



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 RE-ACCREDITATION

**BACHELOR OF ARTS (HONOURS)
IN
CULINARY ARTS AND MANAGEMENT**

JUNE 2023

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA856), 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 (Cap. 592), was commissioned by the Technological and Higher Education Institute of Hong Kong, Vocational Training Council (the Operator) to conduct a learning programme reaccreditation (re-LPA) with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Arts (Honours) in Culinary Arts and Management (BACAM) programme of the Operator meets the stated objectives and QF standards and can continue to 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 Arts in Culinary Arts and Management (Honours), the Programme meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of five years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院
Name of Award Granting Body	Vocational Training Council 職業訓練局
Title of Learning Programme	Bachelor of Arts (Honours) in Culinary Arts and Management 廚藝及管理（榮譽）文學士
Title of Qualification(s) [Exit Award(s)]	Bachelor of Arts (Honours) in Culinary Arts and Management 廚藝及管理（榮譽）文學士
Primary Area of Study and Training	Services
Sub-area (Primary Area of Study and Training)	Catering, Food and Beverage Services
Other Area of Study and Training	Business and Management
Sub-area (Other Area of Study and Training)	General Business Management
HKQF Level	Level 5
HKQF Credits	554
Mode(s) of Delivery and Programme Length	Full-time (FT), Year-1 Entry, 4 years Full-time (FT), Year-3 Entry, 2 years Part-time (PT) Year-3 Entry, 4 years
Intermediate Exit Award	Title of Qualification: Higher Diploma in Culinary Arts and Management 廚藝及管理高級文憑

	QF Level: Level 4 QF Credits: 323 Programme Length (for HD award): Full-time, 2 years
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2028
Number of Enrolment(s)	Full-time (FT), Year-1 Entry: One enrolment per academic year Full-time (FT), Year-3 Entry: Two enrolments per academic year Part-time (PT) Year-3 Entry: Two enrolments per academic year
Maximum Number of New Students	<u>Year-1 Entry</u> Full-time: 60 per year <u>Advanced Standing Entry</u> Year-3 Entry, full-time: 30 per year Year-3 Entry, part-time: 30 per year
Address of Teaching / Training Venue(s)	(1) Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong (2) Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong (3) Chinese Culinary Institute (CCI) 7/F, VTC Pokfulam Complex, 145 Pokfulam Road, Hong Kong (4) International Culinary Institute (ICI) 143 Pokfulam Road, Hong Kong

2.4 Recommendation

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

2.4.1 The Institute should closely monitor part-time students' needs and provide them with the needed support to facilitate their learning process for their attainment of the Programme objectives and Programme Intended Learning Outcomes. (Paragraph 4.2.3)

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.

3. INTRODUCTION

3.1 The Technological and Higher Education Institute of Hong Kong (THEi) was established in 2011 as a member institution of the Vocational Training Council (VTC). THEi mainly operates local self-financed bachelor degree programmes and was granted Institutional Review status by HKCAAVQ in September 2012. In the 2022/23 academic year, THEi offers 20 degree programmes and a number of professional diploma/professional certificate programmes accredited by HKCAAVQ.

3.2 HKCAAVQ formed an expert Panel (Panel Membership noted in Appendix 1) for this re-accreditation exercise. In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted in the form of videoconference from 2 to 3 March 2023 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.

- 3.3 In consideration of the Operator's track record established from previous accreditation exercises, and in accordance with HKCAAVQ's Differentiation Approach, the information on the following aspects of the BACAM programme was not required in the main submission:

Domain of Competence	Information Not Required
LPA-3 Programme Structure and Content	GE courses are common in other accredited degree programmes and therefore information on GE courses is not required.
LPA-6 Learning, Teaching and Enabling Resources / Services	Information on institute-wide 'Financial Resources', 'Student Support Services' and 'Physical Resources' is not required.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

- 4.1.1 The BACAM programme is hosted by the Department of Hospitality Management, Faculty of Management and Hospitality. The current programme aims to develop students into a new generation of catering management professionals to serve the manpower demands of hospitality and catering locally and regionally. The POs and PLOs of the Programme remain unchanged from the last re-accreditation (Re-LPA) in 2018 and are as follows:

BACAM Programme Objectives (POs)

PO1	Equip students with a solid foundation of knowledge and skills in culinary arts and management as required by the catering industry for contemporary and future development locally and internationally;
PO2	Enable students to appreciate and integrate traditional and innovative approaches to culinary arts and management, embedded with design elements, to prepare them to ultimately be able to assume culinary leadership and managerial roles in the catering industry
PO3	Provide students with supplementary knowledge and skills to appreciate the integration of design in developing culinary innovation and enriching customers' dining experiences
PO4	Enable students to develop their abilities and creativities in solving complex challenges and management problems with empirical and theoretical approaches
PO5	Strengthen students' abilities to keep abreast of developments in their profession, and pursue independent and lifelong learning

BACAM Programme Learning Outcomes (PLOs)

Upon completion of the Programme (BACAM), students should be able to:

PLO1	Plan, organise, and lead in the execution of the food production operations of a restaurant/catering entity, based on a solid foundation of knowledge and professional skills in culinary arts and management
PLO2	Perform managerial duties in relation to quality assurance, organisation of resources, marketing activities, and provision of appropriate customer experience for the success and sustainability of a catering enterprise
PLO3	Synthesise knowledge and skills in culinary arts and management, embedded with design elements, to create new culinary dining concepts and experiences for local and international markets
PLO4	Explore and evaluate potential business opportunities taking into account cultural and socio-economic factors, and devise corresponding business plans for a catering enterprise to establish new catering ventures
PLO5	Communicate effectively in giving advice to industry

	practitioners on complex operational and management issues in catering operations
PLO6	Reflect on personal career goals and plans for career development and lifelong learning

Students may choose to exit the CAM programme with an exit award in Higher Diploma (HD) in Culinary Arts and Management pitched at QF level 4. Upon completion of the Programme, students should be able to:

HD-CAM Programme Learning Outcomes (PLOs)

PLO1	Assist in the planning, organisation and execution of the food production operations of a restaurant/catering entity
PLO2	Perform supervisory duties in relation to food quality and control, human resources, and customer satisfaction for the operations of restaurants/catering entities
PLO3	Devise practicable marketing plans and activities to meet the culinary trends and consumer demand in relation to restaurants/catering entities
PLO4	Communicate effectively verbally and in written form, and demonstrate numerical and soft skills so that they can work as a team leader or individual team member and independently in the workplace
PLO5	Reflect on personal learning needs and construct a personal development plan for employment and/or further study based on learning experience gained throughout the Programme

4.1.2 The Operator provided the following relevant information to demonstrate the Programme's attainment of the PLOs at Level 5 of the Hong Kong Qualifications Framework (QF):

- (a) Mapping of PLOs against:
 - (i) the POs
 - (ii) the Generic Level Descriptors (GLDs) at QF level 5 and 4;
 - (iii) Mapping of Industry/Professional-Specific (IPS) modules to GLDs at QF level 5
- (b) Syllabi of all IPS modules, with information such as module aims, module learning outcomes (MLOs), module content, pedagogical methods and assessment methods, reading lists and references;

- (c) External Examiners' Reports from AY2018/19 – AY 2020/21;
 - (d) Samples of Work-Integrated Learning (WIL) reports;
 - (e) Annual Programme Review and Improvement Report from AY2018/19 – AY 2020/21;
 - (f) Periodic Programme Review Report; and
 - (g) Results on Employment Survey of full-time graduates, from 2018 to 2021 for the Programme.
- 4.1.3 In relation to addressing the community and industry needs of the BACAM Programme, the employers' representatives of the graduates and WIL providers whom the Panel met expressed that the graduates of BACAM possess knowledge and skills relevant to the industry.
- 4.1.4 At the site visit meeting, the WIL providers and potential employers shared with the Panel that the professional competence of the graduates of the Programme is comparable to the graduates of other institutes. The WIL providers expressed their willingness to offer permanent spaces for the students who had completed their WIL at their location. They were satisfied with the overall performance of the students.
- 4.1.5 From the review of the information provided and the discussions with the representatives from relevant stakeholders during the site visit, such as the current and potential employers, the graduates and students, as well as the teaching staff of the Programme, the Panel considered that the BACAM programme is able to facilitate the employment and education pathways of its graduates as stated in the Graduate Profile in **Appendix II**.
- 4.1.6 In consideration of the information above and the discussions with various stakeholders, the Panel formed the view that the BACAM Programme has achieved the POs and PILOs as a whole and has met the QF standard at Level 5, and the Programme is in general fit for the purposes in the local context.

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 From the accreditation documents and the responses provided by the Institute, the minimum admission requirements of the Programme are as follows:

Standard Entry Route		Non-Standard Entry Route
Local Qualification	Non- Local Qualification	
<u>HKDSE</u> Level 3 in - Chinese Language - English Language Level 2 in - Mathematics - Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # # An "Attained" in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding ApLI) will be considered in admission selection. <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-	<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; and - A score above 100 out of a maximum of 150 for the English Language. <u>International Baccalaureate (IB)</u> - Holder of an International Baccalaureate Diploma; and - One of the following English Language results: - Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or - Grade 4 or above in IB English B (Higher Level); or - Grade 5 or above in IB	To be determined by the Faculty Dean on a case-by- case basis

Level) Use of English; and • Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B / Grade C in Syllabus A].	English B (Standard Level); or - Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or - Grade 4 or above in IB English A: Literature (Higher or Standard Level); or - Grade 4 or above in IB English Literature and Performance (Standard Level). <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” Grade (“M” stands for Merit and “P” stands for Pass)*; and • One of the following English Language requirements: - Grade E in GCE (A-Level / AS-Level) English Language; or - Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or - Grade E in HKALE (AS-Level) Use of English; or - A score of 100 out of a maximum of	
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	150 for the English language subject of NCEE or equivalent; or - An overall score of 6.0 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 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or - Have obtained an equivalent qualification to HKDSE's English Language Level 3 <u>Other Non-local Qualifications</u> • Equivalent HKDSE qualifications, achieving a standard of English	
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	equivalent to the HKDSE's English Language Level 3	
Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi		
Normally, applicants with a VTC HD or equivalent sub-degree qualifications/studies in the relevant streams may be admitted into Year 3 of full-time and part-time modes of the degree programme, if they pass an interview to assess their suitability.		

4.2.2 BACAM is currently offered in full-time mode with a programme length of four years. There are two entry points in Year 1 and Year 3 respectively, and two exit points leading to a higher diploma and a bachelor's degree approved since it was first accredited. The Institute proposed an addition of a part-time Year 3 entry route of which the minimum admission requirements are proposed to be the same as those of the existing and corresponding full-time Year 3 entry route. The Newly Proposed maximum number of new students proposed as follows, effective from AY 2023/24:

Academic Year	2023/24	2024/25	2025/26	2026/27	2027/28
Entry Year					
Year 1 Entry (Full-time)	60	60	60	60	60
Advanced Standing^ Entry (Full-time)	30	30	30	30	30
Advanced Standing^ Entry (Part-time)*	30	30	30	30	30

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

^{*} New entry route proposed for AY2023/24 onwards with two enrolments per academic year.

The proposed maximum number of yearly student intake has taken the expected popularity of the Programme and the resources of the Operator in terms of staffing and facilities into account. The Operator also made reference to the Periodic Programme Review (PPR) panel on 2nd September 2022, proposing to offer an additional part-time study mode for advanced standing entry, particularly targeting HD graduates and working adults holding appropriate prior academic qualifications. Moreover, a Spring intake option for advanced entry

to Year 3 full-time and part-time entry are proposed. The Panel considered the proposed changes appropriate.

- 4.2.3 Considering the Year 3 part-time entry includes working adults who may be away from school for a period of time, the Panel **recommended** that the Institute should closely monitor part-time students' needs and provide them with the needed support to facilitate their learning process for their attainment of the Programme objectives and Programme Intended Learning Outcomes.
- 4.2.4 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. Responding to the Initial Comment on the non-standard admission quota, the Institute confirmed that the Institute's programmes will abide by the prevailing policy and cap the non-standard admission quota accordingly.
- 4.2.5 The Panel has reviewed the profiles of students admitted since the last re-accreditation, and noted that all students admitted during the validity period met the stipulated admission requirements.
- 4.2.6 The Panel also reviewed the student progression and attrition rates and sample marked assessments, and formed the view that students admitted generally possess the knowledge and skills to undertake the Programme.
- 4.2.7 The Panel discussed the admission issues of the Programme with the Operator, reviewed the admission requirements and information during the validity period, including the admission statistics and profiles of the student admitted to the Programme. The Panel observed from the accreditation documents that the decline in student intake numbers is shown since the last re-accreditation of the Programme, and hence the cohort size has been in general decreased. In response to the Initial Comments and during the site visit on the under-enrolment issue, the Operator shared the rationale for the decrease in enrolment in the past few years, such as the outbreak of the pandemic. The Panel noted that the Institute will enhance the recruitment for the Programme in various means, such as online promotional strategies and outreach activities in different

secondary schools, to maintain the sustainability and viability of the Programme.

- 4.2.8 The Operator confirmed that there was no non-standard and non-local entrant during the validity period. The Operator also provided the relevant information on the attrition rates, throughput rate, pass rate and graduate employment rate of the Programme over the validity period concerned.
- 4.2.9 From the review of the attrition rates, throughput rate, pass rate and graduate employment rate, as well as the samples of marked assessment scripts, the Panel considered that the minimum admission requirements and the positioning of the Programme are reasonably aligned.
- 4.2.10 The Panel noted that the Operator has a series of marketing plans in line to enhance the Programme's popularity. However, considering the decrease in the number of student intake in the past years, the Panel **advised** that the Institute should take an active approach in marketing promotions, not only limited to secondary school students but also further expand the target audience group to the parents as well for the better outreach of the Programme.
- 4.2.11 In consideration of the above information and the discussions with the representatives of relevant internal and external stakeholders, the Panel considered that the minimum admission requirements are clearly outlined for staff and prospective students. The minimum admission requirements and the student selection process are appropriate for the recruitment of students 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 BACAM Programme is a four-year full-time degree programme which also offers a part-time mode of study. To be eligible for graduation and the award, Year-1 students entering from AY2023/24 onwards are required to complete 44 modules including General Education (GE), Industry/Profession-Specific (IPS) modules and a

Work Integrated Learning (WIL) module, and acquire 132 Institute Credit Points (CPs).

4.3.2 The Panel noted that the Institute proposed to modify the Programme structure including module sequencing, revamp and deletion of modules, and conversion of the WIL module from non-credit-bearing to credit-bearing, and that the proposed changes are supported by the PPR Panel and the Faculty Advisory Committee members and External Examiners, as observed in the accreditation documents and during the site visit. The Panel considered the proposed changes appropriate.

4.3.3 The Programme comprises two main curriculum components, namely the General Education (GE) curriculum delivered through the GE modules and the vocational curriculum delivered through the IPS modules. The Programme structure is shown in the table below, with the distribution of modules and CPs by module type and QF level.

Module Type		Year 1 & 2 CP		Year 3 & 4		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	27.3
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	6	-	-	2	6	
Industry/ Profession Specific (IPS) Modules	Programme Core	30	15	3	6	18	54	72.7
	Work-Integrated Learning	-	-	2	-	1	2	
Total		66 (86%)		11 (14%)		26	77^	
Total Number of QF Credits							323^	

^ One Institute CP is equivalent to 4.2 QF credits

4.3.4 For the intermediate exit award HDCAM, students are required to complete Year 1 and Year 2 of the CAM studies and a summer semester of Year 2, including one non-credit bearing module of E-Learning Package: English for Workplace Communication and a credit-bearing the Work-integrated Learning Module, amounting to 77 CPs. The structure of the HDCAM programme is shown in the table below, with the distribution of modules and CP by module type and QF level.

Module Type		Year 1 & 2 CP		Year 3 & 4		No. of Modules	Total CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3		-	6	3	9	27.3
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	6	-	6	4	12	
Industry/ Profession Specific (IPS) Modules	Programme Core	30	15	-	45	30	90	72.7
	Programme Elective	-	-	-	3	1	3	
	Work-Integrated Learning	-	-	3	-	1	3	
Total		66 (50%)		66 (50%)		44	132^	
Total Number of QF Credits							554^	

^ One Institute CP is equivalent to 4.2 QF credits

4.3.5 In view of the need for continuous improvement, the Institute proposed changes in the programme structure starting from AY2023/24. The Panel reviewed the revised Programme Structure of BACAM and formed the opinion that the changes and updates are appropriate and will better prepare students in order to stay abreast of evolving knowledge in the culinary arts and management industry. The majority of the learning contents, in terms of QF credits, in the Programme are pitched at QF Level 5. The detailed programme structure is tabulated as follows:

Year	Module Title	Core/ Elective	Pre-requisite(s)	QF Level	CP
1	English for Academic Studies 1	GE Core	Nil	4	3
	Chinese 1		Nil	4	3
	Creativity & Innovation in Society		Nil	4	3
	Science Fundamentals for Catering	Programme Core	Nil	4	3
	Business Management Fundamentals		Nil	4	3

	Food Cost Control & Yield Management		Nil	4	3
	Food Nutrition for the Culinary Arts		Nil	4	3
	Cuisine Culture		Nil	4	3
	Chinese Culinary Fundamentals		Nil	4	3
	Western Culinary Fundamentals		Nil	4	3
Year 1 Sub-total					30
2	Technology, Society & Work	GE Core	Nil	4	3
	Entrepreneurial Mindset		Nil	4	3
	GE Elective 1	GE Elective	Nil	5	3
	GE Elective 2		Nil	5	3
	Human Resources Management	Programme Core	Business Management Fundamentals	5	3
	Accounting for Management		Business Management Fundamentals	5	3
	Western Culinary Arts		Nil	4	3
	Regional Chinese Culinary Arts		Nil	4	3
	Wine, Spirits & Food Affinities		Nil	4	3
	Marketing Management		Business Management Fundamentals	5	3
	Food Hygiene & Sanitation		Science Fundamentals for Catering	5	3
	Food Production Operations		Nil	5	3
Year 2 Sub-total					36
3	Chinese 2	GE Core	Chinese 1 or equivalent	5	3
	English for Academic Studies 2		English for Academic Studies 1 or equivalent	5	3

	English for Professional Purposes		English for Academic Studies 1 or equivalent	5	3
	Kitchen Operations Management	Programme Core	Nil	5	3
	Menu Development & Food Styling		Nil	5	3
	Gastronomy		Nil	5	3
	Entrepreneurship		Nil	5	3
	Dining Experience & the Senses		Nil	5	3
	Recipe Development		Nil	5	3
	Catering Events Management		Nil	5	3
	Research Methods & Data Analysis		Nil	5	3
	Work-integrated Learning		Nil	4	3
Year 3 Sub-total					36
4	GE Elective 3	GE Elective	Nil	5	3
	GE Elective 4		Nil	5	3
	Final Year Project (Part 1)	Programme Core	Nil	5	3
	Mass Catering Food Production		Nil	5	3
	Food Supply Chain Management		Nil	5	3
	Final Year Project (Part 2)		Final Year Project (Part 1)	5	3
	Trends & Innovations in Culinary Arts		Nil	5	3
	Quality Evaluation of Foods & Beverages		Nil	5	3
	Business Ethics & Law		Business Management Fundamentals	5	3
	Programme Elective		Programme Elective	Nil	5
Year 4 Sub-total					30

Total Institute CP (Degree Award)	132
Total QF Credit (Degree Award)	554

Note:

1. For Programme Elective / GE Elective, pre-requisite depends on the selected module.
2. To exit with HD award, students are required to complete the GE Core module *English for Academic Studies 2* instead of the GE Core module *Entrepreneurial Mindset*

4.3.6 During the site visit, the external stakeholders commented that after reviewing the examination scripts, course papers and materials, they considered that the Programme fits into most universities and are satisfied with its development. With the changes made to the assessment proportions, the Programme fits into the market needs and allows students to demonstrate their knowledge more thoroughly.

4.3.7 Having considered the above information and discussions with the Institute, the Panel held the view that the structure and contents of the BACAM Programme have been effective in enabling 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 BACAM Programme employs a range of teaching and learning activities, such as lectures, tutorials, workshops, practical laboratory, Project-based learning, Problem-based learning, Site-visits and Field Trips, Final Year Project, Guest Lectures/Seminars and Co-/Extra-curricular Activities and Work-integrated Learning. The Panel noted that the medium of instruction of the Programme is English. The Institute provided to the Panel the Module Syllabi of all IPS modules which include the summary information of each module such as module aims, module learning outcomes, module content, pedagogical methods and assessment methods. The typical class size of a lecture is normally 30 to 35 students, and in actual delivery during the validity period, the class size was 15 to 30.

- 4.4.2 In response to the Initial Comments, the Institute ensured that for students who are less proficient in English, ample guidance and training would be provided by teachers prior to each assessment. Students can also utilise the language-learning facilities and services provided by the Centre for Learning Enhancement (CLE). During the discussions with the current students and the graduates, they shared that teachers and students are able to maintain active and timely communication which allows the teaching staff to duly identify the weaker students.
- 4.4.3 In the accreditation documents and response to Panel's Initial Comments, the Institute provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics, of the following modules to demonstrate the academic standard of the Programme and the education pedagogies adopted:
- Gastronomy
 - Chinese Culinary Fundamentals
 - Western Culinary Fundamentals
 - Western Culinary Arts
 - Research Methods & Data Analysis
- 4.4.4 The Panel noted that some reference materials on the reading list, such as journal publications, are dated although the reading list is regularly reviewed and updated every year. The Panel **advised** that the Institute should regularly review and update the reference information in the teaching and learning materials of the Programme, to maintain the currency and relevance of the reference information.
- 4.4.5 In terms of assessments, a range of methods have been adopted in the Programme, including assignments, skill/practical tests, written tests, presentations, projects/portfolios, reports, written examinations, etc. The Panel noted that the External Examiner (EE) has been provided with the assessment tasks/papers and samples of marked student assessments to review the validity and reliability of assessments, students' attainment of intended learning outcomes, and the consistency of marking. The EE's feedback and suggestions for improvements have been documented and considered by relevant committees under the internal quality assurance process of the Institute. The Panel reviewed the samples of the marked assessments of the Programme and considered that they demonstrated relevant academic standards pitched at QF Level 5.

- 4.4.6 The Panel noted that the WIL must be completed before graduation with a total of a minimum of 480 hours for the BACAM Award and 120 hours for the HDCAM Award. During the discussions at the site visit, the Programme Team shared with the Panel that they have been maintaining connections with the potential and existing WIL provider partners to ensure the students have sufficient opportunities to fulfil the WIL requirement for the completion of the Programme. The students will also learn to integrate theoretical learning and practice for application into a real-life experience and be able to equip themselves with the operational experience gained in a corporation. Trainings for WIL providers are provided to them to best support students' needs throughout the arrangement. The WIL providers commented on students' enthusiasm for learning and had left a positive note during their experience. The graduates and current students also expressed that the WIL experience was helpful in guiding them into the real-life work experience. For continuous improvement of the programme and enhancement of students' learning experience, the Panel **advised** the Institute to meet and provide training to the WIL providers more regularly to align the expectation from both the provider and the Institute. With the programme being a degree that involves practical skill sets, the Panel also **advised** the institute to consider increasing the WIL hours/extending the module for the Programme to provide a sustainable experience for the students to gain a holistic experience during their time in studying the Programme.
- 4.4.7 After reviewing the WIL provider list of the Programme, the Panel **advised** that for the continuous growth of the programme, the Institute should broaden and better categorise the WIL provider list to maximise students' exposure to the industry.
- 4.4.8 The Panel was provided with the summary information and results of the Student Feedback Questionnaire (SFQ) for the IPS modules and the Programme for AY 2018/19, AY 2020/21 and AY 2021/22, and student feedback was collected in the regular Staff-Student Consultative Committee (SSCC) meetings. The Institute informed the Panel that the Programme Team and the Faculty Board members have been regularly reviewing the SFQ results and feedback, formulating improvement actions and evaluating the effectiveness of follow-up action taken, and the Institute provided the Panel with an example extract of Quality Assurance Committee (QAC) paper recording the follow-up actions for SFQ for AY 2020/21.
- 4.4.9 To be eligible for graduation, BACAM students should achieve 132 Institute Credit Points by passing all compulsory (core) and required

elective modules as well as completing the Work Integrated Learning. To exit with the HD award, students will need to fulfil the same graduation requirements but with a different Credit Points count of 77.

- 4.4.10 In consideration of the above information and the discussions during the paper-based communication, the Panel considered that the learning, teaching and assessment activities of the BACAM Programme are in general effective 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 Programme Leader is the academic leader of the Programme, who is responsible for the Programme's day-to-day operation, quality assurance and improvement, and answers to the Dean of the Faculty for its quality, as indicated by student evaluations, enrolment and completion rates and graduate outcomes. The Programme Leader provides academic and programme leadership for the Programme, and works with the Module Convenors and teaching staff, and Year Tutors for the delivery of the Programme.
- 4.5.2 The Institute provided the following information on the programme leadership and staffing resources for the Programme:
- (a) academic and professional qualifications, research credentials and/or relevant work experience of existing teaching staff;
 - (b) appointment criteria for academic staff;
 - (c) staffing plan showing the numbers of the teaching staff and support staff to support the delivery of the Programme from AY 2018/19 to AY 2022/23; and
 - (d) staff development activities

- 4.5.3 The number of academic staff is based on a full-time equivalent staff-student ratio of 1:20. The staffing provision is also based on the average teaching load per week of 3, 6, 9 and 15 hours for staff at the post of Professor, Associate Professor, Assistant Professor and Lecturer respectively.
- 4.5.4 In terms of staff development, the Institute provided the Panel with the summary information on the staff development activities and development scheme. Teaching Staff who taught the IPS modules of the Programme during the validity period are encouraged to engage in scholarly and professional activities. They are entitled to apply for financial subsidies, study leaves, and time off for professional examinations or attending conferences.
- 4.5.5 Teaching staff who met with the Panel that they were given in-house training and other staff development opportunities, such as workshops, seminars, conferences, and sharing sessions to enhance the quality of teaching and the currency of their knowledge.
- 4.5.6 Having considered the above information and discussion with the Programme Leader and teaching staff on the management and delivery of the Programme, the Panel was of the view that the provision of staff is generally appropriate for the effective delivery of the Programme. Staff development activities are considered adequate in ensuring that staff are kept up to date for quality programme delivery.

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 Accreditation Document and the responses to the Initial Comments provided the following information:
- (a) Major facilities for the BACAM Programme;
 - (b) Utilisation rate of relevant physical facilities in AY 2021/22;
 - (c) Programme-specific library resources, e-database and e-resources; and

(d) Resources and services in place for support to students

During the site visit, the Institute also provided video presentations of the facilities and library resources specific to the Programme.

- 4.6.2 The Panel considered that the facilities are well-maintained during the video and live presentation. There are new equipment and facilities, the inventory of which have been increasing since the last Re-LPA in 2018. For example, specialised facilities supporting the delivery of the CAM programme includes the Food and Diet Lab (Room N515), Sensory Evaluation Laboratory (Room N516) Western Cuisine Kitchen (Room N524) and Asian Cuisine Kitchen (Room N517), Pastry Workshop (i.e. Pastry Kitchen, Room N514) and Spring training restaurant (N525). The Institute will continue to carefully examine the resource requirements for its learning programme and determine the extent to which it needs to equip. In addition to the THEi Chai Wan and Tsing Yi Campus, THEi has also included the Chinese Culinary Institute (CCI) and International Culinary Institute (ICI) at Pokfulam as additional teaching venues for modules of the Programme requiring specialised facilities for kitchen-based laboratory sessions since September 2021, which was approved by HKCAAVQ through Substantial Change. The Programme Team expressed that they were satisfied with the current facilities provided at the Institute.
- 4.6.3 The Panel noted that the provision of learning resources and facilities for the BACAM Programme is based on the approved maximum yearly intake, the Faculty's annual programme plan and the actual number of enrolment. THEi and Faculty management, the Faculty and the Programme Team ensured that they would closely monitor the financial position while the quality of students' learning experience will always be maintained with adequate physical and staffing resources.
- 4.6.4 On financial resources, the Panel was provided with the Income and Expenditure statement of the CAM Programme for AY 2020/21 to AY 2021/22. The Institute also provided the Panel with the financial budget from AY 2022/23 to AY 2026/27. The Institute informed the Panel that it has accumulated a healthy operating reserve for its long-term development and sustainability. Based on the financial information provided, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and it continues to be financially viable.

- 4.6.5 In consideration of the above information and the discussions with the representatives from the senior management, Programme Team, students and graduates, staff providing student support services, and relevant external stakeholders, the Panel considered that the learning, teaching and enabling resources are generally 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 Institute provided the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

- (a) Quality Assurance Manual;
- (b) Extracts of meeting minutes of the Institute Council, Academic Board, Quality Assurance Committee, Faculty Advisory Committee, Faculty Assessment Board, Faculty Board, and Staff-Student Consultative Committee (SSCC);
- (c) Summary results of relevant Key Performance Indicators (KPIs) for the Programme from AY 2017/18 to AY 2020/21, such as enrolment rate, annual retention rate, dropout rate, pass rate, throughput rate, attrition rate, level of student satisfaction (Programme experience), and graduate employment rate;
- (d) External Examiners' Reports from AY 2018/19 to AY 2020/21;
- (e) Results of students' comments in the Student Feedback Questionnaire (SFQ) for AY 2018/19 to AY 2021/22;
- (f) Annual Programme Review and Improvement (APRI) report from AY 2018/19 to AY 2020/21;
- (g) Extract of a Quality Assurance Committee (QAC) paper about post-SFQ Survey follow-up actions and evaluation of actions for SFQ, for AY 2020/21 for the Programme;

- (h) Results on Employment Survey of full-time graduates, from 2018 to 2021 for the Programme;
- (i) Periodic Programme Review (PPR) Report.

- 4.7.2 The Panel was given to understand that the Institute collect feedback from key stakeholders of the Programme through a variety of channels. For example, students' evaluation and feedback on modules and teaching have been collected via SFQ at the end of each semester and SSCC during the validity period, and graduates' and employers' views are collected via the Graduate Employment Survey. Feedback from Honorary Professors and Adjunct Professors, and external stakeholders such as members of the Faculty Advisory Committee, External Examiners, and WIL providers has been continuously collected. The records of such have shown positive support and contributions to the Programme, as noted in the accreditation documents.
- 4.7.3 Having reviewed the above information, the Panel observed that the development and performance of the Programme have been monitored and reviewed in accordance with established quality assurance processes.
- 4.7.4 During the site visit, the Panel reaffirmed with the students and external stakeholders on how the Institute collected and responded to their feedback. The latter also shared with the Panel the relevancy of the Programme in meeting industry needs.
- 4.7.5 On the basis of the above information, the Panel concluded that the quality assurance system and relevant processes of the Institute are considered appropriate in the monitoring and reviewing of 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 <http://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: 72/30/03

9 June 2023

JoH/AnC/PrL/amc

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

**Learning Programme Re-accreditation for
Bachelor of Arts (Honours) in Culinary Arts and Management**

2-3 March 2023

Panel Membership

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Professor Joan Ann COOPER
HE Consultant and Commissioner
Tertiary Education Quality and
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AUSTRALIA

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

Appendix 2

Graduate Profile of Bachelor of Arts (Honours) in Culinary Arts and Management

Qualification Title	Bachelor of Arts (Honours) in Culinary Arts and Management 廚藝及管理（榮譽）文學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Services
Sub-area (Primary Area of Study and Training)	Catering, Food and Beverage Services
Other Area of Study and Training	Business and Management
Sub-area (Other Area of Study and Training)	General Business Management
Programme Objectives	1. Equip students with a solid foundation of knowledge and skills in culinary arts and management as required by the catering industry for contemporary and future development locally and internationally; 2. Enable students to appreciate and integrate traditional and innovative approaches to culinary arts and management, embedded with design elements, to prepare them to ultimately be able to assume culinary leadership and managerial roles in the catering industry; 3. Provide students with supplementary knowledge and skills to appreciate the integration of design in developing culinary innovation and enriching customers' dining experiences; 4. Enable students to develop their abilities and creativities in solving complex challenges and management problems with empirical and theoretical approaches; and 5. Strengthen students' abilities to keep abreast of developments in their profession, and pursue independent and lifelong learning.

Programme Intended Learning Outcomes	1. Plan, organise, and lead in the execution of the food production operations of a restaurant/catering entity, based on a solid foundation of knowledge and professional skills in culinary arts and management; 2. Perform managerial duties in relation to quality assurance, organisation of resources, marketing activities, and provision of appropriate customer experience for the success and sustainability of a catering enterprise; 3. Synthesise knowledge and skills in culinary arts and management, embedded with design elements, to create new culinary dining concepts and experiences for local and international markets; 4. Explore and evaluate potential business opportunities taking into account cultural and socio-economic factors, and devise corresponding business plans for a catering enterprise to establish new catering ventures; 5. Communicate effectively in giving advice to industry practitioners on complex operational and management issues in catering operations; and 6. Reflect on personal career goals and plans for career development and lifelong learning.		
Education Pathways	Graduates of the Programme will have the opportunities to further their studies at hospitality / catering-related programmes at postgraduate degree level offered by local and overseas universities.		
Employment Pathways	Graduates of the Programme will be capable of assuming positions such as management trainees, supervisor trainees, etc. in the hospitality and catering industry. They can advance to senior and managerial positions, such as chefs de partie, chefs de cuisine, food consultants and quality assurance professionals, culinary research and development chefs, etc. with accumulated working experience and/or professional qualifications.		
Minimum Admission Requirements	Standard Entry Route		Non- Standard Entry Route
	Local Qualification	Non-local Qualification	
	<u>HKDSE</u> • Level 3 in Chinese Language and English Language • Level 2 in Mathematics, Liberal Studies,	<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	• To be determined by the Faculty Dean on a case-

	and one Elective Subject or an 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 ApLI) 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 1 other HKALE A-Level or 2 two other AS-Level subjects; and • Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B /	一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for both the English Language and the Chinese Language. <u>International Baccalaureate (IB)</u> • Holder of an International Baccalaureate Diploma; and • One of the following English Language results: - Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or - Grade 4 or above in IB English B (Higher Level); or - Grade 5 or above in IB English B (Standard Level); or - Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or - Grade 4 or above in IB English A: Literature (Higher or Standard Level); or - Grade 4 or above in IB English Literature and	by-case basis
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	Grace C in Syllabus A].	Performance (Standard Level). <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” Grade (“M” stands for Merit and “P” stands for Pass)*; and • One of the following English Language requirements: - Grade E in GCE (A-Level / AS-Level) English Language; or - Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or - Grade E in HKALE (AS-Level) Use of English; or - A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or - An overall score of 6.0 in IELTS; or - A score of 79	
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		(internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign Language (TOEFL); or - Grade 4 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or - Have obtained an equivalent qualification to HKDSE's English Language Level 3	
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		<u>Other Non-local Qualifications</u> • Equivalent HKDSE qualifications including Level 3 in English Language	
	Year 3 Entry • Applicants with a VTC HD or equivalent sub-degree qualifications / studies in the relevant streams may be admitted into Year 3 of full-time and part-time modes of the degree programme, if they pass an interview to assess their suitability.		
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院		

