



Review of UK transnational education in Hong Kong (Special Administrative Region of China): University of Sunderland in Hong Kong Ltd

May 2018

Executive summary

The University of Sunderland in Hong Kong Ltd (UoSiHK) is one of the University's three campuses. The campus evolved from an earlier collaborative partnership in Hong Kong between the University and RDI Limited (Hong Kong), a private provider of education. RDI Limited (Hong Kong) had delivered a range of business programmes on a franchise basis since 2003.

The University's strategic intention was to establish a regional hub in Asia. It aims to double the number of students to around 1,300 by 2021-22 and to expand the range of subjects and breadth of provision with more programmes in business and other areas such as computer science, education, health, media and journalism, as well as offering more post-graduate provision. It intends to improve the student experience by implementing multi-campus opportunities to enable students to study for part of their programme at one of two campuses in the UK and widen the opportunities for Hong Kong students, with cultural exchange and study tours in the UK and mainland China.

The University currently delivers five undergraduate and one postgraduate programmes. A further undergraduate and two postgraduate programmes to commence in 2018 are planned. The focus is on business administration, accounting/finance, tourism and hospitality. The programmes are currently not accredited by HKCAAVQ. The mode of delivery at UoSiHK is based on the franchise model of collaboration which existed when the campus was a partner and teaching staff employed by the partner and approved by the faculty. Although this has now changed and all staff at the campus are employed by the University there has been little change to the delivery and the campus continues, for a transitional period, to operate as though it was a TNE partnership.

The RDI systems and procedures were replaced in December 2016 by University systems and procedures and the campus is now part of the University. The official launch of the UoSiHK campus was in March 2017.

A Hong Kong Campus Operations Board was established chaired by the Pro Vice Chancellor (International) to lead the development and provide oversight of governance, guidance, advice and support to staff in Hong Kong dealing with operational issues. The

University's Academic Development Committee has oversight of programmes delivered on campus and receives regular reports on developments.

Overall, the programmes are well managed and meet the required standards. Students are effectively supported primarily by local tutors the majority of whom are part-time, with industry experience that is valued by students. The University considers the establishment of the campus to be a major part of its Strategic Plan which is to provide a transformative experience to students, staff, communities and business partners in the UK and across the world.

Introduction

1 The University of Sunderland in Hong Kong Ltd (UoSiHK) is one of the University's three campuses. The campus evolved from an earlier collaborative partnership in Hong Kong between the University and RDI Limited (Hong Kong), a private provider of education. RDI Limited (Hong Kong) delivered a range of business programmes on a franchise basis since 2003. The University's intention is to establish a regional hub in Asia. It has used the lessons learnt from the establishment of its London campus, which was also a previous collaborative partner.

2 RDI's existing systems and procedures have been replaced by University systems and procedures and by December 2016 the campus was using University systems and was functioning as part of the University. The official launch of the UoSiHK campus was in March 2017. Local tutors are of the opinion the organisation is now more formalised, more structured and has helped to establish a strong brand, something they did not have before.

3 The University's vision, articulated in the Strategic Plan, is 'to be bold and inspirational in providing education, research and creative practice, which offers transformative experiences to students, staff, communities and business partners in the UK and across the world'.

4 The University currently has 1,557 students studying in Hong Kong, 936 are studying at UoSiHK. The University delivers five undergraduate and one postgraduate programmes with a further undergraduate and two postgraduate programmes to commence in 2018; the focus is on business administration, accounting/finance and tourism and hospitality. The programmes are currently not accredited by HKCAAVQ.

5 The University's strategic intention is to double the number of students to around 1,300 by 2021/22, and to expand the range of subjects and breadth of provision with more programmes in business and other areas such as computer science, education, health, media and journalism, as well as offering more postgraduate provision. It intends to continue to develop vocational training and continuing professional development courses with key corporate clients in finance, insurance, and tourism, using the campus as an Asian Hub drawing students from other parts of Southeast Asia and Indochina. The review team **recommends** that the expansion of the portfolio will require a review of the resources, while the experience of part-time students is currently sufficient with regards to facilities, the full-time student experience will fall short of that expected with regards to resources provided.

6 The University also intends to implement multi-campus opportunities for students to study for part of their programme at one of two campuses in the UK and widen the opportunities for Hong Kong students, with cultural exchange and study tours in the UK and mainland China. The first took place in Sichuan in March 2018.

7 The mode of delivery at UoSiHK is based on the franchise model of collaboration that existed when the campus was a partner and teaching staff were employed by the partner and approved by the faculty. Although this has now changed and all staff at the campus are employed by the University, there has been little change to the delivery of the programmes. This is to ensure a smooth transition with the campus continuing to operate as though a TNE partnership.

8 The Pro Vice Chancellor (International) has executive responsibility for the UoSiHK. The campus is led by a Campus Director who is based in Hong Kong. There has been a significant change in campus management structure to ensure a stronger academic direction. The intention is to fully integrate UoSiHK as part of the University.

9 UoSiHK is situated in the heart of the business sector and the dual location of the delivery gives it a competitive advantage, this is seen as a **positive feature**.

10 The University of Sunderland has been operating for over 20 years in Hong Kong and now has a large group of alumni some of whom are senior people in industry who are often invited as guest lecturers. This has helped to strengthen the industry engagement and the strong branding of the University in Hong Kong, which is seen as a **positive feature**.

11 The University has an existing relationship with HKU SPACE with small numbers of students registered on the Clinical Pharmacy programme. Its biggest and most strategic TNE partner is HK College of Technology. The University does not consider that the new arrangement will challenge these partnerships due to the nature of the subjects delivered, rather they see that it will create further opportunities in the future.

Developing, agreeing and managing arrangements for setting up and operating the link

12 As stated above the University's strategic intent is to establish a regional hub in Asia. The acquisition of the Campus in Hong Kong was led by a team of senior University staff consisting of the DVC (Academic), the Director of Finance and the University Solicitor, advised by the Director of Academic Services and the Dean of the Faculty of Business and Law. A full due diligence was carried out for the University by KPMG. The company was purchased by a subsidiary company of the University in July 2016. The University acquired the lease on the premises in Central Hong Kong and transferred 22 staff from RDI Limited (Hong Kong) to the University, 18 of these staff were still in post as of January 2018. The transition process was planned and managed by the Hong Kong Operations Group chaired by the Dean of the Faculty of Business and Law. A key consideration was to ensure that there were no disruptions to the student experience and that programmes continued to be delivered as planned.

13 The RDI systems and procedures were replaced in December 2016 by the University systems and procedures and the campus is now functioning as part of the University. The official launch of the campus was in March 2017.

14 As this is no longer a collaborative provision the risk of termination is significantly reduced. The Strategic Development Board looks at the commercial and operational aspects of the business. All academic programmes are those of the University of Sunderland and are managed and delivered by the University.

15 There have been a number of new senior appointments intended to strengthen the leadership and give stronger academic direction on campus. A Hong Kong Campus Operations Board was established chaired by the Pro Vice Chancellor (International) to lead the development and provide oversight of governance, guidance, advice and support to staff

in Hong Kong dealing with operational issues. The Board has a standing agenda which covers business performance as well as student and academic issues, including regulatory issues relating to Hong Kong.

16 The University's Academic Development Committee has oversight of programmes delivered on campus and receives regular reports on developments. The London and Hong Kong campuses have representation on the Academic Development Committee and Student Success Committees. The Campus Directors receive papers for the Academic Board and have an opportunity to provide comments and raise questions.

17 The academic management of programmes is through the faculty; currently those delivered at the Hong Kong campus are from the Faculty of Business, Law and Tourism (FBLT). The FBLT TNE Operational Group, Partner Monitoring and Review Grid 2016-17 provides clear details of developments and actions taken.

18 The documentation provided by the University provided clear evidence that there was an appropriate procedure followed for the transfer of operations from RDI to the University. The review team recognises that the RDI systems and procedures have been replaced by the University systems and procedures and the campus is now functioning as part of the University but acknowledges the mode of delivery at UoSiHK is based on the franchise model that existed when the campus was a partner to ensure a smooth transition.

Quality assurance

Academic standards

19 The University Academic Board has overall responsibility for academic quality and standards of all University provision. The policies and procedures set out in the University's Academic Quality Handbook are followed, recognising that there is some contextualisation of the operation in Hong Kong. The Academic Quality Handbook (AQH) was substantially revised to reflect the changed University structure in 2016-17. This was circulated to all campus staff.

20 Oversight of quality and standards at the campus is the responsibility of the Head of Academic Affairs who liaises with the Academic Registry at the University and reports to the Campus Director.

21 All new programmes follow the same process of approval, no matter where they are delivered. The process ensures that programmes are aligned with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and that learning outcomes are appropriate, and at the relevant academic level to ensure standards are maintained. External subject specialists are members of both approval and review panels. The Quality Management Sub-Committee (QMSC) has oversight of the process and approves responses to requirements and recommendations.

22 The AMR provides details of retention, achievement and student satisfaction. Concerns were reported in the Periodic Review 2015 that Centre staff and tutors were not involved in writing the AMR and had little opportunity to discuss outcomes; action has been taken to ensure Hong Kong tutors are now involved. Campus tutors now take the lead with individual module leaders writing the module feedback and the academic and quality assurance manager compiling the report.

23 The AMRs are considered together with the Centre Leader's report at the Faculty TNE Operations Board. The Partner Development Grid provides details of developments and actions for each programme. The reports inform the Programme Annual Review, which

is approved by the relevant Programme Studies Board then reported to the Faculty Academic Committee (FAC) and then to QMSC who maintain the overview.

24 External examiner reports are considered and responded to by the faculty, taking into account issues raised at each campus and TNE partners. It was reported at the 2015 Periodic Review that tutors and students had not seen the external examiner report. All students and staff now have access to external examiner reports and responses via a secure website, which is accessed by using the University log-on and password. Students met were aware of the external examiner but were not aware of the annual report submitted or how to access it. A summary of external examiner reports is considered by the Student Success Committee allowing for an overview at University level.

25 The student voice is heard through end-of-course evaluations, module questionnaires, drop-in sessions and a suggestion box. There is also a well-established Staff Student Liaison Committee that meets quarterly. Minutes are produced and sent to Sunderland, details of which are included in the AMR. Students are also required to complete an evaluation questionnaire at the end of each module and a Programme Evaluation Summary Report is completed. Issues raised include poor Wi-Fi, study space, mistakes and changes to timetables, and lack of reference books. There is evidence of some action having been taken. Students report they primarily use the online library resource, as the library on campus is too small and general. The Hong Kong public library, however, has more books and is preferred by students. Generally, students are satisfied with the experience they receive on the programmes.

26 Periodic reviews are undertaken, the most recent being the Tourism programme in June 2016, Business programmes in November 2016 and Postgraduate Business programmes in February 2017. These included programmes delivered at UoSiHK. A periodic review of RDI Ltd (HK) was undertaken in January 2015. The outcome was that the programmes were approved to continue delivery and it was confirmed that the programmes took account of the QAA Subject Benchmark Statements and FHEQ. The reports were submitted to the Quality Management Sub-Committee and the documentation signed off by the faculty and UoSiHK.

27 The University's Programme Studies Boards (PSBs) and Programme Assessment Boards (PABs) and Module Assessment Boards (MABs) operate in Sunderland and include the Hong Kong campus provision. The University is considering ways in which staff and students from UoSiHK can be included via Skype.

28 The University is looking at levels of achievement at the different campuses across all its undergraduate provision. The faculty has done a significant piece of work over the last three years designed to improve the achievement of its international students on campus at Sunderland and are now looking to work with staff at UoSiHK to share best practice. The University has introduced a Student Data Analysis Group (SDAG) to consider a range of data across on-campus provision such as student satisfaction, retention, attainment, employment. It requires faculties to submit action plans where data is falling below agreed thresholds. UoSiHK will be included in the next academic year.

29 The MBA programme is accredited by the Chartered Management Institute (CMI), and the BA (Hons) Business and Human Resource Management programme is accredited by the Chartered Institute of Personnel and Development (CIPD). Currently the accreditation for both programmes only applies to students at the Sunderland campus.

30 As the UoSiHK is now fully integrated and no longer a partner institution, the approval and monitoring of programmes follow the same process as all programmes delivered by the University. The University Academic Board has overall responsibility for academic quality and standards of all the University's provision. There is an effective

framework for the setting and maintaining standards and for assuring the quality of its provision. The review team acknowledges that this is a transitional period and systematic changes are being made over time. The Academic Quality Handbook has been revised to reflect the changed University structure and new senior level appointments are being made to strengthen the campus. The team was satisfied that standards were maintained and that progress was being made towards full integration of the campus.

Assessment

31 There has been no change to the assessment arrangements since the launch of UoSiHK, which are the same as for the franchise arrangement with RDI (HK). The assessment regulations are clear and unambiguous. The regulations for undergraduate and postgraduate taught programmes apply to on-campus and collaborative provision where there has been no change.

32 The University manages all aspects of the assessments while the faculty is responsible for the setting, marking and moderation. This will remain the responsibility of Sunderland for an interim period. The assignments are the same as for all students but examples are different to accommodate the Hong Kong student experience. The localisation of assessments is not considered an issue given the international nature of the subject.

33 Information for students on assessment is available in the Programme Handbook and Module Guides. The assessments are released to the campus via the MySunderland facility on the University webpage. Students confirm that the information contained in the Handbook and from teaching staff is clear.

34 Students at UoSiHK submit work to the Faculty of Business Law and Tourism via the faculty's established secure online electronic assessment management system (JIRA) which includes submission using plagiarism-detection software, marking, internal and external moderation. Assessments take place at the same time at all locations. Students in Hong Kong had asked for a change to submission dates allowing one week extra, this was not granted as all Sunderland submissions are at the same time.

35 Students are made aware through the Programme Handbook that late submission of assessed work is not permissible. Under the regulations governing extension of assessment deadlines and consideration of extenuating circumstances, a maximum 72-hour extension may be possible but this must be approved in advance by the Head of Academic Affairs, the Programme Coordinator or the Student Support Manager at UoSiHK. Anything beyond this time requires the student to submit a claim for extenuating circumstances.

36 The University is responsible for appointing external examiners. New external examiners attend the webinar-based induction providing guidance on issues related to collaborative provision. The external examiners ensure the standard of the award is comparable across campuses and that standards are consistent with UK requirements. Where the volume of provision requires it, a team of external examiners is allocated across Sunderland campuses. The Sunderland external examiner acts as the lead external and is required to compare student performance. The TNE external examiners are asked to comment specifically on the performance at each relevant site in their report.

37 All students and staff have access to external examiner reports and responses via a secure website. Students who the review team met were aware of the external examiner but had not viewed the reports. A summary of external examiner reports is considered by Student Success Committee allowing for an overview at University level.

38 The review team was made aware of variations in the timing for the receiving of results and feedback on assessed work. The local tutors were aware of the standard, which is one month for provisional results and a further four to six weeks for confirmed results. However, students reported varying experiences. The review team **recommends** a review of information in the Student Handbook to ensure it is clear to students when they should expect to receive assessment results and feedback.

39 A new Student Success Strategy 2017-21 has been developed with the intention to improve support provided for students, improve completion rates and achievement of a good honours degree, student retention, the level of engagement/confidence and employability. The Student Success Committee monitors the strategy and produces a regular report that goes to the Academic Board.

40 Academic misconduct cases including those from Hong Kong campus are considered by a central University panel that considers all cases and is managed by the Academic Registry. This ensures consistency across the University.

41 The review team concludes that the arrangements for the assessment of campus provision remains as per the TNE partnership and that no changes have yet been made. The arrangements for assessment are secure and meet the expectations of the Quality Code. However, the University needs to clearly document when students will receive results and feedback.

Quality of learning opportunities

42 All students at UoSiHK are registered students of the University of Sunderland. RDI Ltd (HK) was responsible for the recruitment of students and the responsibility for admissions was with the University. The delegation of the authority for admissions is changing. The campus now reviews applications and makes a judgement. This proposal is sent to the University where the International Office confirms the decision and makes the offer to the applicant. Advice and guidance from the University Student Administration team may be sought. It is anticipated that the Campus will take full responsibility for standard admissions from 2018-19, but this will not include decisions regarding accreditation of prior learning (APL).

43 Currently campus staff check applicants' certificates and transcripts against the Hong Kong Qualifications Framework. All non-standard applications are referred to the academic leader in the UK. A list of articulation links is available. Approximately two to three students per intake have non-Hong Kong qualifications with no more than two-thirds of credits being given through entry with advanced standing. Students must achieve 6.0 overall under the International English Language Testing System. The International Office of the University is working closely with campus staff to transfer these responsibilities for student admissions and records.

44 All students undertake a three-hour induction, which is the responsibility of campus staff. The induction includes: introduction to the virtual learning environment (VLE CANVAS), structure of the programme, key rules and regulations, academic study skills, student support and online guidance/advice on malpractice. Students met by the team felt they were provided with comprehensive information, including regarding the VLE, academic referencing, and independent learning.

45 Students are sent an email when they commence the course with a checklist to ensure they have all the items they need, such as the lecture schedule, student card and student login details. They are also provided with a Student Handbook containing details of programme aims, learning outcomes, assessments, appeals and complaints.

46 Students do not have a dedicated personal tutor; however, the Student Support Administrative Office is seen by students as very helpful and academic support/guidance is provided for the dissertation, which adequately meets their needs. Students also confirm that local tutors are generally accessible and respond promptly to emails.

47 The Programme Handbook gives generic information about the programme of study including information and links to generic assessment regulations as well as detailed information about the programme, and local contextualisation, for instance local contacts. The Programme Handbook also includes a link to the Student Handbook and provides details of how students can access the module catalogue and the module reading lists.

48 Module Guides provide more detailed information on module-specific learning outcomes, learning and teaching methods and information on assessment methods and criteria. The campus is responsible for ensuring that students have access to these as well as to local information about resources and support. The programme specification describes the programme aims and learning outcomes, support provided for students, and details of Academic Advisers and resources available at the Sunderland and London campus. However, there is no mention of resources in Hong Kong; this is an area that needs to be addressed for future intakes.

49 The local tutors are in regular contact with the UK Module Leaders for each of the modules. They Skype at the beginning of the module to check for any changes and suggestions for improvement. They are then in weekly contact by email or Skype throughout the delivery. Senior faculty staff also visit Hong Kong at least twice a year.

50 The Student Journey is a professional support service provided by the University, which covers library, student support, admissions, student records, sport and careers. When the campus was established, Student Journey had discussions with the campus to scope their needs. The Student Journey provides an online library service available to all students using an off-campus account. They can access a number of full-text electronic journals as well as a growing collection of electronic books. There is a small library provision available for staff and students. The reading lists have been reviewed to ensure appropriate resources are available in the local library and online. Students confirm the online library service is accessible and very useful particularly for those studying part-time; students also have access to other local libraries in Hong Kong. The University Library Services also provide a document delivery service through Inter-Library Loan at no extra charge to the student, so that students not located at Sunderland can request academic papers that are not available electronically.

51 Students have access to University of Sunderland Student Union advisers for guidance and advocacy on complaints and appeals. Hong Kong students have access to online career resources such as Abintegro with information of such services in the Programme Handbook. A number of extracurricular activities are arranged for students such as career workshops, cultural exchange and internships. Students would welcome more opportunities for exchange visits to the UK.

52 The programmes are offered on a full-time and part-time basis, students consider flexibility of the offer to be a **positive feature**.

53 Student exchanges are provided, they are welcomed by students but because of work commitments it is difficult for some students to take the opportunity. The review team **recommends** the University considers how more student and staff exchanges can be facilitated.

54 The staff at the campus has not changed substantially since the transfer from RDI (HK), therefore there is good knowledge of University procedures. The Campus Director has visited the University at Sunderland and is liaising regularly with colleagues in Faculties and Student Services to ensure that the campus team is fully apprised of University policies and procedures.

55 As previously stated, since taking over the campus the University has taken steps to strengthen the leadership. The role of Head of Academic Affairs has been created to oversee quality, standards, student success, student experience, and the academic body including teaching and learning enhancement. The Interim Campus Director and an Interim Head of Academic Affairs were appointed in December 2017 and February 2018 respectively. All senior staff are appointed directly by the University. Other appointments have been delegated to the Campus Director in Hong Kong, supported by Human Resources to ensure compliance with University procedures. All teaching and administrative staff based at the UoSiHK campus are directly employed by the University. All teaching staff are employed on part-time contracts. Additional academic staff have been recruited as the provision has expanded. The intention is to appoint more full-time academic staff in future.

56 The induction and orientation of new staff is provided by the Head of Academic Affairs at UoSiHK. Academic staff development is provided either by Sunderland-based faculty staff or by the campus academic team. The Campus Director and Head of Academic Affairs has responsibility for academic staff development plans, to include teaching and learning practice/pedagogic development, and also familiarisation with the University's Academic Quality Handbook, as well as policies and procedures.

57 Within the University, the Centre for the Enhancement of Learning and Teaching (CELT) intends to provide guidance, support and professional development opportunities for staff in future. Many of the initiatives are new, such as the University Recognition Scheme and yearly round of VC Teaching Fellows who will join the Learning and Teaching Academy with the intention of providing mentorship and disseminating activities. CELT will be delivering the Postgraduate Certificate in Academic Practice for staff and will be progressing Higher Education Academy recognition for staff at UoSiHK and continuing professional development using online, face to face and webinar contact.

58 The Hong Kong Associate Programme Leader works closely with the Programme Leader in Sunderland to provide the necessary support for new programmes, for example the MSc Data Science.

59 The same learning material is used as that used in Sunderland. Students receive University UK Lecturer PowerPoint presentations prior to the session. However, the additional supplementary slides from the local tutor are not posted alongside those of Sunderland. Students reported that this causes confusion as it is difficult to know how to prepare. Care needs to be taken to ensure a definitive PowerPoint presentation is posted following discussion and agreement of the UK and Hong Kong tutors, prior to the session being delivered. The review team **recommends** that although contextualisation occurs in practice, this needs to be formalised to ensure definitive programme content and teaching material is available to avoid confusion.

60 The review team is of the view that the programmes overall are well managed. Students were generally very positive about their experience. The students valued the local tutors' expertise, many of whom had industry experience and contextualised the material. Overall, students are effectively supported in the achievement of their academic award through a range of mechanisms aligned with the Quality Code.

Information on higher education provision

61 Previously, Marketing and Recruitment (MAR) at the University developed the materials for the campus (website, prospectus, brochures and so on) in English and campus staff added the Chinese language elements; in future the Chinese translation will be checked formally. This year the campus has taken original designs and edited them to fit new areas of provision as well as updating existing materials. The material is approved by the Head of Brand and Client Marketing at the University. Issues identified during the 2015 Periodic Review regarding accurate information in brochures has been addressed. Students confirm the information received prior to applying for the courses was accurate and student friendly.

62 The campus is also responsible for maintaining a social media presence in Hong Kong using Facebook, YouTube, Instagram and LinkedIn.

63 The Academic Registry in the UK is responsible for issuing student transcripts and degree certificates.

64 Overall, the University has an appropriate process in place to ensure information relating to the institution and programmes is accurate, this will extend to the Chinese version of information being checked in future.

Conclusion

From consideration of the evidence provided by the University, and from discussions with managers, staff and students of both the University in the UK and Hong Kong, the review team is of the view that the University, although in the early stages of development following its recent purchase of RDI (HK), is assured that standards have been maintained and that progress is being made towards full integration of the campus.

The University's strategic intention to double the number of students by 2021-22 and expand the range of subjects offered, to become the University's Asian Hub drawing students from other parts of Southeast Asia and Indochina, is seen as a good development but will require a review of resources if the vision is to be successful. While the experience of part-time students is currently sufficient with regards to facilities, full-time students' experience will fall short of that expected with regards to resources provided.

The intention to fully integrate the campus in Hong Kong is acknowledged but will require appropriate academic leadership to ensure a consistent approach across the three campuses and the engagement of Hong Kong staff in the governance arrangements. The commitment to develop multi-campus opportunities for students with cultural exchanges and study tours in the UK and mainland China is welcomed. It is clear the flexible pattern of study offered provides an opportunity for students to progress their careers. The team acknowledged this is a transitional period for the University and full integration of the campus is at an early stage.

Positive features

The following positive features are identified:

- location is at the heart of business sector and the dual location of delivery gives a competitive advantage (paragraph 8)
- University of Sunderland brand is strong in Hong Kong, it has been operating for over 20 years with large group of alumni, now senior people in industry

- strengthening industry engagement many of whom are invited as speakers (paragraph 9)
- flexibility of the offer, both full-time and part-time (paragraph 52).

Recommendations

The University of Sunderland is recommended to take the following action:

- expansion of the portfolio will require a review of the resources, while the experience of part-time students is currently sufficient with regards to facilities, full-time students' experience will fall short of that expected with regards to resources provided (paragraph 5)
- information in the Student Handbook should be reviewed to ensure it is clear to students when they should expect to receive assessment results and feedback, currently there is a discrepancy (paragraph 38)
- consider how more student and staff exchanges can be facilitated (paragraph 53)
- contextualisation occurs in practice, this needs to be formalised, to ensure definitive programme content and teaching material is available (paragraph 59).

University of Sunderland's response to the review report

We would like to thank the review team for the constructive way in which it conducted the review visit. The University of Sunderland has found the review helpful as it has provided an opportunity to reflect on our arrangements for integrating UoSiHK as a campus of the University. The University welcomes the positive features and has put plans in place to address the recommendations.

QAA2181 - July 18

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Registered charity numbers 1062746 and SC037786

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