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 ENGINEERING (HONOURS) IN ELECTRIC VEHICLE DESIGN AND TECHNOLOGY

APRIL 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1136), 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 to conduct a learning programme accreditation exercise for Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programme of Technological and Higher Education Institute of Hong Kong, Vocational Training Council (the Operator/the Institute) (with specifications under (c)) meets the stated objectives and QF standards and can 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; and

(c) Specifications of the Programme seeking accreditation status:

Programme title (English and Chinese, if any)	**Exit award title (English and Chinese, if any)**	**Mode of study**	**Programme length**	**Major(s) leading to distinctive awards**	**Claimed QF level**
Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology 電動汽車設計及技術(榮譽)工學士	Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology 電動汽車設計及技術(榮譽)工學士	Full-time	4 years (2 years for senior entry)	N/A	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology (the Programme) 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 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 Engineering (Honours) in Electric Vehicle Design and Technology 電動汽車設計及技術(榮譽)工學士
Title of Qualification(s) [Exit Award(s)]	Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology 電動汽車設計及技術(榮譽)工學士
Primary Area of Study and Training	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Automotive
Other Area of Study and Training	Computer Science and Information Technology
Sub-area (Other Area of Study and Training)	Computer Science and Information Technology
HKQF Level	Level 5
HKQF Credits	Year 1 Entry: 554 Year 3 Entry: 277
Mode(s) of Delivery and Programme	Year 1 Entry: Full-time, 4 years Year 3 Entry: Full-time, 2 years

Length	
Start Date of Validity Period	1 September 2026
End Date of Validity Period	31 August 2031
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Year 1 Entry: 35 per year Year 3 Entry: 35 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) Technological and Higher Education Institute of Hong Kong (Tai Koo Campus) 29/F, 1063 King's Road, Quarry Bay, Hong Kong

2.4 **Recommendations**

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

2.4.1 The Operator should review the Putonghua proficiency requirement and arrangement to ensure that admitted students are adequately equipped to engage with the curriculum and communicate effectively in Putonghua within the learning environment. (Para. 4.2.3)

2.4.2 The Operator should ensure that the curriculum is kept up-to-date and responsive to contemporary industry development trends, including integration of low-altitude economy, smart energy management, second hand EV and battery handling, EV related industrial and legal metrology, and relevant Government policy initiatives. (Para. 4.3.5)

2.4.3 The Operator should provide training in Chinese and English subject-specific terminology, so as to equip students with the language

competencies necessary for progression to English-taught postgraduate studies and engagement in the international industry. (Para. 4.4.3)

2.4.4 The Operator should ensure EV charging and electric motor laboratory components are included in learning and teaching activities. (Para. 4.4.4)

2.4.5 The Operator should ensure that adequate Work-Integrated Learning (WIL) places are provided to the students, and engage with industry partners by signing memoranda of understanding if necessary. (Para. 4.4.5)

2.4.6 The Operator should ensure adequate manpower for programme delivery and manage staff workload appropriately. (Para. 4.5.5)

2.4.7 The Operator should provide new part-time staff with training and support in higher education pedagogy and the handling of students with Special Educational Needs (Para. 4.5.6)

2.5 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. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

3.1 The Technological and Higher Education Institute of Hong Kong (THEi) was established in 2011 as a member institution of the Vocational Training Council (VTC). THEi mainly operates local self-financed Bachelor's degree programmes and was granted Institutional Review status by HKCAAVQ in September 2012. In 2025/26 academic year, THEi offered 26 Bachelor's degree

programmes, two Master's degree programme 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 at **Appendix 1**). The site visit was at THEi Tsing Yi Campus on 5-6 February 2026. 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 accreditation exercise.

3.3 In consideration of the Operator's track records established from previous accreditation exercises in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the Programme was not required:

Domain of Competence	Information Not Required
Programme Structure and Content	Details of General Education courses are NOT required. However, programme specific information in this domain of competence, including the full course list with General Education courses, is required.
Programme Approval, Review and Quality Assurance	Information on institute-wide quality assurance process and mechanism is not required. Instead, information on programme-specific quality assurance process and mechanism should be provided.

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.

4.1.1 The Programme is a Bachelor's degree programme to be offered in full-time mode hosted by the Department of Construction, Environment and Engineering (DCEE). The Programme offers two entry pathways, a four-year Year-1 entry route and a two-year Year-3 senior-year entry route. It will be delivered in Chinese with Putonghua as the medium of instruction (MOI), which strategically benefits the students and aligns with the rapidly growing electric vehicle (EV) industry in Hong Kong and the Greater Bay Area (GBA).

4.1.2 The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) are set out below:

Programme Objectives

The Programme Objectives are:

PO1	To equip students with advanced electric vehicle (EV) knowledge; 為學生提供高端的電動汽車知識；
PO2	To upgrade students' ability to pursue careers in the EV industry as practising engineers and to assume professional leadership roles; 提升學生在電動汽車行業中從事執業工程師及擔任專業領導角色的能力；
PO3	To develop students' problem-solving, teamwork, communication, leadership/management skills, and ethical attitudes, which will prepare them for professional practice in the EV industry; 培養學生解決問題、團隊合作、溝通、領導/ 管理等技能和道德態度，為他們在電動汽車行業中的專業實踐做好準備；
PO4	To equip students with an understanding of health, safety, environmental and contemporary issues, and consequent responsibilities relevant to their professional practice; and 學生瞭解健康、安全、環境和當代議題，以及就其專業實踐相關的責任；以及
PO5	To strengthen students' commitment to keep abreast of developments in the EV profession, and to pursue independent and lifelong learning. 加強學生對電動汽車專業發展的承諾，追求獨立和終身學習。

Programme Learning Outcomes

Upon successful completion of the Programme, graduates will be able to:

PLO1	Apply knowledge of mathematics, science, engineering and specialisation to develop solutions to electric vehicle related problems; 應用數學、科學、工程和專業知識為電動汽車相關問題研製解決方案；
PLO2	Identify and analyse routine and abstract engineering problems in electric vehicles, reaching substantiated conclusions and formulating evidence-based responses; 識別和分析電動汽車的常規和抽象工程問題，得出論證後制定有根據的應對措施；
PLO3	Conduct investigations and design solutions for engineering problems in electric vehicles with appropriate consideration for health and safety, cultural, social, and environmental issues; 針對電動汽車的工程問題進行調查和設計解決方案，並適當地考慮健康和安全、文化、社會和環境等問題；
PLO4	Evaluate and apply appropriate modern engineering techniques and IT tools to complex engineering activities; 評估並應用適當的現代工程技術和信息技術工具於複雜的工程活動上；
PLO5	Exercise judgment through application of project management principles and skills, with consideration of professional ethics and responsibilities and norms of engineering practice; 透過應用專案管理原則和技能作出判斷，同時考慮職業道德和責任，以及工程實踐的規範；
PLO6	Communicate effectively about complex engineering activities with the engineering community and with society at large and work effectively as members and/ or leaders in professional teams; and 與工程界和整體社會就複雜的工程活動進行有效溝通，不論是專業團隊的一員和/ 或是領導者角色，都能有效地履行工作；以及
PLO7	Reflect on the need for and plan for independent and lifelong learning in the electric vehicle field.

	反思在電動汽車領域中對獨立和終身學習的需要，並制訂相關進修計劃。

4.1.3 The Operator provided the following information to the Panel to illustrate that the Programme meets the relevant HKQF standards.

(a) Mapping of PLOs to the POs;
(b) Mapping of modules to the PLOs;
(c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at HKQF Level 5;
(d) Mapping of the modules to the GLDs at QF Level 4 and 5; and
(e) Sample teaching materials, assessment materials and their associated assessment rubrics.

4.1.4 The Panel noted the Programme's intention to address manpower needs in the EV industry of both Hong Kong and the GBA. The Operator provided evidence of potential demands for the Programme through a market survey involving potential employers and stakeholders in the automotive field. During the site visit, representatives of external stakeholders also stated that there is a significant manpower demand in the industry. Noting the Programme would be the first Bachelor's degree in Hong Kong with a dedicated focus on EV, the Panel **advised** the Operator to position the Programme to primarily serve and contribute to the manpower needs of the EV industry in Hong Kong.

4.1.5 Through the discussions during the site visit, the Panel noted that the Operator has communicated with professional bodies such as The Hong Kong Institute of Engineers (HKIE) to explore potential pathways or collaborations to position the Programme within related professional areas. It was noted, however, that HKIE does not currently have a designated discipline specifically for EV. In view of this, the Panel **advised** the Operator to continue its engagement with relevant professional bodies and to actively pursue professional recognition for the Programme.

4.1.6 Notwithstanding the above advice, the Panel formed the view that the POs and PLOs of the Programme meet the relevant QF standards and the Programme has been developed to address the educational needs of industry.

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 As stated in the accreditation documents provided by the Operator, the Panel noted that the minimum admission requirements of the Programme are as follows:

Standard Entry Route: Local Qualification	**Standard Entry Route: Non-local Qualification**
HKDSE (Four Core Subjects and One Elective Subject) Core Subjects • Level 3 in Chinese Language; and • Level 3 in English Language; and • Level 2 in Mathematics; and • "Attained" in Citizenship and Social Development [or Level 2 in Liberal Studies]. **AND** Elective Subject • Level 2 in one Elective Subject* or one Applied Learning (ApL) Subject#. The Relevant ApL subjects include Electrical and Energy Engineering, Computer Forensic Technology and Tech Basics. **Biology/ Chemistry/ Physics/ Mathematics Extended Part (Module 1 or 2) is considered as an Elective Subject.*	**Academic Qualification** 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; or International Baccalaureate (IB) • Holder of an International Baccalaureate Diploma; or 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" Grades ("M" stands for Merit and "P" stands for Pass); or Other Non-local Qualifications • Other qualifications equivalent to HKDSE qualifications. **AND**

#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 one other HKALE A-Level or two other AS-Level subjects; and • Grade E/ Level 2 in five 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].	**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 • A score of 100 out of 150 in English language subject of NCEE or equivalent; or • An overall score of 5.5 in IELTS; or • A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or • Grade 4 in International Baccalaureate (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 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or • Have obtained an equivalent qualification.
Admission with Advanced Standing into Year 3 of Bachelor's Degree Programme 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 except those VTC HD applicants admitted through the Institute's Through-Train Scheme and without a change of medium of instruction (MOI).

Relevant VTC Higher Diploma Programmes:
Higher Diploma in Mechanical Engineering, IVE (MOI: English)
Higher Diploma in Automotive Engineering, IVE (MOI: English)
Higher Diploma in Electrical Engineering, IVE (MOI: English)

4.2.2 The Panel noted that the Programme adheres to the Student Admission Policies and Regulations and the General Entrance Requirements (GERs) of the Institute established in its Academic Policies and Regulations (AP&R) for Degree Programmes. All applicants, except Year-1 entry applicants with local qualifications, are invited to attend an admission interview to assess their suitability for the Programme. The applicants will be required to give a presentation of their background, study transcript and project work portfolio related to electric vehicles, and career aspirations. All interviews will be conducted in both Putonghua and English. The Operator provided the interview criteria and assessment form to be used in admission interview for the Panel's review. The Panel also noted from the AP&R that students who do not meet the standard general and programme-specific entrance requirements will be assessed for admission by the Vice President (Academic) on a case-by-case basis.

4.2.3 The Panel raised concerns regarding the absence of Putonghua proficiency requirement in the admission criteria. In the Operator's Responses to Panel's Summary of Initial Comments and during discussions at the site visit, the Operator expressed the view that local secondary school graduates possess a proficient level of Putonghua, given the Government's implementation of the "Scheme to Support Schools in Using Putonghua to Teach the Chinese Language Subject (普教中)" since 2008. However, as Putonghua is the medium of instruction (MOI) of the Programme and no interview will be conducted to assess the Putonghua proficiency of Year-1 applicants with local qualifications, the Panel **recommended** that the Operator should review the Putonghua proficiency requirement and arrangement to ensure that admitted students are adequately equipped to engage with the curriculum and communicate effectively in Putonghua within the learning environment.

4.2.4 For Year-3 senior year entry, the Operator provided the modules mapping with abovementioned VTC Higher Diploma Programmes' and other non-VTC feeder programmes' curricula to demonstrate

acceptable qualifications for the admission with advanced standing into Year-3 of the Programme. The Panel also noted that students admitted to Year-3 may be required to study additional Core Modules for those which could not be mapped with Year-1 and Year-2 curriculum.

4.2.5 The Panel noted the proposed maximum annual intake of the Programme is 35 students for Year-1 intake and 35 students for Year-3 intake per year. The Operator demonstrated potential demand for the Programme as stated in Para. 4.1.4.

4.2.6 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis 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 percentages are based on the sum of new student numbers across all years of study.

4.2.7 Notwithstanding the above recommendation, the Panel considered that the admission requirements for the Programme are clearly outlined for prospective learners and are appropriate for recruiting applicants with the necessary skills and knowledge to undertake the Programme.

4.3 Programme Structure and Content

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

4.3.1 The Programme comprises two main curriculum components, namely the General Education (GE) curriculum delivered through the GE modules, and the vocational curriculum delivered through the Industry/Profession-Specific (IPS) modules. To qualify for the award, students are required to complete a total of 44 modules, consisting of IPS modules, GE modules, and a Work-Integrated Learning (WIL)

module, accumulating 132 Institute Credit Points, which are equivalent to 554 QF credits.

4.3.2 The structure of the Programme to be offered is summarised in the following table:

Year	Core / Elective	Module Title	QF Level	Institute Credit Points	QF Credit
Year 1	GE Core	English for Academic Studies 1 學術英語 1	4	3	12.6
		Chinese 1 中文 1	4	3	12.6
		Creativity & Innovation in Society 社會創新及創意	4	3	12.6
	Programme Core	Calculus for Engineers 工程微積分	4	3	12.6
		Engineering Physics 工程物理	4	3	12.6
		Computer Programming for Engineers 工程電腦程式設計	4	3	12.6
		Engineering Drawing & CAD 工程製圖與電腦輔助設計	4	3	12.6
		Matrix Algebra & Statistics 矩陣代數與統計學	4	3	12.6
		Structural Mechanics 結構力學	4	3	12.6
		Fundamentals of Electrical Technology 基礎電力技術	4	3	12.6
		Introduction to Electric Vehicle Technology 電動汽車技術概論	4	3	12.6
Year	GE Core	A.I. & Blockchain in	4	3	12.6

2		Society & Work 社會與工作中區塊鏈及人工智能			
		Entrepreneurial Mindset 企業家思維	4	3	12.6
	GE Elective	General Education Elective 1 通識選修單元 1	5	3	12.6
		General Education Elective 2 通識選修單元 2	5	3	12.6
	Programme Core	Mechanics of Materials 物料力學	4	3	12.6
		Fundamentals of Control Engineering 基礎控制工程	4	3	12.6
		Fundamentals of Circuits & Electronics 基礎電路與電子學	4	3	12.6
		Fundamentals of Digital Circuit Design 基礎數碼電路設計	4	3	12.6
		Fundamentals of Mechanical Design 基礎機械設計	4	3	12.6
		Thermal Fluid Mechanics 熱流體力學	4	3	12.6
		Automobile Theory 汽車理論	5	3	12.6
Year 3	GE Core	English for Academic Studies 2 學術英語 2	5	3	12.6
		Chinese 2 中文 2	5	3	12.6
		English for Professional Purposes 專業英語	5	3	12.6
	GE Elective	GE Elective 3 通識選修單元 3	5	3	12.6

	Programme Core	Electric Vehicle Drive Motors & Controls 電動汽車驅動電機與控制系統	5	3	12.6
		Engineering Materials 工程物料	5	3	12.6
		Power Battery & Capacity Management 動力電池與容量管理	5	3	12.6
		Artificial Intelligence for Electric Vehicles 電動汽車人工智能	5	3	12.6
		Electric Vehicle Control System Integration Development Technology 電動汽車控制系統整合開發技術	5	3	12.6
		Electric Vehicle Design & Manufacturing 1 電動汽車設計與製造 1	5	3	12.6
		Statistical Quality Control for Electric Vehicle Manufacturing 電動汽車製造中的質量控制統計	5	3	12.6
		Work-Integrated Learning 工作綜合學習	4	3	12.6
Year 4	GE Elective	General Education Elective 4 通識選修單元 4	5	3	12.6
	Programme Core	Embedded Systems & Automotive Software 嵌入式系統與汽車軟件	5	3	12.6
		Intelligent Networked Vehicle Technology 智能網聯汽車技術	5	3	12.6
		Project Management & Professional Ethics	5	3	12.6

		項目管理與職業道德			
		Electric Vehicle Design & Manufacturing 2 電動汽車設計與製造 2	5	3	12.6
		Renewable Energy, Sustainability & Policy in Electric Vehicle Sector 可再生能源、可持續發展及電動汽車行業的政策	5	3	12.6
		Final Year Project 畢業專題研習	5	3	12.6
	Programme Elective (Choose 3)	Advanced Electric Vehicle Control System Integration Development Technology 進階電動汽車控制系統整合開發技術	5	3	12.6
		Automotive Vibration & Noise Control 汽車振動與噪音控制	5	3	12.6
		Charging Infrastructure & Smart Grid Integration 充電基礎設施與智能電網整合	5	3	12.6
		Dynamics for Vehicles 汽車動力學	5	3	12.6
		Engineering Simulation & Data Analysis for Electric Vehicles 電動汽車模擬工程與數據分析	5	3	12.6
		Hybrid Vehicle Technology 混合動力汽車技術	5	3	12.6
		Introduction to Hydrogen & Fuel Cell Vehicles 氫能與燃料電池汽車概論	5	3	12.6

		Large Language Models for Automotive Applications 汽車應用中的大語言模型	5	3	12.6
		Lightweight Materials & Processes for Electric Vehicles 電動汽車輕量化物料與工藝	5	3	12.6
		Python & Autonomous Driving Python 與自動駕駛	5	3	12.6
				132	**554***

*554 QF credits are equivalent to 5544 notional learning hours.

4.3.3 The Panel also reviewed the following information provided by the Operator.

(a) Modules Syllabi;
(b) Overview of teaching and learning methods;
(c) Overview of assessment methods and corresponding weightings; and
(d) The set of information mentioned in Para. 4.1.3.

4.3.4 Upon reviewing the tabled teaching materials, the Panel raised concerns about the delivery of certain topics from the teaching materials, teaching plans and syllabi provided. Specifically, the Panel observed that the original module syllabi did not clearly reflect elements related to artificial intelligence in the module of “Computer Programming for Engineers”. The coverage of V2X concepts in “Intelligent Networked Vehicle Technology” was also limited to information exchange and lacked integration of energy-related aspects. For the modules “Electric Vehicle Drive Motors & Controls” and “Statistical Quality Control for Electric Vehicle Manufacturing”, the syllabi lacked EV related content. The Operator subsequently submitted revised module outlines and detailed teaching plans for the aforementioned modules during the site visit for the Panel’s review. The Panel considered that the revisions appropriately incorporated EV related concepts and technology in the stated modules, and that the “Statistical Quality Control for Electric Vehicle Manufacturing” module, in particular, includes relevant quality control standards from the Chinese Mainland. The Panel reminded the

Operator that the revised module outlines and teaching plans should go through the Operator's internal quality assurance processes prior to implementation.

4.3.5 Through discussions with different representatives of the Operator during the site visit, the Panel identified several contemporary and practical contents that could be included in the curriculum to strengthen the Programme. The Panel **recommended** that the Operator should ensure that the curriculum is kept up-to-date and responsive to contemporary industry development trends, including integration of low-altitude economy, smart energy management, second hand EV and battery handling, EV related industrial and legal metrology, and relevant Government policy initiatives.

4.3.6 In spite of the above recommendation, the Panel formed the view that the structure and content of the Programme are appropriately designed to facilitate progression and enable learners to achieve the stated learning outcomes and meet the programme objectives.

4.4 **Learning, Teaching and Assessment**

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

4.4.1 The delivery of the Programme adopts an outcome-based approach, with a range of learning and teaching activities including lectures, tutorials, practical and laboratory sessions, work-integrated learning, site/industry visits, guest lectures and seminars. The MOI of the Programme is Chinese (Putonghua).

4.4.2 Regarding the assessment of the Programme, in addition to the information mentioned in Para 4.1.3 and Para 4.3.3, the Operator also provided to the Panel the following:

(a) Assessment Policy of the Programme;
(b) Assessment Methods and Weightings of each module;
(c) Assessment Moderation Mechanism;
(d) Moderation of Examination Papers and Marking Schemes by External Examiner/External Module Examiner Template; and
(e) Templates for Moderation of Examination Answer Scripts and/or Assignments by External Examiner/External Module Examiner;
(f) Policies on Academic Misconduct; and
(g) Policies on Use of Generative Artificial Intelligence (GenAI)

4.4.3 According to the *Accreditation Document*, the Panel noted that the articulation opportunities for the graduates are postgraduate programmes with MOI in English. The Operator reassured that students would be equipped with the necessary English through three English modules in the GE curriculum. Furthermore, teaching staff would introduce students the English translations of key concepts and terminologies, and include English research papers and textbooks as references in the IPS curriculum. The Panel also noted that the Centre for Learning Enhancement (CLE) of the Operator could provide tailored-made training for students to enhance language proficiency in both Chinese (including Cantonese and Putonghua) and English for academic and daily purposes. Considering that the support from CLE is non-credit bearing, and to better prepare students for future articulation and employment, the Panel **recommended** the Operator should provide training in Chinese and English subject-specific terminology, so as to equip students with the language competencies necessary for progression to English-taught postgraduate studies and engagement in the international industry.

4.4.4 For practical and laboratory sessions, the Operator provided the specifications, modules involved and utilisation rates of the current existing facilities, such as computation and simulation laboratory and advanced materials laboratory. The Panel noted the new EV Technology Laboratory is still under preparation, with most of its equipment currently being procured. The Operator also provided a timeline for the procurement of equipment and software, along with details of the modules that would utilise them, further details to be provided in Para. 4.6.1. To equip students with transferable skills and knowledge to the industry, the Panel **recommended** the Operator should ensure EV charging and electric motor laboratory components are included in learning and teaching activities.

4.4.5 For the WIL module, the Operator provided a list of potential industry partners that could offer WIL opportunities to students of the Programme, supported by documentary evidence from five of these partners. During the discussions with stakeholders in the site visit, the Panel noted that the Operator may not always establish formal agreement or memoranda of understanding with industry partners to secure WIL placements. Therefore, the Panel **recommended** that the Operator should ensure that adequate WIL places are provided to the students, and engage with industry partners by signing memoranda of understanding if necessary.

4.4.6 In consideration of the above information and notwithstanding the recommendations, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme effectively deliver the 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.

4.5.1 The Operator provided the Panel with information of the 5-year academic staffing provision for the Programme, the Panel noted that the staff-to-student ratio (SSR) is 1:20. A Programme Leader is responsible for the Programme's day-to-day operation, quality assurance and improvement, and to provide academic and organisational leadership. Module Convenors are responsible for the day-to-day operation, quality assurance and improvement of the modules, and take a leading role in the learning and teaching activities, assisted by other teaching staff in delivering the lectures, tutorials and laboratory sessions. Year Tutors assist the Programme Leader in the general administration of the Programme, act as personal tutors for students they are responsible for and inform the Programme Leader of any students requiring additional help in their studies so that remedial actions can be taken in a timely manner.

4.5.2 To ensure teaching staff of the Programme possess adequate Chinese language proficiency for the Programme to be taught in Chinese (Putonghua), the Operator informed the Panel that both new and existing academic staff members are required to fulfil the following appointment criteria for Chinese language proficiency.

(a) Mother tongue/ language is Putonghua; or
(b) Received a Bachelor's degree or above of which the MOI was Putonghua; or
(c) Have at least three years' working experience in Chinese Mainland or other Putonghua speaking countries or regions; or
(d) Attained one of the following qualifications:

(i) Grade B, Level 3 or above in the Putonghua Shuiping Ceshi administered by the State Language Commission; or
(ii) Level 3 or above in the Assessment Papers of the Language Proficiency Assessment for Teachers (Putonghua) administered by the Hong Kong Examinations and Assessment Authority (HKEAA); or
(iii) Equivalent qualification(s).

4.5.3 The Operator also provided the profiles of six existing full-time teaching staff and one potential part-time teaching staff for the Programme, including each individual's fulfilment of Putonghua language appointment criteria. The Panel noted the potential teaching staff recruitment plan and process presented by the Operator during the site visit. The Panel expressed concern regarding the staff workload related to teaching and supervision of final-year projects, although the Operator informed the Panel that final-year project supervision would be shared among other teaching staff in the DCEE when the project topics align with their areas of expertise if necessary. Therefore, the Panel **recommended** the Operator should ensure adequate manpower for programme delivery and avoid staff overload.

4.5.4 The Operator provided the staff development plan to be conducted in the coming three academic years. The Panel noted the staff development activities included in-house induction training, research grants and EV-related events such as conference and exhibition in Hong Kong and overseas.

4.5.5 The Panel also noted the Programme's reliance on industrial practitioners to teach Programme electives on a part-time basis. Through the discussion with the Operator during the site visit, the Operator also informed the Panel that induction training and mentorship would be provided to part-time teaching staff. To ensure effective programme delivery by the part-time teaching staff, the Panel **recommended** the Operator should provide new part-time staff with training and support in higher education pedagogy and the handling of students with Special Educational Needs (SEN).

4.5.6 In consideration of the above information and notwithstanding the recommendations, the Panel was of the view that the Operator has adequate staff with appropriate qualifications, experience and expertise necessary for the effective management and delivery of the 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.

4.6.1 The Operator provided the Panel with information on learning and teaching resources for the programme-specific facilities, such as specifications of laboratories as mentioned in Para. 4.4.4. An overview of learning supports and services provided by Learning Commons, Information Technology Office, School of General Education and Languages, and Student Development Office (retitled to Student Affairs Office with effect from 1 February 2026) was also provided to demonstrate the support from extracurricular activities. During the site visit, a tour of the programme-specific facilities at THEi Tsing Yi campus was arranged by the Operator for the Panel. The Operator also demonstrated the access of software such as COMSOL, MATLAB, Simulink, AutoCAD and SOLIDWORKS that are available for the delivery of the Programme. For the equipment and software in the EV Technology Laboratory, the procuring timeline for each equipment and software along with details of practical learning and modules to be involved are provided by the Operator. The Panel noted that the basic experimental platforms and test benches will be available by September 2026 and advanced control and development platforms will be procured by September 2027.

4.6.2 The Panel also noted that the Operator offers access to the e-library and e-resources including academic databases relevant to the Programme in Chinese language, such as China National Knowledge Infrastructure (CNKI) during the site visit. The CNKI platform can also perform plagiarism checking for students' works in Chinese.

4.6.3 In view of the above, the Panel considered that the Operator provides appropriate and necessary resources to support the delivery of the Programme.

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

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the

learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

4.7.1 Regarding the development, monitoring and review of the Programme, the Operator provided the following information.

(a) Quality Assurance Manual;
(b) Academic Policies and Regulations;
(c) Profiles of potential Programme Adviser and External Examiner; and
(d) Extracts of the Minutes of the following Committees/Meetings of the Programme:
- Vocational Education and Training Academic Board
- Academic Board
- Programme Board
- Departmental Advisory Committee
- Internal Validation Panel

4.7.2 Based on documents review and discussion with different stakeholders of the Programme, the Panel formed the view that a quality assurance (QA) system is in place to monitor and review the Programme.

4.7.3 The Panel noted that stakeholder input will be collected on a regular basis to support the continuous enhancement of the Programme. In terms of industry advisory, an external member with expertise in EV will be appointed to the Departmental Advisory Committee to provide input from the EV industry perspective. Student feedback will be gathered through the Student Feedback Questionnaire (SFQ) and Staff–Student Consultative Committee meetings, while employer feedback will be obtained through a Survey of Employers' Views to gauge satisfaction with graduate performance and identify areas for improvement. External academic input will be provided by External Examiners, whose views and suggestions on programme quality will be captured in External Examiner Reports and reviewed by the Programme Board.

4.7.4 In conclusion, the Panel considered that appropriate mechanisms have been established to develop, implement and monitor the Programme on an on-going basis to ensure that it remains current and relevant, and that the learning outcomes, learning and teaching activities, and assessments are effective in achieving the objectives of the Programme.

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 (https://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: 72/63/01
15 April 2026
JoH/CQ/RnL/as

Appendix 1

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

Learning Programme Accreditation for
Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology

5 – 6 February 2026

Panel Membership

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

Appendix 2

Graduate Profile of Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology

Qualification Title	Bachelor of Engineering (Honours) in Electric Vehicle Design and Technology 電動汽車設計及技術(榮譽)工學士
Qualification Type	Bachelor's Degree
QF Level	5
Primary Area of Study and Training	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Automotive
Other Area of Study and Training	Computer Science and Information Technology
Sub-area (Other Area of Study and Training)	Computer Science and Information Technology
Programme Objectives (POs)	The Programme Objectives are: 1) To equip students with advanced electric vehicle (EV) knowledge; 為學生提供高端的電動汽車知識； 2) To upgrade students' ability to pursue careers in the EV industry as practising engineers and to assume professional leadership roles; 提升學生在電動汽車行業中從事執業工程師及擔任專業領導角色的能力； 3) To develop students' problem-solving, teamwork, communication, leadership/management skills, and ethical attitudes, which will prepare them for professional practice in the EV industry; 培養學生解決問題、團隊合作、溝通、領導/ 管理等技能和道德態度，為他們在電動汽車行業中的專

	業實踐做好準備； 4) To equip students with an understanding of health, safety, environmental and contemporary issues, and consequent responsibilities relevant to their professional practice; and 學生瞭解健康、安全、環境和當代議題，以及就其專業實踐相關的責任；以及 5) To strengthen students' commitment to keep abreast of developments in the EV profession, and to pursue independent and lifelong learning. 加強學生對電動汽車專業發展的承諾，追求獨立和終身學習。
Programme Intended Learning Outcomes (PILOs)	Upon completion of the Programme, graduates will be able to: 1) Apply knowledge of mathematics, science, engineering and specialisation to develop solutions to electric vehicle related problems; 應用數學、科學、工程和專業知識為電動汽車相關問題研製解決方案； 2) Identify and analyse routine and abstract engineering problems in electric vehicles, reaching substantiated conclusions and formulating evidence-based responses; 識別和分析電動汽車的常規和抽象工程問題，得出論證後制定有根據的應對措施； 3) Conduct investigations and design solutions for engineering problems in electric vehicles with appropriate consideration for health and safety, cultural, social, and environmental issues; 針對電動汽車的工程問題進行調查和設計解決方案，並適當地考慮健康和安全、文化、社會和環境等問題； 4) Evaluate and apply appropriate modern engineering techniques and IT tools to complex engineering activities; 評估並應用適當的現代工程技術和信息技術工具於複雜的工程活動上； 5) Exercise judgment through application of project

	management principles and skills, with consideration of professional ethics and responsibilities and norms of engineering practice; 透過應用專案管理原則和技能作出判斷，同時考慮職業道德和責任，以及工程實踐的規範； 6) Communicate effectively about complex engineering activities with the engineering community and with society at large and work effectively as members and/ or leaders in professional teams; and 與工程界和整體社會就複雜的工程活動進行有效溝通，不論是專業團隊的一員和/ 或是領導者角色，都能有效地履行工作；以及 7) Reflect on the need for and plan for independent and lifelong learning in the electric vehicle field. 反思在電動汽車領域中對獨立和終身學習的需要，並制訂相關進修計劃。
Education Pathways	Graduates of the programme could pursue master's and doctoral degree programmes in EV technology, energy systems, and AI-driven mobility solutions in Hong Kong or abroad, such as Master of Science in Electric Vehicles from The Hong Kong Polytechnic University, MSc Electric Vehicle Engineering from the University of East London, MSc Electrical Automotive Engineering from Coventry University etc.
Employment Pathways	Graduates of the Programme could pursue their careers in various aspects related to design and technology of EV in both Hong Kong and the Greater Bay Area (GBA). In Hong Kong, students may work as project manager or technical manager of EV charging companies, assistant engineer/ engineer for EV test, sales and maintenance manager for electric vehicles, design engineer for electric vehicle parts, etc. In the GBA, students may work as assistant design and manufacturing engineers for EVs, assistant development engineer for EVs, assistant engineers for autonomous driving development and test, etc.

Minimum admission requirements	
Standard Entry Route: Local Qualification	**Standard Entry Route: Non-local Qualification**
HKDSE (Four Core Subjects and One Elective Subject) Core Subjects • Level 3 in Chinese Language; and • Level 3 in English Language; and • Level 2 in Mathematics; and • "Attained" in Citizenship and Social Development [or Level 2 in Liberal Studies]. **AND** Elective Subject • Level 2 in one Elective Subject* or one Applied Learning (ApL) Subject#. The Relevant ApL subjects include Electrical and Energy Engineering, Computer Forensic Technology and Tech Basics. **Biology/ Chemistry/ Physics/ Mathematics Extended Part (Module 1 or 2) is considered as an Elective 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 one other HKALE A-Level or two other AS-Level subjects; and	**Academic Qualification** 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; or International Baccalaureate (IB) • Holder of an International Baccalaureate Diploma; or 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" Grades ("M" stands for Merit and "P" stands for Pass); or Other Non-local Qualifications • Other qualifications equivalent to HKDSE qualifications. **AND** **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 • A score of 100 out of 150 in English language subject of NCEE or equivalent; or • An overall score of 5.5 in IELTS; or • A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or

Grade E/ Level 2 in five 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].	• Grade 4 in International Baccalaureate (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 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or • Have obtained an equivalent qualification.

Admission with Advanced Standing into Year 3 of Bachelor's Degree Programme 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 except those VTC HD applicants admitted through the Institute's Through-Train Scheme and without a change of medium of instruction (MOI).

Relevant VTC Higher Diploma Programmes:
Higher Diploma in Mechanical Engineering, IVE (MOI: English)
Higher Diploma in Automotive Engineering, IVE (MOI: English)
Higher Diploma in Electrical Engineering, IVE (MOI: English)

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

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