



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

ACCREDITATION REPORT

**HKU SCHOOL OF PROFESSIONAL AND
CONTINUING EDUCATION
AND
SWINBURNE UNIVERSITY OF TECHNOLOGY**

**LEARNING PROGRAMME RE-ACCREDITATION FOR
BACHELOR OF AVIATION MANAGEMENT**

FEBRUARY 2023

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	2
2. HKCAAVQ'S DETERMINATION.....	2
3. INTRODUCTION.....	5
4. PANELS' DELIBERATIONS	6
Learning Programme Accreditation	8
4.1 <i>Programme Objectives and Learning Outcomes</i>	8
4.2 <i>Learner Admission and Selection</i>	10
4.3 <i>Programme Structure and Content</i>	11
4.4 <i>Learning, Teaching and Assessment</i>	14
4.5 <i>Programme Leadership and Staffing</i>	17
4.6 <i>Learning, Teaching and Enabling Resources/Services</i>	210
4.7 <i>Programme Approval, Review and Quality Assurance</i>	232
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	26
Appendix HKCAAVQ Panel Membership	

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA529), 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) (AAVQO), was commissioned by HKU School of Professional and Continuing Education (HKU SPACE) and Swinburne University of Technology (SUT), jointly as the Operator, to conduct an accreditation exercise with the following Terms of Reference:

- a. To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of HKU School of Professional and Continuing Education and Swinburne University of Technology (the Operator) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and

Title of learning programmes	#NCR registration/ reference number
Bachelor of Aviation Management	412813

#NCR stands for Non-local Courses Registry under the Education Bureau of the HKSAR Government

- 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

Learning Programme Re-Accreditation

2.1 HKCAAVQ has determined that the Bachelor of Aviation Management programme meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programme with a validity period of five years from 1 September 2023 to 31 August 2028.

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 of the Bachelor of Aviation Management programme 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	Swinburne University of Technology
Name of Award Granting Body	Swinburne University of Technology
Title of Learning Programme	Bachelor of Aviation Management 航空管理學士
Title of Qualification (Exit Award)	Bachelor of Aviation Management
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	Business and Management
Sub-area (Other Area of Study and Training)	Transports and Logistics
HKQF Level	Level 5
HKQF Credits	120
Mode(s) of Delivery and Programme Length	Full-time, 1.5 years
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2028

Number of Enrolment(s)	One enrolment per year				
Maximum Number of New Students	2023/24	2024/25	2025/26	2026/27	2027/28
	60	60	60	60	60

Address of Teaching / Training Venue(s)	<ol style="list-style-type: none"> 1. Admiralty Learning Centre, 2/F & 3/F, Admiralty Centre, 18 Harcourt Road, Hong Kong 2. Fortress Tower Learning Centre, 1/F, 4/F, 10/F, 14/F, 19/F & 22/F, Fortress Tower, 250 King's Road, North Point, Hong Kong 3. Graduate House Learning Centre, Level P6, Graduate House, No. 3 University Drive, The University of Hong Kong, Hong Kong 4. HKU SPACE Headquarters (with teaching venues available from HKU), T.T. Tsui Building, The University of Hong Kong 5. HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) Campus, 66 Leighton Road, Causeway Bay, Hong Kong 6. Island East Campus, 494 King's Road, North Point, Hong Kong 7. Island South (Pokfulam) Campus, 3 Wah Lam Path, Pokfulam, Hong Kong 8. Kowloon East Campus, 28 Wang Hoi Road, Kowloon Bay, Kowloon 9. Kowloon West Campus, 5/F & 12/F, NCB Innovation Centre, 888 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 10. United Learning Centre, 6/F, United Centre, 95 Queensway, Hong Kong
------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.4 Recommendations

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

- 2.4.1 The Operator is **recommended** to include more local (Hong Kong and Greater Bay Area) content and case studies in the programme, particularly in relation to regulatory issues. (*Para. 4.3.4*)
- 2.4.2 There is a clear plan for recruiting companies to take part in the Work Integrated Learning (WIL) projects. The Operator is **recommended** to develop a back-up plan in case there are not sufficient companies to sign up. (*Para. 4.4.2(b)*)
- 2.4.3 The Operator is **recommended** to develop and document a well-defined quality assurance cycle which assures quality from the recruitment phase through to employment, as it is not clear how the quality assurance processes for the programme are interconnected. (*Para. 4.7.8*)

- 2.4.4 The Operator is **recommended** to monitor the outcomes of the revised programme to ensure improvement in both the English language and communication skills of the students. *(Para. 4.4.2(g))*
- 2.4.5 The students interviewed indicated the value of the Physics and Mathematics bridging course to their understanding of the material in the Programme. It is **recommended** that the Operator reconsider the decision to remove the necessity to undertake this bridging course as an entry requirement to the Programme. *(Para. 4.4.2(h))*
- 2.4.6 The Operator is **recommended** to review the size and role of the Industry Advisory Committee to enhance connections and relationships with industry. *(Para. 4.3.6)*
- 2.4.7 The Operator is **recommended** to investigate how the students can have greater exposure to the flight simulators as part of the Programme. *(Para. 4.6.4)*
- 2.4.8 The Operator is **recommended** to reconsider the wording of PILO 1 which is extremely broad. *(Para. 4.1.5)*
- 2.5 HKCAAVQ will subsequently satisfy itself on 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 Established in 1956-57, the Department of Extra Mural Studies in The University of Hong Kong was renamed the HKU School of Professional and Continuing Education in 1992. 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 SUT is the awarding body and is ultimately responsible for the maintenance of the academic standards of its awards.

- 3.3 The Department of Aviation of SUT has been offering programmes in aviation for more than two decades. SUT was one of the first Australian universities to offer aviation programmes, a partner of the prestigious Qantas Future Pilot Programme and the sole provider of the Jetstar Cadet Pilot Programme. SUT is now offering three aviation bachelor's degree programmes
- 3.4 Initial discussion between SUT and HKU SPACE on partnership started in 2016 with the partnership agreement signed in July 2018 for the delivery of the Bachelor of Aviation Management (BAM) programme as an exempted non-local course with its first intake of students in 2018.
- 3.5 HKU SPACE and SUT jointly as the Operator commissioned HKCAAVQ to conduct an Initial Evaluation (IE) and Learning Programme Accreditation (LPA) of the Bachelor of Aviation Management (BAM) programme in March 2019. HKCAAVQ determined that the Operator met the stated objectives and is competent to operate learning programmes that meet the HKQF Level 5 standard, and can be granted an IE status at HKQF Level 5. HKCAAVQ also determined that the BAM programme met the stated objectives and HKQF standard at Level 5 and can be offered as accredited programme with a validity period of four years from 1 September 2019 to 31 August 2023.
- 3.6 HKU SPACE and SUT jointly as the Operator commissioned HKCAAVQ to conduct Learning Programme Re-Accreditation (Re-LPA) of the BAM programme in 2023. HKCAAVQ formed an expert Panel for this Re-LPA exercise (Panel Membership at **Appendix**). A site visit was conducted from 23 to 24 February 2023 at the United Centre of HKU SPACE in Admiralty, Hong Kong. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding documents for the Operator and the Panel in conducting this re-accreditation exercise.

4. PANELS' DELIBERATIONS

The following presents the Panels' 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.

Learning Programme Accreditation

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 Bachelor of Aviation Management programme aims to provide graduates with the requisite skills, knowledge and abilities to enter the aviation industry as a practitioner, managing tasks in a demanding, high-risk, high-consequence, high-tempo environment. The course will prepare graduates to undertake front line or strategic roles in an airline or airport operations' infrastructure (or an allied industry).

4.1.2 Regarding the programme intended learning outcomes (PILOs), upon completion of the BAM, students should be able to:

- (a) as an aviation practitioner, demonstrate coherent understanding and application of the body of knowledge contained within the aviation industry including appropriate international and domestic regulations and organisations;
- (b) employ an entrepreneurial approach in contributing to innovation, development and management of risk, data, technology and change within professional aviation practice;
- (c) demonstrate broad and coherent knowledge of aviation human factors, safety, management and technology to critically analyse and solve aviation business problems, implementing effective solutions in global aviation context;

work reflexively in teams and independently with a focus on safety, integrity, ethics, professionalism, accountability and collaborative leadership to function effectively within the highly dynamic and hazard rich aviation environment;

- (d) employ an adaptable approach, applying risk based decision making to solving real-world aviation problems in commercial, operational and strategic areas; and
- (e) demonstrate effective oral, written and visual communication skills to work effectively with internal and external aviation business stakeholders across diverse professional settings.

- 4.1.3 The Operator provided the following mapping tables to demonstrate the alignment between the key components of the programme:
- (a) PILOs against the POs;
 - (b) Modules against the generic level descriptors (GLDs) at HKQF Level 5;
 - (c) Programme structure, HKQF level, assessments and curriculum of three feeder programmes:
 - Higher Diploma in Aviation Studies (HDAS)
 - Higher Diploma in Airline and Airport Services (HDAAS)
 - Higher Diploma in Aviation and Piloting (HDAP)
 - (d) Qualifications Framework Level and Credit Assignment Form (QF Form) – Award-bearing Programme
 - (e) Mapping of the Programme Intended Learning Outcomes (PILOs) to the Generic Level Descriptors (GLDs) for HKQF Level 5
- 4.1.4 The Panel noted that there is a close relationship and effective partnership between HKU SPACE and SUT, and the collaboration is appreciated.
- 4.1.5 The Panel considered the wording of PILO 1 “coherent understanding and application of the body of knowledge contained within the aviation industry” to be too broad. **The Operator is recommended to reconsider the wording of PILO 1.**
- 4.1.6 The Panel is of the view that the programme is well received by the industry. Employers appraised the design of the programme as it provides a holistic view of different areas in the aviation industry for its students, from flying knowledge to business management.
- 4.1.7 On graduates’ employability, some graduates reflected that finding a relevant job in Hong Kong is difficult and this could be attributed to the occurrence of COVID-19. Yet they are still hopeful for the future as the industry is bouncing back in the post-COVID period. In general, graduates considered the programme helpful in giving them more opportunities to join the aviation industry.
- 4.1.8 Notwithstanding the above recommendations, the Panel considered that the aims, programme objectives and intended learning outcomes are fit for the local context, and appropriately pitched at HKQF Level 5.

4.2 Learner Admission and Selection

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

4.2.1 HKU SPACE is responsible for admitting students to the programme in accordance with the SUT admissions and enrolment requirements. This process is monitored by SUT. SUT has the final decision on the student admission to the programme as approved by the SUT Academic Senate to ensure academic rigour and standards are maintained.

4.2.2 The minimum admission requirements for the Programme are stipulated below:

- (i) hold an Advanced Diploma / Associate Degree / Higher Diploma in an aviation-related discipline awarded within the HKU system through HKU SPACE[#]; or
- (ii) hold a recognised Advanced Diploma / Associate Degree / Higher Diploma in an aviation-related discipline awarded by a recognised institution in Hong Kong[#]

[#] with a minimum overall average of 50% (i.e. CGPA of 2.0) including all course attempts

If the qualification is from an institution where the language of teaching and assessment is not English, provide evidence of English proficiency such as an overall band of 6.0 or above in the IELTS with no individual band below 6.0.

Applicants holding other qualifications will be considered on a case-by-case basis.

4.2.3 The proposed maximum number of new students for the upcoming five academic years are tabulated as follows:

Academic Year				
2023/24	2024/25	2025/26	2026/27	2027/28
60	60	60	60	60

- 4.2.4 The Hong Kong International Airport (HKIA) is always keeping itself ready for take-off by upgrading infrastructure and facilities, including the third runway construction, an expansion of Terminal 2 to expand capacity, and the Airport City project to expand the airport's multi-function role in the community. These will consolidate Hong Kong's leading position as the aviation hub and logistics centre. The leading local airlines also announced recruitment of 4,000 new staff by the end of 2024 to fulfil the growing demand for air travel worldwide. Therefore, with the active preparation from the aviation industry for the recovery from the impacts of the pandemic, it is expected that the enrolment would remain healthy.
- 4.2.5 In the Responses to the Panel's Initial Comments, the Operator stated that there are 2 cases of non-standard entry for cohort 2020/21 and 1 case of such for cohort 2021/22. Admission procedures were strictly followed and assessments were properly conducted to ensure the suitability of the non-standard applicants.
- 4.2.6 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature aged students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The Operator was informed that this policy applies to the Programmes upon their accreditation/ re-accreditation.
- 4.2.7 In light of the above observations, the Panel noted that the stipulated admission requirements have been followed. The Panel considered the minimum admission requirements for the Programme are appropriate and the selection process is effective for recruiting students with the necessary knowledge and skills to undertake the Programme.

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 BAM programme offered by SUT and HKU SPACE in Hong Kong comprises a total of 120 HKQF credits at HKQF Level 5. The

programme consists of eight units, taught over 3 semesters in 18 months of full-time study mode.

4.3.2 The structure of the BAM is summarised in the following table:

Module*	Pre-requisite	Contact Hours	Notional Learning Hours	HKQF Credits	HKQF Level
Semester 1, Year 1					
Aviation Marketing	N/A	36	150	15	5
Aviation Legal and Regulatory Framework	N/A	36	150	15	5
Advanced Aviation Analytics and Research Skills	N/A	36	150	15	5
Semester 2, Year 1					
Aviation Project: Managing Implementation	N/A	48	150	15	5
Continuing Airworthiness Management	N/A	36	150	15	5
Aviation Capstone 1: Project Planning	N/A	48	150	15	5
Semester 3, Year 2					
Aircraft Flight Operations for Managers	N/A	36	150	15	5
Aviation Capstone 2: Project Implementation	Aviation Capstone I: Project Planning	48	150	15	5
		324	1200	120	
Note: 15 HKQF credits = 12.5 AQF credits * All 8 modules are core and specialised					

To be awarded the Bachelor of Aviation Management, a student must have completed all 8 modules with 120 credits.

- 4.3.3 The programme content and structure in Hong Kong will mirror the home programme but would be contextualised to meet the needs of the local aviation industry. From the exchange during the site visit, the Panel noted that the Operator has a coherent plan for contextualisation of teaching materials for the Hong Kong context.
- 4.3.4 In addition to the contextualisation of teaching materials, the Panel considered that a more holistic adaptation of the curriculum to the demands in Hong Kong and mainland China would greatly benefit graduates' employability in the future, as the current information shows the materials are very Australian-centric and students should be more familiar with local regulations. In this regard, **the Operator is recommended to include more local (Hong Kong and Greater Bay Area) content and case studies in the programme, particularly in relation to regulatory issues.**
- 4.3.5 The Panel noted that from 2023/24 onwards, applicants are no longer required to meet the following in terms of Minimum Entry Requirements:

"have successfully completed the "Aviation Mathematics and Physics" course at HKU SPACE, or an equivalent qualification from a recognised institution."

On this, the Panel noted that the removal of this requirement may result in enrolling students who are not proficient in mathematics and physics. They would have difficulties in meeting the relevant required academic standards, and especially when learning in certain subjects such as "Aircraft Flight Operations for Managers" which appears to heavily rely on mathematics and physics. During the site visit, the Panel learnt from the Operator that such change is a part of continuous improvement after receiving feedback from the industry and other stakeholders. More knowledge on data analysis will be incorporated to support the learning of aviation management in the programme. The Operators remarked that the performance of students in the programme is outstanding and students seem to be well able to understand the content and deliver successfully.

- 4.3.6 The Panel noted that the Industry Advisory Committee (IAC) was formed to maintain a strong and active engagement with the aviation industry and continually reflect broader aviation functions and local industry employment needs. The IAC's role is to advise the SUT Aviation Industry and Course Advisory Committee (AI&CAC) and HKU SPACE Academic Committee (AC) to strengthen local industry ties and engagement, as well as to discuss the quality of graduates and the content of the curriculum to better reflect industry needs in Hong Kong. The Panel also

learned from the participants of the meeting that there were not yet an extensive counts of WIL projects, which could be explored further with more industry practitioners. **The Operator is recommended to review the size and role of the Advisory Committee to enhance connections and relationships with industry.**

- 4.3.7 Notwithstanding the above recommendations, the Panel considered that the content and structure of the programme is coherent and support students' attainment of the PILOs and the required standards at HKQF Level 5.

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.

Teaching and Learning

- 4.4.1 The Panel was provided with the following information on teaching and learning:
- a. The programme is designed to ensure alignment of learning outcomes, delivery methods and assessment practice. Each module descriptor explicitly states the link between the module intended learning outcomes and the assessment of the outcomes. The delivery methods include lectures, tutorials, seminars and workshops.
 - b. All students enrolled in the programme are provided with a SUT email address which will be used to communicate with the students. Students will receive all communication from SUT via this email address. The Swinburne Course Management System (CANVAS) will be used to communicate teaching and learning materials to students including information relevant to assessments. SUT will also use this platform to conduct surveys on student experience and graduate outcomes.
 - c. Sample teaching and learning materials for the following units were provided for Panel's review:

<i>Aviation Legal and Regulatory Framework</i>
<i>Aviation Marketing</i>

<i>Aviation Research Project (Part I)</i>
<i>Aviation Research Project (Part II)</i>
<i>Continuing Airworthiness Management</i>
<i>Advanced Aviation Analytics and Research Skills</i>

- d. Examination scripts / group presentation and respective marking schemes for the following units, with high, average and low grades, were provided for Panel's review:

<i>Project Management in Aviation</i>
<i>Aviation Research Project (Part I)</i>
<i>Aviation Research Project (Part II)</i>

- e. SUT and HKU SPACE will deliver the following units:

Deliver by	Units
SUT	Aviation Legal and Regulatory Framework
	Advanced Aviation Analytics and Research Skills
	Aviation Capstone 1: Project Planning
	Aviation Capstone 2: Project Implementation
HKU SPACE	Aviation Marketing
	Aviation Project: Managing Implementation
	Continuing Airworthiness Management
	Aircraft Flight Operations for Managers

Face-to-face tutorial sessions (or online sessions depending on circumstances) were arranged to facilitate students' learning so that students can discuss their questions and problems in small groups and/or on an individual basis. Students can regularly access the CANVAS with updated learning materials, important information and communications from the unit lecturers and tutors to students.

- 4.4.2 Based on the above information and meetings with teaching staff and students / graduates, the Panel had the following observations on teaching and learning:

- a. On Work Integrated Learning (WIL), the Panel are concerned over industry participation. The Operator elaborated that they have a strong network with major industry players who are keenly interested in engaging students in relevant projects. Over the past two months, the Operator has reached out to 10 industry partners and come up with at least 20 projects for next year. The projects not only cover the local but also the Asian market as the Operator

sees the importance of preparing graduates to have a good grasp of the industry both locally and globally.

- b. While there is a clear plan for recruiting companies to take part in the Work Integrated Learning projects, **the Operator is recommended to develop a back-up plan in case there are not sufficient companies to sign up.**
- c. During the site visit, the Panel discussed with the students and graduates regarding their overall satisfaction with the Programme. In general, they found that the Programme met their expectations and that the knowledge obtained is practical and useful.
- d. Students see the Programme as a firm preparation for them to join the aviation industry. They appreciate the learning experience in which they see that the practical elements in the programme help them in gaining hands-on knowledge in the field. Workload was manageable. The students also appraised the opportunity of participating in the study trip to SUT in Australia and considered this as one of the highlights of the programme. They would appreciate it if more internship opportunities and career planning-related support are offered.
- e. Students are arranged to participate in study trips including attending air shows in Australia and Singapore. Some were arranged to go for exchange at Incheon Airport Aviation Academy (IAAA) in Korea. Students gave feedback that they appreciated the opportunities of gaining more industry knowledge outside Hong Kong.
- f. The Panel noted from the Operator that under the normal circumstance without the disruption brought by COVID-19, 4 – 5 industry visits are arranged for staff and students. For example, students are given the opportunity to visit hangar base at Heliservices company to have some familiarisation with aircraft management. Apart from actual visits, learning is also supported by webinars and sharing by guest speakers from the industry.
- g. The medium of instruction for all units of the programme is English. In the meeting with students, the Panel observed that students might have varying English proficiency levels. To further improve the language proficiency of students, **the Operator is recommended to monitor the outcomes of the revised programme to ensure improvement in both the English language and communication skills of the students.**

- h. The Panel noted from students and graduates not all of them have prior knowledge in Physics and Mathematics before attending the programme. They also indicated the value of the Physics and Mathematics bridging course to their understanding of the material in the Programme. Although the Operator emphasised that the programme objectives focus more on the management side, **it is recommended that the Operator reconsider the decision to remove the necessity to undertake this bridging course as an entry requirement to the Programme.**

- 4.4.3 Notwithstanding the above recommendations, the Panel considered that the teaching and learning activities are appropriately designed to deliver the unit learning outcomes and programme content.

Assessment

- 4.4.4 A combination of formative assessments and summative assessment are used in each module to ensure that students would be able to achieve the intended learning outcomes after they finish the programme.
- 4.4.5 Students would be assessed by continuous assessments including assignments and tests. The method of assessment for each individual unit is formulated in line with the aims and objectives of the respective unit. The assessment method and weighting assigned to each assessment component are set out clearly in the teaching plan of each unit.
- 4.4.6 A variety of assessment methods such as reports and presentations are used in each unit to collect evidence of students' attainment of the unit learning outcomes.
- 4.4.7 The Panel noted that examinations have been eliminated and students who do not contribute / contribute less in group work may end up learning little. The Operator elaborated that team work is an essential element in aviation. While there are group presentations, individuals will still be assessed during the course of work and those who free load on others can be identified. The Operator confirmed that apart from teachers' supervision and observation, students are required to complete the contribution statement to accompany group assignments to indicate their contribution in the projects. The Panel agreed that this would form an effective mechanism in preventing students from free-riding. In addition, students who fail in individual assignments will not be able to get through even though they pass the group presentation.

- 4.4.8 On moderation of results, SUT has a Unit Results Certificate ("R1 Form") for unit that require review and moderation process. SUT elaborated that the moderation has two processes, i.e. form completion and moderation. The form will then be signed off by the SUT Moderator and independent staff. A general results meeting will also be held for relevant parties to look into the actual distribution and individual cases.
- 4.4.9 With ChatGPT becoming an emerging topic, the Panel would like to know whether any mechanisms are in place to detect the possible use of ChatGPT or other Artificial Intelligence (AI) applications. The Panel observed that not all participants in the meeting were certain of the mechanism on AI applications. HKU SPACE informed the Panel that the university guidelines on using such tools would be followed. Such policy stipulates that assignment submissions derived from any ChatGPT/ AI tools would be treated as plagiarism and dealt with accordingly. The Operator's initial approach is to introduce more case study-based assignments so that technical content cannot be rebuilt. The Operator will also talk to students about this topic when class starts in the new semester to raise staffs' and students' awareness of academic integrity.
- 4.4.10 Notwithstanding the above recommendations, the Panel considered that there are valid, fair and appropriate assessment policies and processes to assess the learning outcomes at the claimed HKQF levels, and that assessment is secured against plagiarism and cheating.

4.5 **Programme Leadership and Staffing**

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

- 4.5.1 The Panel was provided with the following information on staffing:
- a. The names and information of Course Director (SUT) and Programme Leader (HKU SPACE) responsible for overseeing the general academic running of the programme.
 - b. The Operator's confirmation that HKU SPACE teaching staff will deliver four units and SUT teaching staff will be responsible for another four units.

- c. A list of programme management and teaching staff for the delivery of the units of the programme at HKU SPACE is listed in the accreditation document. Profiles of the SUT and HKU SPACE staff are also listed in the submission.

Staff Appointment

- 4.5.2 At SUT, staff are appointed as per the guidelines outlined in the *SUT People Culture and Integrity Policy*, and *Academic and General Staff Enterprise Agreement 2017*. At HKU SPACE, there are staffing policy, criteria and processes for recruiting and retaining staff. The Panel reviewed the profiles of all management and teaching staff and observed that their qualifications and experience are in line with the appointment criteria stipulated by both institutions.
- 4.5.3 The following are the roles and responsibilities of the management staff of SUT and HKU SPACE:

SUT
<p><u>Course Director</u></p> <p>The SUT Course Director liaises closely with a corresponding Programme Leader appointed by HKU SPACE. The two leaders are responsible for academic issues and student welfare. Matters of coursework, academic workload, timetabling, resources etc. will initially be handled by the leaders with input from SUT where necessary.</p> <p><u>Teaching Staff</u></p> <p>SUT unit tutors have academic oversight of the units of the programme and responsibility for liaison with the corresponding unit teaching staff at HKU SPACE including: responsibility for all QA procedures for the respective unit; coordination of the organisation and development of both the content and the delivery of the unit; co-ordination and organisation of assessment of the unit.</p>
HKU SPACE
<p><u>Programme Leader</u> has overall responsibility for:</p> <ul style="list-style-type: none"> (a) Quality and equivalence of the academic programme (b) Monitoring operations (c) Approval of all students admitted to the programme (jointly with SUT) in accordance with the programme specification (d) Oversight of enrolment and registration processes

- (e) Induction of students
- (f) Liaison with the SUT Course Director
- (g) Ensuring that all marketing and publicity material for the programme is forwarded to SUT for approval
- (h) Ensuring that all the changes made to the content, delivery or assessment of any units by SUT is implemented in full
- (i) Recommending teaching staff

Teaching Staff

HKU SPACE teaching staff are responsible for the delivery and assessment of the unit and the maintenance of appropriate records. The teaching staff are responsible to the Programme Leader at HKU SPACE and are in regular email contact with their counterparts at SUT to ensure that all information is fully shared and that any problems are quickly identified and resolved.

- 4.5.4 The Panel noted that there are comprehensive staffing policies and procedures for both SUT and HKU SPACE. Details can be found in the *Partner Operations Manual 2022 for the Bachelor of Aviation Management*.
- 4.5.5 A formal appraisal system is implemented to review the staff performance by HKU SPACE in accordance with their organisational requirements.
- 4.5.6 During the site visit, the Panel was of the view that the Operator may consider its strategies in attracting more local professionals and teaching staff with a highly technical background to join the academic team. The Operator remarked that current staffing is sufficient and well supported. In case of any changes in future, they may consider including some industry specialists to address specific areas e.g. data analytics.
- 4.5.7 The Panel learnt from the Operator that since HKU SPACE offers a wide range of aviation-related programmes, existing lecturers of different expertise e.g. aircraft engineering / airline management has formed a pool of seasoned experts with extensive experience for teaching and learning support when necessary.
- 4.5.8 As a way to support teaching staff during COVID-19 when teaching and learning were switched to online, the Operator remarked that assistance was provided to teaching staff on how to conduct online teaching in an interactive and engaging way.
- 4.5.9 The Panel understood from the Operator that regular webinars are conducted. The Operator explained that teaching staff are strongly

encouraged to join the webinars / conferences. SUT runs regular webinars with industry experts as speakers. Staff from both HKU SPACE and SUT are invited to attend. This has been an on-going practice and has been well-established.

- 4.5.10 Based on the above information and observations, and upon discussions with the Programme Leader and academic staff on the management and delivery of the Programme, the Panel considered that the Operator has adequate teaching staff with the necessary competence, qualifications and experience for the effective management and quality delivery of the BAM programme.

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.

Physical Resources

- 4.6.1 The Panels noted that students will have access to generic facilities as follows:
- a. SUT's learning management system CANVAS, email account, online library,
 - b. HKU SPACE's learner portal; and
 - c. HKU SPACE's physical and e-library; computing services; Wi-Fi services on all HKU SPACE campuses.
- 4.6.2 The Panel noted that the main teaching venue is located at HKU SPACE's International College at United Centre in Admiralty. Apart from this, the other the nine teaching venues of HKU SPACE have sufficient capacity to accommodate the proposed maximum numbers of new students. The Panel considered that the Operator has the capacity to accommodate the proposed maximum numbers of new students for each programme.
- 4.6.3 The Panel understood from the students and graduates that they can access the online resources provided by SUT and HKU SPACE easily and they have wide access to relevant materials in the libraries as well. There is no issue in searching for information required. In case of

technical issues, they can reach out to Information Technology (IT) support which they considered very helpful. There are also workshops for students showing them how to use e-library at the beginning of the term.

- 4.6.4 During the exchange with the Operator, students and graduates, the Panel understood that flight simulators (static and full motion) and other aviation equipment are open up for students' booking and usage, although the utilisation rate is not very high. The Operator has plans to open up more relevant research projects so that students can get more opportunities to use these facilities. Students also reflected that they hoped to make better use of the aviation facilities such as flight simulators as they see this a crucial part in their learning of the aviation industry. **The Operator is recommended to investigate how the students can have greater exposure to the flight simulators as part of the Programme.**
- 4.6.5 The Panel is also concerned over the maintenance and update of aviation equipment. The Operator explained that since HKU SPACE offers a wide spectrum of aviation programmes, it is financially capable for them to maintain the equipment annually.

Student Support Service

- 4.6.6 Welcome Day is organised by the International College (IC) for new full-time students in the first week of September of each academic year in order to make students understand the operations and the administration of IC. It covers information including administration procedures in IC, IT support, such as learner portal, SOUL 2.0 system, and Wi-Fi system, student development and counselling services and other learning support services, e.g. 'Academic Writing Workshops', 'Expanding Horizons Lecture Series', 'Star Mentoring Scheme' and student organisations.
- 4.6.7 Programme induction is also arranged for students to better understand the BAM programme and the regulations of SUT, means to contact the lecturers and SUT, an introduction of the teaching mode of lecture, tutorial and workshop, the use of CANVAS, library resources, mode of assessment and submission guidelines / regulations etc.
- 4.6.8 The Panel was provided with the following information on the student support services:

- (a) Students are provided with Student Handbook which outlines the curriculum of study, and the academic regulations and support which student need to refer to during their entire course of study.
- (b) Students have access to a full range of teaching and student support facilities including a dedicated learning management system (CANVAS).
- (c) A few scholarships were awarded to students with outstanding academic results in their studies before joining their programme. Bursaries were also awarded to students who have financial difficulties. Apart from the above, the International College and SUT provide different types of scholarships and bursaries for students to finance their studies.
- (d) In 2021, five students were selected for the Hong Kong Aviation Scholarship Scheme (HKASS) — Maritime and Aviation Training Fund (MATF).

4.6.9 Students and graduates expressed satisfaction in terms of support received from the Operator and teaching / support staff. A wide range of student support activities ranging from counselling workshops and college life planning to career talk and corporate visits were also arranged for students.

4.6.10 A number of additional student support services are also made available to the students of the BAM. These include:

- (a) Student Development and Counselling Services;
- (b) Student Co-curricular Activities;
- (c) English Workshop / English Clinic;
- (d) Student Union as an official student organisation.

4.6.11 Based on the above information, the Panel concluded that the above student support services for the programme are 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 As documented in the *SUT Academic Partnership Quality Assurance Manual*, the Operator has the overall quality assurance (QA) policy and mechanism in place that cover major aspects of the quality assurance of the collaborative provision for courses offered in partnership with HKU SPACE, with delineation of responsibilities between HKU SPACE and SUT.
- 4.7.2 SUT staff will undertake at least one quality assurance visit each year to support the partnership and to ensure the requirements of the agreement and the above-stated QA manual are being met. A report of this QA visit will be made available to both SUT and HKU SPACE senior management and the Joint Governance Committee (JGC).
- 4.7.3 With regard to programme development, management, monitoring, review and modifications, the Panel reviewed, among others, the following documents of the QA mechanism at institutional and programme levels provided by the Operator:

Documents

- a. SUT Course Accreditation and Approvals Procedure covering programme development and approval.
 - b. SUT HE Product Governance Procedure (Academic Portfolio).
 - c. SUT Course Design Guidelines – HE.
 - d. SUT-HKU SPACE Partner Operations Manual 2022.
 - e. Extract of Minutes of HKU SPACE Student-Staff Liaison Committee providing a communication channel between students and the Operator over issues concerning teaching, learning, facilities, support, student conduct and other matters affecting students.
 - f. SUT-HKU SPACE Partnership Annual Review 2019 and 2020.
- 4.7.4 The Panel noted that the Joint Governance Committee (JGC) was established with members from both institutions to monitor the operational and academic arrangement of the partnership. Meetings minutes for 2020 to 2022 were provided.
- 4.7.5 The panel noted, among others, the following committees taking up the key roles of the quality assurance mechanism:

SUT

- a. Course Advisory Committee reviews the structure, content, and delivery of the programme.
- b. Faculty Academic Committee makes recommendation on proposed major change for endorsement and forwards the proposed major change to proceed to the Academic Senate Course Committee (ASCC).
- c. Academic Senate Courses Committee (ASCC) makes recommendations to Academic Senate on applications for course accreditation, course review and re-accreditation reports, course change proposals and requests for cessation of courses.

HKU SPACE

- d. The Academic Committee has been set up for the BAM programme. The Academic Committee is accountable to the Quality Assurance Committee (QAC) with the aim to ensure the maintenance of academic standards of the programme and to review and give advice on the teaching and learning processes regularly. The Academic Committee is composed of the HKU SPACE Programme Team, SUT's Course Director and teacher and student representatives.
- e. HKU SPACE Programme Validation Panel ensures the quality of the programme meeting the requirements of both institutions.
- f. Student-Staff Liaison Committee provides a communication channel between students and the Operator.
- g. Learning Experience Survey measures students' experience of learning.
- h. The Annual Monitoring Report reviews students' statistics and performance of previous and current intakes and describes these findings, their implications and recommendations for teaching and programme management and improvement. Follow-up actions were taken and documented.

- 4.7.6 The Panel noted from the Operator that Academic / QA Committees for both SUT and HKU SPACE are in place and there is also an Academic Senate at SUT.

- 4.7.7 The Operator elaborated further that there is a track record for monitoring and effective mechanism in following-up and reviewing issues, e.g. conducting class visits and communication with class representatives etc. Online survey is also set up and the Operator encourages students to give feedback. It is also the Operator's aim to boost the response rate so that they can obtain more representative data for further improvement.
- 4.7.8 The Panel commented in the Summary of Initial Comments that "the report system would be better utilised if a more detailed response with a set of action items are provided so that the report would not be a 'box ticking' exercise". The Operator responded with elaboration on the content of the Annual Monitoring Report, and noted also that they would build in an action item cycle in the 2013 iteration. Also during the site visit, the Panel formed an impression that representatives of the Operator could have elaborated clearer on the steps in a quality assurance cycle. Better documentation can help to clarify the steps.
- 4.7.9 **The Operator is therefore recommended to review relevant documentation on quality assurance, including a better-defined quality assurance cycle, to ensure staff are clear on how the quality assurance processes for the programme are interconnected.**
- 4.7.10 Notwithstanding the above, the Panel generally considered that the Operator has a hierarchy of quality assurance committees for programme development, management, delivery and review of the collaborative programme.
- 4.7.11 Regarding the submission document, the Panel is of the view that the submission document can be presented in a way that closely follows the accreditation guidelines and assessment criteria to facilitate the review. The Operator remarked that as a transition, relevant criteria have been marked in respective chapters and the Panel's view will be taken into consideration in future.

Student Records and Information Management

- 4.7.12 SUT has clear policies and procedures to ensure that students' personal information is properly recorded and safeguarded in accordance with the *Guidelines for the Management of University Records and Management of Information Policies and Guidelines*. The Records Team is responsible for managing digital and physical records of high value and high risk for the University, and for advising and assisting departments and teams across SUT in the legal and efficient management of their

records. The team also assists departments and teams in digital transformation, digitalisation and shifting to digital records.

- 4.7.13 HKU SPACE manages student information in accordance with the data protection principles and all relevant provisions of the Hong Kong Personal Data (Privacy) Ordinance and the University of Hong Kong policies.
- 4.7.14 Notwithstanding the recommendation in Para 4.7.7 above, the Panel considered that the Operator has effective systems and procedures in place to ensure integrity, security, accuracy, currency and sharing of student records and information between HKU SPACE and SUT.

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 <http://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.

Appendix

HKU School of Professional and Continuing Education and Swinburne University of Technology

Learning Programme Re-accreditation for Bachelor of Aviation Management

23 – 24 February 2023

Panel Membership

Panel Chair

Professor John ROSENBERG

Emeritus Professor
La Trobe University
AUSTRALIA

*** Panel Secretary**

Ms Claudia LAM

Head of Executive Support and Corporate
Communications
Hong Kong Council for Accreditation of
Academic and Vocational
Qualifications
HONG KONG

Panel Members

Professor Paul BATES

Emeritus Professor
University of Southern Queensland
AUSTRALIA

Dr Angus CHEUNG Him Wah

CEO
Aerovision Technology Limited
HONG KONG

Dr Achim CZERNY

Associate Professor
Department of Logistics and Maritime Studies
The Hong Kong Polytechnic University
HONG KONG

In Attendance

Ms Jenny CHAN

Assistant Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

* The Panel Secretary is also a member of the Accreditation Panel.

