



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

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL EDUCATION,
VOCATIONAL TRAINING COUNCIL**

AND

UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

LEARNING PROGRAMME RE-ACCREDITATION

**BSC (HONS) DIGITAL MEDIA
BSC (HONS) INFORMATION TECHNOLOGY**

APRIL 2025

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION.....	2
3. INTRODUCTION.....	4
4. PANEL'S DELIBERATIONS	5
4.1 Programme Objectives and Learning Outcomes.....	6
4.2 Learner Admission and Selection	10
4.3 Programme Structure and Content	15
4.4 Learning, Teaching and Assessment.....	19
4.5 Programme Leadership and Staffing	21
4.6 Learning, Teaching and Enabling Resources/Services.....	22
4.7 Programme Approval, Review and Quality Assurance	24
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	25

Appendix

HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1046), 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 (AAVQO) (Cap. 592), was commissioned by School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol to conduct a learning programme re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol ("Operator") (with specifications listed below) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programmes seeking accreditation status

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration / Reference Number	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
BSc (Hons) Digital Media	BSc (Hons) Digital Media	252421	Full-time	1 year	N/A	5
			Part-time	1.5 years	N/A	5
BSc (Hons) Information Technology	BSc (Hons) Information Technology	252070	Full-time	1 year	N/A	5

			Part-time	1.5 years	N/A	5
--	--	--	-----------	-----------	-----	---

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Digital Media and BSc (Hons) Information Technology programmes meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programmes with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院		
Name of Non-local Operator	University of the West of England, Bristol		
Name of Award Granting Body	University of the West of England, Bristol		
Title of Learning Programme	BSc (Hons) Digital Media	BSc (Hons) Information Technology	
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Digital Media	BSc (Hons) Information Technology	
Primary Area of Study and Training	A04 Computer Science and Information Technology		
Sub-area (Primary Area of Study and Training)	A0401 Computer Science and Information Technology		
Other Area of Study and Training	Not applicable		

Sub-area (Other Area of Study and Training)	Not applicable
HKQF Level	Level 5
HKQF Credits	120
Mode(s) of Delivery and Programme Length	1 year (full-time), 1.5 years (part-time)
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2029
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Full-time, 150 per year Part-time, 80 per year
Address of Teaching / Training Venue(s)	<ol style="list-style-type: none"> 1. HKIIT 20A Tsing Yi Road, Tsing Yi Island, New Territories 2. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 3. IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 4. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 5. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 6. IVE (Tuen Mun) & HKIIT at IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 7. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 8. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 9. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 10. HKDI and IVE (Lee Wai Lee) & HKIIT at IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories

2.4 Recommendations

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

For both Programmes

- 2.4.1 The Operator should keep under review the strategies for strengthening students' face-to-face interpersonal communication

skills, and their English language proficiency, to ensure their effectiveness in supporting students' future employment and development. (paragraph 4.4.4)

For BSc (Hons) Digital Media

2.4.2 The Operator should review the amount of study and work required by the content and delivery of the modules of the Programme in order to ensure that the workload expected is consistent with their credit value as assigned in the programme specification, and take prompt action to rectify any divergence. (paragraph 4.3.8(c))

2.4.3 The Operator should review the availability of facilities of the Tuen Mun campus in terms of their possible effect on students' learning experiences studying on this campus, by comparison with that of the students on the HKDI campus. Such comparison should guide the improvement of the Tuen Mun campus facilities. (paragraph 4.6.5)

For BSc (Hons) Information Technology

2.4.4 The Operator should keep under review the practice of not using any examinations throughout the Programme, especially in modules such as *Big Data Analytics* and *Essentials and Applications of Artificial Intelligence*, in which theoretical and conceptual understanding of foundational knowledge in certain areas is important in underpinning practical skills, and should consider retaining an examination component where it would be more effective in assessing learning outcomes. (paragraph 4.4.7)

2.5 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 The School for Higher and Professional Education (SHAPE) is a member institution of Vocational Training Council (VTC), incorporated in 2006 as a limited company under the Companies Ordinance (Cap. 32). SHAPE collaborates with overseas university

partners to offer top-up degree programmes covering a range of academic disciplines.

- 3.2 The University of the West of England, Bristol (UWE) gained university status in 1992 under the Further and Higher Education Act 1992. Currently, UWE offers 288 undergraduate programmes and 113 postgraduate programmes.
- 3.3 In 2014, the SHAPE and UWE collaborative partnership (the Operator) attained an Initial Evaluation (IE) status at HKQF Level 5 from HKCAAVQ. As of November 2024, the Operator has ten top-up bachelor's degree programmes accredited by HKCAAVQ.
- 3.4 The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the BSc (Hons) Digital Media and BSc (Hons) Information Technology programmes, which were the first two programmes of the Operator accredited by HKCAAVQ, in 2014. Subsequently, both programmes underwent re-accreditation twice, in 2017 and 2021.
- 3.5 HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership in Appendix). A site visit was conducted by the Panel on 12 – 14 February 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.6 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with the Differentiation Approach, information on the following aspects of the Programmes under review was not required:

Accreditation Standard	Information Not Required
Learning, Teaching and Enabling Resources/Services	Information on institute-wide financial resources and institute-wide student support services is not 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.

The abbreviations BScDM and BScIT will hereafter refer to the BSc (Hons) Digital Media and BSc (Hons) Information Technology programmes respectively. These abbreviations will also indicate which specific paragraphs in the following sections pertain solely to one of the Programmes. Paragraphs that are not specified apply to both Programmes.

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 There have been no major changes to the programme aims (PAs) of the Programmes during the validity period. The PAs are listed as follows:

BScDM

- PA1 To enable students to embark upon professional careers by developing problem-solving and other transferable skills.
- PA2 To enable students to work effectively and productively as a member of a team.
- PA3 To develop study skills that will enable students to become independent, lifelong learners.
- PA4 To prepare students for progressing to study for higher degrees in computing and digital media.
- PA5 To encourage the discerning use of reference material from a variety of sources.
- PA6 To provide skills in the design and implementation of digital media and computer games, including an understanding of the mathematical and technological principles required, as well as an exploration of the creative potential presented within the development of media for web platforms, and the cultural and technological contexts out of which they arise.
- PA7 To provide practical skills in web development, interaction design, and deployment of rich interactive media.
- PA8 To develop the students' ability to make efficient, innovative and robust contributions to companies engaged in the development of products for web platforms and related interactive digital media.
- PA9 To develop the students' understanding of the importance and mechanisms of project management, and associated tools, within computing, with particular reference to the development of interactive digital media and the web.

BScIT

- PA1 To provide a broad-based coverage of the theory and practice of aspects of IT.
- PA2 To instill the practical skills necessary both for initial employment within the industry and for communicating with and comprehending other professionals in the application domain.
- PA3 To develop understanding of the role, capabilities and limitations of IT and to enable students to evaluate and select appropriate solutions.
- PA4 To encourage students to uphold general professional, ethical and social standards and to keep up-to-date with recent technological and theoretical developments.
- PA5 To provide exposure to the body of research that underlies the use of computers and development of IT.
- PA6 To provide sufficient knowledge of how organisations function to enable the student to pursue a management career in a range of organisations.

BScDM

- 4.1.2 The programme learning outcomes (PLOs) of BScDM have remained unchanged during the validity period. They are grouped under four categories, as listed below.

A. Knowledge and Understanding

- A1 Historical and cultural perspectives of digital media and the web.
- A2 Key visual and information design principles.
- A3 Interaction design concepts, markup and programming languages, presentation technologies, formats and deployment technologies as applicable in modern digital media development.
- A4 The design development process, the use of personas, information architecture, functional analysis and testing in user-centered design.
- A5 Hardware architecture and supporting software technologies, and the network environment required for the production and deployment of contemporary digital media products.
- A6 Professional, ethical and sustainability issues affecting the development and deployment of digital media within an international market place.

B. Intellectual Skills

- B1 Apply appropriate design and problem-solving techniques to digital media requirements or issues.
- B2 Critically compare and evaluate digital media products and their designs.

- B3 Research and conduct an in-depth investigation relating to the requirements and/or relevant background information for the development of a digital media product.
- B4 Undertake a substantial study involving the design and/or development of a digital media product using appropriate tools and methodologies.

C. Subject/Professional/Practical Skills

- C1 Create low and high fidelity designs and appropriate technical solutions corresponding to stated requirements.
- C2 Interpret digital media designs to form technical requirements and design code/software that meets them.
- C3 Write programming code in an appropriate language that fulfills a given design.
- C4 Utilise standard tools and professional design practices throughout the development process, to design, deploy, debug, test, and critically evaluate finished projects.
- C5 Apply a range of techniques from key areas to digital media development.

D. Transferable Skills and Other Attributes

- D1 Demonstrate personal and time management skills appropriate to professional conduct in the field of digital media.
- D2 Report and communicate ideas and results effectively using media and style appropriate to an intended audience.
- D3 Work effectively as part of a group.
- D4 Manage a project effectively, from inception to completion.
- D5 Learn independently; reflect on their learning needs and achievements.
- D6 Reflect on the process of development of a digital media product.

BScIT

4.1.3 The Operator proposed changing the PLOs of BScIT from having 20 PLOs grouped under four categories like those of BScDM to a composite style with seven PLOs. The revised PLOs are listed as follows:

1. Apply fundamental principles and technical skills in areas such as programming, data, web, and IT project management to analyse, design, and implement IT solutions.
2. Evaluate and select appropriate technologies and tools to solve complex IT problems, considering their capabilities, limitations, and suitability for different contexts.
3. Design, develop, and maintain secure, scalable, and robust software applications and systems, adhering to industry best practices and standards.

4. Analyse, interpret, and visualise data using appropriate tools and techniques.
5. Collaborate effectively, demonstrating strong interpersonal, communication, and leadership skills, to manage IT projects successfully from initiation to completion.
6. Evaluate the social, ethical, legal, and professional implications of emerging technologies and IT practices, and promote responsible and sustainable use of technology.
7. Engage in continuous learning and professional development to stay current with the rapidly evolving field of IT.

4.1.4 The Operator provided the following information in relation to the PAs and PLOs of each Programme:

- (a) Mappings of PLOs against PAs;
- (b) Mapping of PLOs against Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF);
- (c) Mapping of the constituent modules of the Programme against PLOs;
- (d) Samples of marked assessment scripts together with the assessment criteria of four selected modules and of the module *Creative Technologies Project* (for BScDM) and *Information Technology Project* (for BScIT);
- (e) Summary of Employment Survey for Full-time Graduates from 2021 to 2023;
- (f) External Examiner (EE) reports of the Programme during the validity period; and
- (g) Approval records of the changes to PLOs (for BScIT), the background that led to the changes, and the rationale behind the changes.

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

- (a) The Panel considered that the PAs and PLOs of the Programmes are aligned and relevant to the needs of the industry, and the changes proposed to the PLOs of BScIT are appropriate.
- (b) The Panel noted that the Operator has refined the wording in the six PLOs of BScDM under the category Knowledge and Understanding (i.e. PLO A1 to PLO A6) in response to the Panel's comment on their presentation in the version provided

in the accreditation document. The Panel considered that the refined version, as listed in paragraph 4.1.2, is appropriate.

- (c) The Panel commented that the sample assessment tasks and graded students' work demonstrated the attainment of learning outcomes at HKQF Level 5.
- (d) The Panel noted that the comments given in the EE reports are positive in general.
- (e) The Panel noted examples, from discussions with representatives of the graduates and employers of the graduates, and from the job titles of graduates shown in the Summary of Employment Survey for Full-time Graduates, of graduates pursuing master's degree level studies in relevant fields and evidence of graduates taking up jobs relevant to the PLOs of the Programmes.
- (f) During discussions with representatives of graduates and employers, both groups expressed the view that the Programmes had equipped the graduates with the knowledge and skills required for their jobs. The employer representatives emphasised that the practical skills of the graduates are useful to their companies, and also commended graduates' problem-solving skills.

4.1.6 In consideration of the above, the Panel concluded that the Programmes address the needs of the relevant industry and have appropriate PLOs that align with the PAs and correspond to the GLDs at HKQF Level 5.

4.2 Learner Admission and Selection

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

4.2.1 The minimum admission requirements of the Programmes are as follows:

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum	1. <u>Accreditation of Prior Learning</u>

<p>Admission Requirements</p>	<p>Candidates must hold the following academic qualifications of the VTC:</p> <p>BScDM</p> <ul style="list-style-type: none"> • HD in AI and Mobile Applications Development • HD in Audio-Visual Entertainment Technology • HD in Creative Media (Interactive Media) • HD in Creative Media (Mobile App and Web) • HD in Digital Entertainment (Games and Animation) • HD in Digital Music and Media • HD in Game Software Development • HD in Games and Animation • HD in Mobile Applications Development • HD in Multimedia • HD in Multimedia and Entertainment Technology# • HD in Multimedia and Virtual Reality • HD in Multimedia, VR and Interactive Technology~ • HD in Stage and Live Entertainment Technology • HD in Theme Park and Theatre Creative Technology <p>BScIT</p> <ul style="list-style-type: none"> • HD in AI and Mobile Applications • HD in AI and Smart Technology • HD in Cloud and Data Centre Administration • HD in Computer Systems Administration#* • HD in Cybersecurity • HD in Data Science and AI^ • HD in Financial Technology • HD in Game Software Development • HD in Games and Animation (Games) • HD in Information and Communications Technology • HD in Information and Network Security • HD in Information Technology for Multimedia Design • HD in Mobile Applications Development • HD in Mobile Computing
-------------------------------	--

	<ul style="list-style-type: none"> • HD in Multimedia • HD in Multimedia and Entertainment Technology# • • HD in Network Applications# • HD in Smart Technologies and Cyberspace Applications • HD in Software Engineering • HD in Telecommunications and Networking • HD in Web Design and Development <p>~ To be re-titled to HD in Digital Media Technology from AY2025/26 onwards</p> <p># To be re-titled to HD in Digital Media and Entertainment Technology from AY2025/26 onwards.</p> <p>^ formerly titled as “HD in Data Science and Analytics” before AY2024/25.</p> <p>2. <u>English Language Entry Requirement</u> All applicants should have attained at least an overall IELTS score of 6.5 with 5.5 in each component; OR an overall IELTS score of 6.0 with 6.0 in each component; OR equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme.</p> <p>(VTC HD graduates are considered to have met the English language requirements for entry to this top-up Programme in Hong Kong.)</p>
Non-standard / Special / Alternative Admission Requirements and Arrangements	<ul style="list-style-type: none"> • Hold a relevant post-secondary qualification (equivalent to a HD or Associate Degree awarded by an education institution in Hong Kong); <p>and</p> <ul style="list-style-type: none"> • Meet the English language requirements: <ul style="list-style-type: none"> ○ At least an overall IELTS score of 6.5 with 5.5 in each component; OR an overall IELTS score of 6.0 with 6.0 in each

	<p>component; OR equivalent.</p> <ul style="list-style-type: none">○ Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme.
--	--

- 4.2.2 The VTC HD programmes listed above are feeder programmes. The Panel noted that the lists, which UWE had formally approved, included new additions and a mapping exercise had been carried out by UWE that aimed to ensure the feeder programmes provided sufficient coverage of underpinning knowledge to prepare their graduates for articulation to the Programmes.
- 4.2.3 Noting the large number of feeder programmes and of students holding other qualifications who have been admitted to the Programmes as revealed by the admission figures provided by the Operator, the Panel examined how the issue of diversity in students' backgrounds had been handled. From the information provided by the Operator and meetings with representatives of staff, students and graduates during the site visit, the Panel noted that two bridging modules and one bridging workshop, for BScDM and BScIT, respectively, were provided to equip students with the necessary knowledge and skills before the commencement of the Programmes. The Panel reviewed the contents of the bridging modules and bridging workshop, and also noted that a requirement to attend the bridging courses/workshop was stipulated in samples of admission records reviewed by the Panel. The Operator informed the Panel that additional support is also offered to students when needed, such as personalised guidance and online tutorials for students who need to build specific proficiency not covered in their prior studies. The Panel considered that sufficient arrangements are in place to address the diversity issue.
- 4.2.4 The Panel reviewed the profiles of students admitted from the non-feeder entry routes and noted that most of them held Associate Degree(AD)/HD qualifications from other local institutions. The Panel reviewed samples of admission records showing evidence of reviewing applicants' qualifications and approval of admission by UWE.
- 4.2.5 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for non-local degree programmes operating in the 2023/24 academic year and onwards, the maximum

number of non-standard admissions (including mature students) should be capped at a maximum of 10% on a programme basis of the actual number of new students for the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions of safeguarding learning and teaching 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. The Operator confirmed that it will adhere to the cap on the number of non-standard admissions set out in this policy.

- 4.2.6 The Panel reviewed the profiles of all students admitted to the Programmes through the non-feeder entry route and concluded that the number of non-standard entries had complied with the prevailing cap on this entry route. However, the number for BScIT noted by the Panel was different from that reported by the Operator, as explained below.

BScIT

- 4.2.7 While the numbers reported by the Operator showed that there had been no non-standard entry to the Programme in the past four years, the Panel noted from the student profiles that three students holding advanced diploma qualifications were admitted during this period. The Panel clarified with the Operator that, as the study volume of advanced diploma programmes is normally much smaller than that of AD/HD, students admitted based only on these qualifications should be classified as non-standard entry. The Panel **advised** the Operator to ensure that its interpretation of non-standard entry is consistent with the policy that imposes the cap on non-standard entry.
- 4.2.8 Regarding the admission quotas, the Operator proposed that the maximum number of new students for each Programme remain unchanged at 150 and 80 per year, respectively, for the full-time and part-time modes upon re-accreditation. Having reviewed the admission statistics, including the number of applicants and the actual number of students admitted, as well as the projected number of graduates from the feeder programmes, the Panel considered it appropriate to retain the admission quotas.
- 4.2.9 In considering the above, and noting the overall satisfactory performance of students (see paragraph 4.4.6), the Panel formed the view that the admission requirements and admission process are appropriate.

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 Programmes are top-up degree programmes with 120 QF credits and normal durations of one year and one and a half years for the full-time and part-time modes respectively. Students are required to complete core modules totalling 90 QF credits plus one optional module of 30 QF credits to graduate from each of the Programmes.

BScDM

- 4.3.2 The Programme offers three pathways, namely Media Production (MP), Games Development (GD) and Audio Technology (AT), with each pathway corresponding to a specific combination of core and optional modules. After incorporating proposed changes to the modules (see paragraph 4.3.3), the revised structure of the Programme starting from 2025/26 is as follows:

Module	Pathway			QF Credits	Contact Hours	Non-Contact Hours
	MP	GD	AT			
Creative Technologies Project	Core	Core	Core	30	24	276
Interaction Design	Core	Core	Core	30	72	228
Commercial Games Development	Optional	Core	Optional	30	72	228
3D Modelling and Animation	Core	Optional	Optional	30	72	228
Audio-Visual Production	Optional	Optional	Optional	30	72	228
Live Sound	-	-	Core	30	72	228

BScDM

- 4.3.3 The Operator proposes introducing a new 30-credit *Live Sound* module to replace the two 15-credit modules in the original programme structure, namely *Advanced Performance* and *Live Sound*. Another change is an update of the learning outcomes of the *Commercial Games Development* module to a more composite style.

BScIT

- 4.3.4 The structure of the Programme starting from 2025/26, after incorporating changes to the modules (see paragraphs 4.3.5 and 4.3.6), is as follows.

Module	Core/ Option al	QF Credi ts	Contact Hours	Non- Contac t Hours
Information Technology Project	Core	30	24	276
Professional and Academic Skills	Core	30	72	228
Advanced Web Development	Core	30	72	228
Mobile Application Development	Option al	30	72	228
Big Data Analytics	Option al	30	72	228
Interaction Design	Option al	30	72	228
Essentials and Applications of Artificial Intelligence	Option al	30	72	228

BScIT

- 4.3.5 There have been two phases of changes to the Programme since its last re-accreditation. Under Phase I of the changes, which HKCAAVQ approved in August 2024, the following changes were implemented by SHAPE with effect from 2024/25:
- The module *Advanced Web Development* was introduced to replace two 15-credit modules, *Advanced Topics in Web Development 1* and *Advanced Topics in Web Development 2*;
 - The modules *Mobile Application Development* and *Big Data Analytics* were introduced by expanding the original 15-credit modules *Mobile Application* and *Big Data Analytics*;
 - The module *Interaction Design* was introduced to replace the original 15-credit module *Usability and Interaction Design*;
 - The module *Essentials and Applications of Artificial Intelligence* was introduced; and
 - Two 15-credit optional modules *Mobile Networks* and *Cryptography* have been removed.

BScIT

- 4.3.6 The Operator proposed incorporating Phase II changes to the Programme starting from 2025/26. The changes include introducing a new 30-credit module *Professional and Academic Skills* to replace two original 15-credit modules, *Ethical and Professional Issues in Computing* and *Digital Media and Security Management in Practice*. The Panel noted that the new module aims to provide a more holistic approach to developing crucial professional, ethical, and academic

skills, and will integrate key aspects of ethical and professional issues within the broader context of professional and academic skill development.

4.3.7 The Panel reviewed the following information and data regarding the structure and content of the Programmes:

- (a) Programme specifications of the Programmes;
- (b) Module Specifications of all modules of the Programmes;
- (c) Mappings of the modules of each Programme to PLOs;
- (d) Mappings of the modules of each Programme to the GLDs at HKQF Level 5;
- (e) Samples of teaching materials;
- (f) Samples of module class plan (for BScDM);
- (g) Grade distribution of all modules from 2020/21 to 2023/24;
- (h) Summary results of Module Evaluation Questionnaires of all modules since 2021/22;
- (i) Minutes of the Programme Committee Meetings from 2021/22 to 2023/24; and
- (j) Records of UWE's approval of the changes to the Programmes.

4.3.8 Having reviewed the above information and data, relevant information about the proposed changes, and discussed with representatives of the Operator, the Panel considered that the structure and content of the Programmes and the proposed changes are appropriate in general. The following presents the Panel's observations and comments on specific aspects of the Programmes and a recommendation:

BScDM

- (a) The Panel noted that the pathway designation is determined by the module options that students select at the start of their Programme, with the aim of providing students with flexibility in exploring their interests and developing their specialisation while ensuring a coherent study path. Regarding the *Live Sound* module not being offered as an optional module under the pathways MP and GD, the Operator explained that this module aims to develop key skills required for a career as a live sound professional, but that students on the MP and GD pathways would typically not have taken the essential, foundational audio engineering modules.

BScDM

- (b) Regarding the proposed change to consolidate the two 15-credit modules *Advanced Performance* and *Live Sound*, and replace

them with the new *Live Sound* module with 30 credits, the Panel noted that, while the dedicated performance-focused content and learning outcomes from the *Advanced Performance* module would be removed, some practical aspects of performance delivery remain embedded within the technical and operational focus of the *Live Sound* module.

BScDM

- (c) The Panel noted that, despite the doubled credit value, the Module Specification of the *Live Sound* module remains almost the same as for the original 15-credit version. The Operator explained that based on their observations from delivery of this module at home and in SHAPE, the module was more appropriately weighted at 30 credits due to the comprehensive nature of its content and the extensive practical work involved; so the change was a correction of credit-weighting rather than an expansion of content. Noting that this module has nevertheless remained at 15 credits throughout the current validity period till 31 August 2025, the Panel considered that the Operator should improve the process involved in module review, and made the following recommendation.

Recommendation

The Operator should review the amount of study and work required by the content and delivery of the modules of the Programme to ensure that expected workload is consistent with their credit values as assigned in the programme specification, and take prompt action to rectify any divergence.

- (d) To assess the relevance and currency of the content covered in the Programmes, the Panel reviewed the module specifications and sample teaching materials of both Programmes, and samples of module class plans for BScDM. The Panel also noted from discussions with graduate representatives how the Programmes have equipped them with knowledge and skills pertinent to their jobs or further study. Examples include the application of big data analytics tools covered in BScIT in roles requiring data analysis, the IT security knowledge acquired through BScIT that enables graduates to respond to clients' inquiries about security issues, the technical knowledge gained from BScDM that has improved graduates' communication with technical teams in their companies, and how BScDM has prepared graduates with analytical skills to handle more complex projects at master's degree level. The Panel concluded that the Programmes have relevant and up-to-date content.

- 4.3.9 In consideration of the above, the Panel formed the view that the structure and content of the Programmes are appropriate and can enable 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 Programmes employ various learning and teaching methods, including face-to-face learning through lectures, tutorials, projects, workshops, laboratory sessions and studio sessions, as well as independent learning.

- 4.4.2 The Panel reviewed the following documents in relation to learning and teaching :

- (a) Module specifications of all modules of the Programmes;
- (b) Samples of teaching materials, including contextual materials;
- (c) Samples of module class plan (for BScDM);
- (d) Grade distribution of all modules from 2020/21 to 2023/24;
- (e) Summary results of Module Evaluation Questionnaires of all modules since 2021/22;
- (f) Minutes of the Programme Committee Meetings from 2021/22 to 2023/24; and
- (g) Minutes of Staff Student Liaison Meetings from 2021/22 to 2023/24.

- 4.4.3 Having reviewed the above information and discussed the delivery of the modules with representatives of teaching staff, students, and graduates, the Panel considered that the learning and teaching of the programmes are effective in general.

- 4.4.4 Regarding learning and teaching activities that can enhance students' communication skills, the Panel noted during discussions with representatives of teaching staff and students that there are certain class activities, such as small group discussion and presentation, that provide opportunities for students to develop their communication skills. However, the Panel also learned from the meeting with representatives of employers of graduates of both Programmes that the face-to-face interpersonal communication skills

of the graduates are generally weak. As face-to-face interpersonal communication skills, as well as English proficiency (see paragraph 4.6.2), can help improve the employment and development of the graduates, the Panel made the following recommendation.

Recommendation

The Operator should keep under review the strategies for strengthening students' face-to-face interpersonal communication skills, and their English language proficiency, to ensure their effectiveness in supporting students' future employability.

4.4.5 The Panel reviewed the following information about assessment:

- (a) The assessment schemes of the Programmes;
- (b) Samples of marked assessment scripts together with the assessment criteria of four selected modules plus the module *Creative Technologies Project* (for BScDM) and *Information Technology Project* (for BScIT);
- (c) External Examiner (EE) reports for the Programmes during the validity period;
- (d) Grade distribution of all modules from 2020/21 to 2023/24; and
- (e) Distribution of Award Classification from 2020/21 to 2023/24.

4.4.6 Having reviewed the above information, the Panel considered that the assessment tasks were properly designed and that the completed assessment demonstrated students' achievement of learning outcomes pitched at HKQF Level 5. Apart from some minor irregularities, such as a skewing towards high grades in the grade distribution of certain elective modules which the Operator attributed to either low enrollment or that most students enrolled in the module had relevant and strong backgrounds, the Panel considered that the sample work of the students, module grade distributions and award classification distributions support the view that the overall performance of students on the Programmes was satisfactory.

BScIT

4.4.7 The Panel noted from the assessment scheme of the Programme that, after incorporating the two phases of changes into the Programme (see paragraphs 4.3.5 and 4.3.6), all examination components have been removed. The Panel reviewed examples of assessment tasks provided by the Operator to illustrate whether the effectiveness of assessment has been maintained after the change. The Panel was of the view that, for modules like *Big Data Analytics* and *Essentials and Applications of Artificial Intelligence*, theoretical and conceptual understanding of foundational knowledge in certain

areas is important in underpinning practical skills, and that written examinations are often particularly effective in allowing students to demonstrate such understanding. While the employers, during their meeting with the Panel, expressed the view that they valued graduates' practical skills, they also echoed the Panel's view that understanding the theories underpinning the practical skills is also important to the progression of graduates within the industry. The Panel therefore made the following recommendation.

Recommendation

The Operator should keep under review the practice of not using any examinations throughout the Programme, especially in modules such as *Big Data Analytics* and *Essentials and Applications of Artificial Intelligence* in which theoretical and conceptual understanding of foundational knowledge in certain areas is important in underpinning practical skills, and should consider retaining an examination component where it is more effective in assessing learning outcomes.

- 4.4.8 In consideration of the above, notwithstanding the recommendation, the Panel was of the view that the learning, teaching and assessment activities of the Programmes are effective.

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 At UWE the Link Tutor, who reports to the Dean and Head of School of Computing and Creative Technologies, exercises the function of a programme leader. At SHAPE, the Programme Coordinators (PCs) of the Programmes undertake day-to-day liaison with UWE on the Programmes. They are responsible for managing daily operation and monitoring of the quality of programme delivery. The PCs report to the respective Head of Collaborative Degree Programmes, who in turn reports to the Academic Director (AD) of the IT Discipline.
- 4.5.2 The Programmes are delivered jointly by UWE and SHAPE teaching staff, with the former responsible for delivering 54 hours of face-to-face teaching, and the remainder of the teaching being delivered by

SHAPE teaching staff, including supervision of student projects. The numbers of teaching staff for the Programmes are as follow:

Programme \ No. of teaching staff	UWE	SHAPE	
		Full-time	Part-time
BScDM	6	1	20
BScIT	5	1	12

4.5.3 The Panel noted that each Programme has one SHAPE full-time staff who is also the PC of the Programme, and that many of the SHAPE part-time staff are full-time staff of VTC. Regarding the programme management workload of the PC, the Operator informed the Panel that SHAPE has other units to provide administrative support to the Programmes such as the SHAPE Local Offices for clerical support and the Quality Assurance & Accreditation Team of SHAPE Central Office and the Quality Enhancement and Accreditation Office of the VTC for support to quality assurance processes. For BScDM, due to its higher student number, SHAPE has appointed a deputy PC, who is a full-time VTC staff, to assist in programme management. Having reviewed the teaching staff profiles and discussed with the staff representatives, the Panel considered that there are adequate and qualified staff for the Programmes.

4.5.4 Regarding staff development, the Panel reviewed the 2024/25 and 2025/26 staff development plans, information on staff participation in staff development activities in 2022/23 and 2023/24, and information on staff participation in industry exchange activities between 2020/21 and 2023/24. The Panel noted different categories of development activities, including pedagogy, enhancement of subject knowledge, and knowledge of quality assurance.

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

4.6 Learning, Teaching and Enabling Resources/Services

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

4.6.1 On financial resources, the income and expenditure statements for 2022/23 and 2023/24 and the budget estimation for 2024/25 to

2026/27 of the Programmes indicate that the Programmes ran a surplus in each of the past two years and are expected to continue to have a surplus in the coming three years.

- 4.6.2 On student services, the Panel noted that measures have been taken to address the issue of English proficiency of the students, such as having English workshops tailored to the students' needs at different stages of their study and timetabling workshops alongside other modules to ensure students' availability to attend. However, the Panel considered that the data provided by the Operator regarding these measures cannot fully demonstrate their effectiveness in improving relevant areas of students' English proficiency. As enhanced English proficiency benefits students' employment and development, a view also expressed by the employers the Panel met, the Panel recommended the Operator to make improvements on this aspect (see paragraph 4.4.4).
- 4.6.3 Regarding physical resources, the Operator proposed adding to the offering sites of the Programmes the Hong Kong Institute of Information Technology (HKIIT), a multi-campus institute focusing on computer science and information technology. The revised offering sites of the Programmes, which UWE has approved, are as follows:

BScDM

1. HKIIT at IVE (Lee Wai Lee)
2. HKIIT at IVE (Tuen Mun)

BScIT

1. Hong Kong Institute of Information Technology (HKIIT)
2. IVE (Tsing Yi)

- 4.6.4 The Panel toured the facilities at HKIIT and IVE (Tsing Yi), and was given a presentation on facilities at the two offering sites of BScDM listed above (referred to in this report as the HKDI and Tuen Mun campuses respectively). The Panel was also provided with a list of specialised facilities for the modules of the Programmes delivered at various offering sites, along with the capacity of the facilities, current and projected utilisation rates, and the major hardware and software provided.

BScDM

- 4.6.5 The Operator informed the Panel that students of the Programme enrol and attend classes in either the HKDI or the Tuen Mun campus, and that modules will be delivered separately on the two campuses. For the Tuen Mun campus, because of non-availability of related

facilities, the AT pathway (see paragraph 4.3.2) is not offered, and students are informed of this before enrolling on the Programme. Besides facilities specific to the AT pathway, the Panel also noted from the presentation of the facilities at the HKDI and Tuen Mun campuses that the former is better equipped as compared with the latter in terms of classroom/studio spaces that can facilitate face-to-face communications such as group discussion and presentation, an aspect on which the Operator is recommended to improve (see paragraph 4.4.4). While the Panel considered that facilities at the Tuen Mun campus are adequate to support delivery of the Programme, and also noted that the Operator has made an effort to provide more facilities there such as providing portable greenscreen to support students' project work to overcome a lack of a designated space for its installation, the Panel made the following recommendation as regards improvement of the Tuen Mun campus.

Recommendation

The Operator should review the availability of facilities at the Tuen Mun campus in terms of their possible impact on students' learning experiences studying on this campus, by comparison with that of the students on the HKDI campus. Such comparison should guide the improvement of the Tuen Mun campus facilities.

- 4.6.6 In consideration of the above, the Panel formed the view that there are adequate resources and services to support the delivery of the Programmes at their respective offering sites.

4.7 Programme Approval, Review and Quality Assurance

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

- 4.7.1 The Panel reviewed the following information regarding on-going monitoring and review of the Programmes:
- (a) Summary results of Module Evaluation Questionnaires of all modules since 2021/22;
 - (b) Minutes of the Programme Committee Meetings from 2021/22 to 2023/24; and
 - (c) Minutes of Staff Student Liaison Meetings from 2021/22 to 2023/24.

- (d) Summary of Employment Survey for Full-time Graduates from 2021 to 2023;
- (e) Samples of Module Review Reports of the Programmes;
- (f) External Examiner (EE) reports for the Programme during the validity period;
- (g) Partnership Programme Reports on the Programmes from 2021/22 to 2022/23
- (h) Annual Programme Monitoring Reports on the Programmes from 2021/22 to 2022/23

4.7.2 Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel considered that processes for on-going monitoring of the Programmes are in place, as evident from, among other sources, a summary table for each of the Programmes provided by the Operator listing the issues identified from various feedback channels, follow-up-actions taken, and evaluation of the actions taken.

4.7.3 Regarding the process of collecting feedback from industry, industry advisors to the Programmes informed the Panel that the Programme teams regularly contacted them for advice, albeit in informal settings. While the Panel noted that the Operator has various formal channels beyond the programme level to gather inputs from industry, the Panel opined that a more systemic approach at the programme level would be beneficial. The Panel **advised** the Operator to establish clearer procedures to support its informal channels for collecting feedback and ensuring a wider industry perspective at programme level. Such procedures, including arranging regular meetings with industry advisors and minuting discussions to facilitate systematic follow-up on their advice, should contribute to informing continuous improvement, particularly in enhancing students' employability.

4.7.4 In consideration of the above, the Panel concluded that the quality assurance procedures have been effective in the on-going monitoring and review of the Programmes.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination

regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

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

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and

the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

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

5.3 **Qualifications Register**

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

Ref: 100/35/13
20 March 2025
JoH/CQ/Eli/rol

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

**Learning Programme Re-accreditation for
(i) BSc (Hons) Digital Media
(ii) BSc (Hons) Information Technology**

12 – 14 February 2025

Panel Membership

Panel Chair

Professor DURANT Alan
Emeritus Professor
Faculty of Business and Law
Middlesex University
UNITED KINGDOM

*** Panel Secretary**

Dr Eric LI
Deputy Head and Senior Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

Panel Members (BSc (Hons) Digital Media)

Professor CHAN Che Ming
Associate Professor
School of Journalism and
Communication
The Chinese University of Hong
Kong
HONG KONG

Dr LAM Sui Kwong Sunny
Associate Professor
Department of Creative Arts
Hong Kong Metropolitan University
HONG KONG

Dr CHAN Chit Man
Managing Director
Creative Horizon Limited
HONG KONG

Panel Members (BSc (Hons) Information Technology)

Professor CHEUNG Yiu Ming
Chair Professor
Department of Computer Science
Hong Kong Baptist University
HONG KONG

Mr LEUNG Wai Chung Vincent
Security Architect
Technology and Operating Risk
Pinpoint Asia
HONG KONG

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

