



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

ACCREDITATION REPORT

TUNG WAH COLLEGE

LEARNING PROGRAMME ACCREDITATION

**BACHELOR OF HEALTH SERVICES AND
INFORMATION MANAGEMENT (HONOURS)**

OCTOBER 2021

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Appendix 1 HKCAAVQ Panel Membership

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA732), 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 Tung Wah College (the Operator) to conduct a Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Health Services and Information Management (Honours) programme of the Operator meets the stated objectives and QF standard 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 Bachelor of Health Services and Information Management (Honours) programme (the Programme), retitled as Bachelor of Health Information and Services Management (Honours), meets the stated objectives and QF standard at Level 5. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of five years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of Operator	Tung Wah College 東華學院
Name of Award Granting Body	Tung Wah College 東華學院
Title of Learning Programme	Bachelor of Health Information and Services Management (Honours) 醫療資訊及服務管理(榮譽)學士
Title of Qualification (Exit Award)	Bachelor of Health Information and Services Management (Honours) 醫療資訊及服務管理(榮譽)學士
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Other Area of Study and Training)	Health Care
QF Level	Level 5
QF Credits	551
Mode of Delivery and Programme Length	Full-time, 4 years
Start Date of Validity Period	1 September 2022
End Date of Validity Period	31 August 2027
Number of Enrolment	One enrolment per year
Maximum Number of New Students	25 students per year for Year 1 entry 25 students per year for Year 3 entry
Address of Teaching / Training Venue	Mongkok Campus: 90A & 98, Shantung Street, Mongkok, Kowloon King's Park Campus: 31 Wylie Road, Homantin, Kowloon Kwai Hing Campus: 16/F, Tower B, Kowloon Commerce Centre, Kwai Hing, Kowloon

- 2.4 HKCAAVQ will subsequently satisfy itself 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 fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The Operator, established by the Tung Wah Group of Hospitals, has been registered under the Post Secondary Colleges Ordinance (Cap. 320) as an Approved Post Secondary College to offer bachelor's degree programmes since 2011.
- 3.2 HKCAAVQ formed an expert Panel (the Panel) for this accreditation exercise (Panel Membership in **Appendix 1**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video conference on 9-10 September 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* 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 QF standards, for all exit qualifications from the programme.

- 4.1.1 The Programme is hosted by the School of Management of the Operator, supported by its three other Schools, namely School of Nursing, School of Medical and Health Sciences, and School of Arts and Humanities. After considering the Panel's comments, the Operator revised the programme title from "Bachelor of Health Services and Information Management (Honours)" to "Bachelor of Health Information and Services Management (Honours)". The Panel noted that the change of programme title had been approved by the relevant committees of the Operator. The Panel also noted that some course titles will be updated accordingly to align with the revised programme title. The objectives and intended learning outcomes of the Programme are set out as follows:

Programme Objectives (PO)

The Programme aims to:

PO 1	develop students' capacity in applying knowledge and skills regarding Health Information Management with reference to the competency frameworks of international professional associations for Health Information Management
PO 2	develop students' capacity in applying knowledge and skills regarding Health Services Management with reference to the competency frameworks of international professional associations for Health Services Management
PO 3	equip students with the knowledge in creating, assessing, measuring and evaluating impacts of biological and clinical information relevant to health information and services management issues
PO 4	develop students' understanding of the healthcare system in Hong Kong and the operation of common healthcare facilities in relation to Health Information Management and Health Services Management
PO 5	equip students with effective communication, and coalition- and team-building skills
PO 6	provide students with a holistic General Education (GE) curriculum, so as to equip them with the competencies demanded in the twenty-first century and to nurture them to become active, caring and socially responsible citizens

Programme Intended Learning Outcomes (PILOs)

Upon completion of the Programme, students are expected to be able to:

PILO 1	demonstrate critical understanding of knowledge in health sciences, health information management, and health services management, and apply them to solve problems in health information and services management
PILO 2	manage and analyse healthcare data by applying up-to-date information technology and techniques to facilitate the provision of quality healthcare services and to improve healthcare administration through contribution to an evidence-based, decision-making and policy-formulation process
PILO 3	demonstrate professional verbal and non-verbal communication skills and apply effective listening skills in healthcare settings
PILO 4	exercise sound judgement within the social, cultural and legal contexts of healthcare systems when practising health information and services management
PILO 5	critically evaluate and develop information and knowledge from a wide range of sources, including research, policies, guidelines, and good practices, to support and develop innovative and contemporary health services as part of the healthcare environment
PILO 6	demonstrate a solid foundation of knowledge and skills through general education and independent studies, to meet the requirements of and embrace the fast-changing environment and society

4.1.2 To demonstrate the intended learning outcomes that meet the QF standard at Level 5, the Panel was provided with (a) mapping of POs and PILOs, (b) mapping of courses and PILOs, (c) mapping of courses and Generic Level Descriptors (GLDs) for QF Level 4 and Level 5, and (d) samples of teaching and learning materials and assessments.

4.1.3 In response to the Panel's comments, the Operator advised that the Programme will provide training of new mindset using the framework of "digital health" to embrace the latest development and implementation of "smart health", "health technology", "AI and robotics" and "Internet of Medical Things" to show the digital transformation in health services locally and internationally. Considering the distinctiveness of the Programme with dual foci on

Health Information Management (HIM) and Health Services Management (HSM), the Panel reminded the Operator to create a good integration of HIM and HSM in the Programme.

- 4.1.4 To demonstrate the potential demand for the Programme, the Operator shared with the Panel the results of its market surveys. The Panel noted that the industry representatives and external advisors whom they met in the site visit meeting expressed strong support for the Programme. The Panel also noted that the Operator will engage external stakeholders to keep track of industry needs and keep the Programme up-to-date.
- 4.1.5 Potential education and employment pathways of the graduates of the Programme can be found in **Appendix 2**. During the site visit meeting, the Panel reminded the Operator to keep students well informed of the potential education and employment pathways upon completion of the Programme.
- 4.1.6 In consideration of the above information and the discussion with various stakeholders, the Panel formed the view that the Programme has objectives that address education and industry needs, with intended learning outcomes that meet the QF standard at Level 5.

4.2 **Learner Admission and Selection**

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

- 4.2.1 As informed by the accreditation documents and the responses provided by the Operator, the Panel noted the minimum admission requirements of the Programme as follows:

Year 1 entry

- (a) Have obtained Level 3 for Chinese Language and English Language, and Level 2 for Mathematics and Liberal Studies*, plus one Elective/Applied Learning subject at Level 2 ("3322+2") in HKDSE (*Have obtained "Attained" for Liberal Studies from academic year 2024-25 entry onwards); or

- (b) Have passes in AS Use of English and AS Chinese Language and Culture, plus one AL subject / two AS subjects in HKALE, and Level 2 for Chinese Language and English Language, plus passes in three other subjects in HKCEE; or
- (c) Have obtained the International Baccalaureate (IB) Diploma with a minimum of 24 points and fulfilled the following English language requirements:
 - (i) Grade 4 or better in the Higher Level English Language (B Syllabus); or
 - (ii) Grade 5 or better in the Standard Level English Language (B Syllabus); or
 - (iii) Grade 4 or better in the Higher or Standard Level English Language (A1 or A2 Syllabus); or
 - (iv) Grade 4 or better in the Standard Level English – Text and Performance; or
 - (v) Grade 4 or better in the Standard Level English – Literature and Performance (A1 syllabus); or
- (d) Have met the 2nd cut-off line** of the respective province for admission to mainland key universities in the National Joint College Entrance Examination (JEE), and have scores for English Language over 100 (**or the “cut-off line for undergraduate studies”, for provinces and cities where the 1st and 2nd cut-off lines are combined); or
- (e) Have obtained equivalent qualifications.

Year 3 entry

- (a) Have completed an Associate Degree (AD) or a Higher Diploma (HD) programme in a relevant subject/discipline; or
- (b) Have obtained equivalent qualifications.

(Remark: Students admitted for Year 3 entry may be required to satisfactorily complete some bridging courses. The bridging courses can be discipline courses or general education courses offered in the first two years of the Programme.)

- 4.2.2 In response to the Panel's comments as to whether the minimum admission requirements, in particular the requirement on Mathematics, can ensure that students would have the necessary skills and knowledge to undertake the Programme, the Operator advised that students in the Programme are required to take a course *HIM2008 Statistics for Healthcare* at QF Level 4, which will equip them with the necessary quantitative skills for progression of study to other discipline-specific courses. The Operator also advised that the focus of the Programme is on the integration of HIM and HSM, and therefore the Operator considered that the requirement of HKDSE Level 2 in Mathematics would be effective for recruitment of students with necessary skills and knowledge to undertake the Programme. During the site visit meeting, the Panel reminded the Operator to pay more attention to students with only Level 2 in HKDSE Mathematics and provide necessary support to these students to facilitate their progression.
- 4.2.3 On Year 3 entry, the Panel noted that students may be required to take certain courses offered in the first two years of the Programme as "bridging" courses, which can be discipline courses or general education courses, not covered in their previous studies. The Operator advised that mapping between the curriculum of this Programme and the prior studies of students will be conducted for admission of Year 3 entry, with a requirement of having 80% in similarity and having at least grade C in order for the courses taken by students in their prior studies to be eligible for credit transfer.
- 4.2.4 The Panel noted that the proposed maximum number of new students per year for the Programme is 25 students for Year 1 entry and 25 students for Year 3 entry. In line with the HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (i.e. admitted applicants not meeting the stipulated minimum admission requirements) should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.
- 4.2.5 In consideration of the above information, the Panel considered that the minimum admission requirements, the student selection process and the proposed maximum number of new students per year are appropriate.

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 curriculum of the Programme comprises 30 discipline courses, six language courses and three general education courses. The distribution of College Credits and QF Credits of the curriculum can be found in the tables below. In general, the graduation requirements of the Programme require students to have completed/attained: (a) the required credit units as prescribed for the Programme with the required Grade Point Average (GPA), (b) a non-credit bearing Work-Integrated Learning Programme (WILP), (c) a total of 30 hours of community service, and (d) an overall score of 6.0 in IELTS (Academic Module) or equivalent.

Courses by category

Category	No. of Courses	College Credits	QF Credits
Discipline	30	93	416
Language	6	18	95
General Education	3	9	40
Total:	39	120	551

Remark: All the courses of the Programme are three College Credits each, except for the *Capstone Project for Health Information and Services Management* with six College Credits.

Courses by Year

Year	No. of Discipline Courses	No. of Language Courses	No. of General Education Courses
Year 1	7	2	1
Year 2	8	2	0
Year 3	8	1	1
Year 4	7	1	1
Total:	30	6	3

- 4.3.2 In response to the Panel's comments, the Operator had updated the references for some courses. The Operator also advised that it will keep a close eye on the currency of the learning and teaching materials for the Programme. Overall, the Panel considered that the

structure and content of the Programme are up-to-date, coherent and integrated.

- 4.3.3 In consideration of the above information and the discussion with various stakeholders, the Panel considered that the structure and content of the Programme is appropriate and would enable students 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 teaching and learning activities of the Programme include lectures, tutorials, seminars, case studies, projects, laboratory sessions, group discussions and visits to healthcare facilities. The medium of instruction is English except for the courses related to Chinese Language or Chinese culture. The *Course Description Forms* provide summary information of each course such as course objectives, course intended learning outcomes, course indicative content, teaching and learning methods, contact and non-contact hours, assessment methods and references. The Operator also provided to the Panel samples of teaching and learning materials to demonstrate the academic standard of the Programme. The Panel noted that the Operator will invite field experts from both public and private sectors to share the latest knowledge and trends in smart hospitals and also their experiences with students. The Panel also noted that the Operator will monitor the learning needs of students, especially those without science-related background, in the learning, teaching and assessment activities of the Programme, and will provide necessary arrangements to support their learning, such as individual and/or group consultations and additional workshops.
- 4.4.2 The Operator informed the Panel that the student internships under its Work-Integrated Learning Programme (WILP) must be discipline-related in terms of the business and job nature, and internship places will be sourced by the programme team which includes the programme leader and two teaching staff. The Panel noted that there is a mechanism in place to guide and support students in the internship. For example, Student Academic Advisors will guide and

coach students throughout the internship period, and will also give feedback to students on their Post-Internship Reflective Papers.

- 4.4.3 The assessments of the Programme include essays, case studies, projects, laboratory exercises, presentations, tests, examinations. The Panel reviewed sample assessments of the Programme and considered that they demonstrated relevant academic standard and QF standard at Level 5. The Panel noted that external examiners with respective expertise in HIM and HSM will be appointed to give advice on the assessments of the Programme, covering both pre-assessment and post-assessment moderation, and *Turnitin* will be used to detect plagiarism in student assessments.
- 4.4.4 In consideration of the above information and the discussion with various stakeholders, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate in delivering the programme content and assessing students' 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 Operator provided the following information to demonstrate the academic leadership and staffing for the Programme:
 - (a) qualifications and experience of the programme leader;
 - (b) qualifications and experience of potential teaching staff;
 - (c) mapping of courses and staff expertise; and
 - (d) staffing plan showing the number of current and projected teaching staff to support the delivery of the Programme, which consists of 18 existing full-time teaching staff and two to four new part-time teaching staff

- 4.5.2 The Panel noted that the Operator has strong programme leadership and a dedicated teaching team with the necessary qualifications and experience for effective programme management. During the site visit meeting, the Panel reminded the Operator to keep staff updated through staff development activities such as seminars and conferences for the quality delivery of the Programme.
- 4.5.3 In response to the Panel's comments, the Operator advised that the recommended teaching load for the ranks of Lecturer to Professor ranges from 18 hours to 9 hours per week, and the anticipated teaching load specific for this Programme will range from 3 to 9 hours per week for a full-time teaching staff and will be 3 hours per week for a part-time teaching staff in each semester. The Panel noted that the Operator will monitor staff deployment to avoid overloading its existing staff.
- 4.5.4 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the programme leadership and staffing are appropriate and the staff development activities of the Operator can ensure that teaching staff will be kept updated for the quality delivery of the Programme.

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

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

- 4.6.1 The Operator provided to the Panel information about learning, teaching and enabling resources relevant to the delivery of the Programme such as classrooms, laboratories, computer facilities, software, smart devices, library resources and student support services including its Student Academic Advisor (SAA) system, together with a virtual tour of the campuses and facilities supporting the Programme. The Panel noted that computer software related to eHealth records as well as remote patient monitoring devices, such as Connected Vital Devices, will be purchased and installed before the commencement of the Programme. In response to the Panel's comments, the Operator provided the current and projected utilisation rate of its facilities to demonstrate that it has sufficient resources to support the Programme.

- 4.6.2 In consideration of the above information and the discussion with relevant stakeholders, the Panel considered that the Operator is able to provide learning, teaching and enabling resources that are appropriate and sufficient for the delivery of the Programme.

4.7 Programme Approval, Review and Quality Assurance

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

- 4.7.1 The Operator provided to the Panel the following information to demonstrate that it has in place a system to monitor and review the development and performance of the Programme on an on-going basis:

- (a) quality assurance mechanism in programme development, approval, management and review;
- (b) mechanism on collection and follow-up of stakeholders' feedback;
- (c) external advisors' comments on the Programme and the Operator's follow-up actions in response to the comments and suggestions received from the external advisors;
- (d) meeting minutes of relevant committees; and
- (e) quality assurance manual.

- 4.7.2 The Panel noted that the Operator had obtained external inputs in developing the Programme and by going through its internal quality assurance system involving relevant boards and committees such as School Board (SB), Academic Board (AB), Programme Planning Committee (PPC), Programme Advisory Committee (PAC), Quality Assurance Committee (QAC), Management Board (MB), Finance Committee (FC) and College Council (CC), the Operator had made changes to the design of the Programme.

- 4.7.3 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the Operator

has a comprehensive quality assurance system to monitor and review the development and performance of the Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkgf.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.

Tung Wah College

**Learning Programme Accreditation for
Bachelor of Health Services and Information Management (Honours)**

9 - 10 September 2021

Panel Membership

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

Appendix 2

Graduate Profile of the Programme

Qualification Title	Bachelor of Health Information and Services Management (Honours) 醫療資訊及服務管理(榮譽)學士
Qualification Type	Bachelor Degree
QF Level	Level 5
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Other Area of Study and Training)	Health Care
Programme Objectives	The Programme aims to: 1. develop students' capacity in applying knowledge and skills regarding Health Information Management with reference to the competency frameworks of international professional associations for Health Information Management; 2. develop students' capacity in applying knowledge and skills regarding Health Services Management with reference to the competency frameworks of international professional associations for Health Services Management; 3. equip students with the knowledge in creating, assessing, measuring and evaluating impacts of biological and clinical information relevant to health information and services management issues; 4. develop students' understanding of the healthcare system in Hong Kong and the operation of common healthcare facilities in relation to Health Information Management and Health Services Management; 5. equip students with effective communication, and coalition- and team-building skills; and

	6. provide students with a holistic General Education (GE) curriculum, so as to equip them with the competencies demanded in the twenty-first century and to nurture them to become active, caring and socially responsible citizens.
Programme Intended Learning Outcomes	Upon completion of the Programme, students are expected to be able to: 1. demonstrate critical understanding of knowledge in health sciences, health information management, and health services management, and apply them to solve problems in health information and services management; 2. manage and analyse healthcare data by applying up-to-date information technology and techniques to facilitate the provision of quality healthcare services and to improve healthcare administration through contribution to an evidence-based, decision-making and policy-formulation process; 3. demonstrate professional verbal and non-verbal communication skills and apply effective listening skills in healthcare settings; 4. exercise sound judgement within the social, cultural and legal contexts of healthcare systems when practising health information and services management; 5. critically evaluate and develop information and knowledge from a wide range of sources, including research, policies, guidelines, and good practices, to support and develop innovative and contemporary health services as part of the healthcare environment; and 6. demonstrate a solid foundation of knowledge and skills through general education and independent studies, to meet the requirements of and embrace the fast-changing environment and society.
Education Pathways	Graduates of the Programme are expected to be eligible for admission to relevant local and overseas postgraduate programmes.
Employment Pathways	Graduates of the Programme are expected to be able to work at entry level such as executive assistant, executive officer, project officer, health information & records officer, medical record officer and supporting services officer in the public, private and NGO healthcare sectors.
Minimum Admission Requirements	The minimum admission requirements of the Programme are as follows:

	<u>Year 1 entry</u> (a) Have obtained Level 3 for Chinese Language and English Language, and Level 2 for Mathematics and Liberal Studies*, plus one Elective/Applied Learning subject at Level 2 (“3322+2”) in HKDSE (*Have obtained “Attained” for Liberal Studies from academic year 2024-25 entry onwards); or (b) Have passes in AS Use of English and AS Chinese Language and Culture, plus one AL subject / two AS subjects in HKALE, and Level 2 for Chinese Language and English Language, plus passes in three other subjects in HKCEE; or (c) Have obtained the International Baccalaureate (IB) Diploma with a minimum of 24 points and fulfilled the following English language requirements: (i) Grade 4 or better in the Higher Level English Language (B Syllabus); or (ii) Grade 5 or better in the Standard Level English Language (B Syllabus); or (iii) Grade 4 or better in the Higher or Standard Level English Language (A1 or A2 Syllabus); or (iv) Grade 4 or better in the Standard Level English – Text and Performance; or (v) Grade 4 or better in the Standard Level English – Literature and Performance (A1 syllabus); or (d) Have met the 2nd cut-off line** of the respective province for admission to mainland key universities in the National Joint College Entrance Examination (JEE), and have scores for English Language over 100 (**or the “cut-off line for undergraduate studies”, for provinces and cities where the 1st and 2nd cut-off lines are combined); or (e) Have obtained equivalent qualifications. <u>Year 3 entry</u> (a) Having completed an Associate Degree (AD) or a Higher Diploma programme in a relevant subject/discipline; and (b) Have obtained equivalent qualifications. (Remark: Students admitted for Year 3 entry may be required to satisfactorily complete some bridging courses. The bridging courses can be discipline courses or general education courses offered in the first two years of the Programme.)
Operator	Tung Wah College 東華學院

