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 ACCREDITATION

BACHELOR OF ARTS (HONOURS) IN CINEMATIC ARTS AND TECHNOLOGY

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF ARTS (HONOURS) IN LANDSCAPE ARCHITECTURE
AND
PROFESSIONAL DIPLOMA IN HORTICULTURE, ARBORICULTURE AND LANDSCAPE MANAGEMENT**

JUNE 2023

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Appendix 2   **Graduate Profiles of Bachelor of Arts (Honours) in Cinematic Arts and Technology and Bachelor of Arts (Honours) in Landscape Architecture**

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA861), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as stipulated 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 (the Operator) to conduct an accreditation test 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 Arts (Honours) in Cinematic Arts and Technology programme of the Operator meets the stated objectives and QF standards and can be offered as an accredited programme;

   (ii) the Bachelor of Arts (Honours) in Landscape Architecture and Professional Diploma in Horticulture, Arboriculture and Landscape Management programmes 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

<u>Learning Programme Accreditation (LPA)</u>

2.1 HKCAAVQ has determined that, the Bachelor of Arts (Honours) in Cinematic Arts and Technology programme (BACAT) meets the stated objectives and QF standard at Level 5, and can 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. 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 Programme 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 Arts (Honours) in Cinematic Arts and Technology 電影藝術及科技（榮譽）文學士
Title of Qualification [Exit Award]	Bachelor of Arts (Honours) in Cinematic Arts and Technology 電影藝術及科技（榮譽）文學士
Primary Area of Study and Training	Art, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative industries
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 5
QF Credits	252
Mode(s) of Delivery and Programme Length	Full-time, 2 years
Intermediate Exit Award	Not applicable
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2028
Number of Enrolment(s)	One enrolment per academic year

Maximum Number of New Students	From 2023/24 academic year – 60 per year From 2026/27 academic year onwards – 90 per year
Address of Teaching / Training Venue(s)	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 3. Hong Kong Design Institute 3 King Ling Road, Tiu Keng Leng, Tseung Kwan O, New Territories, Hong Kong

2.4 **Recommendations**

HKCAAVQ also offers the following recommendations for continuous improvement of the BACAT programme.

2.4.1 The Operator should adjust the Programme documents by including an overarching mission statement which clearly articulates:

(a) the programme philosophy with regard to balancing the conceptual, theoretical, and technical contexts of the student learning experience;

(b) the methodology for integrating the conceptual elements of the Programme across all of the art forms and platforms; and

2.4.2 a re-emphasis of the contextual elements within the Programme in order that students, industry and any future review panels can fully understand the weightings of these elements. (Para.4.1.7) The Operator should review the Programme title both initially and as the

Programme evolves by taking advice from their industry and academic stakeholders. (Para.4.1.7)

2.4.3 The Operator should take full advantage of the expressed generosity of industry partners in helping to deliver the curriculum and add individual practitioners' expertise. (Para.4.1.7)

2.4.4 The Operator should develop further connection with the industry and individual practitioners in order to inform and nurture of the students and to ensure the Programme continues to meet educational and industry needs. (Para.4.1.7)

2.4.5 The Operator should revisit and refine the descriptions of graduates' employment pathways within their documentations in order that applicants to the Programme have a clear idea of the professional opportunities that may be available to them upon graduation. (Para.4.1.7)

2.4.6 The Operator should revise the content focus of the modules *Research and Development for Graduation Project* and *Graduation Project* to better integrate all the concepts, theories and practical skills from other modules to reflect the graduates' attributes in the capstone project. (Para. 4.3.2)

2.4.7 The Operator should appoint an experienced academic to be the External Examiner for the Programme in order that the Programme would benefit from valuable perspectives from both industry and academia. (Para. 4.7.3)

Learning Programme Re-accreditation (Re-LPA)

2.5 HKCAAVQ has determined that the Bachelor of Arts (Honours) in Landscape Architecture (BALA) and the Professional Diploma in Horticulture, Arboriculture and Landscape Management (PDHALM) meet the stated objectives and QF standard at Level 5 and Level 4 respectively, and can continue to be offered as accredited programmes with a validity period of five years and four years respectively.

2.6 **Validity Period**

2.6.1 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.

2.7 The determinations on the Programmes are specified as follows:

Name of Local 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 Arts (Honours) in Landscape Architecture 園境建築 (榮譽）文學士	Professional Diploma in Horticulture, Arboriculture and Landscape Management 園藝樹藝及園境管理專業文憑
Title of Qualification(s) [Exit Award(s)]	Bachelor of Arts (Honours) in Landscape Architecture 園境建築 (榮譽）文學士	Professional Diploma in Horticulture, Arboriculture and Landscape Management 園藝樹藝及園境管理專業文憑
Primary Area of Study and Training	Architecture and Town Planning	Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	Architecture, Construction and Town Planning	Construction Management
Other Area of Study and Training	Arts, Design and Performing Arts	Services
Sub-area (Other Area of Study and Training)	Design and Other Creative Industries	Gardening and Horticulture
QF Level	Level 5	Level 4
QF Credits	541	80

Mode(s) of Delivery and Programme Length	Full-time, 4 years	Part-time, 12 months
Intermediate Exit Award(s)	**Title of Qualification:** Higher Diploma in Landscape Architecture 園境建築高級文憑 **QF Level:** Level 4 **QF Credits:** 323 **Modes of Study and Programme Length:** Full-time, 2.5 years **Attainment:** Completion of 323 QF credits	**Title of Qualification:** Professional Certificate in Horticulture and Arboriculture 園藝及樹藝專業證書 **QF Level:** Level 4 **QF Credits:** 48 **Modes of Study and Programme Length:** Part-time, 6 months **Attainment:** Completion of 48 QF credits
Start Date of Validity Period	1 September 2023	1 September 2023
End Date of Validity Period	31 August 2028	31 August 2027
Number of Enrolment(s)	One enrolment per year	Two enrolments per year
Maximum Number of New Students	▪ Year 1 Entry – 50 per year ▪ Year 3 Entry – 30 per year	75 per year
Address of Teaching / Training Venue(s)	1. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong 2. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong	

2.8 **Recommendations**

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

2.8.1 The Operator should avoid potential plagiarism either accidentally or intentionally, the Operator should provide more rigorous formal academic instruction to the students with regard to referencing and citations within their coursework. (Para. 4.4.11)

2.8.2 The Operator should remind teaching staff of the importance of copy right and intellectual property issues and the need for appropriate referencing, crediting and citing of sourced materials within teaching documentation. Perhaps the Operator could provide training to existing staff and inclusion of these elements in future staff induction programme. (Para. 4.4.11)

2.8.3 The Operator should implement protocol whereby formal written feedback to students is recorded. (Para.4.4.11)

2.8.4 The Operator should formulate a balance within teaching materials and coursework between the professional context of local, regional, southeast Asia and global practices. (Para. 4.4.11)

2.9 HKCAAVQ will subsequently satisfy itself on 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. **INTRODUCTION**

3.1 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 an Institutional Review (IR) status by HKCAAVQ in September 2012. In the AY2022/23, THEi is offering 20 Bachelor's degree programmes and

a number of professional diploma and professional certificate programmes accredited by HKCAAVQ.

3.2   For this Learning Programme Accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix 1). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19) pandemic, the site visit was conducted via video-conference from 21-24 March 2023 to reduce social contact. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

3.3   In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the BACAT, BALA and PDHALM programmes were not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Information NOT REQUIRED in the Accreditation Document
LPA–3 Programme Structure and Content	▪ Information on General Education (GE) modules is not required.
LPA-6 Learning, Teaching and Enabling Resources/Services	▪ Information on Institute-wide 'Financial Resources' is not required. ▪ Information on Institute-wide 'Student Support Services' is not required. ▪ Information on Institute-wide 'Physical Resources' is not required.
LPA-7 Programme Approval, Review and Quality Assurance	▪ Information on 'Institute-wide QA Processes and Mechanisms" 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.

All programmes

4.1.1 The BACAT, BALA and PDHALM programmes are all hosted by the Faculty of Design and Environment.

4.1.2 The BACAT programme is a top-up bachelor's degree programme, and the BALA and PDHALM programmes provide for a Higher Diploma and a Professional Certificate intermediate exit awards respectively with details stated in Paragraph 2.7.

4.1.3 The Operator provided the following to demonstrate how the BACAT programme/ the BALA and PDHALM programmes align with/ continue to align with the requirements of the associated QF standard at Level 5/ Level 4:

(a) The mapping between the Programme Objectives (POs) and existing/ revised Programme Learning Outcomes (PLOs) of the corresponding programmes;
(b) the mapping between the existing/ revised PLOs of the corresponding exit programmes/ intermediate exit programmes and the Generic Level Descriptors (GLDs) at the associated QF level, namely QF Level 5 or QF Level 4;
(c) the mapping of new/ revised IPS Modules of the BALA programme to the GLDs at Level 5;
(d) the Programme Concept Diagrams for the BACAT programme; and
(e) the mappings between the General Education and the general education (GE) and Industry/ Profession-specific (IPS) modules and Higher Diploma (HD) Feeders' subject areas for the BACAT programme.

BACAT programme

4.1.4 The BACAT programme has a professional orientation in cinematic arts and technology and aims to enable students to acquire an understanding of artistic and technical knowledge, in addition to artistic and innovative storytelling abilities, in both practical and

theoretical aspects for creative process. The POs and PILOs to be implemented from AY2023/24 onwards are:

Programme Objectives (POs)

PO1:	Enable students to acquire a solid understanding in both practical and theoretical knowledge of artistic and innovative storytelling abilities with wider perspectives in creative process;
PO2:	Build up students' repertoire of cinematic arts knowledge and skills through practices and understanding of technologies in the cultural and creative industries sector;
PO3:	Equip students with the ability to work independently in their specialisation and with the ability to communicate and collaborate effectively with team members of various production specialties; and
PO4:	Enable students to be active learners and open-minded in the exploration of various forms of cinematic arts and the development of arts and technology.

Programme Learning Outcomes (PLOs)

On completion of the programme, graduates will be able to:

PLO1:	Develop original ideas and cinematic visions by creating unique visual expressions using digital media;
PLO2:	Apply professional knowledge in the technical and aesthetic aspects of cinematic arts to fulfill the requirements of the cultural and creative industries sector;
PLO3:	Communicate and work effectively among stakeholders with different specialties for workplace's requirement;
PLO4:	Analyse, develop and implement relevant production strategies for cinematic arts with awareness of the continuing evolution of the industry related to arts and technology; and
PLO5:	Reflect on professional responsibilities with an independent learning attitude and growth mindset to stay abreast of contemporary issues in the cultural and creative industries and broader social environment.

4.1.5 The Operator provided the findings/ figures by HKSAR Government and the Operator, and also the recent initiatives of the Government

in relation to the followings to demonstrate the existing needs for the BACAT Programme. The Panel also met with the external stakeholders, including members of Programme Industry Advisory Committee and potential employers of graduates to further understand how the BACAT programme could address the industry needs.

(a)   The Growing Cinematic Arts and Technology Industry;
(b)   Policies Supporting the Development of Cinematic Arts;
(c)   Funding Schemes Pertaining to the Development of Cinematic; Arts within the Cultural and Creative Industries;
(d)   Community and Employer Demand; and
(e)   Student Demand.

4.1.6   Having reviewed all the relevant information provided by the Operator and also discussed with internal and external stakeholders of the Programme, in particular concerning the purposes and context of the Programme, and how the programme title, content, proposed staffing and the integration of the modules from a learning experience perspective serve to fulfil the intended purposes, the Panel had the following observations and comments:

(a)   As informed by the Operator, the BACAT programme aims to prepare students to become a generalist rather than a specialist in a particular area of the cinematic industry, and enabling graduates could make a soft landing in the industry and explore their preferred specialised area(s) as their individual career pathway;

(b)   The Panel considered that as a degree programme, the BACAT should enable students to gain insights and not only to learn technical skills, and be able to become a creator of cinematic arts but not a technician for the industry;

(c)   With the programme title and objectives, and being a Bachelor of Arts programme, the Programme is expected to have technologies serve cinematic art, and cinematic art should always go first;

(d)   Degree students should gain a holistic view of the subject through researches. The insights and holistic view gained could enable students in preparing the capstone project (i.e. the Graduation Project), and also preparing for their landing in the cinematic industry better upon graduation;

(e)   The context for learning and teaching of the Programme should be clearly defined, and different elements should be weighted in accordance to the claimed objectives; and

(f)   A clear philosophy, such as in the form of a statement, that could explicitly inform the external and internal stakeholders

of the Programme. Hence, they could manage their expectations for the Programme, and teaching staff could also design and organise their delivery and materials used accordingly.

4.1.7   Based on the above observations and comments, the Panel considered that the existing design of the Programme contained the necessary elements mentioned above but should be better organised and more explicitly presented. The Panel therefore RECOMMENDED that the Operator should

(a)   adjust the Programme documents by including an overarching mission statement which clearly articulates:
   –   the programme philosophy with regard to balancing the conceptual, theoretical, and technical contexts of the student learning experience;
   –   the methodology for integrating the conceptual elements of the Programme across all of the art forms and platforms; and
   –   a re-emphasis of the contextual elements within the Programme in order that students, industry and any future review panels can fully understand the weightings of these elements.

(b)   review the Programme title both initially and as the Programme evolves by taking advice from their industry and academic stakeholders.

(c)   take full advantage of the expressed generosity of industry partners in helping to deliver the curriculum and add individual practitioners' expertise;

(d)   develop further connection with the industry and individual practitioners in order to inform and nurture of the students and to ensure the Programme continues to meet educational and industry needs; and

(e)   revisit and refine the descriptions of graduates' employment pathways within their documentations in order that applicants to the Programme have a clear idea of the professional opportunities that may be available to them upon graduation. (Para. 2.4.1-2.4.5)

BALA programme

4.1.8   The BALA programme aims to provide students with the knowledge, skills and professional aptitudes and attitudes demanded by the landscape architecture industry. The revised POs and PLOs to be implemented from AY2023/24 onwards are depicted below. The

revised set has already included the Operator's initially proposed and further revisions made in response to the Panel's initial comments.

Programme Objectives (POs)

	Existing POs	Revised POs from AY2023/24 onwards
PO1:	To produce creative and innovative practitioners with broad knowledge and effective cognitive skills to perform the major roles and tasks of a landscape professional;	No change
PO2:	To equip students with integrated ability to formulate focus on issues to be considered, and identify the methodology for research and critical judgment in producing landscape planning and design solutions;	No change
PO3:	To equip students with integrative skills in visualisation, communication and presentation to facilitate design communication and collaboration as a member of a highly complex team or as an individual practitioner operating at both strategic and operational levels;	No change
PO4:	To nurture students with strong cultural, social, and environmental awareness relevant to the practice and study of landscape architecture; and	To nurture students with strong cultural, social, environmental <u>and ethical</u> awareness relevant to the practice and study of landscape architecture; and;
PO5:	To prepare graduates with both theoretical and practical knowledge to	No change

	achieve further professional progression and to advance learning in landscape architecture.	

Programme Learning Outcomes (PLOs) – Degree Exit

	Existing POs	Revised POs from AY2023/24 onwards
	On completion of the Programme, graduates will be able to:	
PLO1:	Identify planning and design opportunities and generate design research by appraising the impact of environmental, ecological, social, cultural and ethical factors in both the local and global contexts;	No change
PLO2:	Formulate design strategy and methodology for creative and thoughtful design solutions, which integrate innovative conceptual skills and applications of technological and theoretical knowledge of landscape architecture;	No change
PLO3:	Formulate professional approaches to handle specific statutory, institutional and administrative issues in facilitating practice in landscape architecture;	Develop a comprehensive understanding of statutory, institutional and administrative issues relevant to landscape architecture and apply this understanding to practice, with an awareness of international and regional contexts of these issues;
PLO4:	Manage effectively the landscape architectural input in projects as team members or leaders with professional knowledge, skills and attitude to achieve successful	Contribute to the successful implementation of team projects by providing landscape architectural knowledge, professional skills and attitudes, and evidence of

		developing leadership and project management qualities;
PLO5:	Demonstrate social responsibility for sustainable development and apply professional knowledge concerning environmental issues as a landscape architectural practitioner;	No change
PLO6:	Command various technical skills and presentation methods to communicate and negotiate effectively with fellow professionals and stakeholders; and	No change
PLO7:	Identify a clear individual objective for professional development and / or future studies.	Evaluate and plan for personal learning needs to achieve professional development goals.

4.1.9 Students may choose to exit the BALA programme with an intermediate award in Higher Diploma in Landscape Architecture (HDLA) after successful completion of the required credits and other stipulated requirements.

Programme Learning Outcomes (PLOs) – HD Exit

	Existing POs	Revised POs from AY2023/24 onwards
	On completion of the Programme, graduates will be able to:	
PLO1:	Identify landscape architectural issues and respond to opportunities arising from analysis and evaluation of a specific project's content and context;	No change
PLO2:	Develop landscape architectural design resolutions by applying professional, artistic and	No change

	scientific approaches to meet criteria such as spatial exploration, aesthetics sensibility, technological feasibility and professional constraints;	
PLO3:	Apply project coordination and administration principles in assisting practice in landscape architecture;	No change
PLO4:	Manage and execute landscape architectural design projects by integrative application of multiple skills in conceptualisation, visualisation and presentation;	Contribute to the successful implementation of team projects by providing the integrative application of multiple skills in conceptualisation, visualisation and presentation;
PLO5:	Apply environmental, sustainable, ethical, social and cultural, economic and technical considerations in dealing with landscape architecture design needs;	No change
PLO6:	Work effectively as an individual professional or in a team in the workplace, by utilising visual, written and verbal communication skills, as well as other soft skills; and	No change
PLO7:	Reflect on personal learning needs and devise a professional development plan for career growth and/ or further study.	No change

4.1.10 The Panel has no objection to the above-mentioned revisions of the PO and PLO for the BALA programme.

PDHALM programme

4.1.11 The PDHALM programme aims to enable students to prepare well for professional and career advancement, and equip them with the necessary soft skills to work effectively in teams or as supervisors. The same POs and PILOs to be implemented from AY2023/24 onwards are:

Programme Objectives (POs)

PO1:	To equip students with broad-based knowledge in horticulture and specialised skills in arboriculture to perform the routine roles and tasks of the horticulture, arboriculture and landscape industry;
PO2:	To develop students an integrated ability to undertake self-directed activities for the long-term maintenance of different kinds of existing, restored and newly-designed landscape;
PO3:	To equip students with the necessary technical knowledge to perform skilled tasks in the implementation of soft landscape works, as well as the on-going maintenance of designed landscape;
PO4:	To nurture students with an awareness of societal, ethical, sustainable and environmental issues relevant to the practice and study of horticulture, arboriculture and landscape management; and
PO5:	To prepare graduates with fundamental knowledge and basic skills to achieve further professional progression.

Programme Learning Outcomes (PLOs)

On completion of the Programme, graduates will be able to:

PLO1:	Apply the principles, processes and tools necessary for the practice of amenity horticulture, arboriculture and landscape management;
PLO2:	Provide guidance and supervision on horticultural, arboricultural and landscape management issues using technical and scientific approaches;
PLO3:	Identify and utilise appropriate horticultural practices in the implementation of soft landscape works, as wells as their on-going maintenance;
PLO4:	Perform supervisory functions with consideration of societal, ethical, sustainable and environmental issues in the context of horticultural, arboricultural and landscape management;
PLO5:	Work effectively and co-operatively in a team in the

	workplace by using verbal and written communication skills, as well as other technical skills; and
PLO6:	Reflect on personal learning needs for career growth and/or further studies.

4.1.12 Students may choose to exit the PDHALM programme with an intermediate award in Professional Certificate in Horticulture and Arboriculture (PCHA) after the successful completion of the required credits and other stipulated requirements. On the completion of the PCHA programme, graduates will be able to:

PLO1:	Apply the principles, processes and tools necessary for the practice of amenity horticulture and arboriculture;
PLO2:	Provide guidance and supervision on horticultural and arboricultural issues using technical and scientific approaches; and
PLO3:	Identify and utilise appropriate practices in the implementation of horticultural and arboricultural works, as wells as their on-going maintenance.

4.1.13 The Panel reviewed the documents provided by the Operator and held the view that the POs and PILOs of the BACAT programme/ the BALA and PDHALM programmes are appropriately/ continuously pitched at the associated QF Level 5 and Level 4 respectively.

4.1.14 After considering the above information, the Panel considered that the POs and PILOs of the Programmes are pitched at the proposed QF Level 5/ Level 4 and the Programmes can meet the market needs.

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.

BACAT programme

4.2.1 The minimum admission requirements for the BACAT programme from AY2023/24 onwards are:

1. A relevant VTC Higher Diploma at QF Level 4, including:

- Higher Diploma in Animation and Visual Effects;
- Higher Diploma in Arts Technology;
- Higher Diploma in Creative Media;
- Higher Diploma in Film, Television and Photography; and
- Higher Diploma in Transmedia.

OR

2. A relevant Higher Diploma or Associate Degree at QF Level 4, or equivalent sub-degree qualifications/ studies granted by institutions other than the VTC and endorsed by the Faculty Board (such applications are considered on a case-by-case basis on the applicant's overall academic qualifications, provided there is substantial overlap in the contents of the Programme). The shortlisted applicants will be required to pass an interview to assess their suitability.

OR

3. Mature Applicants with a minimum of three years related work experience in film, television and/or media production, are considered on a case-by-case basis. The shortlisted applicants will be required to pass an interview to assess their suitability.

4.2.2 The Operator informed the Panel that all applicants through admission route 2 and 3 may be considered on a case-by-case basis and to be endorsed by the Faculty Board; and the shortlisted applicants will be required to attend an interview in English and give a brief presentation of their background, original work portfolio and career aspiration. The Panel was also provided with the *Assessment Interview Guidelines and Assessment Rubrics* and the *Admission Selection Form* to be adopted.

BALA programme

4.2.3 The same minimum admission requirements for the BALA programme from AY2023/24 onwards are as follows:

Minimum General Entrance Requirements for Bachelor's Degree Programmes of THEi		
Standard Entry Route		Non-Standard Entry
Local Qualification	Non-local Qualification	
HKDSE Level 3 in ▪ Chinese Language	Mainland China ▪ A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全	To be determined by the Faculty

		Dean on a case-by-case basis

▪ English Language
▪ Level 2 in Mathematics
▪ Liberal Studies
▪ 1 Elective Subject or an Applied Learning (ApL) Subject #
 	
# 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. 	
 	
HKALE
▪ • 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-
	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.
	
	International Baccalaureate (IB)
	▪ Holder of an International Baccalaureate Diploma; and
	▪ One of the following English Language results:
	  ○ 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).
	
	Business and Technology Education Council (BTEC)
	▪ 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
	▪ One of the following English Language requirements:
	  ○ 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	

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].	o A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or o An overall score of 6.0 in IELTS; or o 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 o 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 o Have obtained an equivalent qualification to HKDSE's English Language Level 3 Other Non-local Qualifications ▪ Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3	
Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi		
Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.		

PDHALM programme

4.2.4 The same minimum admission requirements for the PDHALM programme from AY2023/24 onwards are:

Five HKCEE/ HKDSE subjects at Grade E/ Level 2 or above,

including English and Chinese Languages; or equivalent; and at least one year of relevant work experience.

BALA and PDHALM programmes

4.2.5   The Operator provided the following admission information of the BALA and PDHALM programmes from AY2018/19 to AY2021/22:

(a)   The actual student intakes, including those admitted to the BALA programme from both feeder and non-feeder programmes and through Year 1 and Year 3 entry routes; and

(b)   the admission profiles.

4.2.6   According to the information provided by the Operator and also according to the external stakeholders whom the Panel met, the Panel was informed on one hand that the demand for professionals in the landscape, horticulture and arboriculture is confirmed. The Panel echoed the said views of the Operator and external stakeholders. However, the Panel also noted on the other hand from the Programme's enrolment statistics that the enrolment rates throughout the validity period were not ideal.

4.2.7   The Operator informed the Panel that from AY2023/24, not only the Year 1 entry but also the Year 3 entry will be supported under the Government's Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP), and expected that it would be an incentive to attract more applicants to the Programme. The Operator also shared their past and planned marketing strategies for raising attention towards the two Programmes.

4.2.8   In addition to the government's policies that focus towards the industry, the potential applicants available at THEi and the other information justifying the demand of the Programme informed through the accreditation document (Para. 4.1.5), the said demand for the BALA programme was also confirmed by the external stakeholders whom the Panel met. Nonetheless, the Operator and the external stakeholders of the Programme also shared and the local Panel Members echoed that less recognition has currently given to the Landscape Architecture (LA) and Horticulture, Arboriculture and Landscape Management (HALM) professions in the Hong Kong community, in light of, for example, the wages paid. The Panel considered that the career-to-be of the two Programmes' graduates is in fact exciting and the value of the LA and HALM career should be promoted to be heard and seen by the potential applicants (and their parents) and hopefully this would lead to the meeting of

the Programmes' planned student intakes. Hence, the Panel ADVISED the Operator to review the current reliance on governmental policies and subsidies concerning the student recruitment of the two Programmes and may, firstly, consider establishing a consensus between government, industry and academia to further promote the professional opportunities of the industries to both potential applicants and the general public, and secondly, consider other mechanisms of promoting the Programmes should governmental policies and subsidies change.

BACAT and BALA programmes

4.2.9   In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, 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. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The Operator confirmed in the response to the Panel's initial comments that according to the *THEi's Academic Policies & Regulations for Degree Programmes*, all THEi's degree programmes share the same requirement as that of the HKCAAVQ's policy on the maximally allowable non-standard admission.

ALL programmes

4.2.10 For AY2023/24 to AY2027/08, the proposed yearly maximum numbers of new students of the three Programmes are listed below.

		2023/24	2024/25	2025/26	2026/27	2027/28
Programmes						
BACAT	Full-time	60	60	60	90	90
BALA	Full-time (Year 1 Entry*)	50	50	50	50	50
	Full-time	30	30	30	30	30

	(Year-3 Entry^)					
PDHALM	Part-time	75	75	75	75	75

* It is proposed to decrease from 75 to 50 starting from AY2023/24.

^ Advanced Standing Entry for relevant sub-degree qualifications i.e. higher diploma and associate degree.

4.2.11 Having considered the staffing (Section 4.5 below) and physical resources (Section 4.6 below), the Panel considered that the proposed yearly maximum numbers of the respective three Programmes are appropriate.

4.2.12 In consideration of the above information, the Panel formed the view that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes are appropriate for recruiting learners with the necessary skills and knowledge to undertake the Programmes.

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.

BACAT programme

4.3.1 The BACAT programme is a 2-year top-up programme operating in full-time mode of delivery and carrying a total of 252 QF credits. The programme structure starting from AY2023/24 and onwards are depicted below:

Year	Module Title	Core/ Elective	Pre-requisite[1]	QF Level	Institute CP
Year 1	Chinese 2	GE Core	Chinese 1 or a Chinese module at QF Level 4	5	3
	English for Academic Studies 2		GEC4201 English for	5	3

Year	Module	Category	Prerequisite		
	English for Professional Purposes		Academic Studies 1 or an English module at QF level 4	5	3
	The Art of Storytelling	Programme Core	Nil	5	3
	Storytelling and Beyond		Nil	5	3
	Cinematic and Augmented Lighting		Nil	5	3
	Cinematography Design Studio		Nil	5	3
	Production Design		Nil	5	3
	Digital Art Technology		Nil	5	3
	Research and Development for Graduation Project		Nil	5	3
	Work-integrated Learning		Nil	5	3
	Programme Elective 1	Programme Elective	Nil	5	3
	Programme Elective 2		Nil	5	3
Year 1 Sub-total					39
Year 2	Virtual Production	Programme Core	Nil	5	3
	Sound Design for Cinematic Arts		Nil	5	3
	Immersive Design		Nil	5	3
	Entrepreneurship in Digital		Nil	5	3

	Era				
	Graduation Project		Nil	5	6
	GE Elective 1	GE Elective	Nil	5	3
Year 2 Sub-total					21
Total Institute CP (Degree Award)					60
Total QF Credit (Degree Award)					252

Note 1: For GE Elective, pre-requisite depends on the selected module.

4.3.2 Having reviewed the programme content and further to the Panel's comments in Para. 4.1.6 (d), the Panel considered that research and development are generally and importantly used to encourage innovative and experimental art-tech project development. However, the module *Research and Development for Graduation Project* seemed constrained by the direction to develop the final graduation project in terms of film and animation production. The Panel also exchanged with the Programme teaching team and found that their specialities and experiences could help to expand the content coverage of the mentioned research module. The Panel therefore RECOMMENDED the Operator should revise the content focus of the modules *Research and Development for Graduation Project* and *Graduation Project* to better integrate all the concepts, theories and practical skills from other modules to reflect the graduates' attributes in the capstone project. (Para. 2.4.6)

BALA programme

4.3.3 The BALA programme is a 4-year programme operating in full-time mode of delivery and carrying a total of 541 QF credits. The revised programme structure starting from AY2023/24 and onwards are depicted below:

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) [1]	QF Level	Institute CP
1	Studio: Spatial Exploration	Programme Core	Nil	4	6
	Studio: Site & Function		Nil	4	6
	Technology: Ecology & Plants		Nil	4	3
	Technology: Site Engineering		Nil	4	3

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) [1]	QF Level	Institute CP
	Visualisation: Design Fundamentals		Nil	4	3
Year 1 Sub-total of IPS Modules					21
2	Studio: Landscapes in Urban Contexts	Programme Core	Nil	4	6
	Studio: Parks Design		Nil	4	6
	Technology: Horticultural Practice in Construction		Nil	4	3
	Technology: Materials & Construction		Nil	4	3
	History & Theory: Western Landscape Architecture		Nil	5	3
Year 2 Sub-total of IPS Modules					21
3	Studio: Sustainable Landscape Design	Programme Core	Nil	5	6
	Studio: Urban Regeneration		Nil	5	6
	Research & Design		Nil	5	3
	Visualisation: GIS & Land Analysis		Nil	5	3
	Work-integrated Learning[2]		Nil	4	3
	Programme Elective 1	Programme Elective	See Note 1	5	3
Year 3 Sub-total of IPS Modules					24
4	Technology: Detail Design	Programme Core	Nil	5	3
	History & Theory: Asian Landscapes		Nil	5	3
	Practice: Professionalism		Nil	5	3

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) [1]	QF Level	Institute CP
	& Management				
	Graduation Project 1: Project Proposal		Nil	5	6
	Graduation Project 2: Project Report		Pre-requisite: *Graduation Project 1: Project Proposal*	5	6
	Programme Elective 2	Programme Elective	See Note 1	5	3
	Programme Elective 3		See Note 1	5	3
Year 4 Sub-total of IPS Modules					27
Total Institute CP of IPS Modules (Degree Award)					93
Total Institute CP (Degree Award)					129
Total QF Credit (Degree Award)					541

4.3.4 A comparison of the modules under the existing and the revised programme structure from AY2023/24 and onwards is presented in the table below. The Panel also reviewed the revised list of programme elective modules for AY2023/24 and onwards.

Modules of Existing BA (Hons) in Landscape Architecture				Modules of BA (Hons) in Landscape Architecture for AY2023/24 and onwards			
QF Level	CP	Year	Module Title	QF Level	CP	Year	Module Title
All current Programme Core modules of BA (Hons) in Landscape Architecture remain unchanged and to be included for implementation for AY2023/24 onwards, except the followings.							
4	3	1	Visualisation: Space & Graphics (module combination)	4	3	1	Visualisation: Design Fundamentals • Module aims, module learning outcomes and

Modules of Existing BA (Hons) in Landscape Architecture				Modules of BA (Hons) in Landscape Architecture for AY2023/24 and onwards			
QF Level	CP	Year	Module Title	QF Level	CP	Year	Module Title
4	3	2	Visualisation: Design Fundamentals (module combination)				module outlines of the two existing modules are combined. • A total of 3 Credit Points (CPs) are reduced from the Programme upon this change.
4	Nil	3	Work-Integrated Learning (WIL) (126 hours for degree award)	4	3	3	Work-Integrated Learning (WIL) (240 hours for degree award) • WIL module is changed from non-credit bearing to credit-bearing (3 CPs for degree award) to integrate professional experience with academic learning and recognise the importance of workplace attachment.
4	Nil	3	Work-Integrated Learning (WIL) (90 hours for HD exit award)	4	2	3	Work-Integrated Learning (WIL) (160 hours for HD exit award) • WIL module is changed from non-credit bearing to credit-bearing (2 CPs for HD exit award) to integrate professional experience with academic learning and recognise the importance of workplace

Modules of Existing BA (Hons) in Landscape Architecture				Modules of BA (Hons) in Landscape Architecture for AY2023/24 and onwards			
QF Level	CP	Year	Module Title	QF Level	CP	Year	Module Title
							attachment.
5	3	3	Theory: Western Landscape Architecture	5	3	2	History & Theory: Western Landscape Architecture • Module renamed to better reflect the learning contents and moved from Year 3 to Year 2 to allow students to contextualise their technical classes earlier on in the overall curriculum. There is no other change in the module.
5	3	4	Theory: Eastern Landscape Architecture	5	3	4	History & Theory: Asian Landscapes • Module renamed and remained as a core module in the Year-4 curriculum. • Module aims, module learning outcomes and module outlines revised to align with the new module title.
5	3	4	Technology: Details and Design	5	3	4	Technology: Detail Design • Module renamed to better reflect the learning contents and remained as a core module in the Year-4 curriculum. There is no other change in the module.
Considering the relevance of contents to the curriculum design, needs of the							

Modules of Existing BA (Hons) in Landscape Architecture				Modules of BA (Hons) in Landscape Architecture for AY2023/24 and onwards			
QF Level	CP	Year	Module Title	QF Level	CP	Year	Module Title
industry and the interests of students, the list of Programme Elective modules of BA (Hons) in Landscape Architecture will be revised with three elective modules phased out while the rest of the modules remain unchanged and to be included for implementation for AY2023/24 onwards. Students will study the first Programme Elective module in Year 3 instead of Year 4 for earlier and better choices of elective modules to enhance vertical integration of learning.							
5	3	4	Programme Elective 1 (Year 4 of the overall curriculum)	5	3	3	Programme Elective 1 (Year 3 of the overall curriculum) • Programme Elective Module 1 moved from Year 4 to Year 3 to allow students for more flexibility of study and an earlier choice of programme elective modules for a better integration of their studies of landscape architecture in Year 3 and Year 4. • Programme Elective 2 and Programme Elective 3 will remain in Year 4 of the overall curriculum.
The following 3 Programme Elective Modules are phasing out in the new AY2023/24 curriculum.							
5	3	4	Road, Traffic and Landscape	-	-	-	• Programme Electives removed due to under enrolment or to avoid overlapping in contents with
5	3	4	Environmentalism & Sustainable City	-	-	-	

Modules of Existing BA (Hons) in Landscape Architecture				Modules of BA (Hons) in Landscape Architecture for AY2023/24 and onwards			
QF Level	CP	Year	Module Title	QF Level	CP	Year	Module Title
							other IPS modules.
5	3	4	Web Design	-	-	-	

4.3.5   The Operator informed the Panel that the Work-Integrated Learning (WIL) is to change from non-credit bearing to credit-bearing pitched at QF Level 4. The duration of WIL for BALA programme and its intermediate exit HDLA programme are 240 and 160 hours, carrying a total of 3 and 2 Credit Points respectively.

4.3.6   The Operator also informed the Panel that the programme structure and duration of the intermediate exit award, namely Higher Diploma in Landscape Architecture (HDLA), from AY2023/24 remain the same, except that, in accordance with the proposed changes of degree programme structure as mentioned above, the total number of QF credits for the HDLA exit award shall increase from 315 to 323. As part of the graduation requirements of the HDLA exit award, students have to complete in Year 3 the three updated Programme Core modules. The revised list of modules in the first semester of Year 3 required for the HDLA exit award from AY2023/24 was also provided.

4.3.7   The Panel has no objection to the above-mentioned revisions of the programme structure and content for the BALA and its intermediate exit award.

PDHALM programme

4.3.8   The PDHALM programme is a 12-month programme operating in part-time mode of delivery and carrying a total of 80 QF credits. Students may exit with an intermediate award, Professional Certificate in Horticulture and Arboriculture programme (PCHA), subject to the attainment of the first four modules totaling 48 QF credits. The programme structure of the PDHALM and PCHA starting from AY2023/24 are depicted below:

No.	Module Title	Pre-requisite	QF Level	QF Credits	
1	Basic Horticulture and Arboriculture	Nil	4	12	12

2	Identification of Trees and Shrubs	Nil	4	12	12
3	Care of Trees and Shrubs	Nil	4	12	12
4	Tree Risk Assessment and Management	Nil	4	12	12
				*Sub-total	48
The exit point of the intermediate award, i.e. PCHA programme					
5	Tree Pests and Diseases	Nil	4	8	
6	Arboricultural Practices and Communication Skill	Nil	4	12	
7	Landscape Management	Nil	4	12	
				Total	80

4.3.9   Based on the above information, the Panel considered that the structure and content of the learning programmes are 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.

4.4   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.

All programmes

4.4.1   The BACAT programme employs teaching and learning activities such as lectures, tutorials, practical studios, workshops/ visits and guest lectures/ seminars. The BALA and PDHALM programmes employ teaching and learning activities such as lectures, tutorials/ seminars/ workshops, laboratories, projects, field trips/ visits/ studies, industrial attachment. The medium of instruction of the three Programmes is English.

4.4.2   The Operator informed the Panel that the lecture class size and the maximum class sizes for the three Programmes are normally as follows:

Programme	Class size
BACAT	Lectures: 30-120 Tutorials and workshops: 30
BALA	30 to 35

PDHALM	30-40

4.4.3   The Panel was provided with the following documents and information regarding the teaching and learning of the three Programmes:

(a)   The mapping results as stated in Para. 4.1.3;
(b)   Module Teaching Plan of the BACAT programme;
(c)   Samples of teaching and learning materials of two core IPS modules and one IPS elective module of the BACAT and BALA programmes;
(d)   List of Potential Companies for Work-integrated Learning (WIL) of the BACAT programme; and
(e)   Samples of WIL reports of the BALA programme.

BACAT programme

4.4.4   The graduation requirements of the BACAT programme is an attainment of 60 Institute Credit Points (CPs) by passing all core and required elective modules.

4.4.5   The Panel appreciated that for the external stakeholders whom they met with, not only do they welcome the launching of the BACAT programme but they are also passionate about sharing their real-life industry experience with the BACAT students in future.

BALA programme

4.4.6   Starting from AY2023/24, the graduation requirements of the BALA programme are revised as below:

Existing	AY2023/24 and onwards
An achievement of 132 Institute Credit Points (CPs) (554 QF credits) by passing all compulsory (core) and required elective modules in addition to completing the non-credit bearing Work Integrated learning module.	Students are required to achieve 129 CPs (541 QF credits) to graduate from the Programme.

4.4.7   To exit with the Higher Diploma in Landscape Architecture Award, students need to achieve 77 CPs (323 QF credits).

PDHALM programme

4.4.8   The graduation requirements of the PDHALM programme is an achievement of 80 QF credits for the PDHALM. In addition, a pass in all modules and attendance of not less than 70% is required.

4.4.9   To exit with the Professional Certificate in Horticulture and Arboriculture award (PCHA), students need to achieve 48 QF credits plus fulfilling the same other requirements as to the PDHALM programme.

BALA and PDHALM programmes

4.4.10   Regarding the assessment of the two Programmes, the Panel was provided with the samples of marked students' scripts for the following modules:

BALA	PDHALM
A total of two Year 3 IPS modules (Programme Core)	A total of two common modules that share between the PDHALM and Professional Certificate in Horticulture and Arboriculture (the intermediate award)
Graduation Project	One module from the PDHALM programme

BALA and PDHALM programmes

4.4.11   Having reviewed all the relevant information provided by the Operator and also discussed with internal and external stakeholders of the Programmes, the Panel had the following observations and comments:

(a)   Students do not possess sufficient knowledge or the required awareness in quoting/ citing the sources of references that they have chosen for their assessment work;

(b)   The teaching staff have some lapses in citing references in teaching materials and the copyrights of the quoted parts and pictures would be a concern. The Panel also considered that it is of utmost importance that the teaching staff are capable of demonstrating to the students what good academic practice is through teaching by example;

(c)   Quite a few typos were noted in the marked assignment samples provided. The Panel shared with the Operator during

the meetings that "auto corrections" made by the computer, such as auto-correcting the word "Trunk" to "Truck" or "Acacia Confusa" to "Acacia Confuse", may usually happen according to the Panel's own experience. However, the Panel considered that the teaching staff should always remind students to pay attention to the mentioned issue, ensuring the quality of their own academic work;

(d) It would be beneficial to the students' learning to include more detailed comments to the students on the marked assessments;

(e) The external stakeholders met mentioned that many job opportunities are available in China, especially the Greater Bay Area, Japan, South East Asia; and therefore, more examples in the Asian context should be included in addition to the western ones in the learning and teaching to prepare students for their future jobs in the industry; and

4.4.12 Based on the above observations and comments, the Panel RECOMMENDED that the Operator should

(a) avoid potential plagiarism either accidentally or intentionally, the Operator should provide more rigorous formal academic instruction to the students with regard to referencing and citations within their coursework;

(b) remind teaching staff of the importance of copy right and intellectual property issues and the need for appropriate referencing, crediting and citing of sourced materials within teaching documentation. Perhaps the Operator could provide training to existing staff and inclusion of these elements in future staff induction programme;

(c) implement protocol whereby formal written feedback to students is recorded; and

(d) formulate a balance within teaching materials and coursework between the professional context of local, regional, southeast Asia and global practices. (Para. 2.8.1-2.8.4)

4.4.13 After considering the above information, the Panel formed the view that the learning, teaching and assessment activities designed for the programmes are appropriate for delivering the programme content and assessing the 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.

BACAT programme

4.5.1   For the newly proposed BACAT programme, the Operator has appointed two Programme Leaders and a team of Module Convenors who are responsible for the day-to-day operation, quality assurance and improvement of the Programme and the modules respectively.   One of the Programme Leaders has expertise in information technology and experience in academic management in the post-secondary education sector while the other one has expertise in fine arts and industry experience in art, design and media. In addition to the teaching team, guest speakers will also be invited to deliver seminars or other sharing activities.

4.5.2   The Operator provided to the Panel the 5-Year Academic Staffing Provision and the required qualifications for each of the academic staff posts. The Operator also informed that the average weekly workload for full-time teaching staff by rank are 3/ 6/ 9/ 15 hours per week for Professor/ Associate Professor/ Assistant Professor/ Lecturer respectively; and the teaching staff-to-student ratio is no more than 1:20. The teaching load of individual teaching staff will be closely monitored by the Programme Leaders.

All programmes

4.5.3   The Panel reviewed the profiles of the programme management, the teaching team of the three Programmes and the modules tentatively assigned to individual teaching staff. The Panel considered that the qualifications and experience of the teaching staff are commensurate with the capacity needed for teaching the respective Programmes.

4.5.4   The Operator also provided the Panel with the lists of staff development activities for the BALA and PDHALM programmes that had been delivered during the validity period or those in the coming three years that will be offered to the teaching team of the BACAT programme.

BALA and PDHALM programmes

4.5.5 For each of the BALA and PDHALM programmes, one Programme Leader, a group of Module Convenors are appointed to manage the Programmes' day-to-day operation, quality assurance and improvement, and together with a team of full-time and part-time staff and the support by administrative staff and technical personnel of the hosting faculty.

4.5.6 Having met with the teaching staff, students and graduates, the Panel observed that the teaching team is committed to supporting the students and that the students recognise this and are appreciative of the teaching staff being attentive and responsive to their questions during and outside classes; and are willing to provide prompt responses through different means of communication such as emails and social media applications.

4.5.7 Based on the above information, the Panel considered that the Operator has adequate programme leaders, teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. And the staff development scheme and activities are adequate to ensure that staff are kept updated for the quality delivery of the Programmes.

4.6 **Learning, Teaching and Enabling Resources/Services**

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

All programmes

4.6.1 The Operator gave the Panel a presentation with real-time virtual tours and videos to introduce the campus and programme-specific facilities and equipment of the offering site at the Chai Wan Campus and Hong Kong Design Institute (HKDI) of VTC.

4.6.2 For financial resources, the Operator provided the Panel with the following information:

(a) The Estimated Income and Expenditure for AY2022/23 to AY2026/27 and the yearly breakeven numbers of the BACAT programme; and

(b) The Income and Expenditure Statement for AY2020/21 to AY2021/22 and the Estimated Income and Expenditure for

AY2022/23 to AY2026/27 and the yearly breakeven numbers of the BALA and PDHALM programmes.

4.6.3   The Panel observed from the financial information that there is a projected surplus for the three Programmes in the coming years, except for a slight fall-short of the BALA programme in AY2023/24.

4.6.4   Regarding the Panel's concern over the sustainability of the BALA programme due to the issue of enrolment rates in the past years, the Operator responded that the financial viability is not the only factor that the Institute would consider in deciding whether a programme shall continue to be offered or not.   The Operator's senior management has taken into consideration various relevant internal and external factors such as students' demand, the needs of the profession and industry, benefits and articulation needs of graduates of the feeder programmes concerned.

4.6.5   Based on the financial information provided by the Operator, it is considered that the Operator has adequate financial resources to support the three Programmes.

4.6.6   The Panel was also provided with the information on library holdings, the planned acquisitions, e-resources and the e-learning platform for the three Programmes.

4.6.7   Based on the information provided, the Panel considered that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programmes.

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.

All programmes

4.7.1   With respect to the development, approval, monitoring and reviewing of the development and performance of the three Programmes, the Operator provided the following quality assurance documents and records:

(a) THEi Quality Assurance Manual.

(b) extracts of meeting minutes of the following relevant board and committee in respect of the three Programmes, such as

BACAT programme
– Meeting minutes of the Academic Board, Programme Industry Advisory Committee (PIAC) and Faculty Board
– Meeting minutes, report and responses to recommendations for the Internal Validation of the PIAC

BALA and PDHALM programmes
– QAC Paper about Follow-up Actions for SFQ Survey of the BALA and PDHALM programmes
– Faculty Board Minutes about the APRI Report

(c) reports/ findings of the following:

BACAT programme
– report and responses to recommendations for the Internal Validation of the PIAC

BALA and PDHALM programmes
– Periodic Programme Review Reports
– Annual Programme Review and Improvement (APRI) Reports
– Faculty Board Papers on the APRI Report and minor changes
– QAC paper about follow-up actions for Student Feedback Questionnaire Survey
– External Examiners Reports

4.7.2 Having reviewed the Main Submission documents, and the other documents provided and discussed with both the internal and external stakeholders of the Programmes, the Panel had the following observations and comments:

(a) The quality assurance procedures for monitoring and reviewing the performance of the Programmes are set in place for the newly proposed BACAT programme, and for the BALA and PDHALM programmes, they also comply with the procedures, that have been conducted on an ongoing basis.

(b) There were records showing that sufficient channels (informal & formal) are available for feedback from different stakeholders internally and externally.

(c)   The Operator has taken remedial/ follow-up actions in response to the feedback received during the programme approval process and also to records listed in (b).

(d)   The Operator has continuously monitored and reviewed the development and performance of the BALA and PDHALM programmes so as to ensure that it is kept up-to-date and in line with industry standards and expectations.

(e)   The following performance indicators of the BALA and PDHALM programmes were monitored during the validity period. No major issues have been reported.
–   The enrolment rates
–   The pass and throughput rates
–   The attrition, dropout and graduate employment rates of the BALA programme
–   the award classification of graduates
–   The level of student satisfaction (programme experience)

BACAT programme

In light of the observations and comments given in Para. 4.1.6-4.1.7 and the discussions made with the external stakeholders of the Programme, the Panel formed the view that the Operator has already had a strong industry link through the Programme Industry Advisory Committee (PIAC), and therefore RECOMMENDED that the Operator should appoint an experienced academic to be the External Examiner for the Programme in order that the Programme would benefit from valuable perspectives from both industry and academia. (Para. 2.4.7) The Panel also ADVISED the Operator to consider discussing with the PIAC with regard to widening the industrial domains of expertise within its membership.

4.7.3   Based on the above information, the Panel concluded that the development of the Programmes has been properly monitored; and also believed that by following the above-mentioned programme approval, review and quality assurance mechanisms, the Programmes will be/ will continue to be monitored and reviewed on an on-going basis to ensure that the Programmes remain current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

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 https://www.hkqf.gov.hk.

5.3   Qualifications Register

5.3.1   Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at https://www.hkqr.gov.hk for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2   Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 72/28/03
23 June 2023
JoH/AnC/VT/vt/amc

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

**Learning Programme Accreditation for
(i) Bachelor of Arts (Honours) in Cinematic Arts and Technology**

**Learning Programme Re-accreditation for
(ii) Bachelor of Arts (Honours) in Landscape Architecture; and
(iii) Professional Diploma in Horticulture, Arboriculture and Landscape Management**

21-24 March 2023

Panel Membership

Panel Chair	**Panel Secretary**
Professor HARRIS Paul	**Ms Virginia TSIN**
Former Dean and Emeritus Professor	Registrar
University of Dundee	Academic Accreditation and Assessment
UNITED KINGDOM	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
	HONG KONG

Panel Members

Bachelor of Arts (Honours) in Cinematic Arts and Technology

Professor CHIU Sung Kee Derek	**Dr LAM Siu Kwong Sunny**
Film Director/	Associate Professor
Former Professor of Practice	Hong Kong Metropolitan University
Film Academy	HONG KONG
Hong Kong Baptist University	
HONG KONG	

Mr WAN Man Kit Derek
Program Director
MFA
Academy of Film
Hong Kong Baptist University
HONG KONG

Bachelor of Arts (Honours) in Landscape Architecture and Professional Diploma in Horticulture, Arboriculture and Landscape Management

Professor BRUYNS Gerhardes Johannes Beukes
Associate Professor
School of Design
The Hong Kong Polytechnic University
HONG KONG

Professor LEE Miles
Associate Professor
Director of Learning and Teaching
Heriot-Watt University
UNITED KINGDOM

Mr SO Kwok Yin
Chief Executive
The Conservancy Association
HONG KONG

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

Graduate Profile
Bachelor of Arts (Honours) in Cinematic Arts

Qualification Title	Bachelor of Arts (Honours) in Cinematic Arts and Technology 電影藝術及科技(榮譽)文學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The Programme Objectives (POs) are to: 1. Enable students to acquire a solid understanding in both practical and theoretical knowledge of artistic and innovative storytelling abilities with wider perspectives in creative process; 2. Build up students' repertoire of cinematic arts knowledge and skills through practices and understanding of technologies in the cultural and creative industries sector; 3. Equip students with the ability to work independently in their specialisation and with the ability to communicate and collaborate effectively with team members of various production specialties; and 4. Enable students to be active learners and open-minded in the exploration of various forms of cinematic arts and the development of arts and technology.
Programme Intended Learning Outcomes	On completion of the Programme, graduates will be able to:

	1. Develop original ideas and cinematic visions by creating unique visual expressions using digital media; 2. Apply professional knowledge in the technical and aesthetic aspects of cinematic arts to fulfill the requirements of the cultural and creative industries sector; 3. Communicate and work effectively among stakeholders with different specialties for workplace's requirement; 4. Analyse, develop and implement relevant production strategies for cinematic arts with awareness of the continuing evolution of the industry related to arts and technology; and 5. Reflect on professional responsibilities with an independent learning attitude and growth mindset to stay abreast of contemporary issues in the cultural and creative industries and broader social environment.
Education Pathways	Graduates will also have the opportunities to further their studies at the taught Master's degree level or to register for research postgraduate degree programmes in the areas of film, television and digital media, creative Media, etc. offered by local universities and overseas universities programmes in the areas of research in moving images, arts, technology, etc.
Employment Pathways	Graduates will typically work in creative event agencies, media production development of different organisations, film companies, animation production companies, advertising firms, and design firms in television broadcasting. Graduates can also become videographic producers, graphic designers (illustrator), concept artists, motion graphic designers, multimedia producers, art directors, production managers, etc.
Minimum Admission Requirements	Admission is on competitive basis, with applicants assessed based on their ability to meet the entrance requirements of the Programmes: 1. A relevant VTC Higher Diploma at QF Level 4, including: ▪ Higher Diploma in Animation and Visual Effects;

	- Higher Diploma in Arts Technology; - Higher Diploma in Creative Media; - Higher Diploma in Film, Television and Photography; and - Higher Diploma in Transmedia. OR 2. A relevant Higher Diploma or Associate Degree at QF Level 4, or equivalent sub-degree qualifications/ studies granted by institutions other than the VTC and endorsed by the Faculty Board (such applications are considered on a case-by-case basis on the applicant's overall academic qualifications, provided there is substantial overlap in the contents of the Programme). The shortlisted applicants will be required to pass an interview to assess their suitability. OR 3. Mature Applicants with a minimum of three years related work experience in film, television and/or media production, are considered on a case-by-case basis. The shortlisted applicants will be required to pass an interview to assess their suitability.
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

Qualification Title	Bachelor of Arts (Honours) in Landscape Architecture 園境建築(榮譽)文學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	Architecture, Construction and Town Planning
Other Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Other Area of Study and Training)	Design and Other Creative Industries
Programme Objectives	The Programme Objectives (POs) are to: 1. Produce creative and innovative practitioners with broad knowledge and effective cognitive skills to perform the major roles and tasks of a landscape professional; 2. Equip students with integrated ability to formulate focus on issues to be considered, and identify the methodology for research and critical judgment in producing landscape planning and design solutions; 3. Equip students with integrative skills in visualisation, communication and presentation to facilitate design communication and collaboration as a member of a highly complex team or as an individual practitioner operating at both strategic and operational levels; 4. Nurture students with strong cultural, social, environmental and ethical awareness relevant to the practice and study of landscape architecture; and 5. Prepare graduates with both theoretical and practical knowledge to achieve further professional progression and to advance learning in landscape architecture.
Programme Intended Learning Outcomes	On completion of the Programme, graduates will be able to:

	1. Identify planning and design opportunities and generate design research by appraising the impact of environmental, ecological, social, cultural and ethical factors in both the local and global contexts; 2. Formulate design strategy and methodology for creative and thoughtful design solutions, which integrate innovative conceptual skills and applications of technological and theoretical knowledge of landscape architecture; 3. Develop a comprehensive understanding of statutory, institutional and administrative issues relevant to landscape architecture and apply this understanding to practice, with an awareness of international and regional contexts of these issues; 4. Contribute to the successful implementation of team projects by providing landscape architectural knowledge, professional skills and attitudes, and evidence of developing leadership and project management qualities; 5. Demonstrate social responsibility for sustainable development and apply professional knowledge concerning environmental issues as a landscape architectural practitioner; 6. Command various technical skills and presentation methods to communicate and negotiate effectively with fellow professionals and stakeholders; and 7. Evaluate and plan for personal learning needs to achieve professional development goals.
Education Pathways	Graduates of the Programme will have opportunities to further their studies in taught or research postgraduate programmes in landscape architecture, urban planning, sustainable development, and other related areas offered by local and overseas institutions.
Employment Pathways	Graduates of the Programme will be capable of assuming design and technical roles in the greening and landscape industry. Graduates will have the potential to assume positions such as assistant landscape designer, and project coordinator, as well as a range of posts in related fields such as horticulture, landscape management, ecology and other design disciplines.
Minimum Admission Requirements	The Programme follows the General Entrance Requirements (GER) as follows:

	Standard Entry Route		Non-Standard Entry
	Local Qualification	**Non-local Qualification**	
	HKDSE Level 3 in ▪ Chinese Language ▪ English Language ▪ Level 2 in ▪ Mathematics ▪ Liberal Studies ▪ 1 Elective Subject or an Applied Learning (ApL) Subject # # *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.* HKALE ▪ • Grade E in HKALE (AS-Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other	Mainland China ▪ 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. International Baccalaureate (IB) ▪ Holder of an International Baccalaureate Diploma; and ▪ One of the following English Language results: ○ 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	To be determined by the Faculty Dean on a case-by-case basis

	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].	o Grade 5 or above in IB English B (Standard Level); or o Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or o Grade 4 or above in IB English A: Literature (Higher or Standard Level); or o Grade 4 or above in IB English Literature and Performance (Standard Level). Business and Technology Education Council (BTEC) ▪ 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	

		▪ One of the following English Language requirements:	
		o Grade E in GCE (A-Level/ AS-Level) English Language; or	
		o Grade C/ Grade 4 in GCSE / IGCSE/ GCE (O-Level) English Language; or	
		o Grade E in HKALE (AS-Level) Use of English; or	
		o A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or	
		o An overall score of 6.0 in IELTS; or	
		o 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	
		Other Non-local Qualifications	
		▪ Equivalent HKDSE	

	qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3	
Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi		
Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.		

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