



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 SCIENCE (HONOURS) IN GLOBAL
LOGISTICS TECHNOLOGY**

JULY 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA 1138), 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 the Technological and Higher Education Institute of Hong Kong, Vocational Training Council (the Operator) to conduct Learning Programme Accreditation for the Bachelor of Science (Honours) in Global Logistics Technology (the Programme/ BScGLT) with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Programme of the Operator (with specifications below) meets the stated objectives and QF standards and can be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the 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
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Name of Award Granting Body	Vocational Training Council 職業訓練局
Title of Learning Programme	Bachelor of Science (Honours) in Global Logistics Technology 環球物流科技（榮譽）理學士
Title of Qualifications [Exit Awards]	Bachelor of Science (Honours) in Global Logistics Technology 環球物流科技（榮譽）理學士
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	Transports and Logistics
Other Area of Study and Training	Computer Science and Information Technology
Sub-area (Other Area of Study and Training)	Computer Science and Information Technology
Industry	Logistics
Branch	Common (Logistics)
HKQF Level	5
HKQF Credits	504
Modes of Delivery and Programme Length	<u>Year-1 Entry</u> Full-time, 4 years <u>Year-3 Entry</u> Full-time, 2 years
Intermediate Exit Award	Title of Qualification: Higher Diploma in Global Logistics Technology 環球物流科技高級文憑 QF Level: 4 QF Credits: 315 Programme length: 2.5 years
Start Date of Validity Period	1 September 2026
End Date of Validity Period	31 August 2031

Number of Enrolment(s)	One enrolment per academic year
Maximum Number of New Students	<u>Year-1 Entry</u> Full-time: 60 students per year <u>Year-3 Entry</u> Full-time: 60 students per year
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	☐ Yes ☒ No
Address of Teaching / Training Venue(s)	(1) Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong (2) Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi, New Territories (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 regularly review the currency of the subject expertise within the teaching team as well as industry trends and needs to ensure that the programme remains current and relevant to the industry over time. The teaching team, with current expertise in relevant subject matters and industry developments, could also assist the Programme team in ensuring that appropriate improvements and enhancements are made to the design and delivery of the Programme. (Paragraph 4.5.4)

- 2.4.2 The Operator should regularly review the programme design and content and make revisions as appropriate according to the Institute's established quality assurance mechanism, as well as consider implementing additional measures where appropriate in order for the latest industry trends and developments to be considered in programme enhancement in a timely manner. (Paragraph 4.7.3)
- 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" or "the Institute") 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 the Academic Year 2025/26, THEi is operating 25 Bachelor's Degree programmes at Hong Kong Qualifications Framework (QF) Level 5 and a range of professional diploma and professional certificate programmes, including Professional Diploma Meister (PDM), Professional Diploma (PD) and Professional Certificate (PC) programmes pitched at QF Levels 4 or 5.
- 3.2 THEi commissioned HKCAAVQ to conduct the Learning Programme Accreditation for Bachelor of Science (Honours) in Global Logistics Technology. HKCAAVQ formed an expert Panel for this exercise (Panel Membership at Appendix 1) and arranged the site visit from 23 to 24 April 2026. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework*

(Version 1.3, 1 April 2025) was the guiding document for the Operator and the Panel in conducting this 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.

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 Bachelor of Science (Honours) in Global Logistics Technology (BScGLT) programme is hosted by the Department of Design and Architecture (DDA). The proposed Programme is designed to meet the growing demand for technology-ready professionals in logistics, supply chain management, and operations, to support the industry's transition from labour-intensive and operation-focused practices to automated and technology-driven processes and to align with the national and the Hong Kong Special Administrative Region (HKSAR) Government policies to strengthen Hong Kong's position as an international and regional transportation and logistics hub.
- 4.1.2 Regarding the assignment of the hosting department for the Programme, the Panel noted that the logistics programmes in the market are usually either business-centric or engineering-centric, and are normally hosted by the business or engineering departments. The Operator shared that the proposed Programme is intended to be a technology-centric logistics programme, with a primary focus of neither purely business nor engineering. They also shared with the Panel how such assignment of hosting department aligns with the planned development within the DDA and also inter-department development within the Institute. Based on the Operator's elaborations and the exchange with stakeholders during the site visit, the Panel considered the Operator's assignment of hosting department for the Programme appropriate.

- 4.1.3 The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) of the BScGLT exit award as proposed in the Main Submission are as follows:

Programme Objectives (POs)

PO1	Equip students with solid knowledge and principles of logistics to prepare them for careers in the global logistics industry;
PO2	Develop students' technological literacy and their ability to apply suitable technological approaches to devise solutions;
PO3	Foster students' practical problem-solving, critical thinking, research, and project management skills;
PO4	Enhance students' collaboration, communication, and social and ethical responsibility to work with different stakeholders and contribute positively; and
PO5	Build up students' leadership and a lifelong learning mindset to lead with an international vision in the ever-evolving, tech-enabled logistics industry.

Programme Learning Outcomes (PLOs)

On the completion of the Programme, graduates will be able to:	
PLO1	Demonstrate a solid understanding of logistics and supply chain principles integrated with technological expertise for professional logistics practice;
PLO2	Apply technological approaches to design innovative, technology-driven solutions to tackle logistics challenges;
PLO3	Apply critical thinking, research and project management skills to address and solve real-world logistics problems;
PLO4	Demonstrate strong communication skills and a commitment to social and ethical responsibilities in logistics practices while working independently and collaboratively with different stakeholders; and
PLO5	Exhibit leadership, a lifelong learning attitude and the ability to adapt and innovate in the evolving, tech-enabled logistics industry with an international perspective.

- 4.1.4 For the intermediate exit award, namely Higher Diploma in Global Logistics Technology (HDGLT), the PLOs are as follows:

PLOs

On the completion of the Higher Diploma in Global Logistics Technology, graduates will be able to:	
PLO1	Demonstrate a fundamental understanding of logistics

	and supply chain principles, integrated with basic technological skills, to support professional logistics practice;
PLO2	Use technological tools and approaches to assist the implementation of solutions for common practical challenges in logistics operations;
PLO3	Apply basic critical thinking and problem-solving skills, supported by guided research and project management tasks, to address practical challenges in logistics operations;
PLO4	Demonstrate effective communication skills and an awareness of social and ethical responsibilities in logistics practices while working independently and as part of a team with different stakeholders; and
PLO5	Demonstrate a positive attitude toward learning and the ability to adapt to changes in the technology-supported logistics industry, with an awareness of international perspectives.

4.1.5 The Panel noticed that learners' attainment of PLO4 of the BScGLT, which involves demonstrating 'a commitment to social and ethical responsibilities in logistics practices', may be difficult.

4.1.6 In response to the Panel's observation, the Operator proposed to refine PLO4 of the BScGLT as follows:

From	To
Demonstrate strong communication skills and a commitment to social and ethical responsibilities in logistics practices while working independently and collaboratively with different stakeholders	Communicate effectively and act with social and ethical awareness in logistics practice, both independently and collaboratively, when engaging with different stakeholders.

The Panel reviewed the proposed revision and considered it appropriate. The Panel reminded the Operator to complete requisite internal quality assurance procedures to endorse and approve the refined PLO4.

4.1.7 The Operator provided the following to demonstrate how the Programme aligns with the requirements of the associated QF standard:

- (a) Mapping of PLOs against the POs;
- (b) Mapping of the PLOs of BScGLT and HDGLT against the Generic Level Descriptors (GLD) at QF Levels 5 and 4 respectively;
- (c) Mapping of Industry/ Profession-specific (IPS) modules against PLOs of BScGLT and HDGLT;
- (d) Mapping of IPS modules against GLD at QF Levels 4 and/or 5 as appropriate; and
- (e) Sets of information mentioned in Paragraph 4.4.2.

4.1.8 The Operator provided the Panel with the following findings/figures by the Government and the Operator on the recent local development and situations, and recent initiatives of the Government to demonstrate the market needs for the BScGLT Programme. The Panel also met with the external stakeholders, such as a member of the Internal Validation Panel and potential employers, to further understand how the Programme could address the industry needs covering the following:

- (a) Manpower needs in relation to the transport and logistics industry;
- (b) Community and employer demand;
- (c) Education demand for logistic-related education and training; and
- (d) Student demand.

4.1.9 Based on the above information, the Panel considered that the Programme has POs that address community, education and/or industry needs, and PLOs that meet the relevant QF standards.

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 The Programme follows the Institute's policies regarding student admission, such as the Institute's *Academic Policies and Regulations for Degree Programmes*. The Minimum General Entrance Requirements for Bachelor's Degree programmes of the Institute are as follows:

Standard Entry Route		Non-Standard Entry
Local Qualification	Non-local Qualification	
HKDSE (Four Core Subjects and One Elective Subject) <u>Core Subjects</u> - 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 <u>Elective Subject</u> - Level 2 in one Elective Subject or one Applied Learning (ApL) Subject[#]. [#] An “Attained” in a relevant ApL Subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding APL(c)) will be considered in admission selection. HKALE - Grade E in HKALE AS-Level Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and - Grade E in HKALE AS-Level Use of English; and - Grade E in 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].	Academic Qualification <u>Mainland China</u> - 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 <u>International Baccalaureate (IB)</u> - Holder of an International Baccalaureate Diploma; or <u>Business and Technology Education Council (BTEC)</u> - 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 <u>Other Non-local Qualifications</u> - Other equivalent HKDSE qualifications. AND <u>English Language Requirements</u> - 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.	To be determined by the Vice President (Academic) on a case-by-case basis

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

- 4.2.2 Graduates of the following two VTC Higher Diploma programmes in relevant fields at QF Level 4 are eligible for admission to Year 3 of the Programme through the Institute's Through-Train Scheme. The Operator provided the Panel with the mappings of the specialised modules of the two HD programmes to Year 1 and Year 2 IPS modules of the BScGLT programme.

VTC's Programme	QF Level
Higher Diploma in Aviation and Logistics	4
Higher Diploma in Aviation Services and Transport Studies	4

- 4.2.3 In response to the Panel's enquiry regarding non-standard entry and learner selection, the Operator provided the following information:
- (a) Student Admission Assessment Form;
 - (b) The assessment attributes and rubrics, and the rubric descriptors for admission interview;
 - (c) The designated interviewers and possible modes;
 - (d) List of entry qualifications that can be exempted from / are required to attend an admission interview for admitting the Year 1 (Standard) and Year 3 of studies; and
 - (e) Applicants admitted under the "exception consideration" route are categorised as non-standard entry.

- 4.2.4 Regarding the maximum number of new students for the next five years starting from AY2026/27, the Operator's proposal is as below.

Academic Year	Study Modes	2026/27	2027/28	2028/29	2029/30	2030/31
Year of Entry						
Year-1 Entry	Full-time	60	60	60	60	60
Year-3 Entry (Advanced Standing [^])	Full-time	60	60	60	60	60

[^] Advanced Standing Entry for relevant sub-degree qualifications i.e. higher diploma and associate degree.
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- 4.2.5 Having considered the staffing (Section 4.5 below) and physical resources (Section 4.6 below) for the Programme, the Panel considered that the proposed yearly maximum intake figures are appropriate. The Operator also shared with the Panel how the Institute handles under-enrolment for programmes.
- 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 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 15% on a programme basis and 10% on an institutional basis of the number of new students across all years of study in that year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The Operator confirmed that the Programme will adhere to this policy.
- 4.2.7 In light of the recent incidents regarding fraudulent qualifications, the Operator provided the Panel with information on the Institute's measures for vetting academic qualifications from local and non-local applicants for degree programmes. The Operator also provided the Panel with the Institute's policies in relation to anti-corruption for the reference of staff responsible for admission and measures to advocate the importance of anti-corruption. The Panel considered the relevant policies and measures in place generally appropriate.
- 4.2.8 Based on the above information, the Panel considered that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes are appropriate for recruiting learners with the necessary skills and knowledge to undertake the 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 BScGLT programme is a four-year full-time programme with 504 QF credits in total. The Programme comprises eight General Education (GE) Core and 24 Programme Core modules, of which one is a Work-integrated Learning (WIL) module, four are GE Electives and three are Programme Electives.
- 4.3.2 The Operator provided to the Panel the following in relation to the programme content:
- (a) List of Programme-specific Elective Modules with the relevant QF levels and credit values;
 - (b) List of General Education Core (GEC) modules and General Education Elective (GEE) modules which includes the medium of instruction of individual modules and the offering department; and
 - (c) Syllabi of the IPS modules of the BScGLT programme.
- 4.3.3 Students can choose to exit the Programme with a HDGLT after completing the first two years and Semester One of Year 3 with the attainment of 315 QF credits in total, including the credit bearing WIL module with 90 hours of industry attachment.
- 4.3.4 In Year 1, students will be informed of the possibility of opting for an HD exit and that this decision normally needs to be made by the beginning of Year 2. A student is required to consult the Programme Leader before opting for HD exit to ensure that the circumstances are fully discussed and appropriate advice is provided.
- 4.3.5 The structure of the BScGLT programme is as follows:

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) Note 1	QF Level	Institute Credit Points
1	English for Academic Studies 1	General Education Core (GEC)	Nil	4	3
	Chinese 1		Nil	4	3
	Creativity & Innovation in Society		Nil	4	3
	Logistics & Supply Chains: An Introduction	Programme Core	Nil	4	3

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) Note 1	QF Level	Institute Credit Points
	Air Transport & Logistics		Nil	4	3
	Maritime Logistics		Nil	4	3
	Global Supply Chain: Operations & Strategies		Nil	4	3
	Financial Accounting		Nil	4	3
	Data Science & Artificial Intelligence		Nil	4	3
	Programme Elective 1	Programme Elective	Nil	4	3
<i>Year 1 Sub-total</i>					30
2	A.I. & Blockchain in Society & Work	GEC	Nil	4	3
	Entrepreneurial Mindset		Nil	4	3
	General Education Elective Module 1	GE Elective (GEE) ^{Note 2}	Nil	5	3
	ESG in Logistics & Transport	Programme Core	Nil	4	3
	Global E-Commerce Logistics Operations		Nil	4	3
	Global Talent Management in Logistics		Nil	4	3
	Smart Logistics & Emerging Technologies 1		Nil	5	3
	Smart Warehousing, Material Handling & Distribution Systems		Nil	4	3

Year	Module Title	Core / Elective	Pre- requisite(s) / Co- requisite(s) Note 1	QF Level	Institute Credit Points
	Innovation & Design Thinking in Logistics		Nil	5	3
	Programme Elective 2	Programme Elective	Nil	5	3
Year 2 Sub-total					30
3	English for Academic Studies 2	GEC	English for Academic Studies 1	5	3
	English for Professional Purposes		English for Academic Studies 1	5	3
	Chinese 2		Chinese 1	5	3
	General Education Elective 2	GEE Note 2	Nil	5	3
	Global Logistics Integrated Project	Programme Core	Nil	5	3
	Operations Research for Logistics		Nil	5	3
	Marketing Strategies for Global Logistics		Nil	5	3
	Emerging Trends of E-Procurement		Nil	5	3
	Work-integrated Learning Note 3		Nil	4	3
	Programme Elective 3	Programme Elective	Nil	5	3
Year 3 Sub-total					30
4	General Education Elective Module 3	GEE Note 2	Nil	5	3
	General Education Elective Module 4		Nil	5	3
	Capstone Project	Programme Core	Nil	5	6
	Business Law & Ethics for Global Logistics		Nil	5	3

Year	Module Title	Core / Elective	Pre-requisite(s) / Co-requisite(s) Note 1	QF Level	Institute Credit Points
	Quality Management in Intelligent Logistics & Supply Chain		Nil	5	3
	Smart Airports & Seaports Management		Nil	5	3
	Cold Chain Logistics Management		Nil	5	3
	Smart Logistics & Emerging Technologies 2		Smart Logistics & Emerging Technologies 1	5	3
	Spatial & Low Altitude Economy in Global Logistics		Nil	5	3
<i>Year 4 Sub-total</i>					30
Total Institute CP (Degree Award)					120
Total QF Credit (Degree Award) ^					504
^One Institute CP=4.2 QF Credit					
Note:					
- For Programme Elective/ GE Elective, pre-requisite depends on the selected module. - To fulfil the graduation requirements of the GEE modules, students are required to select GEE modules from at least two themes out of the six themes: - Language & Communication - Arts, Cultures & World Views - Social Analysis - Sustainability, Development & Sciences - Health & Wellness - Innovation, Management & Entrepreneurship. - The Work-integrated Learning (WIL) module must be completed before graduation. This module is assessed with grades and counted as part of the required number of CP for graduation and included in the calculation of the Grade Point Average (GPA).					

4.3.6 The structure of the programme leading to the intermediate exit award of HDGLT is as follows:

Year	Module Title	Core / Elective	Pre- requisite(s) / Co- requisite(s) Note 1	QF Level	Institute CP
1	Identical to Year 1 of the BScGLT programme.				
Year 1 Sub-total					30
2 [#]	A.I. & Blockchain in Society & Work	GEC	Nil	4	3
	English for Workplace Communication		Nil	4	1
	English for Academic Studies 2		English for Academic Studies 1	5	3
	General Education Elective Module 1	GEE	Nil	5	3
	Identical Programme Core to Year 2 of BScGLT programme				
	Work-integrated Learning	--	Nil	4	2
Year 2 Sub-total					30
3	Operations Research for Logistics	Programme Core	Nil	5	3
	Marketing Strategies for Global Logistics		Nil	5	3
	Emerging Trends of E-Procurement		Nil	5	3
	Programme Elective 2	Programme Elective	Nil	5	3
	Programme Elective 3		Nil	5	3
Year 3 Sub-total					15
Total Institute CP (Degree Award)					75
Total QF Credit (Degree Award)					315
Note:					
^	One Institute CP=4.2 QF Credit				
#	Students opting for the HD award are not required to take the GEC module Entrepreneurial Mindset.				

- 4.3.7 Based on the above information, the Panel considered that the structure and content of the learning programme are up-to-date, coherent, balanced and integrated to facilitate progression, enabling

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 Programme employs a range of learning and teaching activities such as lecture, tutorial, industry guest lecture and site visit. The medium of instruction is English.

4.4.2 The Operator provided the Panel with the following information on the learning, teaching and assessment of the Programme:

- (a) The mapping results as stated in Paragraph 4.1.7;
- (b) *BScGLT's Programme Document (2026/27)* issued by the hosting Department;
- (c) Syllabi of the IPS modules of the BScGLT programme;
- (d) Samples of teaching and learning materials and assessment tasks of Programme Core, Elective modules and the WIL modules for both the BScGLT programme and the intermediate exit HDGLT programme;
- (e) A summary of assessment methods and weightings of the IPS modules;
- (f) *THEi Student Handbook (Bachelor's Degree) AY2025/2026*;
- (g) The *THEi Guidelines on Use of Generative Artificial Intelligence for Learning and Teaching by Students*; and
- (h) The *THEi Guideline on Use of Generative Artificial Intelligence for Learning, Teaching and Research by Staff*.

4.4.3 The Panel was given to understand that the typical class size is 30-35 for General Education modules, 35 for practical and laboratory sessions of IPS modules, and 15-20 for tutorials. The overall staff-to-student ratio for the programme is anticipated to be 1:20 for the next five academic years.

4.4.4 For the Work-integrated Learning (WIL) placement in the Programme, the Operator provided the Panel with the following documents and information:

- (a) *Institute-wide Work-integrated Learning Framework for the Credit-bearing Work-integrated Learning Modules in THEi*;

- (b) A list of potential employers offering WIL placements for the Programme;
- (c) The template of the Memoranda of Understanding (MOUs) with industry partners who will commit to providing WIL placements for THEi's students;
- (d) Information on the training and support that the Operator will provide to the industry partners to ensure they are well-equipped to guide and mentor students during their WIL; and
- (e) Templates of the
 - (i) Student Feedback Form (WIL)
 - (ii) Work-integrated Learning Industry Supervisor Evaluation Survey.

4.4.5 The Panel noted that the first offering of the WIL component will commence in around May 2027 and all WIL placements will be secured by March 2027.

4.4.6 An Academic Supervisor from the Operator and an Industry Supervisor from the industry partners will be assigned to each student to track their progress and performance in WIL.

4.4.7 The Operator informed the Panel that the Programme Leader and Module Convenors are responsible for identifying the learners-at-risk in the Programme, and also elaborated the general Institute-wide mechanisms in place for such identification and intervention.

4.4.8 The graduation requirements for the BScGLT and the intermediate HD exit award are as follows:

BScGLT programme

Students are required to complete 120 Credit Points (CPs), including the passing of all compulsory (core) and required elective modules, to graduate.

HDGLT programme

Students are required to complete 75 CPs, including the passing of all compulsory (core) and required elective modules, to graduate.

4.4.9 Based on the above information, the Panel considered that the learning, teaching and assessment activities designed for the Programme are appropriate for delivering the programme content and assessing the attainment of the intended learning outcomes.

4.5 Programme Leadership and Staffing

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

- 4.5.1 The Programme is managed by a Programme Leader who is supported by a team of Module Convenors, Year Tutors, teaching staff, and a team of technical personnel and administrative staff from the hosting department. The Panel was given to understand that while the Programme Leader is yet to formally assume the role, he has been involved in the development of the Programme since early February 2026.
- 4.5.2 The Panel reviewed the following information in relation to staffing, staff management and development of the Programme:
- (a) Required qualifications for each of the academic staff posts for full-time and part-time academic staff;
 - (b) Profiles of members of the Programme Development Team;
 - (c) Profiles of planned and potential teaching staff for the IPS modules and the relevant teaching allocation plan;
 - (d) Profiles of Industry Practitioners to be engaged as part-time lecturers and guest speakers;
 - (e) A brief background of the potential External Examiner;
 - (f) *THEi Staff Performance Policy* and the Appraisal Forms by ranks; and
 - (g) List of planned staff development, consultancy, research activities for the Programme's full-time and part-time teaching staff up to year 2030.
- 4.5.3 The Operator informed the Panel that the recruitment for teaching staff has been ongoing since December 2025, and also updated during the meeting that a number of teaching staff would assume their positions in April to June 2026.
- 4.5.4 Having reviewed the information provided and the meetings with the Programme management and teaching staff, the Panel formed a view that a teaching team with sufficient and up-to-date expertise in the field is conducive to learning, teaching and assessment that are aligned with industry trends and needs. Noting the rapid development of the relevant fields, the Panel **recommended** that the

Operator should regularly review the currency of the subject expertise within the teaching team as well as industry trends and needs to ensure that the programme remains current and relevant to the industry over time. The teaching team, with current expertise in relevant subject matters and industry developments, could also assist the Programme team in ensuring that appropriate improvements and enhancements are made to the design and delivery of the Programme.

- 4.5.5 Based on the above information, the Panel considered that the Operator has an adequate programme leader, and teaching and support staff with the necessary qualities, competence, qualifications and experience for effective programme management. The staff development scheme and activities are adequate to ensure that staff would be/are kept up-to-date in their knowledge and competencies to deliver the Programme at the expected standard of quality.

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 and the planned learner group, regardless of location and mode of delivery.

Physical Resources

- 4.6.1 The Operator provided the Panel with the following resources for supporting the Programme:
- (a) Lists of library holdings and e-resources;
 - (b) List of specialised facilities / workshops and equipment for the Programme, and the relevant expected utilisation rates; and
 - (c) List of major equipment/ software to be procured such as Drone assembly pack and RFID Tags and RFID Readers.
- 4.6.2 During the site visit, the Panel had a tour of the programme-specific learning and teaching facilities and laboratories for the Programme at the Chai Wan campus and was also provided with a PowerPoint presentation about the Tsing Yi and Tai Koo campuses. The Operator informed the Panel that the Chai Wan campus is the sole teaching venue for the Programme, while the other two will serve as contingent venues.

Financial Resources

- 4.6.3 Regarding financial resources for the Programme, the Operator provided to the Panel the estimated income and expenditure budget (2026/27 to 2030/31) for the Programme, assuming (a) full student intake, (b) 50% student intake and (c) the minimum viable enrolment number set for the Programme respectively. The Panel observed that the financial projections for the coming five years are generally appropriate.
- 4.6.4 The Panel noted from the submission document that the preparation of the Integrated Logistics and Operations Simulation (ILOS) Lab, equipped with specialised technological equipment, is still in progress. The Operator updated the Panel in its response to initial comments with the relevant set-up plan and timeline for full operation prior to the commencement of the core specialised modules of the Programme.
- 4.6.5 Based on the above information, the Panel was of the view that the Operator has provided appropriate and sufficient resources for the learning, teaching and assessment activities 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 With respect to the development, approval, monitoring and reviewing of the development and performance of the Programme, the Operator provided the following quality assurance documents and records:
- (a) *THEi Quality Assurance Manual*;
 - (b) *Academic Policies and Regulations for Degree Programmes*;
 - (c) Terms of Reference and Membership of the Department Advisory Committee (DAC) of DDA;
 - (d) Extracts of meeting minutes of the following relevant boards and committees showing the deliberation and approval in relation to the Programme, such as
 - (i) VTC Vocational Education and Training Academic Board

- (ii) THEi Academic Board
 - (iii) DAC of DDA;
 - (e) Templates of programme quality monitoring tools, periodic review reports and stakeholders' feedback collection, such as
 - (i) Annual Programme Review and Improvement (APRI) Report for Degree Programmes
 - (ii) External Examiner Report Form (For Programmes)
 - (iii) Employment Survey of Graduates of Full-time Undergraduate Programmes of THEi
 - (iv) Survey of Employers' Views on Graduates of THEi.
- 4.7.2 After reviewing the above documents and discussing with the internal and external stakeholders of the Programme, the Panel considered that there was documentary evidence showing that the Programme had undergone the requisite quality assurance process for programme development and approval. There was also evidence showing that channels, both formal and informal, are available for obtaining feedback from various internal and external stakeholders. Furthermore, there was evidence that the Operator has taken appropriate follow-up actions in response to the feedback collected.
- 4.7.3 The Panel noted the rapid technological development in the industry, and opined that the Programme would need to respond timely to such developments in order for the programme content to remain current and relevant. In this regard, the Panel **recommended** the Operator should regularly review the programme design and content and make revisions as appropriate according to the Institute's established quality assurance mechanism, as well as consider implementing additional measures where appropriate in order for the latest industry trends and developments to be considered in programme enhancement in a timely manner.
- 4.7.4 Based on the above information, the Panel concluded that mechanisms are in place for programme monitoring and review on an on-going basis. The Panel also believed that by following the above-mentioned programme approval, review and quality assurance mechanisms, the Programme will be monitored and reviewed on an on-going basis to ensure that the Programme would remain current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

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

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

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

5.2 Appeals

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

- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<https://www.elegislation.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: 72/64/01

16 July 2026

JoH/KnL/VT/vt/jof

Appendix 1

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

Learning Programme Accreditation for Bachelor of Science (Honours) in Global Logistics Technology

23 - 24 April 2026

Panel Membership

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Professor Mark DAVIES

Emeritus Professor
Faculty of Health Sciences and Wellbeing
University of Sunderland
UNITED KINGDOM

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Registrar
Academic Accreditation and Assessment
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Special Project Director
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* The Panel Secretary is also a member of the Accreditation Panel.

Appendix 2

Graduate Profile of Bachelor of Science (Honours) in Global Logistics Technology

Qualification Title	Bachelor of Science (Honours) in Global Logistics Technology 環球物流科技（榮譽）理學士	
Qualification Type	Bachelor’s Degree	
QF Level	Level 5	
Primary Area of Study and Training	Business and Management	
Sub-area (Primary Area of Study and Training)	Transports and Logistics	
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	PO1	Equip students with solid knowledge and principles of logistics to prepare them for careers in the global logistics industry;
	PO2	Develop students’ technological literacy and their ability to apply suitable technological approaches to devise solutions;
	PO3	Foster students’ practical problem-solving, critical thinking, research, and project management skills;
	PO4	Enhance students’ collaboration, communication, and social and ethical responsibility to work with different stakeholders and contribute positively; and
	PO5	Build up students’ leadership and a lifelong learning mindset to lead with an international vision in the ever-evolving, tech-enabled logistics industry.
Programme Intended Learning Outcomes		
	On the completion of the Programme, graduates will be	

	able to:	
	PLO1	Demonstrate a solid understanding of logistics and supply chain principles integrated with technological expertise for professional logistics practice;
	PLO2	Apply technological approaches to design innovative, technology-driven solutions to tackle logistics challenges;
	PLO3	Apply critical thinking, research and project management skills to address and solve real-world logistics problems;
	PLO4	Demonstrate strong communication skills and a commitment to social and ethical responsibilities in logistics practices while working independently and collaboratively with different stakeholders; and
	PLO5	Exhibit leadership, a lifelong learning attitude and the ability to adapt and innovate in the evolving, tech-enabled logistics industry with an international perspective.
	<u>Intermediate HD Exit Award</u>	
	On the completion of the Higher Diploma in Global Logistics Technology, graduates will be able to:	
	PLO1	Demonstrate a fundamental understanding of logistics and supply chain principles, integrated with basic technological skills, to support professional logistics practice;
	PLO2	Use technological tools and approaches to assist the implementation of solutions for common practical challenges in logistics operations;
	PLO3	Apply basic critical thinking and problem-solving skills, supported by guided research and project management tasks, to address practical challenges in logistics operations;
	PLO4	Demonstrate effective communication skills and an awareness of social and ethical responsibilities in logistics practices while working independently and as part of a team with different stakeholders; and
	PLO5	Demonstrate a positive attitude toward

	<table border="1"> <tr> <td></td><td>learning and the ability to adapt to changes in the technology-supported logistics industry, with an awareness of international perspectives.</td></tr> </table>		learning and the ability to adapt to changes in the technology-supported logistics industry, with an awareness of international perspectives.
	learning and the ability to adapt to changes in the technology-supported logistics industry, with an awareness of international perspectives.		
Education Pathways	Graduates can also pursue postgraduate degree programmes using their knowledge and skills in logistics, technology and management, as well as critical thinking and problem-solving abilities acquired from the Programme. Local master's degree programmes are offered in the fields of supply chain management, industrial engineering and e-business, etc. Many overseas postgraduate degree programmes in areas such as global logistics strategies, digital business management and optimisation are offered in countries such as the United Kingdom and Australia.		
Employment Pathways	On completion of the Programme, graduates will typically work in the logistics and supply chain industry, including multinational logistics companies, e-commerce platforms, freight forwarding firms, shipping and port operations, robotics solutions providers for logistics and technology-driven supply chain consultancies. Potential job roles include logistics analysts, supply chain coordinators, operations managers, warehouse technology specialists, transport planners, data analysts for logistics optimisation and technology integration consultants. Other opportunities are positions such as inventory control managers, global trade compliance officers, sustainability consultants in logistics and roles in emerging fields such as drone delivery systems and low-altitude economy solutions.		
Minimum Admission Requirements	Please refer to the Minimum General Entrance Requirements for Bachelor's Degree Programmes of THEi in the table below.		
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		

Standard Entry Route		Non-Standard Entry
Local Qualification	Non-local Qualification	
<u>HKDSE (Four Core Subjects and One Elective Subject)</u> <u>Core Subjects</u> - Level 3 in Chinese Language; and - Level 3 in English Language; and	<u>Academic Qualification</u> <u>Mainland China</u> 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	To be determined by the Vice President (Academic) on a case-by-case basis

• Level 2 in Mathematics; and • “Attained” in Citizenship and Social Development [or Level 2 in Liberal Studies]. AND <u>Elective Subject</u> • Level 2 in one Elective Subject or one Applied Learning (ApL) Subject[#]. <i># 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.</i> <u>HKALE</u> • 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].	<u>International Baccalaureate (IB)</u> • Holder of an International Baccalaureate Diploma; or <u>Business and Technology Education Council (BTEC)</u> • 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 <u>Other Non-local Qualifications</u> • Other equivalent HKDSE qualifications. AND <u>English Language Requirements</u> • 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 Programmes of THEi		
Normally, applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.		

