



# Review of UK transnational education in Hong Kong (Special Administrative Region of China): University of Warwick and PolyU HK

**May 2018**

## **Executive summary**

The Warwick Manufacturing Group (WMG) at the University of Warwick and the Hong Kong Polytechnic University (PolyU) share a focus on meeting the needs of industry and, individually, have strong partnerships with the business and industrial sectors. Intending to exploit this synergy, WMG and PolyU entered into collaborative agreement in 1990 to provide an MSc in Manufacturing Systems Engineering. The partnership now delivers a number of joint award programmes, including those that feature in this review, together with an EngD that leads to a single award from the University of Warwick.

The joint master's programmes delivered at PolyU are based on those delivered at Warwick, with students being able to choose from a wide range of modules. The programmes delivered in Warwick and Hong Kong all follow the same broad pattern of delivery but may start at different times of the year.

Following its success with the flying faculty delivery model in Hong Kong, WMG has used a similar approach to launch collaborative provision in other countries.

The programmes benefit from the deep mutual understanding that has built up over the 28 years of the collaboration. The programmes have evolved over this period and are increasingly attracting international students, particularly from the People's Republic of China. Acknowledging the significant changes that have occurred in Hong Kong over a number of years, including the shift of much of the manufacturing industry from Hong Kong to mainland China, student recruitment remains challenging. This is particularly true for the EngD programme.

Following a review of Academic Governance at the University of Warwick in 2016-17, some key committees and reporting lines to Senate have been restructured. These changes are occurring at the same time as a revision of the processes and systems for course approval and monitoring and review.

Students on the joint programmes recognised and appreciated the breadth and depth of industrial engagement throughout the programmes. This included the invited industry experts who contribute to teaching, the diversity of educational and professional background of the students, and the possibility of applying what they learned on the programme to their professional practice.

## Introduction

1 The University of Warwick was founded in 1965. Its home campus is on the outskirts of Coventry, with a satellite campus in Wellesbourne and a central London base at the Shard. The Warwick Business School was established in 1967, Warwick Manufacturing Group (now WMG) was established in 1980 and Warwick Medical School opened in 2000. There are 32 departments, distributed across four faculties: the Faculty of Arts; the Faculty of Medicine; the Faculty of Science; and the Faculty of Social Sciences.

2 Hong Kong Polytechnic became the Hong Kong Polytechnic University (PolyU), with full university status, in 1994. It is located in Kowloon, close to the entrance to the Cross Harbour Tunnel. In terms of student numbers, it is currently the second largest of the UGC-funded tertiary institutions in Hong Kong.

3 Both WMG and PolyU have a focus on meeting the needs of industry and have strong partnerships with the business and industrial sectors. Intending to exploit this synergy, WMG and PolyU entered into collaborative agreement in 1990, initially providing an MSc in Manufacturing Systems Engineering. An MSc in Engineering Business Management, a Post-experience Diploma, a Certificate in Engineering Business Management and an Engineering Doctorate (EngD) followed over the next few years.

4 At PolyU, the collaborative programmes are managed by the Department of Industrial and Systems Engineering, which has approximately 50 members of academic and adjunct staff, many of whom are actively involved with the programmes. It also offers a wide range of its own undergraduate and postgraduate taught programmes and research degrees.

5 In 1999 approval was granted by both partners for the two MSc programmes to be awarded jointly. In 2007, the MScs started admitting full-time and part-time students. An MSc in Supply Chain and Logistics Management was added to the portfolio in 2015.

6 The programmes under consideration in this review are as follows:

- Integrated Graduate Development Scheme (IGDS) MSc in Engineering Business Management
- Integrated Graduate Development Scheme (IGDS) MSc in Manufacturing Systems Engineering and Management
- Integrated Graduate Development Scheme (IGDS) MSc in Supply Chain and Logistics Management
- Engineering Doctorate (EngD).

7 The master's programmes are joint awards; the doctorate is awarded only by Warwick.

8 The collaboration, WMG's first overseas programme, was based on a part-time MSc that was delivered on a modular basis at Warwick, and aimed at managers from major industrial partner companies. The partnership with PolyU was perceived as an opportunity to extend the global profile of WMG by replicating the UK programme in Hong Kong.

9 The master's programmes delivered at PolyU are based on those delivered at Warwick; a wide choice of modules helps with the contextualisation of the delivery. The programmes delivered in Warwick and Hong Kong all broadly follow the same pattern of delivery but may start at different times of the year. The focus of both set of programmes is the project, which is most attractive to the students.

10 Following its success with the flying faculty delivery model in Hong Kong, WMG has used a similar approach to launch collaborative provision in Thailand, India, Malaysia, Singapore, South Africa, Cyprus, Turkey and China.

11 The programmes benefit from the deep mutual understanding that has built up over the 28 years of the collaboration. The programmes have evolved over this period and are increasingly attracting students from outside Hong Kong, particularly from mainland China. The age and maturity of the partnership and the resulting relationship of deep trust and understanding that provides tangible benefits for the students is recognised as a **positive feature** by the review team.

12 WMG states its core goals as achieving impact through research, and addressing global challenges through education. It has several international partnerships. To date the partnership with PolyU has concerned education but there are plans to expand to research in due course.

13 The Hong Kong programmes, together with those launched more recently in other regions, align with the wider University values of: establishing a global perspective; accessibility; making a difference; and the pursuit of excellence. The approach is to develop small research and teaching partnership arrangements, where there are areas of genuine complementarity and a compatibility of visions. The collaboration therefore links to the collaborative and global elements of the University strategy.

14 Acknowledging the significant changes that have occurred in Hong Kong over a number of years, including the shift of much of manufacturing industry from Hong Kong to mainland China, student recruitment remains challenging. This is particularly true for the EngD programme. WMG and PolyU are currently discussing the future of the EngD and reappraising the previous decision not to proceed with a joint award.

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

15 The most recent agreement between the University of Warwick and PolyU was signed in 2016 and has a stated duration of six years.

16 A number of recommendations arose from the previous QAA review of transnational education in Hong Kong in 2007. These focused mainly on: the consistency of marking and moderation; timeliness of feedback; timeliness of application responses on the EngD; audit of publicity material; staff development; course manuals; and clarity of contract details. As described below, WMG has made good progress in addressing these issues, though some further work remains to be done.

17 The University of Warwick conducted a review of Academic Governance in 2016-17, which resulted in a restructuring of committees and reporting lines of the Senate. These changes are leading to related change in the processes and systems for course approval and monitoring and review. A new course approval panel system of specifically trained reviewers with broad-ranging expertise drawn from across the University is being formed, and a new electronic course approval workflow system is under development. Annual course review for all taught programmes will be replaced by a new ongoing monitoring and review process paired with a two-yearly cycle of education experience monitoring events. For collaborative programmes the approval and review processes will include scrutiny of the partner and delivery arrangements. The new risk-based process for the approval and review of collaborative provision was approved by University Senate in January 2018.

18 In the new procedures for the approval of collaborative programmes, there are parallel processes for academic and business planning. The procedure starts with approval in principle from the relevant academic department. In order to gain outline approval, an outline proposal is developed and circulated to the Pro-Vice-Chancellor (Education), the Chair of Partnerships Committee, the Chair of Academic Quality and Standards Committee, the Chair of the Board of Graduate Studies (if postgraduate provision), the Chair of the relevant Faculty Education Committee, a representative from the International Strategy and Relations Office (previously the Office for Global Engagement), the Head of Immigration Services (for any programmes requiring face-to-face teaching in the UK), and other colleagues, if appropriate. Once outline approval has been granted, a full proposal is developed, for scrutiny by the Partnerships Committee, using a risk-based approach. A site visit will be carried out (where appropriate), and a course proposal will be submitted to the University's Course Approval System. If all of these steps are completed satisfactorily, and providing the parallel business case approval processes have completed, a collaborative agreement is drawn up and signed by a legal representative of the University.

19 The contract between WMG and PolyU describes the Liaison Committee that is tasked with overseeing the collaborative provision. The committee membership includes representation from both partners, and meets at least once per year. It is responsible for advising on all matters pertaining to delivery of the programmes.

20 Collaborative programmes are managed at departmental level. The University of Warwick reviews the programme through a number of different methods that include an annual course review, now being replaced by a process of programme review every two years, and a five-year collaborative partnership review.

21 Under the revised arrangements for collaborative provision, a Collaborative Academic Contact is appointed to act as a member (usually chair) of the Collaborative Course Management Group and the Examination Board. They act as a point of academic contact at Warwick for the external course organisers, consider any non-standard applicants for admission to the course and advise on Warwick's assessment procedures and academic standards as relevant to the programme. They arrange for the identification of an external examiner and to recommend them on behalf of the Collaborative Course Management Group, and liaise with the Academic Office and other central administrative offices as necessary over the day-to-day administration of the course.

22 The Hong Kong IGDS Director of Studies (or his nominee) attends twice-yearly exam boards at Warwick, and takes the opportunity to pursue other discussions as needed. Staff reported that, although other tutors did not regularly visit Warwick, they have visited for special reasons such as the launch of a new module or a change in the Hong Kong project supervision process.

## **Quality assurance**

### **Academic standards**

23 The contract between WMG and PolyU states that responsibility for oversight and maintenance of academic standards of the collaborative programmes rests jointly with the University of Warwick (through the Collaborative, Flexible and Distributed Learning Sub-Committee) and with PolyU (through the Faculty of Engineering Learning and Teaching Committee), and that each will receive an annual report on the provision. Responsibility for any amendments to the curriculum for the collaborative courses rests with the Science Faculty Board of Warwick and the Faculty Board of the Faculty of Engineering of the PolyU as appropriate. The contract also specifies that each course will be reviewed at least every five years.

24 University of Warwick Partnerships Committee is responsible for: confirming the appointment of the Collaborative Academic Contact; approving the appointment of a Collaborative Course Management Group on behalf of the Senate; considering the Monitoring and Review and Collaborative Review reports for courses as appropriate and following up any points of concern; considering the collaborative elements of external examiners' reports; and following up any points of concern relating to the operation of the collaboration. It also considers any proposals for changes to the course, and ensures that a collaborative provision review takes place at a minimum of every five years as relevant and appropriate to the risk level of the collaboration.

25 The Collaborative Course Management Group is responsible for monitoring the academic standards and consideration of students' performance on the collaborative programmes.

26 The course approval processes at the University of Warwick include explicit consideration of the alignment of the content and proposed level of qualification to the UK Quality Code for Higher Education Part A (Standards), specifically the Qualifications Frameworks and any relevant Subject Benchmark Statements.

27 The programmes tend to attract high-quality students, attracted by the strong reputations of the two institutions. The review team considered this to be a **positive feature** of the collaboration.

28 WMG is empowered to make its own offers for applicants with standard qualifications, such as those currently under review. Admission onto one of the MSc programmes requires a UK 2nd class Honours degree or above (or equivalent), a UK 3rd class Honours, Pass or Ordinary degree or Higher National Diploma combined with at least two years post-qualification relevant industrial experience in an engineering industry, or a UK Higher National Certificate and at least five years post-qualification relevant industrial experience in an engineering industry. It is possible for students who do not meet these requirements to be admitted with initial registration to Postgraduate Diploma with subsequent upgrade to MSc, subject to satisfactory performance. In these cases, satisfactory performance is usually interpreted as achieving average marks of at least 55 per cent over three modules and having a suitable project (for part-time students) or satisfactory progress on the project confirmed by the supervisor (for full-time students).

29 The EngD delivered in Hong Kong is a part-time programme of typically five years' duration. Admission to the EngD itself normally requires completion of Postgraduate Award (PgA), during which the candidate completes three taught MSc modules and develops a robust research proposal. The PgA component typically takes one year. On satisfactory completion, the credit from the PGA is transferred over to the EngD, resulting in an EngD registration of typically four years.

30 If English is not the native language of the applicant, they are required either to demonstrate at least two years of prior study in English, provide certification from their employer that the working language for that company is English and the applicant has been working in this environment effectively for several years, or pass a recognised test of English at the required level. If they are unable to meet these requirements, they may be admitted as a PgA and, if they manage to pass three modules, they can apply to upgrade to PgDip or MSc study.

31 The University of Warwick has comprehensive procedures for recognition of prior (non-certificated) learning and for accreditation of prior certificated learning. In the case of the latter, the procedure includes explicit consideration of the level of the previous study as it relates to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, together with the number of credits studied.

32 Externality is provided at course approval, through the use of an external adviser, and on a continuing basis through the external examiner(s).

33 There is an annual course review report that is drafted by the course director. It provides a commentary on admissions, progression, non-completion and qualifications, student support, quality assurance, student feedback and external feedback. It also includes responses to issues arising from the previous year's report and external examiners' comments. Annual course review papers, WMG overseas programmes committee minutes and external examiners' reports show that monitoring and review of the collaborative programmes is working effectively.

## Assessment

34 The contract document is clear that the setting and maintenance of academic standards of programmes delivered in collaboration with PolyU are the same as for any other programme delivered by either of the partners on their own, and that the ultimate responsibility for the academic standards and the quality of provision rests with the Senate of the University of Warwick and the Senate of PolyU.

35 The WMG Guidelines for module teachers describes in detail the responsibilities of the module tutors including those relating to assessment procedures. Assessment on the MSc programmes generally comprises 30 per cent in-course assessment and the balance as post-module assessments. There is also a dissertation. Proposals for MSc dissertation subjects are approved by PolyU, following guidelines provided by WMG.

36 Assessment marks contributing to the overall assessment of students, whether by Warwick or PolyU staff, are subject to a moderation process which ensures that marks conform to standards set by Warwick.

37 The final assessment of students is the responsibility of an appropriately constituted board of examiners, which includes representation from PolyU. The two partners work together in preparing the necessary data for each candidate, on which the board of examiners bases its decisions. External examiners are formally appointed by Warwick, but PolyU is able to propose possible candidates for those posts, particularly for the EngD. External examiners are required to comment in their reports on the appropriateness of level of each assessment.

38 Students reported that they clearly understood what was expected of them at assessment. Their teachers explained this to them in the classes. They were not aware of the external examining system, nor of the reports that the external examiners return to the institution.

39 Students found the feedback to be extensive and useful, though the speed of the marking and feedback was perceived as too slow, in particular for initial assignments. They reported experience of having to write their second assessment before they received the feedback from the first assessment. The University of Warwick and WMG target is to return feedback to the student within 20 working days of their submission date. PolyU staff have a target of 30 working days. Performance against these targets is measured at WMG and at University level. Scrutiny of feedback monitoring data confirmed that, while the majority meet the target, each time the survey was carried out, a small number of assessment marks and feedback were late. It is **recommended** that WMG strengthen the expectation that student work will be marked and returned with feedback within the stated period.

40 There are robust procedures in place for the identification and investigation of cases of suspected plagiarism, as noted by one of the external examiners.

41 Any student complaints arising from the collaborative provision are initially handled locally. If the students are not satisfied with the local management of a complaint, the procedures set out in the Warwick Student Academic Complaints Procedure are brought into play, unless the complaint relates only to the actions of PolyU in which case its procedures will apply. If necessary the Liaison Committee will determine under which jurisdiction the matter will be heard in the first instance. Management of academic appeals follows the procedures set out in the University of Warwick regulations. Details of the complaints and appeals procedures are included in the student handbooks.

## Quality of learning opportunities

42 The contract between the two partners states that oversight of the admission of students is a joint responsibility and admissions decisions shall be made jointly by both parties in the case of the joint awards.

43 In practice, PolyU is responsible for recruiting possible students, collecting application data, forwarding applications to Warwick, and discussing border-line cases with the Director of Overseas Programmes. Once Warwick has confirmed offer details, PolyU will issue an offer letter for their institution. Detailed instructions are provided in the Admissions Guide for Overseas Programmes.

44 An Overseas Programmes Committee monitors WMG's portfolio of master's courses, which are delivered across several countries in collaboration with several partners including PolyU. The group meets four times per year and aims to ensure consistency and quality of practice in monitoring admissions, module schedules, student and WMG module tutor feedback and post-module marking turnaround.

45 The WMG Overseas Programmes Director normally delivers a student induction event every January. Similar events are delivered by PolyU staff at other times of the year. The IGDS MSc induction event includes information on the operation of the programmes and the support facilities available to students, and hard copies of student handbooks (also available online) are distributed.

46 There is an information seminar event for prospective EngD students. These are delivered by the Director of Research Degrees at PolyU, and include alumni and senior students. EngD induction is provided on a one-to-one basis by the PolyU IGDS team and the Warwick supervisor, both face-to-face and remotely.

47 Master's students reported that they found the induction day helpful. It was jointly delivered by staff from WMG and PolyU, together with current and former students.

48 PolyU staff are usually the first point of contact for master's students with any academic or personal problem. Contact may be made by email, telephone, or face to face, during or after class. The PolyU tutors effectively take on the role of personal tutors to their students. Students may also contact WMG staff, either directly, during staff visits to Hong Kong, or by email. Master's students confirmed that they were well supported in their studies, received prompt response to email requests and that they would not hesitate to contact academic or administrative staff if they needed advice or assistance.

49 Peer mentoring is also encouraged, typically in the form of alumni of the joint programmes providing advice and support to current students. Students appreciated the involvement of alumni in the peer mentoring and induction events. The review team considered this to be a **positive feature**.

50 Academic staff monitor the participation and performance of their students. Any poorly performing students are identified and counselled.

51 The EngD is not a joint award, though students on the programme have both a WMG and a PolyU supervisor. Students reported that, other than their supervisors, they would contact WMG staff if they needed additional support.

52 WMG is aware that students located some distance from the teaching base, such as those in mainland China, report feeling isolated. In conjunction with the local Student-Staff Liaison Committee (SSLC) representative, WMG has been taking steps to ensure these students feel more included, is working to introduce peer mentoring for students located away from the main teaching base, and is discussing the use of social media groups to counter feelings of isolation from the learning community when based in remote locations. The review team **recommends** that the availability of support for dissertation and EngD students who are remote from PolyU is strengthened.

53 In accordance with the policy of the University of Warwick, the Hong Kong programmes have an SSLC that is attended by student representatives, on behalf of their peers. The committee meets at least twice a year. Students felt that staff listened to their suggestions and responded to them. Student feedback is also gathered through end-of-module surveys.

54 The 2016-17 Institutional Teaching and Learning Review identified weaknesses in the standard SSLC system across the University. Warwick Medical School has piloted a new approach to virtual SSLC meetings and WMG are currently in discussion to understand the viability of this approach, evaluate the fit with student needs and consider its implementation on overseas programmes.

55 The contract places responsibility on PolyU for the provision and maintenance of appropriate accommodation, resources, and other services or facilities related to the delivery of the collaborative provision. This includes full access to the PolyU library.

56 Students seemed generally satisfied with the physical and electronic learning resources available to them.

57 Each Integrated Graduate Development Scheme programme consists of nine taught modules selected by the student from a range of available modules. Each module is worth 10 credits and consists of up to 40 hours of contact time, delivered over nine days. A WMG tutor teaches and assesses the module, with support from a PolyU module coordinator. Each module has a post-module assessment, representing 60 hours of effort, submitted six weeks after the completion of the module. Full-time students register for one year and take their modules over a period of about eight months. Part-time students register for three years and typically take their modules over a period of about 20 months. The remaining 90 credits required for the MSc come from a dissertation that is aligned with their degree title.

58 The programmes delivered at PolyU are essentially identical to those delivered in Warwick. However, recognising that the context of Hong Kong differs from that of the UK, the choice of modules in Hong Kong is responsive to demand from the students. WMG aims to refresh modules on a rolling basis and introduce new modules every two years.

59 The teaching by WMG and PolyU staff is supplemented by guest lectures from graduates and industry experts, a practice that was appreciated by the students. These lectures are mostly arranged by Poly U and help to contextualise the WMG material to the local environment.

60 As defined in the contract, WMG appoints its own teaching staff and approves module coordinators proposed by PolyU. Staff involved in the delivery, assessment or

supervision of the WMG programmes at PolyU are regularly appraised to ensure their continuing ability to deliver to the required standards.

61 WMG staff usually teach on the same programme in the UK, or at one of the other international delivery sites. The subject lead and Director of Overseas Programmes determine which staff should teach at which location.

62 WMG teaching staff are subject to the University of Warwick's standard expectations about professional development. Teachers at PolyU are required to participate in the PolyU staff development programme.

63 Project supervision for the master's programmes is carried out jointly by academic and industrial supervisors. Academic supervisors are appointed from the pool of experienced academic staff at PolyU; the industrial supervisors are proposed by student and approved by staff at PolyU following guidelines set down by WMG in the Operations Handbook. Each academic supervisor must be qualified to the level of the award for which the candidate is registered. Industrial supervisors must normally be at least two levels of seniority above the candidate in the organisation.

64 Under the revised structures for oversight of collaborative provision at Warwick, the Partnerships Committee will be responsible for ensuring the suitability of any new staff teaching on the WMG programmes at PolyU.

65 Students are generally very satisfied with the standard and availability of resources to support their learning. The 2016-17 ITLR found the provision of resources appropriate to allowing students to achieve learning opportunities, including physical environment and engagement with technology to be highly commendable, particularly the establishment of a Technology Enhanced Learning (TEL) Group that is led by teaching staff, rather than IT specialists.

66 A substantial number of students on the master's programmes are from mainland China. If studying on a part-time basis, they would be unable to obtain visas for part-time study in Hong Kong and were required, therefore, to register for the full-time programme. Recently, in an attempt to harmonise the master's programmes across the different delivery sites, the full-time programme had changed from 18 to 12 months' duration. Students reported that they found the resulting intensity of workload extremely difficult. The review team **recommends** that Warwick reconsider the recent decision to change the length of the full-time programmes from 18 to 12 months.

67 Students recognised and appreciated the breadth and depth of industrial engagement throughout the programmes. This included the invited industry experts who contribute to teaching, the diversity of educational and professional background of the students, and the possibility of applying what they learned on the programme to their professional practice. This industrial context and relevance that underpins the whole delivery, was considered to be a **positive feature** of the collaboration.

## **Information on higher education provision**

68 The Promotional Material and Branding Guidelines for WMG Overseas Programmes define clear expectations about any material produced by the partner. All promotional material must be authorised by WMG before use. Before approval, the material will be checked for alignment with UK consumer protection law, use of the logo and compliance with brand guidelines, and the use of appropriate voice. Staff at PolyU understand these requirements.

69 Student handbooks are based on those developed for delivery of the programmes in Warwick. Information about each block of teaching is the same as for the UK programme, but with local input to contextualise it for Hong Kong. The WMG Module Tutor is responsible for ensuring that information in the handbooks is kept up to date.

70 Students reported they received sufficient, accurate and up-to-date information during the application process and during their studies. They knew that the handbook contained information about complaints and appeals, but said they would probably seek assistance from administrative staff, should they wish to complain or lodge an appeal.

71 Awards for successful completion of the master's programmes are jointly made by Warwick and PolyU; for the EngD, the award is made by Warwick only. Certificates and transcripts for the joint degrees are issued by PolyU. The certificate bears the crests of both universities. Graduating students are invited to the formal degree ceremonies at both universities.

72 Hong Kong based students on the EngD programmes are encouraged to attend some of their modules in the UK, including a 4.5 day research methodology workshop. EngD students reported they had attended this workshop at Warwick. Master's students are also able to take some modules in Warwick, or at one of the other delivery centres, such as Singapore or Cyprus.

## Conclusion

The collaboration between WMG and PolyU has a well-established reputation, built upon the length of the partnership, and the quality of the two partners. Despite this, the changing demographics and industrial structure of Hong Kong mean that recruitment to the programmes is becoming increasingly challenging. This is particularly true for the EngD programme and the partners are currently discussing its future and reappraising an earlier decision not to proceed with a joint award.

## Positive features

The following positive features are identified:

- the age and maturity of partnership has resulted in a relationship of deep trust and understanding that provides tangible benefits for the students (paragraph 11)
- the reputations of both partner universities and the resulting brand that the programmes have established attracts high quality students (paragraph 27)
- students appreciated the involvement of alumni in the induction events and the peer mentoring provided by alumni (paragraph 49)
- the industrial context and relevance that underpins the whole delivery, including the invited industry experts who contribute to teaching, the diversity of educational and professional background of the students, and the practical applicability of the learning. This was recognised and appreciated by the students (paragraph 67).

## Recommendations

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

- strengthen the expectation that student work will be marked and returned with feedback within the stated 20 day period (paragraph 39)
- strengthen the availability of support for students who are remote from PolyU (paragraph 52)

- reconsider the recent decision to change the length of the full-time programmes from 18 to 12 months, given that students from mainland China are unable to obtain visas for part-time study in Hong Kong (paragraph 66).

#### **University of Warwick's response to the review report**

The University of Warwick thanks the QAA TNE panel for the additional externality and thoughtful consideration afforded by the TNER exercise. The relationship with The Hong Kong Polytechnic University is indeed well-established and continues to provide high quality, challenging and relevant learning opportunities for its diverse students via its expert staff, integral and excellent links with industry and valuable alumni network.

With regard to the recommendations in the report, both Warwick Manufacturing Group and The Hong Kong Polytechnic University have been responsive to student feedback in the three areas raised and will continue to develop the programme, in conjunction with its students, to provide the optimum support and opportunities for student success, both in their qualification and in industry.

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