



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

ACCREDITATION REPORT

**TECHNOLOGICAL AND HIGHER EDUCATION INSTITUTE
OF HONG KONG,
VOCATIONAL TRAINING COUNCIL**

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF SOCIAL SCIENCES (HONOURS)
IN SPORTS AND RECREATION MANAGEMENT**

**BACHELOR OF SCIENCE (HONOURS)
IN TESTING AND CERTIFICATION**

JULY 2022

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE	1
2. HKCAAVQ'S DETERMINATION	1
3. INTRODUCTION	5
4. PANEL'S DELIBERATIONS	6
4.1 Programme Objectives and Learning Outcomes.....	6
4.2 Learner Admission and Selection.....	15
4.3 Programme Structure and Content.....	19
4.4 Learning, Teaching and Assessment.....	22
4.5 Programme Leadership and Staffing.....	26
4.6 Learning, Teaching and Enabling Resources/Services	27
4.7 Programme Approval, Review and Quality Assurance	29
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT.....	31
Appendix 1	HKCAAVQ Panel Membership
Appendix 2	Graduate Profile of Bachelor of Social Sciences (Honours) in Sports and Recreation Management
Appendix 3	Graduate Profile of Bachelor of Science (Honours) in Testing and Certification

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA775), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by Technological and Higher Education Institute of Hong Kong, Vocational Training Council (the Operator) 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 Bachelor of Social Sciences (Honours) in Sports and Recreation Management programme and the Bachelor of Science (Honours) in Testing and Certification programme of the Operator meet the stated objectives and QF 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.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Social Sciences (Honours) in Sports and Recreation Management (BSoSc-SRM) programme and the Bachelor of Science (Honours) in Testing and Certification (BSc-TC) programme meet the stated objectives and QF standard at Level 5 and can continue to be offered as accredited programmes with a validity period of six 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 BSoSc-SRM and BSc-TC Programmes are specified as follows:

Name of Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院	
Name of Award Granting Body	Vocational Training Council 職業訓練局	
Title of Learning Programme	Bachelor of Social Sciences (Honours) in Sports and Recreation Management 運動及康樂管理（榮譽） 社會科學學士	Bachelor of Science (Honours) in Testing and Certification 檢測和認證（榮譽） 理學士
Title of Qualification [Exit Award]	Bachelor of Social Sciences (Honours) in Sports and Recreation Management 運動及康樂管理（榮譽） 社會科學學士	Bachelor of Science (Honours) in Testing and Certification 檢測和認證（榮譽） 理學士
Primary Area of Study and Training	Services	Sciences
Sub-area (Primary Area of Study and Training)	Recreation, Leisure and Sports Management	Physical Sciences
Other Area of Study and Training	Not applicable	Sciences
Sub-area (Other Area of Study and Training)	Not applicable	Life Sciences
Industry	Not applicable	Testing, Inspection and Certification
Branch	Not applicable	Testing, Inspection and Certification
QF Level	Level 5	
QF Credits	554	

Mode of Delivery and Programme Length	Full-time, 4 years Part-time up to 8 years	Full-time, 4 years
Intermediate Exit Award	Title of Qualification: Higher Diploma in Sports and Recreation Management 運動及康樂管理高級文憑 QF Level: Level 4 QF Credits: 323 Attainment: Completion of 5 semesters in full-time mode or up to 8 years in part-time mode of the Bachelor of Social Sciences (Honours) in Sports and Recreation Management programme	Title of Qualification: Higher Diploma in Testing and Certification 檢測和認證高級文憑 QF Level: Level 4 QF Credits: 315 Attainment: Completion of 5 semesters in full-time mode of the Bachelor of Science (Honours) in Testing and Certification programme
Start Date of Validity Period	1 September 2022	
End Date of Validity Period	31 August 2028	
Number of Enrolment	One enrolment per year	
Maximum Number of New Students	Year-1 Entry Full-time: 60 per year Year-3 Entry Full-time: 140 per year Year-5 Entry Part-time: 30 per year	Year-1 Entry 33 per year Year-3 Entry 66 per year

Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching Venue	1. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong 2. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong

2.4 Recommendations

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

Both Programmes

2.4.1 The Institute should regularly review and update the reference information in the teaching and learning materials of the Programme, to maintain the currency and relevance of the reference information. (Paras. 4.4.3 and 4.4.9)

2.4.2 The Institute should continue building a stronger alumni network which may help to improve the response rates and quality of feedback of post-graduation surveys, understanding of the development of alumni, and bonding with the alumni and industry. (Para. 4.7.2)

BSc-TC Programme

2.4.3 The Institute should regularly review the curriculum and content of the Programme, as well as the need for revamping and merging modules, to ensure that the diversity and essential elements of the Programme can be reflected by the offered modules. (Para. 4.3.9)

- 2.4.4 The Institute should consider the benefits of recognition of the Hong Kong Laboratory Accreditation Scheme (HOKLAS) to the laboratories and student learning, and review the need of obtaining recognition from HOKLAS for the laboratories for the Programme. (Para. 4.6.6)
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The Technological and Higher Education Institute of Hong Kong (THEi) was established in 2011 as a member institution of the Vocational Training Council (VTC). THEi mainly operates local self-financed bachelor degree programmes and was granted Institutional Review status by HKCAAVQ in September 2012. In the academic year 2021/22, THEi is offering 21 Bachelor's degree programmes and a number of professional diploma and professional certificate programmes accredited by HKCAAVQ.
- 3.2 THEi commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation exercise for the BSoSc-SRM and BSc-TC programmes. The BSoSc-SRM Programme was first accredited by HKCAAVQ in 2011 and was re-accredited in 2017, and the BSc-TC Programme was first accredited in 2017.
- 3.3 HKCAAVQ formed an expert Panel (Panel Membership in **Appendix 1**) for this re-accreditation exercise. In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit adopted a hybrid approach with paper-based communication in March and April 2022 to reduce social contact and risks. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* was the guiding document for the Operator and the Panel in conducting this exercise.

- 3.4 In consideration of the track record of the Institute established from previous accreditation exercises, information on the following aspects of the Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Information Not Required
Programme Structure and Content	Information on General Education (GE) modules common in other accredited degree programmes is not required.
Learning, Teaching and Enabling Resources/Services	Information on institute-wide financial resources, student support services and physical resources 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.

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.

BSoSc-SRM Programme

- 4.1.1 The BSoSc-SRM Programme is hosted by the Faculty of Management and Hospitality (FMH) of the Institute. The Programme consists of three specialisations, namely (1) Sports Coaching, (2) Sports Therapy, and (3) Sports Management. The Panel noted that the Institute proposed to retitle one of the specialisations from "Recreation Management" to "Sports Management", fine-tune the corresponding Programme Objectives (POs) and Programme Learning Outcomes (PLOs) without a signature departure from the originals which were approved in the last re-accreditation, and revamp the structure and modules of the Programme. Positive support for the proposed changes was

observed from comments and feedback of members of Faculty Advisory Committee (FAC), Honorary Professors and Adjunct Professors, and external stakeholders such as the Periodic Programme Review Panel, External Examiners and *Work-Integrated Learning (WIL)* providers. The Panel considered the proposed changes appropriate. The revised POs and PLOs of the Programme are as follows:

BSocSc-SRM Programme Objectives (POs)

PO1	Develop students' knowledge and understanding of contemporary practical concepts and theories in sports coaching, sports therapy, or sports/recreation management.
PO2	Develop students' problem-solving and analytical skills in sports coaching, sports therapy, or sports/recreation management.
PO3	Prepare students to undertake research-based projects in various fields of sports coaching, sports therapy, or sports/recreation management.
PO4	Develop students' professional competences in the fields of sports coaching, sports therapy, or sports/recreation management consistent with the requirements of the cognate professional body.
PO5	Enable students to acquire and develop key transferable skills that will enhance their opportunities for employment, career development and lifelong learning.

BSocSc-SRM Programme Learning Outcomes (PLOs)

PLO1	Demonstrate professional and/or clinical competence through critical analysis, reflection and applications in: (i) Sports Coaching: designing, implementing and evaluating training programmes, preventing injuries and formulating coaching strategies; or (ii) Sports Therapy: the prevention, recognition and evaluation, management, treatment and rehabilitation of sports and recreation injuries; or (iii) Sports Management: organising sports/recreation programmes and managing related facilities and personnel.
PLO2	Identify routine and abstract problems, analyse their causal factors, and propose solutions, with consideration of feasibility and evaluation of outcomes, by formulating

	evidence-based and reasoned strategies in handling issues in sports coaching, sports therapy, or sports/recreation management.
PLO3	Analyse needs as well as evaluate and apply systems, tools, knowledge and skills to plan and perform operations in the assessment of: (i) Sports Coaching: training programmes and coaching strategies; or (ii) Sports Therapy: the prevention, recognition and evaluation, management, treatment and rehabilitation of sport and recreation related injuries; or (iii) Sports Management: organising sports/recreation programmes and managing related facilities and personnel.
PLO4	Perform management functions in sports coaching, sports therapy, or sports/recreation management, independently, effectively and ethically.
PLO5	With an understanding and anticipation of potential limitations and risks, appraise professional judgement and strategies, and evaluate the appropriateness of: (i) Sports Coaching: protocols in coaching and training; or (ii) Sports Therapy: protocols in prevention, recognition and evaluation, management, treatment and rehabilitation of sport and recreation related injuries; or (iii) Sports Management: plans, operations and organisation of sports/recreation programmes, facilities and personnel.
PLO6	Communicate effectively and verbally and through written and non-verbal presentation techniques with various stakeholders on the formulation of work strategies and solving problems in the sports coaching, sports therapy, or sports/recreation management industries with the involvement of different parties or in a multi-disciplinary environment.
PLO7	Reflect on personal career goals and career development plans as well as in lifelong learning in the sports coaching, sports therapy, or sports/recreation management.

4.1.2 The BSoSc-SRM Programme has an intermediate exit point leading to the qualification of a Higher Diploma in Sports and Recreation Management (HD-SRM) pitched at QF Level 4. The PLOs of the

HD-SRM qualification were proposed to be revised as a result of the retitle of a specialisation as described in Para. 4.1.1, and the Panel considered the revision appropriate. The revised PLOs are as follows:

HD-SRM Programme Learning Outcomes (PLOs)

PLO1	Apply professional knowledge and skills in demonstrating fundamental work in: (i) Sports Coaching: designing and implementing training programmes, preventing injuries and formulating coaching strategies; or (ii) Sports Therapy: the prevention, recognition, and management, treatment and rehabilitation of sports and recreation related injuries; or (iii) Sports Management: organising sports/recreation programmes and operate related facilities.
PLO2	Propose solutions to problems by applying principles, knowledge and skills in sports coaching, sports therapy, or sports/recreation management in handling issues with an understanding and consideration of constraints.
PLO3	Utilise appropriate systems, tools, knowledge and skills to perform operations in (i) Sports Coaching: training programmes and coaching; or (ii) Sports Therapy: the prevention, recognition and management, treatment and rehabilitation of sport and recreation related injuries; or (iii) Sports Management: organising sports/recreation programmes and operating related facilities.
PLO4	Perform supervisory duties within defined protocols or management systems, and demonstrate understanding in managing work in sports coaching, sports therapy or sports/recreation management, with considerations of work efficiency and ethical issues.
PLO5	With an understanding of limitations and risks, demonstrate the appropriateness of: (i) Sports Coaching: protocols in sports coaching and training; or (ii) Sports Therapy: protocols in the prevention, recognition and management, treatment and rehabilitation of sports and recreation related injuries; or (iii) Sports Management: plans, operations and

	organisations of sports/recreation programmes, facilities and personnel.
PLO6	Communicate effectively and verbally and through written and non-verbal presentational techniques with various stakeholders on the demonstration of work and implementation of solutions in the sports coaching, sports therapy, or sports/recreation management industries.
PLO7	Identify personal career goals, methods of knowledge acquisition and further study paths in sports coaching, sports therapy or sports/recreation management.

4.1.3 To demonstrate that the graduates have effectively achieved the POs and PLOs of the BSoSc-SRM Programme and that the Programme continues to meet the QF standard at Level 5, the Institute provided the following information to the Panel for review:

- (a) Mapping of the POs to the PLOs;
- (b) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at QF Level 5 (for BSoSc-SRM) and at QF Level 4 (for HD-SRM);
- (c) Mapping of Industry/Profession-Specific (IPS) modules to the PLOs;
- (d) Mapping of IPS modules to the GLDs at QF Level 4 and 5;
- (e) *Module Syllabi* of all IPS modules, with information such as module aims, module learning outcomes (MLOs), module content, pedagogical methods and assessment methods, reading lists and references;
- (f) Samples of marked student assessments of four modules including *Honours Project 1* and *Honours Project 2*, covering high, medium and low performance, with associated marking schemes and assessment rubrics;
- (g) Samples of *Work-Integrated Learning (WIL)* reports;
- (h) External Examiners' Reports from 2017/18 to 2020/21, Annual Programme Review and Improvement (APRI) Reports from 2017/18 to 2020/21, and Periodic Programme Review (PPR) Report 2021; and

- (i) Summary information of Employment Survey results on graduates from 2017 to 2020.

- 4.1.4 The Panel noted from the accreditation documents that the *Sports Therapy* specialisation of the Programme has gained re-accreditation from the Society of Sports Therapists, UK (SSTUK) in 2018, with a validity period from September 2018 to August 2023, and that the Institute has planned to renew the validity of the accreditation in 2023 in order to maintain the continuous recognition by SSTUK. In addition, the Panel also noted that the *Sports Coaching* specialisation of the Programme has been recognised by the National Strength and Conditioning Association (NSCA) since November 2020 with a validity period until September 2023, as an approved program through the NSCA Education Recognition Program (ERP). Graduates of the *Sports Coaching* specialisation are considered suitably prepared to undertake the NSCA Certified Strength and Conditioning Specialist (CSCS) certification.
- 4.1.5 The Institute provided to the Panel summary information on the employment of graduates from 2017 to 2020, as well as information on the graduates' profile of the Programme (as in **Appendix 2**), including the education and employment pathways of the graduates.
- 4.1.6 The Panel noted from the accreditation documents that the Institute had taken actions to address the recommendations made by HKCAAVQ in the last re-accreditation for the Programme in 2017, for the purpose of continuous improvement.
- 4.1.7 In consideration of the above information, the Panel formed the view that the BSoSc-SRM Programme has achieved the POs and PLOs as a whole and has met the QF standard at Level 5, and the Programme is in general fit for purpose in the local context.

BSc-TC Programme

- 4.1.8 The BSc-TC Programme is hosted by the Faculty of Science and Technology (FST) of the Institute. The Programme consists of two streams representing two major areas of the testing and certification industry, namely (1) Chemical Testing and Certification (CTC) and (2) Microbiological Testing and Certification (MTC). The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) of the Programme are as follows:

BSc-TC Programme Objectives (POs)

PO1	Equip students with fundamental and up-to-date knowledge and skills in testing, inspection and certification that will prepare them for professional careers in the testing and certification industry;
PO2	Develop students' professional competence in integrated science, analytical science, testing technologies, and quality control and management, and their communication and teamwork skills for working effectively in the testing and certification industry;
PO3	Develop students' abilities to appreciate how scientific, economic, legal and ethical factors have influenced considerations in the testing and certification discipline;
PO4	Develop students' abilities to integrate and apply scientific knowledge and skills, and consider regulatory concerns to identify and solve testing, inspection and certification problems; and
PO5	Strengthen students' abilities to keep abreast of developments in the testing and certification profession and to pursue independent and lifelong learning.

BSc-TC Programme Learning Outcomes (PLOs)

PLO1	Apply fundamental and up-to-date knowledge and skills in testing, inspection and certification to maintain and improve operations in the testing and certification industry;
PLO2	Identify, analyse and solve both technological and theoretical issues about integrated science, analytical science, testing technologies, quality control and management in the field of testing and certification;
PLO3	Develop and evaluate relevant strategies in the field of testing and certification for solution formulation, financial management and make recommendation for improvement with contemporary technologies and practices;
PLO4A	<i>(CTC Stream)</i> Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in chemical testing and certification practice;
PLO4B	<i>(MTC Stream)</i> Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in microbiological testing and certification practice;

PLO5A	(<i>CTC Stream</i>) Manage the chemical testing and certification projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility;
PLO5B	(<i>MTC Stream</i>) Manage the microbiological testing and certification projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility;
PLO6	Communicate effectively and professionally with fellow professionals and stakeholders in the testing and certification industry by utilising verbal and written communication skills, as well as other soft skills; and
PLO7	Reflect on career goals and personal development for continuous professional development and lifelong learning.

- 4.1.9 The BSc-TC Programme has an intermediate exit point leading to the qualification of a Higher Diploma in Testing and Certification (HD-TC) pitched at QF Level 4. The PLOs of the HD-TC qualification are as follows:

HD-TC Programme Learning Outcomes (PLOs)

PLO1	Apply fundamental and up-to-date knowledge and skills in testing, inspection and certification to maintain and facilitate the operations in the testing and certification industry;
PLO2	Identify and analyse both technological and theoretical issues about integrated science, analytical science, testing technologies, quality control and management in the field of testing and certification;
PLO3	Execute relevant strategies for improvement with contemporary technologies and practices in the field of testing and certification;
PLO4	Demonstrate a critical awareness and understanding of social and ethical responsibilities when performing technical roles and tasks in the testing and certification industry;
PLO5	Communicate effectively and professionally with fellow professionals and stakeholders in the testing and certification industry by utilising verbal and written communication skills, as well as other soft skills; and
PLO6	Reflect on career goals and personal development for continuous professional development and lifelong learning.

4.1.10 To demonstrate that the graduates have effectively achieved the POs and PLOs of the BSc-TC Programme and that the Programme continues to meet the QF standard at Level 5, the Institute provided the following information to the Panel for review:

- (a) Mapping of the POs to the PLOs;
- (b) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at QF Level 5 (for BSc-TC) and at QF Level 4 (for HD-TC);
- (c) Mapping of Industry/Profession-Specific (IPS) modules to the PLOs;
- (d) Mapping of IPS modules to the GLDs at QF Level 4 and 5;
- (e) *Module Syllabi* of all IPS modules, with information such as module aims, module learning outcomes (MLOs), module content, pedagogical methods and assessment methods, reading lists and references;
- (f) Samples of marked student assessments of four modules including *Final Year Project*, covering high, medium and low performance, with associated marking schemes and assessment rubrics;
- (g) Samples of *Work-Integrated Learning (WIL)* reports;
- (h) External Examiners' Reports from 2017/18 to 2020/21, Annual Programme Review and Improvement (APRI) Reports from 2017/18 to 2020/21, and Periodic Programme Review (PPR) Report 2021; and
- (i) Summary information of Employment Survey results on graduates from 2019 to 2020.

4.1.11 The Panel noted from the accreditation documents that the Programme has been recognised by the Hong Kong Association for Testing, Inspection and Certification (HKTIC) as an approved academic and training qualification for certification under the Professional Certification Scheme for Testing Personnel (PCSTP) for certification of Certified Testing Professional (CTP) (Chemical testing) and Certified Testing Professional (Microbiological Testing) since 2017 and 2018 respectively. If meeting HKTIC's other requirements such as work experience and professional

assessment, graduates of the Programme are eligible to apply for the CTP certifications mentioned above.

- 4.1.12 The Institute provided to the Panel summary information on the employment of graduates from 2019 to 2020, as well as information of the graduates' profile of the Programme (as in **Appendix 3**), including the education and employment pathways of the graduates.
- 4.1.13 The Panel noted from the accreditation documents that the Institute had taken actions to address the recommendations made by HKCAAVQ in the accreditation for the BSc-TC Programme in 2017, for the purpose of continuous improvement.
- 4.1.14 In consideration of the above information, the Panel formed the view that the BSc-TC Programme has achieved the POs and PLOs as a whole and has met the QF standard at Level 5, and the Programme is in general fit for purpose in the local context.

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.

Both Programmes

- 4.2.1 The Panel noted that the BSoSc-SRM and BSc-TC Programmes follow the Institute's policies regarding student admission, such as the Institute's *Academic Policies and Regulations (AP&R) for Degree Programmes*. The Panel noted that the minimum admission requirements for both BSoSc-SRM and BSc-TC Programmes remain unchanged, as approved in the last re-accreditation and accreditation respectively. The minimum admission requirements of both Programmes are outlined in the table under Para. 4.2.2 below.
- 4.2.2 Regarding the entry routes of the BSoSc-SRM Programme, there have been full-time Year-1 and full-time Year-3 entry routes as approved since the last re-accreditation, and the Institute proposed an addition of a part-time Year-5 entry route of which the minimum admission requirements are proposed to be the same as those of the existing and corresponding full-time Year-3 entry route. The Panel considered the addition of the part-time Year-5 entry route

and the corresponding minimum admission requirements appropriate. Regarding the entry routes of the BSc-TC Programme, there have been full-time Year-1 and full-time Year-3 entry routes as approved since the first accreditation.

Standard Entry Route		Non-Standard Entry Route
Local Qualification	Non-local Qualification	
<p><u>HKDSE</u> Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language • English Language <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning (ApL) Subject # <p># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection</p> <p><u>HKALE</u></p> <ul style="list-style-type: none"> • Grade E in HKALE (AS- Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and • Grade E in HKALE (AS- Level) Use of English; and • Grade E in 1 other 	<p><u>Mainland China</u></p> <ul style="list-style-type: none"> • A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for the English Language. <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> • Holder of an International Baccalaureate Diploma; and • One of the following English Language results: <ul style="list-style-type: none"> - Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or - Grade 4 or above in IB English B (Higher Level); or - Grade 5 or above in IB English B (Standard Level); or - Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or - Grade 4 or above in IB English A: Literature (Higher or Standard Level); or - Grade 4 or above in IB English Literature and Performance (Standard Level). <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> • Holder of a BTEC Level 3 Diploma of “MM” Grades or a BTEC Level 3 Extended Diploma of “MPP” (“M” stands for Merit and “P” stands for Pass); and; and • One of the following English Language requirements: <ul style="list-style-type: none"> - Grade E in GCE (A-Level / AS-Level) English Language; or - Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or - Grade E in HKALE (AS-Level) Use of English; or - A score of 100 out of a maximum of 150 for the 	<p>To be determined by the Faculty Dean on a case- by- case basis</p>

<p>HKALE A-Level or 2 two other AS-Level subjects; and</p> <ul style="list-style-type: none"> Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B / Grace C in Syllabus A]. 	<p>English language subject of NCEE or equivalent; or</p> <ul style="list-style-type: none"> An overall score of 6.0 in IELTS; or A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or Grade 4 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or Have obtained an equivalent qualification to HKDSE's English Language Level 3 <p><u>Other Non-local Qualifications</u> Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3</p>	
<p>Admission into Year 3 (full-time) / *Year 5 (part-time) of the Institute's Undergraduate Bachelor's Degree Programmes</p> <ul style="list-style-type: none"> Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of full-time mode of the degree programme, if they pass an interview to assess their suitability. 		

* Part-time Year-5 entry route is for the BSoSc-SRM Programme but not the BSc-TC Programme.

BSoSc-SRM Programme

4.2.3 The Institute provided the Panel with the profiles of the admitted students, enrolment rates, retention rates, dropout rates, pass rates, throughput rates, and attrition rates of the Programme from 2017/18 to 2020/21. The Panel noted that one student was admitted to Year-1 of the Programme through the non-standard entry route in 2017/18 and another one in 2019/20, from 2017/18 to 2021/22, which is in line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes that the maximum number of non-standard admission (including mature aged students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

- 4.2.4 The Institute provided to the Panel the yearly student intake of the Programme from 2017/18 to 2021/22, and proposed the maximum numbers of new students per year below. The Panel considered the proposed maximum numbers of new students appropriate.

Year-1 Entry (Full-time): 60 new students per year

Year-3 Entry (Full-time): 140 new students per year

Year-5 Entry (Part-time): 30 new students per year

- 4.2.5 In consideration of the above information, the Panel formed the view that the minimum admission requirements have been in general effective for recruiting students with the necessary skills and knowledge to undertake the BSoSc-SRM Programme.

BSc-TC Programme

- 4.2.6 The Institute provided the Panel with the profiles of the admitted students, enrolments rates, retention rates, dropout rates, pass rates, throughput rates, and attrition rates of the Programme from 2017/18 to 2020/21. The Panel noted that one student was admitted to Year-1 of the Programme through the non-standard entry route in 2018/19 and another one in 2021/22, from 2017/18 to 2021/22, which is in line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes that the maximum number of non-standard admission (including mature aged students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

- 4.2.7 The Panel observed from the accreditation documents and paper-based communication that the acceptance rates for Year-1 entry and the numbers of enrolment have been on the low side since 2019/20, and hence the cohort size has been in general small. The Institute shared with the Panel the rationale for the relatively low enrolment in the past few years, such as the outbreak of the pandemic and competitors. The Panel noted that the Institute will enhance the recruitment for local and non-local students for the Programme through various means, such as online promotion strategies and outreach activities, to maintain the sustainability and viability of the Programme.

- 4.2.8 The Institute provided to the Panel the yearly student intake of the Programme from 2017/18 to 2021/22, and proposed the maximum numbers of new students per year below. The Panel considered the proposed maximum numbers of new students appropriate.

Year-1 Entry (Full-time): 33 new students per year

Year-3 Entry (Full-time): 66 new students per year

- 4.2.9 In consideration of the above information, the Panel formed the view that the minimum admission requirements have been in general effective for recruiting students with the necessary skills and knowledge to undertake the BSc-TC Programme.

4.3 **Programme Structure and Content**

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

BSoSc-SRM Programme

- 4.3.1 The BSoSc-SRM Programme is a four-year full-time degree programme which also offers a part-time mode of study for up to a maximum of eight years. To be eligible for graduation and the award, students are required to complete a minimum of 44 modules including General Education (GE) modules, Industry/Profession Specific (IPS) modules and a *Work Integrated Learning (WIL)* module, and acquire 132 Institute Credit Points (CPs).
- 4.3.2 The Panel noted that the Institute proposed to modify the programme structure including module sequencing, revamp and deletion of modules, and conversion of the *WIL* module from non-credit-bearing to credit-bearing, and that the proposed changes are supported by the PPR Panel, Honorary Professors and Adjunct Professors, *WIL* providers in the industry, and External Examiners, as observed in the accreditation documents and during the paper-based communication. The Panel considered the proposed changes appropriate.
- 4.3.3 The Programme comprises two main curriculum components, namely the General Education (GE) curriculum delivered through the GE modules and the vocational curriculum delivered through the IPS modules. The programme structure is shown in the table below, with the distribution of modules and Institute Credit Points (CPs) by module type and QF Level.

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	27.3
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	3	-	9	4	12	
Industry/ Profession Specific (IPS) Modules	Programme Core	30	18	-	12	20	60	72.7
	Specialisation	-	-	-	30	10	30	
	Programme Elective	-	-	-	3	1	3	
	Work-Integrated Learning	-	-	3	-	1	3	
Total		66 (50%)		66 (50%)		44	132 [^]	
Total Number of QF Credits							554 [^]	

[^] One Institute CP is equivalent to 4.2 QF credits

4.3.4 For the intermediate exit award HD-SRM, students are required to complete the Year 1 and Year 2 of the BSoSc-SRM studies and a summer semester of Year 2, including the *e-Learning Package: English for Workplace Communication* module and the credit-bearing *WIL* module, amounting to 77 CPs. The structure of HD-SRM is shown in the table below, with the distribution of modules and Institute Credit Points (CPs) by module type and QF Level.

Module Type		Year 1 & 2 CP		Year 2 Summer Semester CP		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	24%
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS) Modules	Programme Core	30	18	-	3	17	51	76%
	Programme Elective	-	-	-	6	2	6	
	Work-Integrated Learning	-	-	2	-	1	2	
Total:		66 (88%)		9 (12%)		26	77 [^]	
Total Number of QF Credits (HD Award)							323 [^]	

[^] One Institute CP is equivalent to 4.2 QF credits

4.3.5 Based on the documentation reviewed and the paper-based communication, the Panel had the view that the structure and content of the BSoSc-SRM Programme have been effective in

enabling students to achieve the stated learning outcomes and meet the programme objectives.

BSc-TC Programme

4.3.6 The BSc-TC Programme is a four-year full-time degree programme. To be eligible for graduation and the award, students are required to complete a minimum of 44 modules including General Education (GE) modules, Industry/Profession Specific (IPS) modules and a non-credit-bearing *Work Integrated Learning (WIL)* module, and acquire 132 Institute Credit Points (CPs).

4.3.7 The Programme comprises two main curriculum components, namely the General Education (GE) curriculum delivered through the GE modules and the vocational curriculum delivered through the IPS modules. The Panel noted that the programme structure remains unchanged since the accreditation of the Programme in 2017. The programme structure is shown in the table below, with the distribution of modules and Institute Credit Points (CPs) by module type and QF Level.

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	27.3
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	6	-	6	4	12	
Industry/Profession Specific (IPS) Modules	Programme Core	33	12	-	45	29	90	72.7
	Programme Elective	-	-	-	6	2	6	
	Work-Integrated Learning*	-	-	Nil*	-	1	Nil*	
Total		66 (50%)		66 (50%)		44	132 [^]	
Total Number of QF Credits							554 [^]	

* *Work-Integrated Learning (WIL) module carries no CP.*

[^] *One Institute CP is equivalent to 4.2 QF credits.*

4.3.8 For the intermediate exit award HD-TC, students are required to complete the Year 1 and Year 2 of the BSc-TC studies and the first semester of Year-3 studies, including two non-credit bearing modules: (i) *E-Learning Package: English for Workplace Communication* and (ii) *WIL* modules, amounting to 75 CPs. The structure of HD-TC is shown in the table below, with the distribution of modules and Institute Credit Points (CPs) by module type and QF Level.

Module Type		Year 1 & 2 CP		Year 3 CP		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	24%
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS) Modules	Programme Core	33	12	3	9	19	57	76%
	Programme Elective	-	-	-	-	-	-	
	Work-Integrated Learning*	-	-	Nil*	-	1	Nil*	
Total:		63 (84%)		12 (16%)		26	75^	
Total Number of QF Credits (HD Award)							315^	

* Work-Integrated Learning and e-Learning Package: English for Workplace Communication carry no CP.

^ One Institute CP is equivalent to 4.2 QF credits.

4.3.9 The Panel observed that some elective modules have not been offered since the launch of the Programme due to students' low interest or small size of cohorts, while some of them are essential modules in the discipline knowledge such as the *Pollution Control and Environment Analysis* module. The Panel therefore **recommended** that the Institute should regularly review the curriculum and content of the Programme, as well as the need for revamping and merging modules, to ensure that the diversity and essential elements of the Programme can be reflected by the offered modules.

4.3.10 Notwithstanding the recommendation above, the Panel had the view that the structure and content of the BSc-TC Programme have been effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

4.4 Learning, Teaching and Assessment

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

BSoSc-SRM Programme

4.4.1 The BSoSc-SRM Programme employs a range of teaching and learning activities, such as lectures, seminars, tutorials, laboratory,

practical training, site/industrial visits, and Work-Integrated Learning. The Panel noted that the medium of instruction of the Programme is English. The Institute provided to the Panel the *Module Syllabi* of all IPS modules which include summary information of each module such as module aims, module learning outcomes, module content, pedagogical methods and assessment methods. The typical class size of a lecture is normally 30 to 35 students, and in actual delivery during the validity period the class size was 15 to 30.

4.4.2 In the accreditation documents and *Response to Panel's Initial Comments*, the Institute provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics, of the following three modules:

- *Fitness Coaching and Management*
- *Research Methods and Statistics*
- *Sports Event Planning and Management*

4.4.3 The Panel noted that some reference materials, such as journal publications and textbooks, are relatively dated. The Panel **recommended** that the Institute should regularly review and update the reference information in the teaching and learning materials of the Programme, to maintain the currency and relevance of the reference information.

4.4.4 In terms of assessment, a range of methods have been adopted in the Programme, including assignments, skill/practical tests, written tests, viva/presentations, projects/portfolios, reports, written examinations, etc. The comments of the External Examiners on modules indicated that the assessment and the marking were appropriate. Having reviewed the distribution of award classifications of graduates from 2018 to 2021, grade distribution of IPS modules of graduates in 2021, assessment schemes, and samples of marked student assessments covering the high, medium and low performance of the four modules below, along with the associated assessment papers, marking schemes and assessment rubrics, the Panel formed the view that the assessments have been able to assess students' achievement of the intended learning outcomes and the standard at QF Level 5.

- *Marketing Management*
- *Performance Measurement & Analysis*

- *Honours Project 1*
- *Honours Project 2*

4.4.5 The Panel was provided with summary information and results of Student Feedback Questionnaire (SFQ) for the IPS modules and the Programme for 2017/18, 2018/19 and 2020/21, and student feedback was collected in the regular Student-Staff Consultative Committee (SSCC) meetings in 2018/19 and 2019/20. The Institute informed the Panel that the Programme Team and the Faculty Board members have been regularly reviewing the SFQ results and feedback, formulating improvement actions and evaluating the effectiveness of follow-up action taken, and the Institute provided the Panel with an example extract of Quality Assurance Committee (QAC) paper about the follow-up actions for SFQ for 2018/19 and 2019/20.

4.4.6 Notwithstanding the recommendation above, the Panel considered that the learning, teaching and assessment activities of the BSoSc-SRM Programme have been in general effective in delivering the programme content and assessing students' attainment of the intended learning outcomes.

BSc-TC Programme

4.4.7 The BSc-TC Programme employs a range of teaching and learning activities, such as lectures, guest lectures, seminars, tutorials, laboratory activities, site visits, project-based learning, problem-based learning, web-based learning, and work-integrated learning. The Panel noted that the medium of instruction of the Programme is English. The Institute provided to the Panel the *Module Syllabi* of all IPS modules which include summary information of each module such as module aims, module learning outcomes, module content, pedagogical methods and assessment methods. The typical class size of a lecture is normally 30 to 40 students.

4.4.8 In the accreditation documents and *Response to Panel's Initial Comments*, the Institute provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics, of the following three modules:

- *Advanced Topics in Testing & Certification*
- *Analytical Techniques for Microbiological Testing*
- *Testing Standards & Regulations*

4.4.9 The Panel noted that some reference materials, such as journal publications and textbooks, are relatively dated. The Panel **recommended** that the Institute should regularly review and update the reference information in the teaching and learning materials of the Programme, to maintain the currency and relevance of the reference information.

4.4.10 In terms of assessment, a range of methods has been adopted in the Programme, including assignments, tests, projects, practical assessments, presentations, in-class activities and examinations. The comments of the External Examiners on modules indicated that the assessment and the marking were appropriate. Having reviewed the distribution of award classifications of graduates from 2019 to 2021, grade distribution of IPS modules of graduates in 2021, assessment schemes, and samples of marked student assessments covering the high, medium and low performance of the four modules below, along with the associated assessment papers, marking schemes and assessment rubrics, the Panel formed the view that the assessments have been able to assess students' achievement of the intended learning outcomes and the standard at QF Level 5.

- *Material Testing & Characterisation*
- *Medical Microbiology*
- *Forensic Analytical Science*
- *Final Year Project*

4.4.11 The Panel was provided with summary information and results of Student Feedback Questionnaire (SFQ) for the IPS modules and the Programme for 2017/18, 2018/19 and 2020/21, and student feedback was collected in the regular Student-Staff Consultative Committee (SSCC) meetings from 2018 to 2020. The Institute informed the Panel that the Programme Team and the Faculty Board members have been regularly reviewing the SFQ results and feedback, formulating improvement actions and evaluating the effectiveness of follow-up action taken, and the Institute provided the Panel with an example extract of Quality Assurance Committee (QAC) paper about the follow-up actions for SFQ for 2019/20 and 2020/21.

4.4.12 In consideration of the above information and the discussion during the paper-based communication, the Panel considered that the learning, teaching and assessment activities of the BSc-TC Programme have been in general effective in delivering the

programme content and assessing students' attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

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

BSoSs-SRM Programme

- 4.5.1 The Programme Leader is the academic leader of the Programme responsible for the day-to-day operation, quality assurance and improvement of the Programme, and answers to the Dean of the Faculty. The Programme Leader provides academic and organisational leadership for the Programme and works with the Module Convenors and teaching staff, and Year Tutors for the delivery of the Programme.
- 4.5.2 The Institute provided the Panel with the information on the numbers and profiles of full-time and part-time academic staff who taught the IPS modules of the Programme from 2017/18 to 2021/22, as well as the staffing plan for the Programme for the coming five years. The Panel also noted that the staff-to-student ratio of the Programme has been 1:20 since 2017/18. The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme.
- 4.5.3 In terms of staff development, the Institute provided to the Panel summary information of staff development activities, research and consultancy projects, and publications of the teaching staff who taught the IPS modules of the Programme during the validity period.
- 4.5.4 In consideration of the above information, the Panel formed the view that the programme leadership and staffing are appropriate in general and the staff have the appropriate qualifications and experience necessary for effective management and delivery of the BSoSc-SRM Programme.

BSc-TC Programme

- 4.5.5 The Programme Leader is the academic leader of the Programme responsible for the day-to-day operation, quality assurance and improvement of the Programme, and answers to the Dean of the Faculty. The Programme Leader provides academic and organisational leadership for the Programme and works with the Module Convenors and teaching staff, and Year Tutors for the delivery of the Programme.
- 4.5.6 The Institute provided to the Panel information on the numbers and profiles of full-time and part-time academic staff who taught the IPS modules of the Programme from 2017/18 to 2021/22, as well as the staffing plan for the Programme for the coming five years. The Panel also noted that the staff-to-student ratio of the Programme has been 1:20 since 2017/18. The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme.
- 4.5.7 In terms of staff development, the Institute provided the Panel with the summary information of staff development activities, research grants and projects, and publications of the teaching staff who taught the IPS modules of the Programme during the validity period.
- 4.5.8 In consideration of the above information, the Panel formed the view that the programme leadership and staffing are appropriate in general and the staff have the appropriate qualifications and experience necessary for effective management and delivery of the BSc-TC Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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

BSoSc-SRM Programme

- 4.6.1 On financial resources, the Panel was provided with the Income and Expenditure Statements from 2019/20 to 2020/21 for the Programme, and noted that the Programme has generated a surplus in the two years. The Institute also provided the Panel with

financial plans from 2021/22 to 2025/26. Based on the financial information provided, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and continues to be financially viable.

- 4.6.2 On physical resources, the Institute provided to the Panel information on its learning, teaching and enabling resources relevant to the delivery of the Programme, besides the general teaching and learning facilities, including Sports Biomechanical Lab, Human Performance Lab, Sports Therapy Centre, Sports Massage and Recovery Centre, Fitness Centre, as well as specialised facilities, equipment and software for the Programme, and utilisation rates for 2021/22. The Panel noted that the Programme and students may use facilities in other VTC's member institutions such as THEi campuses, Hong Kong Institute of Vocational Education (IVE), Hong Kong Design Institute (HKDI), the Chinese Culinary Institute (CCI), and Hotel and Tourism Institute (HTI). The Institute also provided the Panel with a virtual tour of the programme-specific teaching and learning facilities, as well as summary information of library holdings and e-resources relevant to the Programme.
- 4.6.3 In consideration of the above information and the information in the *Response to Initial Comments* and paper-based communication, the Panel considered that the Institute has provided appropriate and sufficient learning, teaching and enabling resources for the delivery of the BSoSc-SRM Programme.

BSc-TC Programme

- 4.6.4 On financial resources, the Panel was provided with the Income and Expenditure Statements from 2019/20 to 2020/21 for the Programme, as well as financial plans from 2021/22 to 2025/26. The Panel was informed that the Programme is fully supported, in terms of finance and operation, by the Faculty (FST) and the management of the Institute, and that the financial position of the Programme will be closely monitored. Based on the provided information related to the finance of the Programme, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and continues to be financially viable.
- 4.6.5 On physical resources, the Institute provided the Panel with the information on its learning, teaching and enabling resources relevant to the delivery of the Programme, besides the general

teaching and learning facilities, including Analytical Chemistry Laboratory, Food Safety Laboratory, Microbiological Testing and Certification Laboratory, Chemical Testing and Certification Laboratory, Chemistry Laboratory and Health Science Laboratory, as well as specialised facilities, equipment and software for the Programme, and utilisation rates for 2020/21. The Panel noted that the Programme and students may use facilities in other VTC's member institutions such as THEi campuses, Hong Kong Institute of Vocational Education (IVE), Hong Kong Design Institute (HKDI), the Chinese Culinary Institute (CCI), and Hotel and Tourism Institute (HTI). The Institute also provided the Panel with a virtual tour of the programme-specific teaching and learning facilities, as well as summary information of library holdings and e-resources relevant to the Programme.

- 4.6.6 The Panel noted that the laboratories for the Programme did not seek accreditation under the Hong Kong Laboratory Accreditation Scheme (HOKLAS), which may benefit the recognition of the Programme, and students' learning and employability. The Panel **recommended** that the Institute should consider the benefits of recognition of the Hong Kong Laboratory Accreditation Scheme (HOKLAS) to the laboratories and student learning, and review the need of obtaining recognition from HOKLAS for the laboratories for the Programme.
- 4.6.7 In consideration of the above information and the information in the *Response to Initial Comments* and paper-based communication, the Panel considered that the Institute has provided appropriate and sufficient learning, teaching and enabling resources for the delivery of the BSc-TC Programme.

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.

Both Programmes

- 4.7.1 The Institute provided to the Panel the following information about each of the BSoSc-SRM and BSc-TC Programmes to demonstrate

that both Programmes are monitored and reviewed on an on-going basis:

- (a) Extracts of meeting minutes of Institute Council, Academic Board, Quality Assurance Committee, Faculty Board, and Staff-Student Consultative Committee (SSCC);
- (b) Summary results of relevant Key Performance Indicators (KPIs) for the Programme from 2017/18 to 2020/21, such as enrolment rate, annual retention rate, dropout rate, pass rate, attrition rate;
- (c) External Examiners' Reports from 2017/18 to 2020/21;
- (d) Summary of students' comments in Student Feedback Questionnaire (SFQ) for 2017/18, 2018/19 and 2020/21;
- (e) Extract of a Quality Assurance Committee (QAC) paper about post-SFQ Survey follow-up actions and evaluation of actions for SFQ, for 2018/19 and 2019/20 for BSoSc-SRM, and 2019/20 to 2020/21 for BSc-TC;
- (f) Reports on Employment Survey of full-time graduates, from 2017 to 2020 for BSoSc-SRM, and 2019 to 2020 for BSc-TC;
- (g) Annual Programme Review and Improvement (APRI) Reports from 2017/18 to 2020/21; and
- (h) Periodic Programme Review (PPR) Report.

4.7.2 The Panel observed from the accreditation documents that the response rates of the Employment Survey for graduates have been on the low side since last accreditation or reaccreditation. The Panel **recommended** that the Institute should continue building a stronger alumni network which may help to improve the response rates and quality of feedback of post-graduation surveys, understanding of the development of alumni, and bonding with the alumni and industry.

BSoSc-SRM Programme

4.7.3 The Panel observed that feedback from key stakeholders has been collected through various channels. For instance, students' evaluation and feedback on modules and teaching have been collected via SFQ at the end of each semester and SSCC during

the validity period, and views of graduates and employers are collected via Graduate Employment Survey. Feedback from Honorary Professors and Adjunct Professors, and external stakeholders such as members of Faculty Advisory Committee (FAC), External Examiners, and *WIL* providers has been continuously collected and has shown positive support and contributions to the Programme, as noted in the accreditation documents, *Response to Initial Comments* and in the paper-based communication.

- 4.7.4 In light of the above, the Panel formed the view that the Institute has an effective quality assurance system in place for monitoring and reviewing the development and performance of the BSoSc-SRM Programme on an on-going basis.

BSc-TC Programme

- 4.7.5 The Panel observed that feedback from key stakeholders had been collected through various channels. For instance, students' evaluation and feedback on modules and teaching have been collected via SFQ at the end of each semester and SSCC during the validity period, and views of graduates and employers have been collected via Graduate Employment Survey. Feedback from external stakeholders such as members of Faculty Advisory Committee (FAC), External Examiners, and *WIL* providers has been continuously collected and has shown positive support and contributions to the Programme, as noted in the accreditation documents, *Response to Initial Comments* and in the paper-based communication.
- 4.7.6 In light of the above, the Panel formed the view that the Institute has an effective quality assurance system in place for monitoring and reviewing the development and performance of the BSc-TC Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as

any conditions and restrictions subject to which the determination is to have effect.

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

5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation

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

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

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the 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 QF.

Ref: 72/27/03; 72/39/02

29 July 2022

JoH/AnC/DnL/dnl/asc

**Technological and Higher Education Institute of Hong Kong,
Vocational Training Council**

**Learning Programme Re-accreditation for
Bachelor of Social Sciences (Honours) in Sports and Recreation Management and
Bachelor of Science (Honours) in Testing and Certification**

Panel Membership

Panel Chair

Professor Christopher John AULD
Chair
Academic Board
Sydney Institute of Business Technology
AUSTRALIA

*** Panel Secretary**

Dr Daniel LEE
Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

Panel Members - Sports and Recreation Management

Professor CHOW Hung Kay Daniel
Chair Professor & Associate Dean (Research
& Postgraduate Studies)
Department of Health and Physical Education
Faculty of Liberal Arts and Social Sciences
The Education University of Hong Kong
HONG KONG

Dr WONG Wing Sum
Executive Director
Physical Fitness Association of Hong
Kong, China
HONG KONG

Panel Members - Testing and Certification

Professor HOR Tzi Sum Andy
Deputy Chief Executive (Research)
Agency for Science, Technology and
Research
SINGAPORE

Dr KO Chi Chiu
Associate Professor
Department of Chemistry
City University of Hong Kong
HONG KONG

Dr LO Wai Hung Thomas
Former Associate Professor
Department of Applied Biology and Chemical
Technology
The Hong Kong Polytechnic University
HONG KONG

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

Appendix 2

Graduate Profile of Bachelor of Social Sciences (Honours) in Sports and Recreation Management

Qualification Title	Bachelor of Social Sciences (Honours) in Sports and Recreation Management 運動及康樂管理（榮譽）社會科學學士
Qualification Type	Bachelor's Degree
QF Level	Level 5
Primary Area of Study and Training	Services
Sub-area (Primary Area of Study and Training)	Recreation, Leisure and Sports Management
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<ol style="list-style-type: none">1. Develop students' knowledge and understanding of contemporary practical concepts and theories in sports coaching, sports therapy, or sports/recreation management.2. Develop students' problem-solving and analytical skills in sports coaching, sports therapy, or sports/recreation management.3. Prepare students to undertake research-based projects in various fields of sports coaching, sports therapy, or sports/recreation management.4. Develop students' professional competences in the fields of sports coaching, sports therapy, or sports/recreation management consistent with the requirements of the cognate professional body.5. Enable students to acquire and develop key transferable skills that will enhance their opportunities for employment, career development and lifelong learning.

<p>Programme Intended Learning Outcomes</p>	<ol style="list-style-type: none">1. Demonstrate professional and/or clinical competence through critical analysis, reflection and applications in:<ol style="list-style-type: none">(i) Sports Coaching: designing, implementing and evaluating training programmes, preventing injuries and formulating coaching strategies; or(ii) Sports Therapy: the prevention, recognition and evaluation, management, treatment and rehabilitation of sports and recreation injuries; or(iii) Sports Management: organising sports/recreation programmes and managing related facilities and personnel.2. Identify routine and abstract problems, analyse their causal factors, and propose solutions, with consideration of feasibility and evaluation of outcomes, by formulating evidence-based and reasoned strategies in handling issues in sports coaching, sports therapy, or sports/recreation management.3. Analyse needs as well as evaluate and apply systems, tools, knowledge and skills to plan and perform operations in the assessment of:<ol style="list-style-type: none">(i) Sports Coaching: training programmes and coaching strategies; or(ii) Sports Therapy: the prevention, recognition and evaluation, management, treatment and rehabilitation of sport and recreation related injuries; or(iii) Sports Management: organising sports/recreation programmes and managing related facilities and personnel.4. Perform management functions in sports coaching, sports therapy, or sports/recreation management, independently, effectively and ethically.5. With an understanding and anticipation of potential limitations and risks, appraise professional judgement and strategies, and evaluate the appropriateness of:<ol style="list-style-type: none">(i) Sports Coaching: protocols in coaching and training; or(ii) Sports Therapy: protocols in prevention, recognition and evaluation, management, treatment and rehabilitation of sport and recreation related injuries; or
----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(iii) Sports Management: plans, operations and organisation of sports/recreation programmes, facilities and personnel.</p> <p>6. Communicate effectively and verbally and through written and non-verbal presentation techniques with various stakeholders on the formulation of work strategies and solving problems in the sports coaching, sports therapy, or sports/recreation management industries with the involvement of different parties or in a multi-disciplinary environment.</p> <p>7. Reflect on personal career goals and career development plans as well as in lifelong learning in the sports coaching, sports therapy, or sports/recreation management.</p>
<p>Education Pathways</p>	<p>Graduates of the Programme have the opportunities to pursue taught Master's degree or research postgraduate degree programmes in areas such as sports coaching, sports therapy and sports or recreation management offered by local and overseas universities.</p>
<p>Employment Pathways</p>	<p>Upon completion of the programme, graduates are equipped with professional knowledge of the following three specialisations. Details of respective career prospects are listed as follows:</p> <p><u>(i) Sports Coaching Specialisation</u> Graduates of this specialisation are able to become sports coaches, strength and conditioning coaches, fitness coaches or sports scientists. Potential employers include National Sports Associations, the Hong Kong Sports Institute Limited, the Leisure and Cultural Services Department of the HKSAR Government, fitness centres, and sports clubs.</p> <p><u>(ii) Sports Therapy Specialisation</u> Graduates of this specialisation are eligible to register with The Society of Sports Therapists, United Kingdom (UK) as Graduate Sports Therapists and become full members. Potential employers include sports therapy and rehabilitation clinics, National Sports Associations, The Hong Kong Sports Institute Limited, and sports clubs/teams.</p> <p><u>(iii) Sports Management Specialisation</u> Graduates of this specialisation can work at the Leisure and Cultural Services Department of the HKSAR Government, private or residential clubhouses, event management companies, sports marketing companies, theme parks, National Sports Associations, and The Hong Kong Sports Institute Limited.</p>

Minimum Admission Requirements	Standard Entry Route		Non-Standard Entry Route
	Local Qualification	Non-local Qualification	
	<p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> Chinese Language English Language <p>Level 2 in</p> <ul style="list-style-type: none"> Mathematics Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # <p># An "Attained" in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection</p> <p><u>HKALE</u></p> <ul style="list-style-type: none"> Grade E in HKALE (AS- Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and Grade E in HKALE (AS- Level) Use of English; and Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B / Grace C in Syllabus A]. 	<p><u>Mainland China</u></p> <ul style="list-style-type: none"> A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and A score above 100 out of a maximum of 150 for the English Language. <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> Holder of an International Baccalaureate Diploma; and One of the following English Language results: <ul style="list-style-type: none"> Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or Grade 4 or above in IB English B (Higher Level); or Grade 5 or above in IB English B (Standard Level); or Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or Grade 4 or above in IB English A: Literature (Higher or Standard Level); or Grade 4 or above in IB English Literature and Performance (Standard Level). <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> Holder of a BTEC Level 3 Diploma of "MM" Grades or a BTEC Level 3 Extended Diploma of "MPP" ("M" stands for Merit and "P" stands for Pass); and; and One of the following English Language requirements: <ul style="list-style-type: none"> Grade E in GCE (A-Level / AS-Level) English Language; or Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or Grade E in HKALE (AS-Level) Use of English; or A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or 	

		<ul style="list-style-type: none"> - An overall score of 6.0 in IELTS; or - A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or - Grade 4 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or - Have obtained an equivalent qualification to HKDSE's English Language Level 3 <p><u>Other Non-local Qualifications</u> Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3</p>	
		<p>Admission into Year 3 (full-time) / Year 5 (part-time) of the Institute's Undergraduate Bachelor's Degree Programmes</p> <ul style="list-style-type: none"> • Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of full-time mode of the degree programme, if they pass an interview to assess their suitability. 	
Operator	<p>Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院</p>		

Appendix 3

Graduate Profile of Bachelor of Science (Honours) in Testing and Certification

Qualification Title	Bachelor of Science (Honours) in Testing and Certification 檢測和認證（榮譽）理學士
Qualification Type	Bachelor's Degree
QF Level	Level 5
Primary Area of Study and Training	Sciences
Sub-area (Primary Area of Study and Training)	Physical Sciences
Other Area of Study and Training	Sciences
Sub-area (Other Area of Study and Training)	Life Sciences
Programme Objectives	<ol style="list-style-type: none">1. Equip students with fundamental and up-to-date knowledge and skills in testing, inspection and certification that will prepare them for professional careers in the testing and certification industry;2. Develop students' professional competence in integrated science, analytical science, testing technologies, and quality control and management, and their communication and teamwork skills for working effectively in the testing and certification industry;3. Develop students' abilities to appreciate how scientific, economic, legal and ethical factors have influenced considerations in the testing and certification discipline;4. Develop students' abilities to integrate and apply scientific knowledge and skills, and consider regulatory concerns to identify and solve testing, inspection and certification problems; and

	<p>5. Strengthen students' abilities to keep abreast of developments in the testing and certification profession and to pursue independent and lifelong learning.</p>
<p>Programme Intended Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Apply fundamental and up-to-date knowledge and skills in testing, inspection and certification to maintain and improve operations in the testing and certification industry; 2. Identify, analyse and solve both technological and theoretical issues about integrated science, analytical science, testing technologies, quality control and management in the field of testing and certification; 3. Develop and evaluate relevant strategies in the field of testing and certification for solution formulation, financial management and make recommendation for improvement with contemporary technologies and practices; 4A. (CTC Stream) Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in chemical testing and certification practice; 4B. (MTC Stream) Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in microbiological testing and certification practice; 5A. (CTC Stream) Manage the chemical testing and certification projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility; 5B. (MTC Stream) Manage the microbiological testing and certification projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility; 6. Communicate effectively and professionally with fellow professionals and stakeholders in the testing and certification industry by utilising verbal and written communication skills, as well as other soft skills; and 7. Reflect on career goals and personal development for continuous professional development and lifelong learning.
<p>Education Pathways</p>	<p>Graduates of the Programme have the opportunities to pursue taught Master's degree or research postgraduate degree programmes in testing and certification, accreditation chemistry, analytical chemistry, food analysis and food safety management, etc. at local or overseas universities.</p>

<p>Employment Pathways</p>	<p>Graduates of the Programme are capable of assuming supervisory and technical duties in the testing and certification industry. They have the potential to assume positions such as Technical Assistant, Assistant Technical Consultant, Food System Technologist, Quality Assurance Assistant, Research Technician, Chemist, etc. They can also advance to managerial positions, such as Senior Chemist, Technical Consultant, Laboratory Manager, Inspection Manager, Technical Manager and Quality Manager, etc. with accumulated working experience and professional qualifications, such as Certified Testing Professional (CTP) and/or Professional Certification Scheme for Testing Personnel (PCSTP).</p>										
<p>Minimum Admission Requirements</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="483 629 1252 667">Standard Entry Route</th> <th data-bbox="1265 629 1441 707" rowspan="2">Non-Standard Entry Route</th> </tr> <tr> <th data-bbox="483 667 807 707">Local Qualification</th> <th data-bbox="807 667 1252 707">Non-local Qualification</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 707 807 2020"> <p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> Chinese Language English Language <p>Level 2 in</p> <ul style="list-style-type: none"> Mathematics Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # <p># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection</p> <p><u>HKALE</u></p> <ul style="list-style-type: none"> Grade E in HKALE (AS- Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and Grade E in HKALE (AS- Level) Use of English; and Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language </td> <td data-bbox="807 707 1252 2020"> <p><u>Mainland China</u></p> <ul style="list-style-type: none"> A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and A score above 100 out of a maximum of 150 for the English Language. <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> Holder of an International Baccalaureate Diploma; and One of the following English Language results: <ul style="list-style-type: none"> Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or Grade 4 or above in IB English B (Higher Level); or Grade 5 or above in IB English B (Standard Level); or Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or Grade 4 or above in IB English A: Literature (Higher or Standard Level); or Grade 4 or above in IB English Literature and Performance (Standard Level). <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> Holder of a BTEC Level 3 Diploma of “MM” Grades or a BTEC Level 3 Extended Diploma of “MPP” (“M” stands for Merit and “P” stands for Pass); and and </td> <td data-bbox="1265 707 1441 2020"> <p>To be determined by the Faculty Dean on a case-by-case basis</p> </td> </tr> </tbody> </table>		Standard Entry Route		Non-Standard Entry Route	Local Qualification	Non-local Qualification	<p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> Chinese Language English Language <p>Level 2 in</p> <ul style="list-style-type: none"> Mathematics Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # <p># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection</p> <p><u>HKALE</u></p> <ul style="list-style-type: none"> Grade E in HKALE (AS- Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and Grade E in HKALE (AS- Level) Use of English; and Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language 	<p><u>Mainland China</u></p> <ul style="list-style-type: none"> A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and A score above 100 out of a maximum of 150 for the English Language. <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> Holder of an International Baccalaureate Diploma; and One of the following English Language results: <ul style="list-style-type: none"> Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or Grade 4 or above in IB English B (Higher Level); or Grade 5 or above in IB English B (Standard Level); or Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or Grade 4 or above in IB English A: Literature (Higher or Standard Level); or Grade 4 or above in IB English Literature and Performance (Standard Level). <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> Holder of a BTEC Level 3 Diploma of “MM” Grades or a BTEC Level 3 Extended Diploma of “MPP” (“M” stands for Merit and “P” stands for Pass); and and 	<p>To be determined by the Faculty Dean on a case-by-case basis</p>	
Standard Entry Route		Non-Standard Entry Route									
Local Qualification	Non-local Qualification										
<p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> Chinese Language English Language <p>Level 2 in</p> <ul style="list-style-type: none"> Mathematics Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # <p># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection</p> <p><u>HKALE</u></p> <ul style="list-style-type: none"> Grade E in HKALE (AS- Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and Grade E in HKALE (AS- Level) Use of English; and Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language 	<p><u>Mainland China</u></p> <ul style="list-style-type: none"> A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and A score above 100 out of a maximum of 150 for the English Language. <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> Holder of an International Baccalaureate Diploma; and One of the following English Language results: <ul style="list-style-type: none"> Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or Grade 4 or above in IB English B (Higher Level); or Grade 5 or above in IB English B (Standard Level); or Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or Grade 4 or above in IB English A: Literature (Higher or Standard Level); or Grade 4 or above in IB English Literature and Performance (Standard Level). <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> Holder of a BTEC Level 3 Diploma of “MM” Grades or a BTEC Level 3 Extended Diploma of “MPP” (“M” stands for Merit and “P” stands for Pass); and and 	<p>To be determined by the Faculty Dean on a case-by-case basis</p>									

	<p>[HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B / Grace C in Syllabus A].</p>	<ul style="list-style-type: none"> • One of the following English Language requirements: <ul style="list-style-type: none"> - Grade E in GCE (A-Level / AS-Level) English Language; or - Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or - Grade E in HKALE (AS-Level) Use of English; or - A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or - An overall score of 6.0 in IELTS; or - A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or - Grade 4 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or - Have obtained an equivalent qualification to HKDSE's English Language Level 3 <p><u>Other Non-local Qualifications</u> Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3</p>	
	<p>Admission into Year 3 (full-time) of the Institute's Undergraduate Bachelor's Degree Programmes</p> <ul style="list-style-type: none"> • Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of full-time mode of the degree programme, if they pass an interview to assess their suitability. 		
<p>Operator</p>	<p>Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院</p>		

HKCAAVQ Report No.: [21/111]