



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

**CONFIDENTIAL**

**ACCREDITATION REPORT**

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

**LEARNING PROGRAMME ACCREDITATION**

**BACHELOR OF SCIENCE (HONOURS) IN GREEN  
ENGINEERING AND SUSTAINABILITY**

**LEARNING PROGRAMME RE-ACCREDITATION**

**BACHELOR OF SCIENCE (HONOURS) IN NUTRITION  
AND HEALTHCARE MANAGEMENT**

**MARCH 2023**

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## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA 846), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Technological and Higher Education Institute of Hong Kong, Vocational Training Council (THEi, the Operator) to conduct an accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether:
  - (i) the Bachelor of Science (Honours) in Green Engineering and Sustainability (綠色工程與可持續發展(榮譽)理學士) Programme of THEi meets the stated objectives and QF standards and can be offered as an accredited programme; and
  - (ii) the Bachelor of Science (Honours) in Nutrition and Healthcare Management Programme (營養及健康管理(榮譽)理學士) of THEi meets the stated objectives and QF standards and can continue to be offered as an accredited programme;
- (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,

- (a) the Bachelor of Science (Honours) in Green Engineering and Sustainability Programme (BScGES) meets the stated objectives and QF standards at Level 5. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of five years;
- (b) Subject to the fulfilment of the condition stated below, the Bachelor of Science (Honours) in Nutrition and Healthcare Management Programme (BScNHM) meets the stated objectives and QF standards at Level 5, and can continue to

be offered as an accredited programme with a validity period of five years.

## 2.2 Validity Period

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

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of a requirement set out in Para. 2.4 by the specified deadline.

2.3 The determinations on the two Programmes are specified as follows:

<b>Name of Operator</b>	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	
<b>Name of Award Granting Body</b>	Vocational Training Council 職業訓練局	
<b>Title of Learning Programme</b>	Bachelor of Science (Honours) in Green Engineering and Sustainability 綠色工程與可持續發展(榮譽)理學士	Bachelor of Science (Honours) in Nutrition and Healthcare Management 營養及健康管理(榮譽)理學士
<b>Title of Qualification</b>	Bachelor of Science (Honours) in Green Engineering and Sustainability 綠色工程與可持續發展(榮譽)理學士	Bachelor of Science (Honours) in Nutrition and Healthcare Management 營養及健康管理(榮譽)理學士
<b>Primary Area of Study and Training</b>	Engineering and Technology	Medicine, Dentistry and Health Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Other Engineering, Related Technology and Services	Health Care

<b>Other Area of Study and Training</b>	Computer Science and Information Technology	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Computer Science and Information Technology	Not applicable
<b>QF Level</b>	Level 5	
<b>QF Credits</b>	504	541
<b>Mode(s) of Delivery and Programme Length</b>	Full-time: 4 years Part-time: 3 years (Year 3 entry arrangement)	Full-time, 4 years
<b>Intermediate Exit Award</b>	Title of Qualification: Higher Diploma in Green Engineering and Sustainability 綠色工程與可持續發展高級文憑 憑  QF Level: Level 4  Mode of study: Full-time  Programme Length: 2 years  QF Credits: 319	Title of Qualification: Higher Diploma in Nutrition and Healthcare Management 營養及健康管理高級文憑  QF Level: Level 4  Mode of study: Full-time  Programme Length: 2.5 years  QF Credits: 315
<b>Start Date of Validity Period</b>	1 September 2023	1 September 2023
<b>End Date of Validity Period</b>	31 August 2028	31 August 2028
<b>Number of Enrolments</b>	One enrolment per year	

<p><b>Maximum Number of New Students</b></p>	<p><u>Full-time Year 1 Entry</u>            30 Year 1 per year (from the 2023/24 to 2024/25 academic years)            35 Year 1 per year (for the 2025/26 academic year)            40 Year 1 per year (from the 2026/27 to 2027/28 academic years)</p> <p><u>Full-time Year 3 Entry</u>            30 Year 3 per year (from the 2023/24 to 2024/25 academic years)            35 Year 3 per year (for the 2025/26 academic year)            40 Year 3 per year (from the 2026/27 to 2027/28 academic years)</p> <p><u>Part-time Year 3 Entry</u>            30 Year 3 per year (from the 2023/24 to 2024/25 academic years)            35 Year 3 per year (for the 2025/26 academic year)            40 Year 3 per year (from the 2026/27 to 2027/28 academic years)</p>	<p><u>Full-time Year-1 Entry</u>            30 per year</p> <p><u>Full-time Year-3 Entry</u>            60 per year</p>
<p><b>Specification of Competency Standards-based Programme</b></p>	<p><input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p>	
<p><b>Address of Teaching Venues</b></p>	<p>1. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus)            20A Tsing Yi Road, Tsing Yi, New Territories, Hong Kong</p> <p>2. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus)            133 Shing Tai Road, Chai Wan, Hong Kong</p>	

## 2.4 Condition

### Requirement (for BScNHM)

- 2.4.1 THEi is to appoint at least one teaching staff to provide full-time academic leadership in healthcare management and related fields and ensure there are sufficient and appropriately qualified teaching staff to deliver the Industry/Profession-Specific (IPS) modules.
- 2.4.2 THEi is to submit a report to HKCAAVQ that includes the profiles of the teaching staff for each IPS module with their expertise and qualifications showing the sufficiency of appropriately qualified teaching staff for the fulfilment of the requirement **on or before 29 December 2023** (Para. 4.5.7).

## 2.5 Recommendations

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

### For the two Programmes

- 2.5.1 THEi should review the assessment components to provide more industry relevant work application to meet workplace requirements (para. 4.4.4).

### BScGES

- 2.5.2 THEi should monitor and review the balance between the depth and breadth of the curriculum and ensure integration across modules (para. 4.3.3).

### BScNHM

- 2.5.3 THEi should review and monitor the operation and assessment of Work-Integrated Learning (WIL) and provide formal support for WIL supervisors to ensure the smooth running of the change from a non-credit bearing module to a credit-bearing module (para. 4.3.6).
- 2.5.4 THEi should review the maximum class sizes for tutorials and workshops of the BScNHM Programme to ensure effective interaction between teaching staff and students as well as among students (para. 4.4.2).

- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the two Programmes continue to meet the standards to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 THEi, established in 2011, is a member institution of VTC. It was granted Institutional Review status by HKCAAVQ in September 2012. Currently, it offers accredited bachelor degree programmes and professional diploma programmes in various disciplines.
- 3.2 THEi commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) for the Bachelor of Science (Honours) in Green Engineering and Sustainability Programme (BScGES) and a Learning Programme Re-accreditation (Re-LPA) for the Bachelor of Science (Honours) in Nutrition and Healthcare Management Programme (BScNHM). HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at Appendix 1).
- 3.3 In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conference from 10 to 13 January 2023 to reduce social contact. *HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework*) and the *Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure* issued by the Education Bureau were the guiding documents for THEi and the Panel in conducting this exercise.
- 3.4 In consideration of the track records of THEi established from the previous accreditation exercises, information on the following aspects of the two Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:



<b>Domain of Competence</b>	<b>Aspects</b>
Programme Structure and Content	General Education modules
Learning, Teaching and Enabling Resources/Services	Institute-wide financial resources, physical resources and student support services

#### **4. PANEL'S DELIBERATIONS**

*The following present 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.*

##### **Learning Programme Accreditation**

#### **4.1 Programme Objectives and Learning Outcomes**

*The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.*

4.1.1 The two Programmes are hosted by the Faculty of Science and Technology (FST). The two Programmes aim to help students acquire theoretical and practical skills and equip students with ready-to-work competencies upon graduation. THEi provided to the Panel the following information to demonstrate that the two Programmes meet the QF standard:

- (a) Mappings showing the contributions of the Programme Learning Outcomes (PLOs) to the Programme Objectives (POs);
- (b) Mappings of the PLOs to the Generic Level Descriptors (GLDs) of the QF at Level 5;
- (c) Mapping between PLOs of HD Exit Award against GLD at QF Level 4;
- (d) Mapping of IPS Modules to PLOs; and

- (e) Mapping of Modules to GLD against GLDs at Level 4 and Level 5.

### **BScGES**

4.1.2 The BScGES Programme aims to enable students to acquire a solid understanding of scientific and technical knowledge, and analytical and critical abilities, in both practical and theoretical aspects. It is a broad interdisciplinary programme with a strong professional orientation in integrated environmental engineering and science, sustainability, energy technologies, as well as corporate management.

The Programme Objectives (POs) are to:

PO1	Equip students with a solid foundation in both scientific and engineering knowledge in green technologies, sustainability and management;
PO2	Develop students' problem-solving, teamwork, communication, leadership/management, interdisciplinary skills and ethical attitudes, which will prepare them for professional practice;
PO3	Develop students' abilities to appreciate and understand social, economic, legal, green engineering, technologies and contemporary issues, and consequent responsibilities relevant to their professional practice;
PO4	Strengthen students' commitment to protect the environment and keep abreast of developments in the profession, and pursue independent and lifelong learning; and
PO5	Provide education and training in green engineering and sustainability for students to pursue professional careers and to assume professional leadership roles.

### **Programme Learning Outcomes (PLOs)**

Upon the completion of BScGES, students are able to:

PLO1	Apply the fundamental principles and applications of environmental engineering and technology from a multi-disciplinary perspective in the green industry;
PLO2	Apply knowledge of green engineering and technologies to enable the solutions of multi-disciplinary environmental

	problems and evaluate these solutions with respect to legal, ethical, social, economic and technical considerations;
PLO3	Analyze and evaluate different scientific and engineering approaches in green technologies and sustainability to the reaching of substantiated conclusions and suggestions;
PLO4	Conduct investigations and simulation on environmental problems by using scientific and engineering principles and analytical tools to demonstrate complicated natural phenomenon and potential environmental impacts, with consideration of budgetary constraints, regulatory and non-routine requirements;
PLO5	Evaluate different scientific and engineering approaches and possible scenarios, propose suggestions for solving environmental problems and generate strategies to manage sustainability problems;
PLO6	Execute scientific and engineering investigation on environmental problems and management functions effectively in multi-disciplinary settings with consideration of ethics and responsibilities and norms of technical practice;
PLO7	Communicate effectively and efficiently about complex and multidisciplinary sustainability problems and solutions with the professional community and with society at large;
PLO8	Reflect on the needs and plan for independent and lifelong learning; and professional practice development and skills competencies, etc, such as credit-bearing work-integrated-learning; and
PLO9	Discourse on contemporary environmental and sustainability issues and the practices, concerns and recent developments in the profession.

### **BScNHM**

- 4.1.3 The BScNHM Programme aims to enable students to acquire a solid understanding and foundation in both practical and theoretical knowledge in healthcare administration and management, as well as nutrition & health to meet the manpower needs of the healthcare and nutrition industry in Hong Kong and Mainland China. Starting from the 2021/22 academic year, THEi changed the programme title, exit award title, POs and PLOs, which were approved by HKCAAVQ in 2020.

The Programme Objectives (POs) are to:

PO1	Equip students with a solid foundation in health science and an understanding of the concepts, theories and professional practice of healthcare services, human nutrition, health administration and management;
PO2	Develop students with the ability required to assume professional responsibility in performing healthcare services, human nutrition, health administration and management functions in diverse healthcare settings;
PO3	Build up theoretical knowledge and practical skills of students to pursue a career in management and administrative positions for complex coordination and planning in the areas of patient care service and health administration;
PO4	Build up theoretical knowledge and practical skills of students for preparing them to perform nutritionist duties in the promotion of health;
PO5	Strengthen students' commitment to improve the health and well-being of individuals and the community; and
PO6	Enable students to keep abreast of developments in the profession and pursue independent and lifelong learning.

Programme Learning Outcomes (PLOs)

Upon the completion of BScNHM, students are able to:

PLO1	Provide tailor-made and evidence-based healthcare service to meet the needs of a diverse population in the healthcare environment;
PLO2	Perform supervisory and management functions to uphold quality healthcare services and administration within clinical and community settings;
PLO3	Design feasible health promotion initiatives and strategies to promote the general health and well-being of the public;
PLO4	Integrate theoretical knowledge in health science and professional practice of healthcare services to improve the administration operation in the healthcare environment;
PLO5	Integrate theoretical knowledge in the health science to identify nutrition issues in relation to healthcare services within clinical and community settings;
PLO6	Communicate effectively and professionally with different stakeholders in the healthcare settings; and
PLO7	Self-appraise own practices and reflect on the need for

	independent continuous professional development and lifelong learning.
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- 4.1.4 The two Programmes consist of an intermediate exit award leading to a Higher Diploma pitched at QF Level 4. The PLOs of the two HD qualifications are as follows:

PLOs of Higher Diploma in Green Engineering and Sustainability

PLO1	Understand the fundamental principles of environmental Engineering and technology from a multi-disciplinary perspective in the green industry;
PLO2	Operate green engineering and technologies-related instrument to solve multi-disciplinary environmental problems and report these solutions and findings professionally;
PLO3	Recognize issues in relation to green engineering and sustainability within the environmental industry settings;
PLO4	Plan & conduct investigations on environmental problems by using scientific and engineering principles and analytical tools for a better smart city;
PLO5	Perform scientific and engineering investigation on environmental problems in multi-disciplinary settings with consideration of norms of technical practice;
PLO6	Evaluate different scientific and engineering approaches and suggestions proposed for solving environmental problems;
PLO7	Communicate effectively verbally and in written form, perform IT, numerical and soft skills so that they can work independently or as part of a team in workplace and communicate effectively with clients in the environmental industry;
PLO8	Reflect on personal learning needs and construct a personal development plan for employment and further study upon learning experience gained throughout the Programme; and
PLO9	Plan for professional practice development and skills competencies, etc., such as credit-bearing work-integrated-learning.

PLOs of Higher Diploma in Nutrition and Healthcare Management

PLO1	Operate healthcare-related instruments and perform duties in patient care for the provision of quality patient services;
PLO2	Maintain the integrity of patient-related documents according to the requirements of clinical and healthcare settings;
PLO3	Recognize nutrition issues in relation to healthcare services within clinical and community settings;
PLO4	Plan and conduct client-oriented activities in health education and promotion for a better quality of life;
PLO5	Communicate effectively verbally and in written form, perform IT, numerical and soft skills so that they can work independently or as part of a team in workplace and communicate effectively with patients and clients in a healthcare setting; and
PLO6	Reflect on personal learning needs and construct a personal development plan for employment and further study upon learning experience gained throughout the Programme.

- 4.1.5 In reviewing the POs and PLOs, the Panel held the view that the learning outcomes of the two Programmes align with the programme objectives. The POs and PLOs are appropriate and the PLOs meet the QF Levels 4 and 5.
- 4.1.6 THEi provided market surveys and statistics to demonstrate the market demands for the two Programmes. The Panel noted from the BScNHM employment survey results that graduates were employed with typical job titles of residential care practitioners, community healthcare programme workers, hospital administrators, elderly care coordinators, nutritionists, healthcare consultants and dietary meal planners in the related healthcare and nutrition industry. In addition, BScNHM graduates, who met with the Panel, expressed that BScNHM prepared them for employment. THEi also provided letters from the industry showing their support to the launch of the BScGES Programme. The Panel noted that BScGES graduates might obtain professional recognition through various institutions. Considering the different criteria of professional bodies, the Panel advised THEi to familiarise themselves with the requirements of different professional bodies to inform programme development in the future. Details of education and employment pathways are provided in the Graduate Profile in Appendix 2 and Appendix 3.

4.1.7 Overall, the Panel considered that POs and PLOs of the two Programmes are appropriate and the exit standards of the two Programmes at the QF Level 5 can be met.

## 4.2 Learner Admission and Selection

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

4.2.1 THEi provided its minimum standard admission requirements for the two Programmes as follows:

Minimum General Entrance Requirements for Bachelor's Degree Programmes of THEi		
Standard Entry Route		Non-Standard Entry
Local Qualification	Non-local Qualification	
<p><u>HKDSE</u> Level 3 in</p> <ul style="list-style-type: none"> <li>• Chinese Language</li> <li>• English Language</li> </ul> <p>Level 2 in</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Liberal Studies</li> <li>• 1 Elective Subject or an Applied Learning (ApL) Subject #</li> </ul> <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"> <li>• Grade E in HKALE (AS-Level) Chinese Language &amp; Culture or A-Level Chinese</li> </ul>	<p><u>Mainland China</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• A score above 100 out of a maximum of 150 for the English Language.</li> </ul> <p><u>International Baccalaureate (IB)</u></p> <ul style="list-style-type: none"> <li>• Holder of an International Baccalaureate Diploma; and</li> <li>• One of the following English Language results: <ul style="list-style-type: none"> <li>▪ Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or</li> <li>▪ Grade 4 or above in IB English B (Higher Level); or</li> <li>▪ Grade 5 or above in IB English B (Standard Level); or</li> <li>▪ Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or</li> </ul> </li> </ul>	<p>To be determined by the Faculty Dean on a case-by-case basis</p>

<p>Literature or Grade D in an HKCEE language other than Chinese and English; and</p> <ul style="list-style-type: none"> <li>• Grade E in HKALE (AS-Level) Use of English; and</li> <li>• Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and</li> <li>• 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 / Grade C in Syllabus A].</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade 4 or above in IB English A: Literature (Higher or Standard Level); or</li> <li>▪ Grade 4 or above in IB English Literature and Performance (Standard Level).</li> </ul> <p><u>Business and Technology Education Council (BTEC)</u></p> <ul style="list-style-type: none"> <li>• Holder of a BTEC Level 3 Diploma of “MM” Grades or a BTEC Level 3 Extended Diploma of “MPP” Grade (“M” stands for Merit and “P” stands for Pass); and</li> <li>• One of the following English Language requirements: <ul style="list-style-type: none"> <li>▪ Grade E in GCE (A-Level / AS-Level) English Language; or</li> <li>▪ Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or</li> <li>▪ Grade E in HKALE (AS-Level) Use of English; or</li> <li>▪ A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or</li> <li>▪ An overall score of 6.0 in IELTS; or</li> <li>▪ 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</li> <li>▪ 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 /</li> </ul> </li> </ul>	
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	<p>Grade 5 or above in Standard-level English Language (Syllabus B); or</p> <ul style="list-style-type: none"> <li>▪ Have obtained an equivalent qualification to HKDSE's English Language Level 3</li> </ul> <p><u>Other Non-local Qualifications</u></p> <ul style="list-style-type: none"> <li>• Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3</li> </ul>	
<p><b>Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi</b></p>		
<p>Normally, applicants with a VTC HD or equivalent sub-degree qualifications/studies in the relevant streams may be admitted into Year 3<sup>1</sup> of a full-time mode or a part-time mode of the degree programme, if they pass an interview to assess their suitability.</p> <p><sup>1</sup> Year 3 of full-time mode for the BScGES and BScNHM programmes or part-time mode for the BScGSE programme</p>		

4.2.2 The Panel noted from the response document to the Panel's initial comments (the response document) that an admission interview shall be arranged for all applicants applying for Year-1 and Year-3 entries. All interviews are conducted in English. During admission interviews, applicants are required to give a brief presentation of their background and career aspiration. The Panel found that the minimum admission requirements of the two Programmes are aligned with the entrance requirements for Bachelor's Degree Programmes of THEi as stated in *THEi's Academic Policies and Regulations for Degree Programmes*.

4.2.3 THEi provided the Panel with the actual BScNHM admission figures since the last accreditation. The Panel was informed that the BScNHM Programme covered the fundamentals and helped the students acquire the relevant knowledge. In addition, students and graduates, who met with the Panel, expressed that they were given extra tutorials and support for acquiring the basic knowledge in essential Chemistry. Optional remedial classes on science subjects, such as Chemistry, Biology were offered to students.

4.2.4 The *THEi Academic Policies and Regulations for Degree Programmes* states that students who do not meet the standard, general and programme-specific entrance requirements will be assessed for admission by the Faculty Dean on a case-by-case basis. The Panel noted there were two non-local students admitted into Year 3 during the validity period. THEi confirmed that the maximum number of non-standard admissions (including mature students) for both local and non-local qualifications for local degree programmes was capped at 5% of the actual number of Year 1 new students of the year. The Panel noted that there is a clear non-standard policy in place and the percentage of students admitted via the non-standard entry route complies with the admission requirements.

Maximum Number of New Students

4.2.5 THEi proposed the following maximum number of new students in the coming years:

**BScGES**

	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
FT Year 1	30	30	35	40	40
FT Year 3 #	30	30	35	40	40
PT Year 3#	30	30	35	40	40

**BScNHM**

	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
FT Year 1	30	30	30	30	30
FT Year 3 #	60	60	60	60	60

# Advanced standing entry for relevant sub-degree qualifications i.e. Higher Diploma and Associate Degree.

4.2.6 To substantiate the market needs for the two Programmes, THEi cited statistics from the relevant sectoral manpower surveys and recent market situation. During the site visit, senior management shared its outreach strategies for recruiting students, including online promotional activities. Having considered available resources and discussing with different stakeholders, the Panel considered market needs for the two Programmes and THEi has the capacity to admit the proposed maximum number of new students.

- 4.2.7 In consideration of the above information, the Panel considered that the stipulated minimum admission requirements are clearly outlined and the proposed maximum number of new students per year is acceptable.

#### 4.3 **Programme Structure and Content**

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

- 4.3.1 The two Programmes comprise two main curriculum components: the General Education (GE) module and Industry/Profession - Specific (IPS) module. The *THEi's Academic Policies and Regulations for Degree Programmes* states that each Credit Point (CP) requires 3 notional learning hours per week made up of 1 contact hour of lecture, tutorial or workshop, and 2 independent learning hours. Each CP is converted to 4.2 QF credits with 42 notional hours. THEi provided the following information to illustrate the content and structure of the Programmes:

- (a) Distribution of modules and credit points by type and QF Level for degree award and intermediate exit award;
- (b) Programme structure; and
- (c) Syllabi of IPS modules that list aims, module learning outcomes (MLOs), content, assessment, teaching and learning activities of individual modules.

#### **BScGES**

- 4.3.2 For programme duration, the full-time Year 1 entry completes the BScGES Programme in four years, full-time Year 3 entry in 2 years and part-time Year 3 entry in three years. The Programme is designed to equip students with specialist knowledge and professional competencies in emerging environmental and energy technologies, and in creating a sustainable culture and environment for Hong Kong society. The following table shows the programme structure to be implemented in the 2023/24 academic year:

**Table 1: Distribution of BScGES modules and credit points**

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	30%
	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	36	6	-	30	24	72	70%
	Programme Elective	-	-	-	6	2	6	
	Work-Integrated Learning*	-	-	6	-	1	6	
Total^		60 (50%)		60 (50%)		39	120	
Total Number of QF Credits^							504	

\* A module with 3 CPs carries 126 notional learning hours i.e. 12.6 QF credits. Thus, one CP is converted to 4.2 QF credits.

**Table 2: Distribution of HDGES modules and credit points**

Module Type		Year 1 & 2 CP		Year 3 CP		No. of Modules	Total CP	
		QFL4	QFL5	QFL4	QFL5		No.	%^
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	25
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
	GE Core (English for Workplace Communication)	-	-	1	-	1	1	
Industry/ Profession Specific (IPS)	Programme Core	36	6	-	-	14	42	75
	Programme Elective	-	6	-	6	4	12	

Modules	Credit-bearing Work-Integrated Learning (WIL)	-	-	3	-	1	3	
<b>Total</b>		66		10		26	76 CPs	[319 QF Credits]

4.3.3 The Panel noted that the curriculum covers three key components, Green Engineering, Sustainability and Information Technology. External members, who met with the Panel, appreciated the curriculum design of the BScGES Programme with the inclusion of green engineering and IT that can meet the market needs. However, the Panel found that each of the three components includes a wide range of subject matters, such as green engineering, emerging environmental technology, information technology, sustainability related areas, renewable energy system, management, policy and management studies. The Panel held the view that there is a need to ensure the balance between the depth and breadth of the Programme and monitor the intended integration of three components. The Panel therefore made the following recommendation:

**Recommendation (for BScGES)**

THEi should monitor and review the balance between the depth and breadth of the curriculum and ensure integration across modules.

**BScNHM**

4.3.4 For programme duration, full-time Year 1 entry completes the BScNHM Programme in four years and full-time Year 3 entry in two years. With HKCAAVQ's approval, the following major changes have been implemented starting from the 2021/22 academic year:

- (a) The programme title "BSc (Hons) in Health Care" was changed to "Bachelor of Science (Honours) in Nutrition and Healthcare Management" while an intermediate exit award title was changed from "Higher Diploma in Health Care" to "Higher Diploma in Nutrition and Healthcare Management" to meet the manpower needs.
- (b) Two streams "Nutrition & Health" and the "Health Administration" were integrated. Students are not required to choose a particular stream.
- (c) Students can choose two programme electives.

4.3.5 In this Re-LPA, THEi provided the Panel with a summary of the proposed changes in programme structure that will be implemented in the 2023/24 academic year. Major changes are listed as follows:

- (d) The overall credits required are reduced from 132 credit points to 129 for graduation. The two modules, *Principles of Healthcare Management* and *Procurement & Financial Management* will be phased out. In addition, the module *Work-integrated Learning (WIL)* will be changed from a non-credit bearing module to a 3-credit module.
- (e) The course outline of three modules, *Healthcare Organisation Management*, *Work-integrated Learning* and *Human Resources and Healthcare Facilities Management* will be revised.

**Table 3: Distribution of BScNHM Modules and Credit Points**

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	27.9
	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	27	15	-	42	27	84	72.1
	Programme Elective	-	-	-	6	2	6	
	Work-Integrated Learning	-	-	3	-	1	3	
Total		63 (49%)		66 (51%)		42	129	
Total Number of QF Credits							541	

**Table 4: Distribution of HDNHM Modules and Credit Points**

Module Type		Year 1 & 2 CP		Extra Semester of 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	28
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	6	-	-	2	6	
Industry/ Profession Specific (IPS) Modules	Programme Core	27	15	0	9	18	51	72
	Work-Integrated Learning	-	-	3	-	1	3	
Total		63 (84%)		12 (16%)		26	75	
Total Number of QF Credits							315	

4.3.6 After reviewing the syllabi of the respective IPS modules, the rationales and summary of the changes, the Panel considered that the proposed changes of the BScNHM Programme are appropriate. Different stakeholders, such as students, graduates and external members appreciated the change of WIL to a credit bearing module. They advised that more formal communication is needed to enable different stakeholders to put the changes in place and ensure that they are properly prepared. The Panel found that the assessment of Work-integrated Learning (WIL) mainly focuses on students' behaviours, soft skills, and work attitude in the organisations, instead of students' knowledge, practical and technical skills. External members also stated that strengthened assessment rubrics should be applied to change the focus of the supervision and learning activities to skill-based assessments. After discussing with different stakeholders, the Panel made the following recommendation:

**Recommendation (for BScNHM)**

THEi should review and monitor the operation and assessment of WIL and provide formal support for WIL supervisors to ensure the smooth running of the change from a non-credit bearing module to a credit-bearing module.

4.3.7 For the intermediate award of the two Programmes, the Panel noted that more than 70% of the curriculum consists of specialised content. This percentage continues to meet the minimum requirement of 60% of specialised contents for higher diploma programmes stipulated in *the Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure (February 2017)* promulgated by the Education Bureau of the HKSAR Government.

4.3.8 Notwithstanding the recommendations, the Panel considered that the content and structure of the two Programmes are coherent and enable students to achieve the stated learning outcomes and the required standards.

#### 4.4 Learning, Teaching and Assessment

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

4.4.1 The medium of instruction (Moi) in the two Programmes is English. The two Programmes employ a variety of learning and teaching methods, such as lectures, tutorials, laboratories, workshops, case studies, presentations and group projects. In addition, the Panel was informed that THEi plans to return to include international experiences. The specific learning, teaching and assessment methods are given in the module syllabi. The maximum class sizes of different activities are as follows:

	<b>BScGES</b>	<b>BScNHM</b>
Lecture	60	60
Tutorial	20	35
Workshop	30	60
Laboratory	20	25

4.4.2 The Panel was informed that the actual class size of the BScNHM Programme during the validity period was 15-30 students. Teaching staff of BScNHM who met with the Panel during the site visit shared that workshops included different activities, such as group discussions. Students are teamed up in small groups in workshops and tutorials. Considering the proposed maximum number of students, the Panel made the following recommendation:



### **Recommendation (for BScNHM)**

THEi should review the maximum class sizes for tutorials and workshops of the BScNHM Programme to ensure effective interaction between teaching staff and students as well as among students.

4.4.3 In relation to assessments, the Panel was provided with the following information:

- (a) *THEi Academic Policies and Regulations for Degree Programmes*;
- (b) The samples of BScGES pilot examination papers/assignments with marking scheme and the samples of marked BScNHM students' scripts of high, medium and low performance;
- (c) BScNHM Award Classification of Graduates from 2018 to 2022; and
- (d) BScNHM External Examiners' (EEs) reports, and summaries of the actions taken/planned between AY2018/19 to AY2020/21 in response to the recommendations made by the EEs.

4.4.4 The two Programmes use a variety of methods to assess students' performance. These methods include, among others, examinations, assignments, presentations, projects and reports. However, the Panel noted that more than 85% of the modules include examinations for the two Programmes. The BScGES programme team explained that more than half of the examination modules also have project assessment. Teaching staff of BScNHM also explained that all modules carry 50% of continuous assessment. The Panel considered that the overload of examinations does not seem to fully reflect the nature of the two vocational-focus programmes, which emphasizes on 'industry ready' and application. In addition, students and graduates, who met with the Panel, suggested that the BScNHM Programme could be improved with more practical experience. Considering the nature of the two Programmes, the Panel made the following recommendation for the two programmes:

### **Recommendation (for the two Programmes)**

THEi should review the assessment components to provide more industry relevant work application to meet workplace requirements.

- 4.4.5 The BScNHM External Examiners' (EE) Reports suggested that EEs' feedback is positive. BScNHM EEs, who met with the Panel during the site visit, also expressed that the assessment marking is fair and that student performance across the programme is comparable to students in similar degree programmes. After reviewing the samples of the BScGES pilot examination papers/assignments with marking schemes and samples of the marked BScNHM students' scripts, the Panel considered that the assessment papers of the two Programmes met the standards of QF Level 5.
- 4.4.6 The Panel noted that during the validity period there were no BScNHM students who exited at the HD level. THEi confirmed the following graduation requirements for the two Programmes:

BScGES	For graduation with the Bachelor of Science (Honours) in Green Engineering and Sustainability, students admitted to Year 1 must achieve 120 institute credits/504 QF credits. For exit with a Higher Diploma (HD), students must achieve 76 institute credits/319 QF credits and complete two programme electives in Year 2.
BScNHM	For graduation with the Bachelor of Science (Honours) in Nutrition and Healthcare Management, students admitted to Year 1 must achieve 129 institute credits/541 QF credits. For exit with a Higher Diploma (HD), students must achieve 75 institute credits/315 QF credits. In addition, a pass in all modules is required.

- 4.4.7 Notwithstanding the recommendations, the Panel held the view that the learning, teaching and assessment activities are appropriately designed for the delivery of the learning outcomes and programme content.

#### 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.*

##### Staffing

- 4.5.1 On staffing, the Panel noted that the Programme Leader is the academic leader of the programme, who is responsible for the programme's day-to-day operation, quality assurance and improvement. Module Convenors are responsible for the day-to-day operation, quality assurance and improvement of the modules.
- 4.5.2 The number of academic staff is based on a full-time equivalent staff-student ratio of 1:20. THEi provided its staffing plan for teaching IPS modules of the two Programmes as follows:

	<b>BScGES</b>		<b>BScNHM</b>	
	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>
<b>Existing number of teaching staff</b>	2	0	7	6
<b>2023/24</b>	2.8		4.1	
<b>2024/25</b>	5.3		6.5	
<b>2025/26</b>	7.2		7.1	
<b>2026/27</b>	8.9		7.9	
<b>2027/28</b>	9.6		7.9	

*\* FT refers to full-time teaching staff while PT refers to part-time teaching staff.*

- 4.5.3 The staffing provision is based on the average teaching load per week of 3, 6, 9 and 15 hours for staff at the ranks of Professor, Associate Professor, Assistant Professor and Lecturer respectively. The maximum project supervision load per staff member is set as follows:

BScGES	10 projects
BScNHM	6 to 9 graduation projects

### **BScGES**

- 4.5.4 THEi provided the CV of the Programme Leader and potential teaching staff for the BScGES Programme showing that seven full-time teaching staff have a doctoral degree with relevant subject knowledge and two part-time teaching staff have a master's degree with relevant subject knowledge. The senior management explained that the three existing full-time teaching staff of the Environment Engineering and Management Programme, which will be phased out, will be appointed to teach the Programme. Given that this Programme is a multi-disciplinary programme, the existing teaching staff from other faculties will provide support when the Programme launches. The senior management also confirmed that staff development is in place to ensure a coherent and competent staff team to deliver the new programme. After reviewing the proposed teaching allocation plan, the Panel formed the view that they possess relevant academic and professional background as well as a relevant teaching experience for the BScGES Programme.

### **BScNHM**

- 4.5.5 After reviewing the profile of teaching staff, the Panel found that the qualifications and experience of the full-time teaching staff are not directly related to health care management. During the site visit, the senior management shared its difficulties in staff recruitments in Hong Kong. In addition, the senior management explained that the Programme focuses on vocational training and the programme team works closely with industry with good communication. Industry practitioners and part-time teaching staff in the healthcare industry will be appointed. Nevertheless, the Panel considered that academic leadership in healthcare management and related fields is critical given that the programme title, POs, and PLOs emphasize on healthcare management and the curriculum consists of over 30% of IPS modules relating to healthcare management.
- 4.5.6 During the site visit, the Panel reviewed the profile of new BScNHM teaching staff since the last accreditation and found that modules related to healthcare management are not delivered by staff with subject expertise. In addition, some teaching staff without relevant qualifications or work experience in particular areas, such as psychology, counselling and law had been assigned to teach the related modules.

- 4.5.7 Based on the above observations (para. 4.5.5 and para. 4.5.6), the Panel considered that there is a need to have substantive teaching staff to provide academic leadership in the field of healthcare management and oversee the development of the programme and modules should be taught by staff with relevant expertise. The Panel therefore stipulated the following requirement:

**Requirement (for BScNHM)**

THEi is to appoint at least one teaching staff to provide full-time academic leadership in healthcare management and related fields and ensure there are sufficient and appropriately qualified teaching staff to deliver the IPS modules.

THEi is to submit a report to HKCAAVQ that includes the profiles of the teaching staff for each IPS module with their expertise and qualifications showing the sufficiency of appropriately qualified teaching staff for the fulfilment of the requirement **on or before 29 December 2023**.

Staff Development

- 4.5.8 Regarding staff development, the Faculty Dean and the Programme Leader are responsible for analysing the staff development needs of faculty members and developing and implementing staff development plans. THEi provided the Panel with staff development focus in the coming three years and a list of development activities for teaching staff. The Panel noted that induction programmes and outcome-based assessment training are provided for both full-time and part-time teaching staff. The teaching staff, who met with the Panel during the site visit, expressed that they took part in a wide range of staff development activities.
- 4.5.9 Based on the discussion with the representatives of THEi and a review of the information obtained, the Panel considered that THEi has a clear staffing plan and adequate staff development activities to support the delivery of the two Programmes. However, there is the need to appoint teaching staff to provide full-time academic leadership in healthcare management and related fields and ensure there are sufficient and appropriately qualified teaching staff to deliver the IPS modules of the BScNHM 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.*

##### Financial Resources

- 4.6.1 THEi has two sources of funding which include seed funding from the VTC and tuition fees for recurrent expenditure. THEi provided the income and expenditure in the 2022/23 to 2026/27 academic years showing that the BScNHM Programme ran at a deficit and the BScGES Programme is expected to generate an annual surplus starting from the 2023/24 academic year. The senior management explained that THEi will maximize the use of resources to support the two Programmes. The senior management, who met with the Panel during the site visit, reiterated their support to the two Programmes and commitment to ensure that the two Programmes will be fully resourced even where budgets have not been met. Based on the track record of THEi, the Panel considered that there are financial resources supporting the delivery of the two Programmes.

##### Physical Resources

- 4.6.2 On physical resources, lists of specialised facilities and equipment for both programmes were provided. During the site visit, a presentation of facilities specific to the two Programmes, such as Environmental Laboratory and Air Modelling Laboratory for the BScGES Programme, Health Science Laboratory and Food Safety Laboratory and Microbiological Testing Laboratory for the BScNHM Programme were given. The Panel was informed that one of the external members visited the campus and was satisfied with the specialised facilities to support students to meet industry needs. In addition, the Panel noted that the computers and software in the laboratory are available for the BScGES Programme. BScNHM students and graduates, who met with the Panel, expressed that they were satisfied with the resources and facilities provided by THEi.
- 4.6.3 In light of the above, the Panel concluded that the teaching, learning and enabling resources are appropriate and sufficient for student learning.

#### 4.7 Programme Approval, Review and Quality Assurance

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

4.7.1 The Panel reviewed the following in regard to quality assurance in the two Programmes:

- (a) Terms of reference and extracts of records of board and committee meeting minutes;
- (b) *THEi Quality Assurance Manual*;
- (c) BScNHM Annual Programme Review and Improvement Reports for AY 2017/18 to AY 2020/21; and
- (d) BScNHM Periodic Programme Review (PPR) Report and BScGES Report for Internal Validation Panel Meeting

4.7.2 THEi has put in place quality assurance processes for programme development, review and monitoring. The QA Manual provides useful procedural guidelines to operationalise its framework. The Annual Programme Review and Improvement (APRI) Report examines the programme's performance against the Institute's Key Performance Indicators (KPIs) for learning and teaching. After reviewing the APRI BScNHM Reports, the Panel found that APRI Reports consolidate all essential records and evidence regarding the BScNHM Programme to facilitate continuous improvements. THEi also provided the Panel with evidence of changes and modifications made to the BScNHM Programme for the purpose of continuous improvement including the minutes of relevant committees showing that proposed changes had been approved by Institute Council and Periodic Programme Review Panel.

4.7.3 THEi implements various mechanisms to collect students' feedback, such as Students' Feedback Questionnaire and Staff-Student Consultative Committee to review the adequacy of physical resources for the programme and improve the quality of teaching and learning. Students and graduates who met with the Panel expressed

that the programme teams have taken actions to respond to their feedback.

- 4.7.4 After reviewing the BScNHM EEs' reports, the Panel noted that follow-up actions were taken to address their comments. EEs who met with the Panel expressed that they were given adequate support from the BScNHM programme team, and their comments and recommendations were properly addressed. In addition, THEi's responses addressing external members' concerns were clearly documented. External members, such as employers and the WIL employer who met with the Panel also expressed that they are given sufficient opportunity to provide their feedback to improve the two Programmes and THEi is responsive to their feedback.
- 4.7.5 After reviewing the relevant records and discussing with different stakeholders, the Panel concluded that THEi has in place appropriate mechanisms to monitor and review the performance of the two Programmes on an ongoing 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 <http://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.

JoH/AnC/CC/cc  
23 March 2023

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

**Learning Programme Accreditation for Bachelor of Science (Honours)  
in Green Engineering and Sustainability; and  
Learning Programme Re-accreditation for Bachelor of Science  
(Honours) in Nutrition and Healthcare Management**

**10-13 January 2023**

**Panel Membership**

**Panel Chair**

**Professor Elizabeth BARNES**

Retired Vice Chancellor  
Staffordshire University  
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\* The Panel Secretary is also a member of the Accreditation Panel.

## Appendix 2

### **Graduate Profile of Bachelor of Science (Honours) in Green Engineering and Sustainability**

<b>Qualification Title</b>	Bachelor of Science (Honours) in Green Engineering and Sustainability
<b>Qualification Type</b>	Bachelor Degree
<b>QF Level</b>	5
<b>Primary Area of Study and Training</b>	Engineering and Technology
<b>Sub-area (Primary Area of Study and Training)</b>	Other Engineering, Related Technology and Services
<b>Other Area of Study and Training</b>	Computer Science and Information Technology
<b>Sub-area (Other Area of Study and Training)</b>	Computer Science and Information Technology
<b>Programme Objectives</b>	<p>The Programme Objectives (POs) are to:</p> <p>PO1 Equip students with a solid foundation in both scientific and engineering knowledge in green technologies, sustainability and management;</p> <p>PO2 Develop students' problem-solving, teamwork, communication, leadership/management, interdisciplinary skills and ethical attitudes, which will prepare them for professional practice;</p> <p>PO3 Develop students' abilities to appreciate and understand social, economic, legal, green engineering, technologies and contemporary issues, and consequent responsibilities relevant to their professional practice;</p> <p>PO4 Strengthen students' commitment to protect the environment and keep abreast of developments in the profession, and pursue independent and lifelong learning; and</p>

	<p>PO5 Provide education and training in green engineering and sustainability for students to pursue professional careers and to assume professional leadership roles</p>
<p><b>Programme Intended Learning Outcomes</b></p>	<p>Upon the completion of BScGES, students are able to:</p> <p>PLO1 Apply the fundamental principles and applications of environmental engineering and technology from a multi-disciplinary perspective in the green industry;</p> <p>PLO2 Apply knowledge of green engineering and technologies to enable the solutions of multi-disciplinary environmental problems and evaluate these solutions with respect to legal, ethical, social, economic and technical considerations;</p> <p>PLO3 Analyze and evaluate different scientific and engineering approaches in green technologies and sustainability to the reaching of substantiated conclusions and suggestions;</p> <p>PLO4 Conduct investigations and simulation on environmental problems by using scientific and engineering principles and analytical tools to demonstrate complicated natural phenomenon and potential environmental impacts, with consideration of budgetary constraints, regulatory and non-routine requirements;</p> <p>PLO5 Evaluate different scientific and engineering approaches and possible scenarios, propose suggestions for solving environmental problems and generate strategies to manage sustainability problems;</p> <p>PLO6 Execute scientific and engineering investigation on environmental problems and management functions effectively in multi-disciplinary settings with consideration of ethics and responsibilities and norms of technical practice;</p> <p>PLO7 Communicate effectively and efficiently about complex and multidisciplinary sustainability problems and solutions with the professional community and with society at large;</p> <p>PLO8 Reflect on the needs and plan for independent and lifelong learning; and professional practice development and</p>

	<p>skills competencies, etc, such as credit-bearing work-integrated-learning;</p> <p>PLO9 Discourse on contemporary environmental and sustainability issues and the practices, concerns and recent developments in the profession.</p>
<b>Education Pathways</b>	<p>Graduates will have the opportunities to further their studies at taught master's degree or research postgraduate degree in the areas of green engineering, environmental technologies and information technologies.</p>
<b>Employment Pathways</b>	<p>On completion of the BScGES programme, graduates will typically work in engineering, consulting, R&amp;D or corporate sustainability and government departments. The examples of specific jobs include ESG Officer, Assistant Carbon Auditor, R&amp;D Supervisor for green product and materials design, and Corporate and Sustainable Development Planner, etc.</p>
<b>Minimum Admission Requirements</b>	<p>See Para. 4.2.1 of the Accreditation Report.</p>
<b>Operator</b>	<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 Nutrition and Healthcare Management**

<b>Qualification Title</b>	Bachelor of Science (Honours) in Nutrition and Healthcare Management
<b>Qualification Type</b>	Bachelor Degree
<b>QF Level</b>	5
<b>Primary Area of Study and Training</b>	Medicine, Dentistry and Health Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Health Care
<b>Other Area of Study and Training</b>	Not Applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not Applicable
<b>Programme Objectives</b>	<p>The Programme Objectives (POs) are to:</p> <p>PO1 Equip students with a solid foundation in health science and an understanding of the concepts, theories and professional practice of healthcare services, human nutrition, health administration and management;</p> <p>PO2 Develop students with the ability required to assume professional responsibility in performing healthcare services, human nutrition, health administration and management functions in diverse healthcare settings;</p> <p>PO3 Build up theoretical knowledge and practical skills of students to pursue a career in management and administrative positions for complex coordination and planning in the areas of patient care service and health administration;</p>



	<p>PO4 Build up theoretical knowledge and practical skills of students for preparing them to perform nutritionist duties in the promotion of health;</p> <p>PO5 Strengthen students' commitment to improve the health and well-being of individuals and the community; and</p> <p>PO6 Enable students to keep abreast of developments in the profession and pursue independent and lifelong learning.</p>
<b>Programme Intended Learning Outcomes</b>	<p>Upon the completion of BScNHM, students are able to:</p> <p>PLO1 Provide tailor-made and evidence-based healthcare service to meet the needs of a diverse population in the healthcare environment;</p> <p>PLO2 Perform supervisory and management functions to uphold quality healthcare services and administration within clinical and community settings;</p> <p>PLO3 Design feasible health promotion initiatives and strategies to promote the general health and well-being of the public;</p> <p>PLO4 Integrate theoretical knowledge in health science and professional practice of healthcare services to improve the administration operation in the healthcare environment;</p> <p>PLO5 Integrate theoretical knowledge in the health science to identify nutrition issues in relation to healthcare services within clinical and community settings;</p> <p>PLO6 Communicate effectively and professionally with different stakeholders in the healthcare settings; and</p> <p>PLO7 Self-appraise own practices and reflect on the need for independent continuous professional development and lifelong learning.</p>
<b>Education Pathways</b>	<p>Graduates will have the opportunities to further their studies in taught or research postgraduate programmes on nutrition and healthcare management fields and areas such as nutrition, public health, nursing and physiotherapy, etc. offered by local and overseas universities.</p>
<b>Employment Pathways</b>	<p>Upon completion of the BScNHM programme, graduates will be capable of assuming posts in government, subvented or private medical or healthcare institutions, rehabilitation centres and nutrition business organisations. Graduates will have the potential to assume positions such as Nutritionists, Dietetic</p>

	Assistants, Clinical Assistants, Executive Assistant/Officer, Project Officer/Assistant and Health Product Specialist, etc
<b>Minimum Admission Requirements</b>	See Para. 4.2.1 of the Accreditation Report.
<b>Operator</b>	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

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