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

ACCREDITATION REPORT

HKCT INSTITUTE OF HIGHER EDUCATION

AND

UNIVERSITY OF LANCASHIRE

INITIAL EVALUATION AND LEARNING PROGRAMME ACCREDITATION
(i) FOUNDATION DEGREE IN SCIENCE IN FIRE SAFETY ENGINEERING
(ii) BACHELOR OF ENGINEERING (HONS) IN FIRE ENGINEERING

FEBRUARY 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1112), 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 HKCT Institute of Higher Education and University of Lancashire to conduct Initial Evaluation and Learning Programme Accreditation exercise for (i) Foundation Degree in Science in Fire Safety Engineering and (ii) Bachelor of Engineering (Hons) in Fire Engineering with the following Terms of Reference.

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether HKCT Institute of Higher Education and University of Lancashire (the Operator) meets the stated objectives and is competent to operate learning programmes that meet the HKQF Level 5 standards, and can be granted Initial Evaluation Status at HKQF Level 5;

(b) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of the Operator (with specifications under (B)) meets the stated objectives and HKQF standards and can be offered as an accredited programme; and

(c) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) and (b) by HKCAAVQ.

(B) Specifications of the Programmes seeking accreditation status:

Programme title (English and Chinese, if any)	**Exit award title (English and Chinese, if any)**	**NCR Registration/ Reference Number#**	**Mode of study**	**Programme length**	**Claimed HKQF level**
Foundation Degree in Science in Fire Safety Engineering*	Foundation Degree in Science in Fire Safety Engineering*	253370	Part-time	2 Years	4

Bachelor of Engineering (Hons) in Fire Engineering	Bachelor of Engineering (Hons) in Fire Engineering	253375	Part-time	2 Years	5

 # NCR Registration / Reference number: the number assigned by the Non-local Courses Registry (NCR) under the Non-local Higher and Professional Education (Regulation) Ordinance, to registered / exempted courses respectively.
** The proposed title is subject to approval of the Education Bureau.*

2. HKCAAVQ'S DETERMINATION

Initial Evaluation

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out below, the Operator meets the stated objectives and is competent to operate learning programmes that meet the HKQF Level 5 standard, and can be granted an Initial Evaluation (IE) status at HKQF Level 5.

2.2 **Validity Period**

2.2.1 The validity period, provided that the Operator fulfils pre-condition to the commencement of the validity period set out in Para. 2.4, 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 of the IE status are specified as follows:

Name of Local Operator	HKCT Institute of Higher Education
Name of Non-local Operator	University of Lancashire
Address of Local Operator	(1) HKCT Jockey Club Undergraduate Campus 2 On Shing Street, Ma On Shan, Sha Tin, New Territories (2) HKCT Jockey Club Ma On Shan Campus Hang Hong Street, Ma On Shan,

	Sha Tin, New Territories (3) HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories. (4) HKCT Jordan Learning Centre 8/F, Wing On Kowloon Centre, 345 Nathan Road, Kowloon, Hong Kong
Highest HKQF Level of programme(s) which the Operator can operate upon successful learning programme accreditation	Level 5
Start date of 2-year validity period of Initial Evaluation (IE) accreditation status	1 September 2026
Scope of IE Accreditation Status	For accredited programmes operated by the Local Operator in partnership with the named Non-local Institution in Hong Kong.

2.4 **Condition**

Pre-Condition

2.4.1 The Operator is to codify the collaborative quality assurance procedures, such as through the development of a collaborative quality assurance manual, to set out clear quality assurance measures and terms of reference involving both institutions.

The Operator is to submit evidence, including the collaborative quality assurance manual or other relevant documentation, together with approval records from both institutions to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 March 2026.** (Para. 4.4.4)

Learning Programme Accreditation

2.5 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Foundation Degree in Science in Fire Safety Engineering (FD) and Bachelor of Engineering (Hons) in Fire Engineering (BEng) meet the stated objectives and HKQF standard at Level 4 and 5 respectively, and can be offered as accredited

programmes with a validity period of three and four years respectively.

2.6 **Validity Period**

2.6.1 The validity period, provided the Operator fulfils all pre-conditions to the commencement of the validity period as set out in Para. 2.8, 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	HKCT Institute of Higher Education	
Name of Non-local Operator	University of Lancashire	
Name of Award Granting Body	University of Lancashire	
Title of Learning Programme	Foundation Degree in Science in Fire Safety Engineering*	Bachelor of Engineering (Hons) in Fire Engineering
Title of Qualification(s) [Exit Award(s)]	Foundation Degree in Science in Fire Safety Engineering*	Bachelor of Engineering (Hons) in Fire Engineering
Primary Area of Study and Training	Engineering and Technology	
Sub-area (Primary Area of Study and Training)	Other Engineering, Related Technology and Services	
Other Area of Study and Training	Not Applicable	
Sub-area (Other Area of Study and Training)	Not Applicable	
HKQF Level	Level 4	Level 5

HKQF Credits	240	Route 1: 180 Route 2: 230
Mode(s) of Delivery and Programme Length	Part-time, 24 months	Part-time Mode Route 1: 18 months Route 2: 24 months
Start Date of Validity Period	1 September 2026	
End Date of Validity Period	31 August 2029	31 August 2030
Number of Enrolment(s)	Two enrolments per year	
Maximum Number of New Students	40 per year	2026/27: 40 per year 2027/28 onwards: 80 per year
Address of Teaching / Training Venue(s)	(1) HKCT Jockey Club Undergraduate Campus 2 On Shing Street, Ma On Shan, Sha Tin, New Territories (2) HKCT Jockey Club Ma On Shan Campus Hang Hong Street, Ma On Shan, Sha Tin, New Territories (3) HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories. (4) HKCT Jordan Learning Centre 8/F, Wing On Kowloon Centre, 345 Nathan Road, Kowloon, Hong Kong	

**The proposed title is subject to approval of the Education Bureau.*

2.8 **Conditions**

Pre-Conditions

<u>Both Programmes</u>

2.8.1 The Operator is to submit the Certificate of Registration for the programmes as evidence of successful registration under the Non-

Local Higher and Professional Education (Regulation) Ordinance (Chapter 493).

The Operator is to submit relevant documentary evidence to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 May 2026.** (Para. 4.5.3)

FD

2.8.2 The Operator is to provide the evidence of approval from the Education Bureau for the use of "Foundation Degree" in the award title of the programme.

The Operator is to submit relevant documentary evidence to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 May 2026.** (Para. 4.5.5)

2.9 Recommendations

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

Both Programmes

2.9.1 The Operator should thoroughly review and confirm the accuracy of the teaching materials and coverage of contemporary issues in the industry. (Para. 4.7.8)

2.9.2 The Operator should consider ways to increase practical elements including laboratory testing and site visits in the programmes. (Para. 4.8.4)

2.9.3 The Operator should review and enhance laboratory resources and facilities to ensure that all students have the opportunity to conduct practical projects or dissertations. (Para. 4.8.5)

2.9.4 The Operator should expand the pool of potential teaching staff to maintain the continuity and stability of programme delivery. (Para. 4.9.4)

2.9.5 The Operator should provide staff development in learning and teaching in higher education, to ensure teaching staff are equipped with appropriate pedagogical skills for programme delivery. (Para. 4.9.5)

2.9.6 The Operator should ensure follow up actions from the Programme Validation Panel are appropriately addressed. (Para. 4.11.2)

2.9.7 The Operator should develop and deploy a mechanism to compare the performance of students on the programmes between home and Hong Kong programmes. (Para. 4.11.3)

2.10 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the programmes continue 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 HKCT Institute of Higher Education (CTIHE/Institute), is an academic entity under the HKCT Group (HKCT). Founded in 1947 as the Workers' Night School, HKCT upgraded the School into Hong Kong College of Technology in 1987 and established the CTIHE in 2014. In 2014, CTIHE completed an Institutional Review for degree-awarding status by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), and was formally registered as a degree granting institution under Cap. 320 ordinance by the Education Bureau (EDB) with its first bachelor's degree from AY2014/15. In 2024, CTIHE completed an Initial Evaluation at QF Level 6 by HKCAAVQ with its first master degree programme from AY2025/26. Currently, CTIHE has been offering programmes at QF Levels from 2 to 6.

3.2 The University of Lancashire (the University) was established in 1828 as the Institution for the Diffusion of Knowledge. In the period following the foundation of the institution, it changed its name a few

times and in 2025, the University of Central Lancashire changed its name to University of Lancashire. The University of Lancashire is the county's largest provider of graduate-level qualifications and one of the largest universities in the North West of England. It has 18 United Kingdom (UK) partners (14 validated and 4 sub-contracted) and 12 international partners including from the Chinese Mainland and Hong Kong.

3.3 As at December 2025, the HKCT and the University are operating three courses registered under the Non-Local Higher and Professional Education (Regulation) Ordinance (Chapter 493). The FD and BEng programmes are the first collaborative programmes between CTIHE and the University to seek HKCAAVQ accreditation.

3.4 For this Initial Evaluation and Learning Programme Accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix**). The site visit was conducted on 18-19 December 2025 at the HKCT Jockey Club Undergraduate Campus. 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.

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.

Initial Evaluation

4.1 Organisational Governance and Management

The governing body of the Operator has clearly defined and appropriate educational/training objectives, and has implemented a management structure to realise those objectives, for the delivery of learning programme(s) that fall within the scope of the HKQF level(s) sought.

4.1.1 In the governance structure of CTIHE, the Board of Governors is the supreme governing body responsible for defining the Institute's

vision and mission, overseeing its activities, approving strategic plans and resource allocations, and establishing committees for specific purposes. The Council functions as the executive body of the Institute, implementing strategies and managing operations under the direction of the Board of Governors, including recommending strategic plans, reporting on performance, handling financial responsibilities, and appointing necessary committees. CTIHE has a committee hierarchy with the President overseeing academic and administrative management through the Academic Board and the Executive Board, supported by the Vice President, Senior Associate Vice President, and three Associate Vice Presidents. The Panel noted that the terms of reference and membership of the above-mentioned boards and committees related to programme development, management and review have been delineated in the CTIHE Quality Assurance (QA) Manual.

4.1.2 For the academic operation of the University, it is governed by the Academic Board reporting to the Vice Chancellor's Group and the University Board. The Academic Board consists of five major committees, namely Research, Knowledge, Exchange and Ethics Committee, Students and Teaching Committee, Academic Quality and Standards Committee, Portfolio Planning and Review Committee, and Equality, Diversity and Inclusion Committee. The Panel was provided with information on the University's organisational governing structure and the Academic Board Governance Structure. The Panel noted that the home programmes are hosted by the School of Engineering and Computing at the University. The University's Academic QA Manual outlining the regulations related to collaborative provision and partnership review was also provided to the Panel.

4.1.3 For the partnership between CTIHE and the University, the institutional agreement and the Memoranda of Co-operation for the delivery of the two Hong Kong programmes with a validity period of five years were provided to the Panel. Based on the review of the documentation and discussion with management staff at CTIHE and the University during the site visit, the Panel formed the view that the partnership between CTIHE and the University to offer the programmes in Hong Kong aligns well with the long-term education and training objectives of both institutions. Each institution has a well-established structure to support its own programme development and management. For the collaborative programme management, the partnership maintains communication between the University's Link Tutors and CTIHE Programme Leader. A condition related to

the collaborative QA procedures involving both institutions is stipulated in Para.4.4.4.

4.1.4 Overall, the Panel concluded that the Operator has implemented a management structure to achieve its educational and training objectives for the delivery of learning programme at the HKQF Level sought.

4.2 Financial Viability and Resources Management

The Operator must have adequate financial and physical resources to achieve its educational/training objectives, with well-defined systems and processes to manage its finances to support the quality and effectiveness of its operation.

4.2.1 Financial information of CTIHE, including 5-year financial projection and summary of audited financial statements in recent financial years, together with an Independent Auditor's Report for 2023/24 and information of current balances, was provided to the Panel to demonstrate CTIHE's financial viability to achieve its educational and training objectives. As for the University, the Annual Report and Financial Statements for the 2023/24 financial year were provided by the Operator. The Panel noted the current financial situation of both institutions is viable for the sustainable programme delivery in Hong Kong.

4.2.2 For this accreditation exercise, HKCAAVQ engaged a Financial Expert to review documents submitted by the Operator on the financial viability of the Operator. Upon review of relevant documents, as well as the Operator's responses to initial comments raised by the Financial Expert, no further comments or enquiries were made by the Financial Expert.

4.2.3 The Panel reviewed information about the learning resources, including campus and teaching facilities with respective utilisation rates at the HKCT Jockey Club Undergraduate Campus and the HKCT Jockey Club Ma On Shan Campus, as well as the Learning Centres in Shek Mun and Jordan. During the site visit, the Panel found that the library services in the Academic Pavilion and the student support services provided by the Department of Student Development are adequate for programme delivery.

4.2.4 Based on the above information, the Panel was of the view that the Operator has adequate financial and physical resources to achieve

its educational/training objectives, and that the Operator also has in place systems and processes to manage its finances and support its operation.

4.3 **Organisational Staffing**

The Operator must be able to engage staff who are competent to manage its operations, to lead programme planning and development, and to support the delivery of learning programme(s) up to the claimed HKQF level(s).

4.3.1 The home programmes offering in the UK is managed by the Course Leaders who also serve as Link Tutors at the same time for the overall management of both UK and Hong Kong programmes. Respective Course Leaders/Link Tutors are assigned to the FD and BEng programmes to work with CTIHE programme team. The Hong Kong programmes are managed by the Programme Leader of CTIHE and supported by the Programme Co-ordinator. The Programme Leader is responsible for the overall management of the programmes delivered in Hong Kong, and the Programme Coordinator is assisting the Programme Leader to manage the local admission, programme delivery, student support, and coordinate meetings and liaison activities with the Course Leaders from the University. The Panel also noted the Associate Dean and Transnational Education (TNE) Lead of the School of Engineering and Computing would oversee the programme management and chair the assessment boards for the home and Hong Kong programmes.

4.3.2 Both CTIHE and the University have their own staffing policies for recruitment, remuneration, training, and administration. The CTIHE Staff Handbook sets out the policies of employment, compensation and benefits, training and development, code of conduct etc. The Panel also noted that the University is subject to the rules and laws of the UK, and the University's policies for appointment and performance review of staff was outlined in the Academic QA Manual.

4.3.3 For the staffing of the programmes, the Operator provided the Panel with a summary of the full-time and part-time staff from CTIHE involved in programme management, teaching and supervision, as well as the profiles of these staff members. The Panel noted that all teaching activities of both programmes would be delivered by Hong Kong teaching staff. The profiles of all CTIHE teaching staff are

required to be submitted to the relevant Link Tutor for approval prior to appointment.

4.3.4 In view of the above, the Panel considered that the Operator is able to engage staff who are competent to manage its operations, lead programme planning and development, and support programme delivery.

4.4 Organisational Quality Assurance

The Operator must have an internal quality assurance system that can support effective management and monitoring of the quality of its learning programme(s) in delivering learning outcomes that align with the GLDs of the HKQF, to meet its educational/training objectives.

4.4.1 CTIHE has been granted the IE status by HKCAAVQ at HKQF Level 6 in 2024. The Panel noted that CTIHE has a QA framework in place, with procedures and guidelines on programme development, management, monitoring, review and modification set out in the CTIHE QA Manual. The roles of various boards and committees responsible for programme development, management and review within the CTIHE, are described in detail in the QA Manual as stated in Para. 4.1.1. The Operator provided documentary evidence of programme development and approval process by the relevant committees and working groups to illustrate the compliance of QA procedures and policies. As mentioned in Para. 4.1.2, The Panel was also provided with the University's Academic QA Manual, which outlines the framework and QA measures for conducting collaborative programme review to ensure the academic standards and quality for the Hong Kong programmes are maintained by the University.

4.4.2 The Panel noted that the Link Tutor is responsible for student admission and teaching staff appointment. Module Leaders from the home programmes would approve the module contents and assessments set out by the Hong Kong teaching staff. The Panel also noted the TNE Lead would oversee the abovementioned processes. For assessment moderation, internal moderation is conducted by the Programme Leader of CTIHE, while external moderation is carried out by External Examiners appointed by the University. The External Examiners ensure the alignment of academic and quality standards by reviewing and moderating the marking records and selected marked scripts of the Hong Kong

programmes. A recommendation related to the moderation of students' performance at the programme level is stipulated in Para. 4.11.3.

4.4.3 For the programme monitoring and review system, the Panel noted that both institutions have their own robust and distinctive QA systems. The programmes are primarily monitored under the QA measures of CTIHE, while also adhering to the University's QA procedures for programme management and monitoring. Regarding collaboration between CTIHE and the University in programme quality monitoring, the performance and effectiveness of programme operations are assessed through review meetings convened by the University at three specific points in October, February, and June each year. According to the discussions during the site visit, a "Project Group" comprising Link Tutors, the Programme Leader, and designated teaching staff would meet monthly to monitor programme delivery. QA measures such as annual and periodic programme reviews would also be carried out in accordance with the QA manuals of the respective institutions. However, the Panel observed that the "Project Group" lacks a proper constitution and there are no formalised guidelines for QA measures jointly involving CTIHE and the University. Such gaps may result in unclear workflows and duplicated QA procedures in the implementation of joint QA activities between the two institutions. The Panel considered that the development of a formal framework and clear operational guidelines would enhance accountability and ensure better coordination and efficiency in QA procedures between the two institutions.

4.4.4 In view of the above observations, and to enhance the coordination of QA procedures for more effective management and monitoring, the Panel stipulated the following condition:

Pre-condition

The Operator is to codify the collaborative quality assurance procedures, such as through the development of a collaborative quality assurance manual, to set out clear quality assurance measures and terms of reference involving both institutions.

The Operator is to submit evidence, including the collaborative quality assurance manual or other relevant documentation, together with approval records from both institutions to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 March 2026**.

Learning Programme Accreditation

4.5 **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.

Both Programmes

4.5.1 Both programmes in Hong Kong are offered in part-time mode with English as the medium of instruction (MoI), supplemented by Chinese. The FD aims to provide promotion opportunities for firemen and to support practitioners with limited academic qualifications in developing a foundation in fire safety engineering. The BEng aims to advance the expertise of professionals in fire engineering and related disciplines, preparing them to become Registered Fire Engineers (RFEs) under the Fire Services Department (FSD). Together, these programmes offer clear articulation pathways for professionals pursuing a career as RFEs in the industry. The Panel also noted the Operator's intention to seek recognition from the Institution of Fire Engineers (Hong Kong Branch) and accreditation from the Energy Institute, as well as to fulfil the academic requirements for Hong Kong Institute of Engineers (HKIE) membership in the Fire Discipline upon completion of HKCAAVQ accreditation.

4.5.2 Regarding market demand, the Operator provided information on the need for fire engineering professionals, quoting from the FSD and HKIE, as well as enrollment numbers from similar programmes previously offered in Hong Kong. In view of the lack of addressing actual industry need, the Panel **advised** that the Operator should conduct a market survey to better understand the demand from the industry.

4.5.3 The Panel noted the registration under the Non-Local Higher and Professional Education (Regulation) Ordinance (Chapter 493) for both programmes is yet to be completed. Therefore, the Panel stipulated the following condition:

Pre-condition

The Operator is to submit the Certificate of Registration for the programmes as evidence of successful registration under the Non-

Local Higher and Professional Education (Regulation) Ordinance (Chapter 493).

The Operator is to submit relevant documentary evidence to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 May 2026.**

FD

4.5.4 The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the FD programme are set out below:

Programme Objectives

The FD programme is to:

PO1	Assimilate a general knowledge of fire safety engineering within construction and fire fields
PO2	Develop fire safety engineering principles and techniques
PO3	Inculcate generic construction engineering and key transferable skills
PO4	Develop reasoning and problem-solving skills appropriate for an engineering Technician operating in a fire safety engineering role within a construction workplace
PO5	Establish a foundation of knowledge and skill leading to further study appropriate for Incorporated and Chartered Engineers and construction managers
PO6	Identify the major disciplines and roles of engineers at various levels within the construction industry; and to identify personal professional development needs and strategies for achievement within that framework
PO7	Provide students with a broad and balanced knowledge in community engagement and participation and work-based learning

Programme Intended Learning Outcomes

On completion of the FD programme, students can:

A. Knowledge and understanding	
A1	Demonstrate the ability to appraise the design, construction and performance of structures and their safety systems
A2	Demonstrate the ability to assess the fire safety needs of buildings in a real or simulated workplace environment
A3	Demonstrate knowledge of social, environmental, legal

	and management issues impacting upon fire safety engineering practice
A4	Demonstrate knowledge of fundamental engineering science and mathematical analysis
B. Subject-specific skills	
B1	Demonstrate the ability to apply accepted theory, tools and techniques of fire safety engineering in a real of simulated workplace
B2	Demonstrate occupational competence in a range of work skills within the context of the construction and fire industries
B3	Demonstrate the capacity to work with stakeholders across the construction industry
B4	Demonstrate management of an engineering function
C. Thinking skills	
C1	Demonstrate reasoning skills within the context of fire safety engineering in order to identify suitable methods, materials or components
C2	Demonstrate the ability to solve problems by engineering solutions.
D. Other skills relevant to employability and personal development	
D1	Demonstrate the use of communication skills in oral and written form in a variety of real or simulated work-related situations
D2	Demonstrate the ability to use information resources and technology in order that information is effectively managed and presented

4.5.5 Regarding the programme title, the Panel noted that the use of "Foundation Degree" as award title for the FD programme falls outside the Award Title Scheme and has not yet been approved by the EDB. The Panel therefore stipulated the following condition:

Pre-condition

The Operator is to provide the approval document from the Education Bureau for the use of Foundation Degree as award title outside the Award Titles Scheme.

The Operator is to submit relevant documentary evidence to HKCAAVQ for the fulfilment of the above pre-condition **on or before 31 May 2026.**

BEng

4.5.6 The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the BEng programme are set out below:

Programme Objectives

The BEng programme is to:

PO1	Prepare students with the necessary scientific, engineering and technological principles and tools to resolve complex design problems in fire and fire safety applications.
PO2	Develop a suitable understanding and application of management skills, including team working, leadership and organisation to implement strategies to resolve engineering design problems and projects.
PO3	Develop an expertise in the application of health and safety management systems to resolve problems, implement safe design solutions and to ensure safe working environments.
PO4	Develop the use of appropriate analytical and computational methods in the study of fires and the resolution of fire engineering problems for the built environment and related infrastructure.
PO5	Provide an understanding and application of the legal principles as they impact upon the study of fires and fire safety, including design, project control and implementation.
PO6	Develop safe building designs, taking account of the influences and implications of human behaviour in fires.

Programme Intended Learning Outcomes

On completion of the BEng programme, students can:

A. Knowledge and understanding	
A1	Describe and evaluate the key principles of all relevant scientific and engineering aspects relating to fires and combustion and their applications to the study of fire engineering for the built environment using simulated scenarios and actual case studies
A2	Evaluate the design, operation and performance of technological design solutions to achieve fire safety in built structures

A3	Demonstrate and critically evaluate the use of appropriate strategies for the application of fire engineered solutions
A4	Describe the interrelationships between the professional inputs into fire engineering and fire engineered project solutions with respect to applicable managerial, legal and social parameters
B. Subject-specific skills	
B1	Generate ideas, proposals and solutions or arguments independently and/or collaboratively in response to set scenarios and/or self-initiated activity
B2	Evaluate whether design solutions integrate social, legal, engineering and technical requirements
B3	Identify appropriate design and governance problems and formulate clear objectives using analytical data and I&CT software as appropriate
B4	Develop design briefs with clarity graphically and/or in written specifications
B5	Demonstrate ability in independent planning and execution of a research project in fire engineering
C. Thinking skills	
C1	Evaluate the concepts, values and debates which inform study and practice in fire engineering
C2	Employ appropriate problem solution skills, as appropriate, in the processes of analysis, synthesis, evaluation and summarization of ideas and information and the proposal of solutions
C3	Debate in a rational manner future strategies and proposals for the resolution of fire safety problems, design and project management solutions in a changing social environment
D. Other skills relevant to employability and personal development	
D1	Prepare and present arguments and illustrative materials in a variety of formats
D2	Demonstrate literacy and information sourcing and retrieval skills
D3	Use CAE literacy including CFD modelling
D4	Demonstrate communication skills in a variety of formats
D5	Demonstrate self-reliance, time management, the capacity for independent learning and the ability to work effectively with others in the context of a team
D6	Demonstrate negotiation skills and skills in listening and evaluating the opinions and values of others

Both Programmes

4.5.7 The Operator provided the following information to the Panel to illustrate that both programmes meet the relevant HKQF standard.

(a) Mapping of PILOs to the POs;
(b) Mapping of modules to the PILOs;
(c) Mapping of modules to the GLDs of respective claimed HKQF Levels; and
(d) Sample teaching materials, assessment materials and their associated assessment rubrics.

4.5.8 In view of the above and notwithstanding the conditions, the Panel formed the view that the POs and PILOs of the FD and BEng programmes meet the relevant HKQF standards at Level 4 and Level 5 respectively, and have been developed to address the educational needs of industry.

4.6 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.

FD

4.6.1 The admission requirements for the FD programme are outlined below:

Minimum Admission Requirements
Applicants should possess one of the followings:

- Level 2 or above in 5 HKDSE subjects including Chinese Language, English Language and Mathematics; OR
- Grade E or above in 1 HKALE subject (or Grade E in 2 HKALE AS subjects including Use of English) and Grade E in 5 HKCEE subjects including English Language (Syllabus B); OR
- An academic qualification from a local post-secondary institution or a professional qualification acceptable to the University of Lancashire; qualifications attained by study at a local international school or a non-local high school, at Grade 12 or equivalent, are also acceptable; OR

- UCAS 180 points at A2-level or equivalent, plus 5 GCSE's (including a numerate subject at Level C or above); OR
- Mature applicants of at least 21 years of age by the commencement of the programme, who have relevant work experience and commensurate background in mathematics and engineering. (All mature applicants are considered as non-standard entrants and are required to attend an interview and written test.)

English Language Requirements

- Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub-score lower than 5.5.

BEng

4.6.2 The admission requirements for the BEng programme are outlined below:

Minimum Admission Requirements
Applicants should possess one of the followings
Route 1

- Holder of Foundation Degree in Science in Fire Safety Engineering or equivalent qualification

Route 2

- Holder of Higher Diploma (HD) / Associate Degree (AD) / Higher National Diploma (HND) or equivalent qualification in relevant disciplines, such as building services engineering, mechanical engineering, and electrical and electric engineering with mathematics courses studied; OR
- Holder of Higher Diploma (HD) in a relevant discipline (other than the above listed), who can demonstrate competence in mathematics and has a minimum of 3 years' experience in a relevant profession. The applicant will be invited to attend an interview.

English Language Requirements

- Applicants whose qualifications were not taught and assessed in English must be required to demonstrate their English proficiency as equivalent to IELTS 6.0.

4.6.3 The Operator has provided information on acceptable qualifications that map with the exempted modules of the BEng curriculum. Given applicants from different HD/AD backgrounds would admit to the

same Route 2 curriculum, the Panel therefore **advised** that the Operator should closely monitor student performance and provide adequate academic support to students from different academic backgrounds.

Both Programmes

4.6.4 The Panel noted mature applicants to the FD programme and applicants to BEng Route 2 programme with HD in a relevant discipline (other than the listed) will be invited to attend an admission interview to assess their suitability for the respective programmes. According to the *Responses to Summary of Panel's Initial Comments*, the mature applicants to FD would be evaluated on their motivation, attitude, and ability for academic study, while the interview with applicants to BEng Route 2 holding unlisted discipline sub-degree is to evaluate their work experience and foundational knowledge in fire and safety engineering. The Operator also provided the interview criteria and assessment form to be used in the admission interview.

4.6.5 For the admission procedures, CTIHE is responsible for applicant screening and interview assessment overseen by the Programme Leader, while the University serves as the final approving authority for admission decisions, including the mapping of acceptable qualifications for BEng Route 2 or non-standard entry.

4.6.6 The proposed maximum annual intake of the FD programme is 40 part-time students, with two enrolments each year. For the BEng programme, the Panel noted the maximum annual intake of 40 part-time students for the Academic Year 2026/27, increasing to 80 part-time students thereafter, with two enrolments each year.

4.6.7 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for non-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 10% on a programme 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 percentage is based on the sum of new student numbers across all years of study of the programmes.

4.6.8 After considering the above information, the Panel considered that the admission requirements for the programmes are clearly outlined for prospective learners and are appropriate for recruiting applicants with the necessary skills and knowledge to undertake the programmes.

4.7 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.

FD

4.7.1 The FD programme comprises 13 modules with a total of 240 HKQF credits, taking 24 months to complete in part-time mode. The Hong Kong programme follows the same structure as the home programme and the curriculum is presented in Para. 4.7.2.

4.7.2 The structure of the FD programme to be offered is summarised in the following table:

Year	Module Title	Contact Hours	Self-Learning Hours	Notional Learning Hours	HKQF Credits
1	Introduction to Combustion and Fire	48	152	200	20
	Buildings, Materials and Fire	60	140	200	20
	Safety and Fire Law	32	68	100	10
	Introduction to Engineering Analysis	60	140	200	20
	Skills for Science and Engineering	30	70	100	10
	Energy Transfer and Thermodynamics	48	152	200	20
	Community Fire Safety	48	152	200	20

2	Fire and Built Environment	48	152	200	20
	Community Fire Safety Strategies	48	152	200	20
	Structures, Materials and Fire	48	152	200	20
	Fluid Dynamics of Fire	48	152	200	20
	Fire Science Project	48	152	200	20
	Fire Safety Management and Legislation	48	152	200	20
	Total:	**614**	**1786**	**2400**	**240**

4.7.3 The Panel noted that the graduation requirement of the FD programme is to complete and obtain 240 HKQF credits as laid down in the programme curriculum.

BEng

4.7.4 The BEng top-up programme consists of 180 HKQF credits and 230 HKQF credits for Route 1 and Route 2 entry respectively. It is delivered in part-time mode, with a programme duration of 18 months for Route 1 and 24 months for Route 2. The Hong Kong programme follows the same structure as the home programme and the curriculum is presented in Para. 4.7.5.

4.7.5 The structures of the BEng programme to be offered are summarised in the following tables:

Route 1

Year	Module Title	Contact Hours	Self-Learning Hours	Notional Learning Hours	HKQF Credits
1	Computational Engineering	48	152	200	20
	Project Management	24	76	100	10
	Engineering Analysis 2	60	140	200	20
	Accidents and Catastrophes	48	52	100	10

2	Enclosure Fire Dynamics	48	152	200	20
	Probabilistic Risk Analysis	48	152	200	20
	Fire Protection Engineering	48	152	200	20
	Engineering Design Project	48	152	200	20
	Engineering Dissertation	48	152	200	20
	Fire Investigation	60	140	200	20
	Total:	**480**	**1320**	**1800**	**180**

Route 2

Year	Module Title	Contact Hours	Self-Learning Hours	Notional Learning Hours	HKQF Credits
1	Introduction to Combustion and Fire	48	152	200	20
	Fire and Built Environment	48	152	200	20
	Fluid Dynamics of Fire	48	152	200	20
	Computational Engineering	48	152	200	20
	Project Management	24	76	100	10
	Engineering Analysis 2	60	140	200	20
2	Enclosure Fire Dynamics	48	152	200	20
	Probabilistic Risk Analysis	48	152	200	20
	Fire Protection Engineering	48	152	200	20
	Engineering Design Project	48	152	200	20
	Engineering Dissertation	48	152	200	20
	Fire Investigation	60	140	200	20
	Total:	**576**	**1724**	**2300**	**230**

4.7.6 The Panel noted that the graduation requirement of BEng is to complete and obtain 180 HKQF credits for Route 1 entry, and 230 HKQF credits for Route 2 entry as laid down in the programme curricula.

Both Programmes

4.7.7 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. 4.5.7.

4.7.8 Through the review of sampled teaching materials, the Panel noted that the module content on procedures of power isolation in case of electrical fire was not fully covered. Moreover, in view of the rising prevalence of electric vehicles and the recent tragedy in Hong Kong, the Panel also commented that the current programme curricula and content should increase the coverage of contemporary issues in façade fires and electric vehicle fires. Therefore, the Panel **recommended** that the Operator should thoroughly review and confirm the accuracy of teaching materials and coverage of contemporary issues in the industry.

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

4.8 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.

Both Programmes

4.8.1 The delivery of the programmes adopts a student-centred learning strategy, with a combination of lectures and tutorials with interactive

discussions of taught topics, case studies, group and individual tasks and projects, presentations and other online learning activities to achieve the learning outcomes. To enrich students' learning experience and practical knowledge, seminars and guest lectures will also be arranged. The MoI of the programmes is English supplemented with Chinese.

4.8.2 The Panel noted that the Operator has implemented plagiarism guidelines, utilising the Turnitin platform, alongside an AI Literacy Policy that establishes a regulatory framework for the appropriate use of generative AI tools by academic staff and students to safeguard academic integrity.

4.8.3 Regarding the assessment of both programmes, in addition to the information mentioned in Para 4.5.7 and Para 4.7.7, the Operator also provided to the Panel with the following:

(a) Academic regulations and assessment policy of the University;
(b) Assessment methods and weightings of each module;
(c) Assessment moderation mechanism; and
(d) Templates of external moderation forms.

4.8.4 Regarding the practical elements of both programmes, the Panel was informed that laboratory classes will be outsourced to a third-party fire laboratory to conduct flame height and fire sprinkler water distribution experiments. Through the discussions during the site visit, the Operator also shared the intention to reach out to FSD for enriching the practical learning activities. To further enhance students' transferable skills and knowledge of the industry through practical elements, including laboratory testing and site visits in both programmes, the Panel **recommended** that the Operator should consider ways to increase practical elements including laboratory testing and site visits in the programmes.

4.8.5 The Panel further noted, from discussions during the site visit, that students' choices for laboratory or experimental testing topics in the FD's Fire Science Project module and BEng's Engineering Dissertation module are limited due to constrained resources and accessible facilities. To further enrich the practical aspects of the programmes, the Panel therefore **recommended** that the Operator should review and enhance laboratory resources and facilities to ensure that all students have the opportunity to conduct practical projects or dissertations.

4.8.6 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 programmes effectively deliver the programme content.

4.9 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.

Both Programmes

4.9.1 As mentioned in Para. 4.3.1, the Course Leaders in home programmes who also serve as Link Tutors oversee both UK and Hong Kong programmes, while the Programme Leader at CTIHE, supported by the Programme Coordinator, handles overall programme management of the Hong Kong programmes.

4.9.2 Both programmes are delivered by CTIHE teaching staff. The Panel noted that the minimum appointment criteria for Hong Kong teaching staff is possession of a relevant Master's degree, such as MSc in Fire Engineering, Mechanical Engineering, or Building Services Engineering, that is directly aligned with the modules to be taught. Additionally, they must possess a minimum of two years of relevant professional experience.

4.9.3 The Operator provided the Panel with information on the staffing projection plan for the programmes. The Panel noted that the institutional staff-to-student ratio is 1:25. The Operator also provided the profiles of teaching staff, including evidence of each individual's fulfilment of the appointment criteria.

4.9.4 The teaching team consists of one full-time Programme Leader and nine part-time staff members. Due to the similar nature between FD and BEng, some of the teaching staff will teach modules from both programmes. The Panel was concerned about the programmes' reliance on part-time staff, despite the Operator sharing the possible contingency strategies such as substitution by other part-time teaching staff or online teaching by UK teaching staff. The Panel

recommended that the Operator should expand the pool of potential teaching staff to maintain the continuity and stability of programme delivery.

4.9.5 Regarding staff development, the Operator provided the staff development plan for the next three academic years. According to the *Submission Documents* and discussions during site visit, the Panel also noted that the Operator would conduct induction of the teaching staff prior to the commencement of a semester to familiarise teaching staff with the module specification, assessment criteria and administrative procedures. The Panel noted that most of the teaching staff are industry practitioners, and therefore **recommended** that the Operator should provide staff development in learning and teaching in higher education, to ensure teaching staff are equipped with appropriate pedagogical skills for programme delivery.

4.9.6 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 programmes.

4.10 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.

Both Programmes

4.10.1 The Operator provided the Panel with information on the learning and teaching resources for the programmes, including remote access of e-resources, list of programme-specific library resources and library holdings. During the site visit, the Operator also demonstrated the programme-specific software, including Fire Dynamics Simulator, Smokeview, Pathfinder, SIMULEX and Pyrosim, that are available to support the delivery of the programmes. The Panel noted that all students are provided with access to the e-resources, and the Operator employs Blackboard as the e-learning platform. Student assignments are submitted through Turnitin for plagiarism checking. The Panel considered the resources appropriate to support the delivery of the programmes.

4.10.2 Regarding student wellness support, the Panel noted that the Department of Student Development, staffed by counsellors, provides support to students with diverse needs and well-being concerns. Given the predominant part-time nature of the teaching staff, the Panel **advised** that the Operator should establish clear guidelines and provide appropriate support to enable teaching staff to effectively assist students with Special Educational Needs.

4.10.3 Notwithstanding the advice, the Panel was of the view that the Operator provides appropriate and necessary resources to support the delivery of the Programme.

4.11 Programme Approval, Review and Quality Assurance

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

Both Programmes

4.11.1 Regarding the development, monitoring and review of the programmes, the Operator provided the following information.

(a) CTIHE QA Manual;
(b) Academic QA Manual of the University;
(c) Institutional Agreement between CTIHE and the University;
(d) Memoranda of Co-operation for both programmes;
(e) Template of External Examiner's Report;
(f) Template of Annual Programme Review Report; and
(g) Extracts of the Minutes of the following Committees/Meetings of the programmes:
- Academic Planning and Development Committee
- Quality Assurance Committee
- Programme Validation Panel
- Project Group consists of representatives from CTIHE and the University

4.11.2 Based on document review, the Panel observed that the Operator had not rigorously followed up the comments made by the Programme Validation Panel. Specifically, the Panel noted the Operator failed to appropriately address the Programme Validation Panel's suggestions to conduct a targeted market survey and to

outline experiential learning activities that integrate the practical exposure into the curricula of the two programmes. Hence, the Panel **recommended** that the Operator should ensure follow up actions from the Programme Validation Panel are appropriately addressed.

4.11.3 Through the discussions with different stakeholders of the programmes, the Panel observed that the programmes would be delivered in multiple locations in addition to the UK and Hong Kong, and that the External Examiners, appointed by the University, are responsible for reviewing the programmes in individual delivery sites only. To ensure comparability of student achievement levels, the Panel **recommended** that the Operator should develop and deploy a mechanism to compare the performance of students on the programmes between home and Hong Kong programmes.

4.11.4 The Panel noted that the Operator would gather stakeholders' feedback in QA measures for programme review and enhancement, including Staff-Student Consultative Meetings, External Examiners, and consultation with the community and advisors. To ensure that the programmes meet contemporary industry needs, the Panel **advised** the Operator to ensure that external advisory input from the local industry is included for programme enhancement. Furthermore, the Panel also **advised** the Operator to explore the use of alumni and industry networks to support ongoing programme development and enhancement.

4.11.5 In conclusion, notwithstanding the recommendations and advice above, the Panel considered that appropriate mechanisms have been established to develop, implement and monitor the programmes 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 programmes.

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 HKQF.

Ref: 100/58/01
23 February 2026
JoH/CQ/RnL/mcc/kil

Appendix

HKCT Institute of Higher Education and University of Lancashire

Initial Evaluation and Learning Programme Accreditation for
(i) Foundation Degree in Science in Fire Safety Engineering
(ii) Bachelor of Engineering (Hons) in Fire Engineering

18 – 19 December 2025

Panel Membership

Panel Chair

Professor Mark Stephen DAVIES
Emeritus Professor of Bioscience
Faculty of Health Sciences and Wellbeing
University of Sunderland
UNITED KINGDOM

*Panel Secretary

Mr Ronald TO
Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of Academic and Vocational Qualifications
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Financial Expert

Ms FAN Ping Wai Vickie
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* The Panel Secretary is also a member of the Accreditation Panel.

HKCAAVQ Report No.: 26/65

HKCT Institute of Higher Education and University of Lancashire

Initial Evaluation and Learning Programme Accreditation for
(i) Foundation Degree in Fire Safety Engineering
(ii) BEng (Hons) Fire Engineering

18 – 19 December 2025

Corrigendum

On pages 2-3 of the Accreditation Report:

Original:

Address of Local Operator	(5)	HKCT Jockey Club Undergraduate Campus 2 On Shing Street, Ma On Shan, Sha Tin, New Territories
	(6)	HKCT Jockey Club Ma On Shan Campus Hang Hong Street, Ma On Shan, Sha Tin, New Territories
	(7)	HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories.
	(8)	HKCT Jordan Learning Centre 8/F, Wing On Kowloon Centre, 345 Nathan Road, Kowloon, Hong Kong

Correction:

Address of Local Operator	(1)	HKCT Jockey Club Undergraduate Campus 2 On Shing Street, Ma On Shan, Sha Tin, New Territories, Hong Kong
	(2)	HKCT Jockey Club Ma On Shan Campus Yiu On Estate, 2 Hang Hong Street, Ma On Shan, Sha Tin, New Territories, Hong Kong
	(3)	HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories, Hong Kong
	(4)	HKCT Jordan Learning Centre 8/F, Wing On Kowloon Centre, 345 Nathan Road, Kowloon, Hong Kong

On page 5 of the Accreditation Report:

Original:

Address of Teaching / Training Venue(s)	(1)	HKCT Jockey Club Undergraduate Campus 2 On Shing Street, Ma On Shan, Sha Tin, New Territories
	(2)	HKCT Jockey Club Ma On Shan Campus Hang Hong Street, Ma On Shan, Sha Tin, New Territories
	(3)	HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories.
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Correction:

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	(3)	HKCT Shek Mun Learning Centre 15/F., Corporation Park, 11 On Lai St, Sha Tin, New Territories, Hong Kong
	(4)	HKCT Jordan Learning Centre 8/F, Wing On Kowloon Centre, 345 Nathan Road, Kowloon, Hong Kong

Ronald To
Registrar

Ref: 100/58/01
29 June 2026
JoH/CQ/RnL/mcc/kil