



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
THE UNIVERSITY OF HULL**

**LEARNING PROGRAMME RE-ACCREDITATION
BACHELOR OF ARTS (HONS) MARKETING AND
MANAGEMENT**

**BACHELOR OF ARTS (HONS) MARKETING
BSC (HONS) ACCOUNTING**

JANUARY 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA914), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by HKU School of Professional and Continuing Education and The University of Hull (jointly as the Operator) to conduct a learning programme re-accreditation for (i) Bachelor of Arts (Hons) Marketing and Management; (ii) Bachelor of Arts (Hons) Marketing; and (iii) BSc (Hons) Accounting 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 HKU School of Professional and Continuing Education and The University of Hull (the Operator) (with specifications under (c)) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes;
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ; and
- (c) Specifications of the programmes seeking accreditation status:

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration / Reference Number¹	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed HKQF level
Bachelor of Arts (Hons) Marketing and Management 市場及管理學 (榮譽)文學士	Bachelor of Arts With Honours in Marketing and Management	451538	Full-time	1 year	N/A	5
			Part-time	1.5 years		
Bachelor of Arts (Hons) Marketing	Bachelor of Arts With Honours in	452423	Full-time	1 year	N/A	5

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.

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration / Reference Number¹	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed HKQF level
市場學(榮譽) 文學士	Marketing		Part-time	1.5 years		
BSc (Hons) Accounting 會計學(榮譽) 理學士	Bachelor of Science with Honours in Accounting	451537	Part-time	1.5 years	N/A	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Arts (Hons) Marketing and Management (MMG), Bachelor of Arts (Hons) Marketing (MKT), and BSc (Hons) Accounting (ACC) programmes meet the stated objectives and HKQF standards at Level 5 and can continue to be offered as accredited programmes with a validity period of five years.

2.2 Validity Period

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

2.3 The determinations on the programmes are specified as follows:

Name of Local Operator	HKU School of Professional and Continuing Education 香港大學專業進修學院		
Name of Non-local Operator	The University of Hull		
Name of Award Granting Body	The University of Hull		
Title of Learning Programme	Bachelor of Arts (Hons) Marketing and Management 市場及管理學(榮譽)文學士	Bachelor of Arts (Hons) Marketing 市場學(榮譽)文學士	BSc (Hons) Accounting 會計學(榮譽)理學士
Title of Qualification(s) [Exit Award(s)]	Bachelor of Arts With Honours in Marketing and Management	Bachelor of Arts With Honours in Marketing	Bachelor of Science with Honours in Accounting
Primary Area of Study and Training	Business and Management		
Sub-area (Primary Area of Study and Training)	General Business Management	General Business Management	Accounting, Finance and Investment
Other Area of Study and Training	Mass Media and Communications, Journalism and Public Relations	Mass Media and Communications, Journalism and Public Relations	Not applicable

Sub-area (Other Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations	Mass Media and Communications, Journalism and Public Relations	Not applicable
HKQF Level	Level 5		
HKQF Credits	180		
Mode(s) of Delivery and Programme Length	Full-time, 12 months Part-time, 18 months	Full-time, 12 months Part-time, 18 months	Part-time, 18 months
Start Date of Validity Period	1 September 2024		
End Date of Validity Period	31 August 2029		
Number of Enrolment(s)	Full-time, one enrolment per year Part-time, two enrolments per year	Full-time, one enrolment per year Part-time, two enrolments per year	Two enrolments per year
Maximum Number of New Students	Full-time: 35 per year Part-time: 100 per year	Full-time: 10 per year Part-time: 30 per year	140 per year
Address of Teaching / Training Venue(s)	(1) HKU Campus The University of Hong Kong, Pokfulam Road, Hong Kong		

	<p>(2) United Learning Centre 6/F, United Centre, 95 Queensway, Admiralty, Hong Kong</p> <p>(3) Admiralty Learning Centre 2-3/F, Admiralty Centre, 18 Harcourt Road, Hong Kong</p> <p>(4) HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) Campus 66 Leighton Road, Causeway Bay, Hong Kong</p> <p>(5) 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</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) Kowloon West Campus 5/F & 12/F, NCB Innovation Centre, 888 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</p> <p>(9) Island South (Pokfulam) Campus Wah Lam Path, Pokfulam, Hong Kong</p> <p>(10) Clothing Industry Training Authority 63 Tai Yip Street, Kowloon Bay, Kowloon</p> <p>(11) PLK Tong Nai Kan Junior Secondary College 11 Mei Lai Road, Mei Foo, Kowloon</p> <p>(12) United Christian College</p>
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	11 Tong Yam Road, Tai Hang Tung, Kowloon
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2.4 **Recommendation(s)**

HKCAAVQ offers the following recommendation for continuous improvement of the three programmes.

- 2.4.1 The Operator should regularly keep track of the academic performance of students holding entry qualifications that were pitched at HKQF Level 4 or above with at least 120 HKQF credits for considering if additional support needs to be provided and for future reviews of the suitability of such selection criteria. (para. 4.2.5)

2.5 **Advice**

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

- 2.5.1 The Operator is advised to consider imposing a minimum number of years of relevant working experience for holders of the Advanced Diploma qualifications as admission requirement of the three programmes. (para. 4.2.4)
- 2.6 HKCAAVQ will subsequently satisfy itself on 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Established in 1956, the Department of Extra Mural Studies of The University of Hong Kong was renamed as the HKU School of Professional and Continuing Education (HKU SPACE) in 1992. It was incorporated as a non-profit-making company limited by guarantee in 1999. It offers full-time and part-time programmes.
- 3.2 The University of Hull (Hull) was established in 1927 as a College of The University of London, the United Kingdom (UK) and achieved independence through a Royal Charter in 1954.
- 3.3 Collaboration between HKU SPACE and Hull commenced in 2006. The BSc (Hons) Accounting (ACC) and Bachelor of Arts (Hons) Marketing and Management (MMG) programmes were first offered in 2006, while the Bachelor of Arts (Hons) Marketing (MKT) programme was launched in 2014. In 2015, the HKU SPACE-Hull collaborative partnership obtained from HKCAAVQ an Initial Evaluation (IE) status and Learning Programme Accreditation status for the three programmes at HKQF Level 5. The three programmes were then subsequently re-accredited in 2018 with a validity period until 31 August 2024.
- 3.4 The MMG, MKT and ACC programmes are exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap 493). HKU SPACE and Hull, jointly as the Operator, commissioned HKCAAVQ to conduct the Learning Programme Re-Accreditation of MMG, MKT and ACC programmes in 2023. For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). A site visit was conducted at the Kowloon West Campus of HKU SPACE from 26-27 October 2023. 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 re-accreditation exercise.

3.5 In consideration of the Operator's track records established from previous accreditation exercises in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the MMG, MKT and ACC programmes was not required:

Domain of Competence	Information Not Required
Learning, Teaching and Enabling Resources/ Services	Information on financial resources, physical resources and student support services is not required. But information on the programme specific physical resources is required.
Programme Approval, Review and Quality Assurance	Information on institute-wide QA processes and mechanisms is not required. But information on the specific quality assurance information for the programmes is required.

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 Panel noted that Hull has implemented a new approach to programme intended learning outcomes (PILOs) by adopting a Programmes Competencies Framework. This framework, based on Hull University Business School's (HUBS) undergraduate competencies, encompasses knowledge, practical skills, and behaviours, shifting towards a more holistic and industry-relevant learning experience so as to equip students with the competencies necessary for future careers.

- 4.1.2 In view of the implementation of the Programme Competencies Framework, Hull proposed and approved through their validation panel the programme modifications including the revision of the programme objectives (POs) and PILOs of the MMG, MKT and ACC programmes in the UK which adopted the HUBS Undergraduate Competency Framework. The modifications to the three programmes shall be implemented in Hong Kong with effect from September 2024 (see **Appendix 2**, **Appendix 3** and **Appendix 4** for revised POs and revised PILOs for MMG, MKT and ACC programmes respectively).
- 4.1.3 The Operator provided the following information to the Panel to illustrate how the revised MMG, MKT and ACC programmes continue to meet the relevant HKQF standards:
- (a) Mapping of revised PILOs to the revised POs;
 - (b) Mapping of the modules to the revised PILOs;
 - (c) Mapping of the revised PILOs to the Generic Level Descriptors (GLDs) at HKQF Level 5; and
 - (d) Mapping of the modules to the GLDs at HKQF Level 5.
- 4.1.4 The Operator provided the following documents and information to demonstrate the achievement of the learning outcomes and the assessment standard of each of the three programmes:
- (a) Sample teaching and learning materials;
 - (b) Sample marked assessments (including *Research Project*) and their associated assessment rubrics;
 - (c) External Examiner Reports for 2019/20 to 2022/23;
 - (d) Reports of Graduate Survey for MMG and MKT programmes (2021/22 for full-time mode; and 2018/19 for part-time mode), and for ACC programme (2021/22); and
 - (e) Annual Monitoring Reports for 2019/20 to 2021/22.
- 4.1.5 Having reviewed the above information, including especially the comments of the external examiners, the Panel made the following observations:

- (a) The revised POs are aligned with the revised PILOs.
- (b) The sample assessment tasks and graded students' work demonstrated the attainment of learning outcomes at HKQF Level 5.
- (c) The 2020/21 graduation rate(s) for (i) the MMG programme were 88% (full-time mode) and 92% (part-time mode: September and January intakes) respectively; (ii) the MKT programme was 100% (part-time mode: September and January intakes); and (iii) the ACC programme was 86% (September intake) and 92% (January intake) respectively.
- (d) The comments given in the External Examiner Reports are positive in general.
- (e) As indicated in the Reports of Graduate Survey, for the full-time mode of the MMG and MKT programmes, a majority of the graduates found a job or furthered their studies shortly after graduation. As for the part-time mode of the three programmes, most of the graduates agreed or strongly agreed that the programmes enhanced their overall job-related skills.

4.1.6 From the discussion with the students and graduates during the site visit, the Panel noted that the students and graduates considered the MMG, MKT and ACC programmes useful in enriching their knowledge in the relevant disciplines and preparing them for their current jobs.

4.1.7 In view of the above information, the Panel considered that there is proper alignment of the revamped POs and PILOs of the MMG, MKT and ACC programmes, and the three programmes are designed properly with learning outcomes 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 The minimum admission requirements for the MMG, MKT and ACC programmes are as follows:

(a) MMG and MKT programmes

- a Higher Diploma in Business or an Advanced Diploma in Marketing, or an Associate of Business Administration or other equivalent qualifications awarded within the HKU system through HKU SPACE with a GPA of 2.0 or its equivalent; or
- a related Higher Diploma, Advanced Diploma, or Associate Degree offered by HKU SPACE or a Higher Diploma, an Advanced Diploma, or an Associate Degree from other tertiary institutions in the areas of marketing, management, or business-related which are recognised by Hull.

(b) ACC programme

- an Advanced Diploma / Higher Diploma / Associate degree in Accounting awarded within the HKU system through HKU SPACE with a GPA of 2.0 or its equivalent; or
- a related Higher Diploma or an Associate Degree offered by HKU SPACE or a Higher Diploma or an Associate Degree from other tertiary institutions in the area of accounting recognised by Hull.

(c) English language proficiency requirements (applicable to the three programmes)

Graduates of the HKU SPACE Advanced Diploma / Higher Diploma / Associate Degree programmes recognised by Hull are considered to have met the English requirements. In other cases, applicants should have proof of English proficiency by having:

- a Grade E in the Use of English in Hong Kong Advanced Level Examination (HKALE); or
- Hong Kong Diploma of Secondary Education (HKDSE) Examination with a minimum score of overall level 4 in English Language (with a minimum of level 3 in each skill); or
- IELTS with a minimum score of overall 6.0 (with a minimum 5.5 in each skill); or
- Pearson Test of English (PTE Academic) with a minimum of 54 overall (with a minimum of 51 in each skill); or

- Recognised equivalent.

4.2.2 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 10% on programme basis 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 percentage is based on the sum of new student numbers across all years of study of the programme.

4.2.3 Having reviewed the above information as well as the admission statistics of the three programmes from 2018/19 to 2022/23 and discussed with the representatives of the Operator, the Panel noted the following:

- (a) The Operator confirmed that Advanced Diploma qualifications considered meeting the stipulated admission requirements must have at least 120 HKQF credits and be pitched at HKQF Level 4. A list of equivalent qualifications that meet the admission requirements will be made available to prospective applicants as guidance.
- (b) The Operator clarified that while interview is one of the screening processes adopted by the Operator to evaluate the suitability of applicants (including whether applicants can demonstrate appropriate English proficiency), irrespective of the results of the interview, students with prior qualifications not taught and assessed in English would be required to provide proof of English proficiency listed in paragraph 4.2.1(c) above before admission to the three programmes.
- (c) For the MKT programme, in light of the relatively low student intake in the last few cohorts and that the students of the MKT programme will attend the common modules with students of the MMG programme (MKT and MMG programmes have 7 common modules out of 9 modules), the Operator would set a minimum number of 5 students in both the full-time and part-time cohorts to ensure that the learning experience of students will not be adversely affected by a small class in the two specialised modules.

- 4.2.4 The Panel noted that Advanced Diploma qualifications considered meeting the stipulated admission requirements must have at least 120 HKQF credits and be pitched at HKQF Level 4. In response to the Panel's question on whether there is any requirement on the minimum number of years of relevant working experience for such Advanced Diploma qualifications in view of their generally lower number of HKQF credits as compared with Associate Degree or Higher Diploma qualifications, the Operator informed the Panel that there is no working experience requirement for holders of Advanced Diploma qualifications as most of the students who hold Advanced Diploma qualifications are part-time students cum working adults and are therefore deemed to have working experience. While noting that holders of Advanced Diploma qualifications may usually have working experience, for the purpose of further ensuring that students holding Advanced Diploma qualifications have the appropriate background to study the three programmes, the Panel **advised** the Operator to consider imposing a minimum number of years of relevant working experience for holders of the Advanced Diploma qualifications as admission requirement of the three programmes.
- 4.2.5 The Panel also noted that applicants with other equivalent qualifications are considered on their individual merits. While students holding entry qualifications that were pitched at HKQF Level 4 or above with at least 120 HKQF credits may be considered for admission to the three programmes, the Panel **recommended** that the Operator should regularly keep track of the academic performance of this group of students for considering if additional support needs to be provided and for future reviews of the suitability of such selection criteria.
- 4.2.6 The Panel reviewed the profiles of students admitted to the three programmes since the last re-accreditation and considered that the admission criteria have been followed, and the admission process has been effective in admitting students with the appropriate background.
- 4.2.7 The Operator proposed the following maximum number of new students for the three programmes for the coming five academic years. The Panel noted that the numbers for the MMG and MKT programmes had been adjusted from the original numbers approved in the last re-accreditation to reflect a more accurate projection of the student numbers in the short term. Having reviewed the number of students enrolled in the MMG, MKT and ACC programmes since the last re-accreditation and taking into account the adjusted maximum numbers for the MMG and MKT programmes, the staffing and

physical resources, the Panel considered that the proposed maximum numbers are appropriate.

Programme	2024/25		2025/26		2026/27		2027/28		2028/29	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MMG	35	100	35	100	35	100	35	100	35	100
MKT	10	30	10	30	10	30	10	30	10	30
ACC	-	140	-	140	-	140	-	140	-	140

FT = Full-time; PT = Part-time

- 4.2.8 In consideration of the above and the information in the accreditation documents including the graduation rate and retention rate of the three programmes, notwithstanding the advice and recommendation above, the Panel formed the view that the minimum admission requirements and student selection process of the three programmes have been aptly designed to recruit students with necessary skills and knowledge to undertake the three 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 MMG, MKT and ACC programmes offered at HKU SPACE are all top-up degree programmes. While the MMG and MKT programmes are operated with both full-time and part-time modes of delivery, the ACC programme is operated with part-time mode only. Each of the three programmes comprises 9 modules carrying a total of 180 credits.

4.3.2 The revised structure of MMG, MKT and ACC programmes offered at HKU SPACE starting from September 2024 is depicted below.

MMG programme

No.	Modules	HKQF Level	HKQF Credits
FHEQ* Level 5 module (Total 3 modules)			
1	<i>Consumer Behaviour and Insights (previously as Consumer and Business Buyer Behaviour)</i>	5	20
2	<i>Integrated Marketing Communications and Branding</i>	5	20
3	<i>Responsible Business in Society (previously as Research Methods)</i>	5	20
FHEQ* Level 6 module (Total 6 modules)			
4	<i>Digital and Social Media Marketing Strategy (previously as Digital Marketing and Social Media)</i>	5	20
5	<i>International Marketing</i>	5	20
6	<i>Strategic Marketing Planning and Auditing</i>	5	20
7	<i>Leadership and Change Management</i>	5	20
8	<i>Business Strategies (previously as Organisational Management)</i>	5	20
9	<i>Research and Consultancy Skills (previously as Research Project)</i>	5	20
Total:			180
<p>*Note: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland</p>			

MKT programme

No.	Modules	HKQF Level	HKQF Credits
FHEQ* Level 5 module (Total 3 modules)			
1	<i>Consumer Behaviour and Insights (previously as Consumer and Business Buyer Behaviour)</i>	5	20
2	<i>Integrated Marketing Communications and Branding</i>	5	20
3	<i>Marketing Data and Analysis (previously as Research Methods)</i>	5	20
FHEQ* Level 6 module (Total 6 modules)			
4	<i>Digital and Social Media Marketing Strategy (previously as Digital Marketing and Social Media)</i>	5	20
5	<i>International Marketing</i>	5	20
6	<i>Strategic Marketing Planning and Auditing</i>	5	20
7	<i>Leadership and Change Management (previously as Social and Not-for-Profit Marketing)</i>	5	20
8	<i>Services Marketing and Customer Experience Management (previously as Services Marketing)</i>	5	20
9	<i>Research and Consultancy Skills (previously as Research Project)</i>	5	20
Total:			180
<p>*Note: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland</p>			

ACC programme

No.	Modules	HKQF Level	HKQF Credits
FHEQ* Level 5 module (Total 3 modules)			
1	<i>Financial Reporting</i>	5	20
2	<i>Business & Company Law (Hong Kong)</i>	5	20
3	<i>Information Systems in Accounting & Finance</i>	5	20
FHEQ* Level 6 module (Total 6 modules)			
4	<i>Auditing</i>	5	20
5	<i>Advanced Management Accounting</i>	5	20
6	<i>Individual Research Project (previously as Research Project)</i>	5	20
7	<i>Advanced Financial Reporting & Theory</i>	5	20
8	<i>Current Issues in Financial Management</i>	5	20
9	<i>Taxation (Hong Kong)</i>	5	20
Total:			180
<p>*Note: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland</p>			

4.3.3 In relation to the proposed revisions to the programme structure, while the ACC programme only involves the retitling of *Research Project* to *Individual Research Project*, the proposed changes to the structure of the MMG and MKT programmes are summarised as follows.

- (a) Introduction of four new modules, namely *Responsible Business in Society* and *Business Strategies* (specialism for MMG programme), *Marketing Data and Analysis* (specialism for MKT programme) and *Research and Consultancy Skills* (common core for MMG and MKT programmes)

- (b) Termination of four existing modules, namely *Research Methods* and *Research Project* (common core for MMG and MKT programmes), *Organisational Management* (specialism for MMG programme) and *Social and Not-for-Project Marketing* (specialism for MKT programme)
- (c) Modification in module titles of the following three modules to align with update of the syllabi and module intended learning outcomes (MILOs)

	Existing Module Titles	Revised Module Titles
Common Core Modules for MMG and MKT programmes	<i>Consumer and Business Buying Behaviour</i>	<i>Consumer Behaviour and Insights</i>
	<i>Digital Marketing and Social Media</i>	<i>Digital and Social Media Marketing Strategy</i>
Specialism for MKT programme	<i>Services Marketing</i>	<i>Services Marketing and Customer Experience Management</i>

- (d) Reposition of *Leadership and Change Management* from specialism module for MMG programme to common core module for MMG and MKT programmes due to changes in competencies for marketing professional

4.3.4 The Panel also reviewed the following information about the structure and content of the MMG, MKT and ACC programmes.

- (a) Module Specifications and QF Level and Credit Assignment Forms which contain module objectives, MILOs, key teaching and learning activities, key topics covered, assessment arrangements and required readings
- (b) Sample Module Handbooks which elaborate on the learning and teaching strategies, key activities, and information on assessment arrangements and criteria
- (c) Mapping of the modules and the PILOs of the respective programmes

(d) List of topics for *Research Project*

(e) The set of information mentioned in Paragraph 4.1.3

4.3.5 In consideration of the above information, the Panel held the view that the structure and content of the three 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 MMG, MKT and ACC programmes are delivered in different forms, including lectures, tutorials, discussions, workshops, case studies, presentations, projects, as well as self-study methods such as a research project. Guest speakers are invited from the industries to deliver talks on relevant topics where appropriate.

4.4.2 The three programmes are taught and assessed in English.

4.4.3 Students of the three programmes in Hong Kong have access to the Hull's Virtual Learning Environment (a learning management system), namely CANVAS site, which is the primary source of e-learning support and resources for students. For each module of the three programmes, the CANVAS site provides students with information on module outlines, as well as information and resources on teaching, learning and assessment.

4.4.4 The three programmes are jointly delivered by Hull and HKU SPACE teaching staff. For the MMG and MKT programmes, Hull teaching staff deliver 18 hours of lectures for all modules except *Consumer and Business Buyer Behaviour* (to be retitled as *Consumer Behaviour and Insights* after revamp), *Strategic Marketing Planning and Auditing*, and *Services Marketing and Customer Experience Management* in the part-time cohort which will be fully taught by teaching staff of HKU SPACE starting from September 2024. As for the other 6 modules of the MMG and MKT programmes, teaching staff of HKU SPACE deliver 18 hours of lectures and 6 hours of tutorials for all modules. As regards the ACC programme, except *Business & Company Law (Hong Kong)* and *Taxation (Hong Kong)*

which are fully taught by HKU SPACE teaching staff, Hull teaching staff deliver 18 hours of lectures for all modules, with the HKU SPACE teaching staff delivering 18 hours of tutorials plus 6 hours of surgery sessions.

4.4.5 With regard to the assessments of the three programmes, the Operator provided to the Panel the following:

- (a) Assessment Procedures of Hull;
- (b) Hull Student Disciplinary Regulations;
- (c) Hull Code of Student Conduct;
- (d) Hull Academic Misconduct Regulations;
- (e) Hull Business School Undergraduate Student Handbook (2022/23);
- (f) Grade distribution of all modules of the three programmes for 2019/20 to 2021/22;
- (g) External Examiner Reports for 2019/20 to 2022/23; and
- (h) Sample marked assessments (including *Research Project*) and their associated assessment rubrics.

4.4.6 In relation to arrangements for setting and marking of assessments, for MMG and MKT programmes, examinations are set and marked by Hull teaching staff while the continuous assessment components are set by the Hull teaching staff and first marked by HKU SPACE teaching staff and second marked by Hull teaching staff before they are reviewed by the external examiners. As for the ACC programme, with the exception of *Business and Company Law (Hong Kong)* and *Taxation (Hong Kong)* in which assessments are set and first marked by HKU SPACE teaching staff and second marked by Hull teaching staff, the coursework is set by Hull teaching staff, first marked by HKU SPACE teaching staff and second marked by Hull teaching staff. Examinations are set and marked by Hull teaching staff.

4.4.7 The graduation requirements for the MMG, MKT and ACC programmes offered at HKU SPACE are an achievement of 180 HKQF credits (including 120 credits at honours stage) and a pass in all the modules of the respective programmes.

4.4.8 In relation to student assessment methods, the Panel noted that the MMG and MKT programmes will discontinue the use of formal examinations starting from 2024/25 while the ACC programme shall still rely on examinations mainly for summative assessment for 2024/25 and onwards. The Operator explained that, (a) for the MMG and MKT programmes, they are committed to setting authentic assessments that reflect the roles students seek, enabling them to reflect skills and real-world graduate competencies in job applications and interviews; (b) whereas for the ACC programme, it is required by the accrediting bodies such as the Hong Kong Institute of Certified Public Accountants (HKICPA), the Association of Chartered Certified Accountants (ACCA) and Certified Practising Accountants (CPA) Australia that at least 50% of the assessments take the form of written, invigilated examinations and thus having examinations as one of the main assessment methods can enable students to claim exemptions from relevant professional bodies upon graduation. Having reviewed the assessment methods to be adopted for 2024/25 and onwards for the three programmes, the Panel considered that they remain to be effective in enabling students to demonstrate the attainment of the intended learning outcomes at the required standards at HKQF Level 5.

4.4.9 In consideration of the above information, the Panel formed the view that the learning, teaching and assessment activities designed for the three programmes effectively deliver the programme content and assess the attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

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

4.5.1 The MMG, MKT and ACC programmes are jointly overseen by the senior management teams of Hull and HKU SPACE, and administered by the Programme Leaders. An appointment criterion for teaching staff is at least a Master's degree in relevant subject disciplines. For teaching staff of HKU SPACE, the selected candidates must acquire Recognised Teacher Status as required by Hull and that they are recommended by HKU SPACE Programme

Leaders to HUBS before they are appointed for teaching on the three programmes.

4.5.2 Having reviewed the profiles of teaching staff of the three programmes, the Panel considered that they have the relevant qualifications and experience to teach the three programmes.

4.5.3 The Operator provided the staffing plan for 2024/25 to 2028/29 academic years as follows.

Programme	Number of Teaching Staff			
	HKU SPACE		Hull	
	FT	PT	FT	PT
MMG	0	8	8	0
MKT	0	10	8	0
ACC	1	10	8	2

4.5.4 Having reviewed the staffing plan for 2024/25 to 2028/29 academic years and in light of the proposed maximum number of new students per year (See Para. 4.2.7), the Panel was of the view that the Operator has adequate staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of the three programmes.

4.5.5 On staff development, the Panel noted that HKU SPACE has a Continuing Personal / Professional Development (CPD) Scheme, and participation in the CPD Scheme is mandatory for all full-time academic staff. All academic staff under the CPD Scheme should engage in at least 10 hours of CPD activities in each CPD year. HKU SPACE also offers induction briefings for newly appointed staff members and briefings on legal, quality assurance and registry affairs for new programme management staff, and organises staff seminars and management workshops where appropriate. HKU SPACE teaching staff would meet up (either in person or via online platform) with Hull module leaders or lecturers prior to the intensive teaching as a staff-development meeting.

4.5.6 The Panel reviewed the list of staff development activities offered by the Operator for teaching staff of the three programmes over the past year and considered that a wide range of staff development activities were available for both full-time and part-time teaching staff of HKU

SPACE. As regards the staff development plan for the coming two years, the Panel noted that the Operator has identified a focus on training sessions on leveraging Artificial Intelligence (AI) technologies to enhance teaching methodologies such that teachers are empowered to effectively utilise AI tools in their instruction for the purpose of augmenting the learning experience of students. Such training would include the topic against the risk of plagiarism so as to ensure academic integrity and promote originality among students in AI-driven educational settings. During the site visit, the teaching staff of the three programmes also shared with the Panel that HKU SPACE encourages them to take part in relevant staff training activities and that they found the training sessions provided by the Operator useful in enhancing the quality of their teaching and currency of their knowledge.

- 4.5.7 In view of the above information, the Panel formed the view that there are adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the three 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 In consideration of the Operator's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the MMG, MKT and ACC programmes are considered to have met the Financial Resources, Physical Resources and Student Support Services aspects of the accreditation standard.
- 4.6.2 The Operator provided to the Panel the information on teaching and learning resources for the MMG, MKT and ACC programmes, including the library holdings, e-resources and information on the learning management system of Hull, the CANVAS site. The Panel noted that the classroom utilisation for all of the 12 teaching venues of HKU SPACE was below 70% on average annually in 2022/23 and that HKU SPACE allows contingent arrangement where the class can be transferred from one teaching venue to another in case of extenuating circumstances. The students and graduates whom the

Panel met also expressed positive comments on the overall resources provided in the three programmes.

- 4.6.3 In consideration of the above information, the Panel was of the view that the Operator provided appropriate and necessary resources to support the delivery of the three 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 In consideration of the Operator's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the MMG, MKT and ACC programmes are considered to have met the institution-wide Programme Approval, Review and Quality Assurance aspects of the accreditation standard.
- 4.7.2 The contractual agreement between Hull and HKU SPACE to offer the MMG, MKT and ACC programmes sets out the relationship between the two institutions as well as the rights, obligations and responsibilities of both parties. Both institutions assume the responsibility for the quality assurance of the three programmes.
- 4.7.3 In relation to the approval of the proposed programme modifications by Hull, the Panel noted that the proposed modifications to the MMG and MKT programmes at HKU SPACE were approved by Hull in May 2022, and that the proposed modifications to the ACC programme were approved by Hull in July 2023. While the FHEQ Level 5 and FHEQ Level 6 modules for the revamped MMG and MKT programmes have been planned to launch in the UK in 2023/24 and 2024/25 respectively, the proposed modifications to the ACC programme will be introduced and launched in the UK in September 2024.
- 4.7.4 As regards the internal quality assurance procedures of HKU SPACE, the Panel noted that the proposed modifications to MMG and MKT programmes were approved by the Academic Committee and College Board of HKU SPACE in August 2023. As for the ACC programme, the proposed modifications were approved by Academic Committee and College Board of HKU SPACE in April

2023 and August 2023 respectively. Upon successful re-accreditation by HKCAAVQ, the three revamped programmes will be submitted for approval by the HKU Board for Continuing and Professional Education and Lifelong Learning (CPE&LL).

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

- (a) quality assurance mechanism on programme management, monitoring and review, including collection and follow-up of stakeholders' feedback;
- (b) External Examiner Reports;
- (c) comments and feedback collected from students and the follow-up actions taken;
- (d) analysis of retention rates, graduation rates and grade distribution of modules;
- (e) Annual Monitoring Reports; and
- (f) meeting minutes of relevant boards and committees.

4.7.6 The Panel noted that the Operator solicits the feedback of students from various channels. Apart from Module Evaluation Questionnaires, there are student representatives in the Joint Board of Studies and Academic Committee. Students can also express their views in Staff Student Liaison Committee. During the site visit, the students and graduates whom the Panel met shared with the Panel that they were aware of the channels available to them to convey their opinion on the three programmes to the teaching staff.

4.7.7 Having reviewed the relevant reports and minutes, the Panel formed the view that the Operator has properly followed up on the issues identified in the monitoring and review of the three programmes. The external advisors and external examiner whom the Panel met during the site visit also expressed the view that their comments on the three programmes have been appropriately addressed by the Operator.

4.7.8 In view of the above information, the Panel considered that the Operator has monitored and reviewed the development and performance of the three 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 HKQF website at <http://www.hkqf.gov.hk>.

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/39/05
4 January 2024
JoH/AnC/TiF/kil

**HKU School of Professional and Continuing Education and
The University of Hull**

Learning Programme Re-accreditation for

- (i) Bachelor of Arts (Hons) Marketing and Management
(ii) Bachelor of Arts (Hons) Marketing
(iii) BSc (Hons) Accounting**

26 – 27 October 2023

Panel Membership

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Emeritus Professor
Deakin Business School
Deakin University
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* The Panel Secretary is also a member of the Accreditation Panel.

POs and PILOs of Bachelor of Arts (Hons) Marketing and Management

Programme Objectives (POs)

The programme aims to equip students with an in-depth knowledge and application of specialised areas in Marketing and Management such as data analytics, consumer insights, marketing communications, marketing innovations, services management, digital marketing and international marketing, leadership, change management, and business strategies along the principles of constructive alignment and curriculum.

Programme Intended Learning Outcomes (PILOs)

On completion of the programme, students should have developed:

1. Critical thinking and analysis

Ability to find, select, interpret and assess information from a wide breadth of sources to build argumentation, applying critical analysis, comparison, synthesis and evaluation of arguments and evidence. This includes critically assessing the significance, reliability and validity of data / information / literature, recognising assumptions, competing perspectives, and the provisional nature of knowledge, while appreciating how theory and evidence can be combined for critical analysis.

2. Subject knowledge application to problem-solving

Demonstrate in-depth understanding of specialist subject knowledge, relevant theories, ideas, concepts, principles, tools or methods, at least some of which is at the forefront of its discipline, and critically assess their applicability and relevance to investigate and address a variety of theoretical and/or practical problems. Select and apply specialist problem solving strategies, methods and techniques to find appropriate and sustainable solutions to real-world issues.

3. Systemic and interdisciplinary thinking

Ability to analyse complex systems across different domains (e.g. social, environmental, economic), different scales (e.g. space and time), and pluralistic perspectives (e.g. regulatory, financial, behavioural, political, technological...), critically evaluating their relationships, interactions and influence on decision-making (and vice-versa).

4. Strategic and anticipatory thinking

Ability to think and work from a future-oriented perspective, analyse scenarios, and develop strategic plans or interventions to effectively facilitate or enable change towards intended outcomes. Be able to distinguish between short-term and long-term approaches, addressing uncertainties, anticipating risks and consequences, and recognising opportunities.

5. Innovation, creativity and entrepreneurship

Use creative-thinking, ideation and initiative to support innovation, generate and develop ideas and opportunities to create value or address complex challenges through new solutions, that can include new or alternative products, services, organisations, processes or approaches.

6. Communication skills

Convey complex information and ideas effectively and appropriately to diverse audiences (e.g. academic, specialist and/or non-specialists), in a variety of media, contexts, styles and formats (e.g. written, verbal or visual). This includes ability to produce clear, structured business communications, presentations, reports, or other relevant professional formats.

7. Digital literacy (information management)

Ability to use digital and media technologies as tools to locate, acquire and access appropriate sources, support learning, communication, and collaboration, as well as presenting information, in a professional and responsible manner.

8. Digital literacy (technological skills)

Competent and confident in the use of specialist / advanced technologies and digital applications (i.e. beyond usual word processing or presentation software) of relevance for current and/or emerging professional contexts (e.g. Excel, statistical software, data modelling or analytics, or other).

9. Numeracy / quantitative skills

Ability to use quantitative analytical skills to interpret and manipulate data, and apply it to evaluate, estimate, represent or model real-world problems, functions or phenomena.

10. Research and enquiry techniques

Practical understanding of established techniques of research and enquiry, evaluating strengths and limitations of different methodological approaches, and how to use them to allow detailed investigation into complex issues, generate new answers or knowledge.

11. Practical project design and development ability

Design and develop specialist projects, activities or outputs, mirroring or based on real-world practice, for complex and uncertain contexts, problems or issues, to enhance inter-related areas of own and/or others practical and professional knowledge and skills.

12. Interpersonal and leadership skills

Ability to evidence responsible teamwork and leadership skills, by working cooperatively, supporting, encouraging and developing others to achieve a shared goal and deliver agreed objectives, and assume a shared responsibility to enhance team performance. Exercise flexibility and respectful social interaction, using interpersonal skills of effective listening, empathy, negotiation, persuasion and presentation.

13. Ethics (Knowledge)

Recognise the ethical dimensions of corporate social responsibility and sustainability issues, and actively engage in critical and constructive discussion of moral and ethical issues arising from existing or alternative systems, activities, policies, strategies, or decisions.

14. Ethics (behaviours)

Demonstrate understanding of and compliance with the professional values, codes of conduct, ethical and moral obligations of being a student and future professional, for example in matters of personal and/or group decisions, integrity, ethical information management (including acknowledging and referencing sources), and research protocols.

15. Diversity, inclusivity and cultural sensitivity

Show a critical appreciation of the perspectives and worldviews of others, demonstrate global-mindedness and inter-cultural sensitivity, and be sensitive and aware to issues of diversity and inclusivity. Demonstrate such awareness by pro-actively considering and articulating diverse perspectives and pursuing inclusive

practice, both when working with people from a range of backgrounds, identities, circumstances, or cultures and/or producing work that considers diverse audiences in an ethical way.

16. Sustainability fostering

Ability to act as future generator of sustainable value for business and society at large, by identifying, developing and/or deploying practices or solutions that address sustainability challenges, and purposefully promote positive societal impact at either local, regional, national, or international scale. Demonstrate initiative and critical ability to shape responsible, carbon neutral businesses and society, limit or mitigate negative impacts, and pursue the ambitions of international initiatives such as the United Nations Global Compact and Sustainable Development Goals.

17. Self-management and responsibility for actions

Work autonomously and proactively within relevant self-selected guidelines, taking responsibility for setting clear, personal goals and devise a robust route to achieving them, through effective self-management in terms of time, workload planning, personal initiative and decision-making.

18. Self-reflection

Ability for self-analysis and to identify and evaluate one's strengths, limitations, and performance, showing a continuing appetite for personal and professional development. Identify and implement suitable approaches or strategies for personal reflection and feedback on work, to successfully work towards self-improvement, personal, academic and career targets.

POs and PILOs of Bachelor of Arts (Hons) Marketing

Programme Objectives (POs)

The programme aims to equip students with an in-depth knowledge and application of specialised areas in Marketing Management such as data analytics, consumer insights, marketing communications, marketing innovations, services management, digital marketing and international marketing along the principles of constructive alignment and curriculum.

Programme Intended Learning Outcomes (PILOs)

On completion of the programme, students should have developed:

1. Critical thinking and analysis

Ability to find, select, interpret and assess information from a wide breadth of sources to build argumentation, applying critical analysis, comparison, synthesis and evaluation of arguments and evidence. This includes critically assessing the significance, reliability and validity of data / information / literature, recognising assumptions, competing perspectives, and the provisional nature of knowledge, while appreciating how theory and evidence can be combined for critical analysis.

2. Subject knowledge application to problem-solving

Demonstrate in-depth understanding of specialist subject knowledge, relevant theories, ideas, concepts, principles, tools or methods, at least some of which is at the forefront of its discipline, and critically assess their applicability and relevance to investigate and address a variety of theoretical and/or practical problems. Select and apply specialist problem solving strategies, methods and techniques to find appropriate and sustainable solutions to real-world issues.

3. Systemic and interdisciplinary thinking

Ability to analyse complex systems across different domains (e.g. social, environmental, economic), different scales (e.g. space and time), and pluralistic perspectives (e.g. regulatory, financial, behavioural, political, technological...), critically evaluating their relationships, interactions and influence on decision-making (and vice-versa).

4. Strategic and anticipatory thinking

Ability to think and work from a future-oriented perspective, analyse scenarios, and develop strategic plans or interventions to effectively facilitate or enable change towards intended outcomes. Be able to distinguish between short-term and long-term approaches, addressing uncertainties, anticipating risks and consequences, and recognising opportunities.

5. Innovation, creativity and entrepreneurship

Use creative-thinking, ideation and initiative to support innovation, generate and develop ideas and opportunities to create value or address complex challenges through new solutions, that can include new or alternative products, services, organisations, processes or approaches.

6. Communication skills

Convey complex information and ideas effectively and appropriately to diverse audiences (e.g. academic, specialist and/or non-specialists), in a variety of media, contexts, styles and formats (e.g. written, verbal or visual). This includes ability to produce clear, structured business communications, presentations, reports, or other relevant professional formats.

7. Digital literacy (information management)

Ability to use digital and media technologies as tools to locate, acquire and access appropriate sources, support learning, communication, and collaboration, as well as presenting information, in a professional and responsible manner.

8. Digital literacy (technological skills)

Competent and confident in the use of specialist / advanced technologies and digital applications (i.e. beyond usual word processing or presentation software) of relevance for current and/or emerging professional contexts (e.g. Excel, statistical software, data modelling or analytics, or other).

9. Numeracy / quantitative skills

Ability to use quantitative analytical skills to interpret and manipulate data, and apply it to evaluate, estimate, represent or model real-world problems, functions or phenomena.

10. Research and enquiry techniques

Practical understanding of established techniques of research and enquiry, evaluating strengths and limitations of different methodological approaches, and how to use them to allow detailed investigation into complex issues, generate new answers or knowledge.

11. Practical project design and development ability

Design and develop specialist projects, activities or outputs, mirroring or based on real-world practice, for complex and uncertain contexts, problems or issues, to enhance inter-related areas of own and/or others practical and professional knowledge and skills.

12. Interpersonal and leadership skills

Ability to evidence responsible teamwork and leadership skills, by working cooperatively, supporting, encouraging and developing others to achieve a shared goal and deliver agreed objectives, and assume a shared responsibility to enhance team performance. Exercise flexibility and respectful social interaction, using interpersonal skills of effective listening, empathy, negotiation, persuasion and presentation.

13. Ethics (Knowledge)

Recognise the ethical dimensions of corporate social responsibility and sustainability issues, and actively engage in critical and constructive discussion of moral and ethical issues arising from existing or alternative systems, activities, policies, strategies, or decisions.

14. Ethics (behaviours)

Demonstrate understanding of and compliance with the professional values, codes of conduct, ethical and moral obligations of being a student and future professional, for example in matters of personal and/or group decisions, integrity, ethical information management (including acknowledging and referencing sources), and research protocols.

15. Diversity, inclusivity and cultural sensitivity

Show a critical appreciation of the perspectives and worldviews of others, demonstrate global-mindedness and inter-cultural sensitivity, and be sensitive and aware to issues of diversity and inclusivity. Demonstrate such awareness by pro-actively considering and articulating diverse perspectives and pursuing inclusive

practice, both when working with people from a range of backgrounds, identities, circumstances, or cultures and/or producing work that considers diverse audiences in an ethical way.

16. Sustainability fostering

Ability to act as future generator of sustainable value for business and society at large, by identifying, developing and/or deploying practices or solutions that address sustainability challenges, and purposefully promote positive societal impact at either local, regional, national, or international scale. Demonstrate initiative and critical ability to shape responsible, carbon neutral businesses and society, limit or mitigate negative impacts, and pursue the ambitions of international initiatives such as the United Nations Global Compact and Sustainable Development Goals.

17. Self-management and responsibility for actions

Work autonomously and proactively within relevant self-selected guidelines, taking responsibility for setting clear, personal goals and devise a robust route to achieving them, through effective self-management in terms of time, workload planning, personal initiative and decision-making.

18. Self-reflection

Ability for self-analysis and to identify and evaluate one's strengths, limitations, and performance, showing a continuing appetite for personal and professional development. Identify and implement suitable approaches or strategies for personal reflection and feedback on work, to successfully work towards self-improvement, personal, academic and career targets.

POs and PILOs of BSc (Hons) Accounting

Programme Objectives (POs)

The aim of the programme is to ensure that students will gain a theoretical understanding of how public, private and third sector organisations are financed and how they are accounted for. They will also develop a comprehensive understanding of the work undertaken by accountants. With a focus on Financial Reporting, Management Accounting, Company Law, Information Systems and more advanced skills such as Auditing and Taxation, students will learn how to generate and use the information for operational and strategic planning, regulatory reporting, performance measurement and management.

Programme Intended Learning Outcomes (PILOs)

On completion of the programme, students should have developed:

1. Critical thinking and analysis

Ability to find, select, interpret and assess information from a wide breadth of sources to build argumentation, applying critical analysis, comparison, synthesis and evaluation of arguments and evidence. This includes critically assessing the significance, reliability and validity of data / information / literature, recognising assumptions, competing perspectives, and the provisional nature of knowledge, while appreciating how theory and evidence can be combined for critical analysis.

2. Subject knowledge application to problem-solving

Demonstrate in-depth understanding of specialist subject knowledge, relevant theories, ideas, concepts, principles, tools or methods, at least some of which is at the forefront of its discipline, and critically assess their applicability and relevance to investigate and address a variety of theoretical and/or practical problems. Select and apply specialist problem solving strategies, methods and techniques to find appropriate and sustainable solutions to real-world issues.

3. Systemic and interdisciplinary thinking

Ability to analyse complex systems across different domains (e.g. social, environmental, economic), different scales (e.g. space and time), and pluralistic perspectives (e.g. regulatory, financial, behavioural, political, technological), critically evaluating their relationships, interactions and influence on decision-making (and vice-versa).

4. Strategic and anticipatory thinking

Ability to think and work from a future-oriented perspective, analyse scenarios, and develop strategic plans or interventions to effectively facilitate or enable change towards intended outcomes. Be able to distinguish between short-term and long-term approaches, addressing uncertainties, anticipating risks and consequences, and recognising opportunities.

5. Innovation, creativity and enterprise skills

Use of creative-thinking, ideation and initiative to support innovation, generate and develop ideas and opportunities to create value or address complex challenges through new solutions, that can include new or alternative products, services, organisations, processes or approaches.

6. Communication skills

Convey complex information and ideas effectively and appropriately to diverse audiences (e.g. academic, specialist and/or non-specialists), in a variety of media, contexts, styles and formats (e.g. written, verbal or visual). This includes ability to produce clear, structured business communications, presentations, reports, or other relevant professional formats.

7. Digital literacy (information management)

Ability to use digital and media technologies as tools to locate, acquire and access appropriate sources, support learning, communication, and collaboration, as well as presenting information, in a professional and responsible manner.

8. Digital literacy (technological skills)

Competency and confidence in the use of specialist / advanced technologies and digital applications (i.e. beyond usual word processing or presentation software) of relevance for current and/or emerging professional contexts (e.g. Excel, statistical software, data modelling or analytics, or other).

9. Numeracy / quantitative skills

Ability to use quantitative analytical skills to interpret and manipulate data, and apply it to evaluate, estimate, represent or model real-world problems, functions or phenomena.

10. Research and enquiry skills

Practical understanding of established techniques of research and enquiry, evaluating strengths and limitations of different methodological approaches, and how to use them to allow detailed investigation into complex issues, generate new answers or knowledge.

11. Practical project design and development skills

Design and develop in specialist projects, activities or outputs, mirroring or based on real-world practice, for complex and uncertain contexts, problems or issues, to enhance inter-related areas of own and/or others practical and professional knowledge and skills.

12. Interpersonal and leadership skills

Ability to evidence responsible team work and leadership skills, by working cooperatively, supporting, encouraging and developing others to achieve a shared goal and deliver agreed objectives, and assume a shared responsibility to enhance team performance. Exercise flexibility and respectful social interaction, using interpersonal skills of effective listening, empathy, negotiation, persuasion and presentation.

13. Ethics (knowledge)

Recognise the ethical dimensions of corporate social responsibility and sustainability issues, and actively engage in critical and constructive discussion of moral and ethical issues arising from existing or alternative systems, activities, policies, strategies, or decisions.

14. Ethics (behaviours)

Demonstrate understanding of and compliance with the professional values, codes of conduct, ethical and moral obligations of being a student and future professional, for example in matters of personal and/or group decisions, integrity, ethical information management (including acknowledging and referencing sources), and research protocols.

15. Diversity, inclusivity, and cultural sensitivity

Show a critical appreciation of the perspectives and worldviews of others, demonstrate global-mindedness and inter-cultural sensitivity, and be sensitive and aware to issues of diversity and inclusivity. Demonstrate such awareness by pro-actively considering and articulating diverse perspectives and pursuing inclusive

practice, both when working with people from a range of backgrounds, identities, circumstances, or cultures and/or producing work that considers diverse audiences in an ethical way.

16. Sustainability fostering

Ability to act as future generator of sustainable value for business and society at large, by identifying, developing and/or deploying practices or solutions that address sustainability challenges, and purposefully promote positive societal impact at either local, regional, national, or international scale. Demonstrate initiative and critical ability to shape responsible, carbon neutral businesses and society, limit or mitigate negative impacts, and pursue the ambitions of international initiatives such as the United Nations Global Compact and Sustainable Development Goals.

17. Self-management and responsibility for actions

Work autonomously and proactively within relevant self-selected guidelines, taking responsibility for setting clear, personal goals and devise a robust route to achieving them, through effective self-management in terms of time, workload planning, personal initiative and decision-making.

18. Self-reflection

Ability for self-analysis and to identify and evaluate one's strengths, limitations, and performance, showing a continuing appetite for personal and professional development. Identify and implement suitable approaches or strategies for personal reflection and feedback on work, to successfully work towards self-improvement, personal, academic and career targets.

HKCAAVQ Report No.: 23/201