, Hong Kong Government; and

(c) nine students received the Western Harbour Tunnel Elite Athlete Education Scholarship.

4.6.4 After reviewing student activities from 2017/18 to 2020/21, the Panel found that various activities, including talks, entrepreneurship forums, and workshops, had been arranged for students. During the discussion with the teaching staff, graduates and students, the Panel noted that the graduates and students were satisfied with the support provided by the Operator.

4.6.5 Regarding the support service to enhance students' English language proficiency, the Panel was told that actions had been taken in response to the Panel's recommendation in the 2018 LPA/re-LPA. During the discussion with students and graduates, the Panel noted that not many students attend the English Language Support service, which is voluntary; and students do not prefer it to be mandatory. The Operator has indicated that external examiners did not have negative comments on the students' standard of English. The Panel considered it is important for the Operator to have an effective and proactive monitoring system of students' English Language proficiency. The Panel **advised** the Operator to strengthen current practices, explore potential initiatives to enhance students' academic writing and adopt appropriate mechanisms to monitor their English language proficiency.

4.6.6 In consideration of the information above and the discussions at the site visit, notwithstanding the advice mentioned above, the Panel was of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the two programmes.

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 Operator provided to the Panel the following information to demonstrate that the two programmes are monitored and reviewed on an on-going basis:

- (a) Minutes of Student Staff Programme Committee Meetings 2018/19 to 2020/21;
- (b) Minutes of Academic Committee Meetings (covering the two programmes) from 2018/19 to 2020/21;
- (c) Teacher Experience Survey from 2018/19 to 2020/21;
- (d) 2020 Graduate Survey (GS) Results for Full-time mode;
- (e) Annual Monitoring Reports (AMR) by HKU SPACE from 2017/18 to 2020/21;
- (f) Collaborative Agreement between UNN and HKU SPACE;
- (g) External Examiner Reports from 2018/19 to 2020/21;
- (h) 2019 Periodic Review of the Department of Sport, Exercise and Rehabilitation;
- (i) UNN Programme Enhancement Plans (2020/21); and
- (j) Retention Rate, Pass Rate and Graduation Rate for the two programmes from 2017/18 to 2019/20.

4.7.2 UNN is responsible for the quality and standards of all its academic awards. UNN conducts two visits annually. Student Staff Programme Committee meetings are held at least once per semester in Hong Kong to review the operation of the individual programmes, implement enhancement mechanisms, review action taken and collect students' feedback. The meetings are chaired by HKU SPACE Programme Leader.

- 4.7.3 According to the Operations Manual, the role of the UNN Module Tutor is to have academic oversight of the module, which involves responsibility for all QA procedures for the module involving cross-site liaison within UNN and liaison with the corresponding Module Tutor at HKU SPACE. The Module Tutor should liaise on a regular basis by e-mail and through regular video conferences with the corresponding Module Tutor at HKU SPACE to ensure that all information is fully shared and that any problems are quickly identified and resolved. It would be expected that such communication should take place no less than once per semester. All communication must take place in conjunction with the HKU SPACE Programme Leader.
- 4.7.4 The Panel noted that the quality assurance processes are well-structured to ensure the academic standards of the two programmes are comparable to the home programmes at UNN. An Annual Monitoring Report is prepared by the HKU SPACE Programme Leader, which includes information on the operations of the two programmes, students' feedback and a critical analysis of the operations of the two programmes. The Panel noted that respective analysis, actional plan and follow-up actions are required for modules/ programmes with course effectiveness or teaching effectiveness below certain levels.
- 4.7.5 The Panel noted that before the COVID-19, UNN staff had regular visits to HKU SPACE. The Panel noted that students' views on course effectiveness and teaching performance would be gauged through a Learning Experience Survey and Student Staff Programme Committees. However, the Panel noticed that the students' LES and GS response rates have been low in recent years. The Operator explained that the low response rates were because the surveys were conducted online and shared with the Panel that they would implement a feature in the LES system to provide daily updates to the HKU SPACE Programme Leader. Considering the importance of having timely students' feedback for programme evaluation and improvement, the Panel **advised** the Operator to monitor the effectiveness and outcomes of the new feature of the Learning Experience Survey (LES) system.
- 4.7.6 In consideration of the above information and the discussions at the site visit, the Panel considered that the Operator has monitored and reviewed the development and performance of the two programmes on an on-going basis.

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 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: 100/43/03

5 May 2022

AbC/JoH/SF/AmL/Al/asc

**HKU School of Professional and Continuing Education and
University of Northumbria at Newcastle**

**Learning Programme Re-accreditation for
(i) Bachelor of Science (Honours) Sport Coaching and
(ii) Bachelor of Science (Honours) Sport Management**

23 - 25 February 2022

Panel Membership

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Professor Paul GRIFFITHS
Educational Consultant
Former Dean and Chief Executive
Faculty of Education and Sport
University of Brighton Academies Trust
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