



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

**(i) BACHELOR OF SCIENCE (HONOURS) IN
MULTIMEDIA TECHNOLOGY AND INNOVATION
(ii) PROFESSIONAL CERTIFICATE IN TURFGRASS
SCIENCE AND MANAGEMENT**

JUNE 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA973), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Technological and Higher Education Institute of Hong Kong [THEi], Vocational Training Council [VTC], to conduct a Learning Programme Re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the (i) Bachelor of Science (Honours) in Multimedia Technology and Innovation and (ii) Professional Certificate in Turfgrass Science and Management of Technological and Higher Education Institute of Hong Kong, Vocational Training Council meet the stated objectives and QF standards, and can continue to be offered as accredited programmes; 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 (i) Bachelor of Science (Honours) in Multimedia Technology and Innovation and (ii) Professional Certificate in Turfgrass Science and Management meet the stated objectives and QF standards, and can continue to be offered as accredited programmes, details as follows:

Programme	QF Level	Validity Period
Bachelor of Science (Honours) in Multimedia Technology and Innovation [MTI]	5	5 years
Professional Certificate in Turfgrass Science and Management [TSM]	4	2 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 two programmes are specified below:

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 Science (Honours) in Multimedia Technology and Innovation 創新及多媒體科技（榮譽）理學士
Title of Qualification (Exit Award)	Bachelor of Science (Honours) in Multimedia Technology and Innovation 創新及多媒體科技（榮譽）理學士
Primary Area of Study and Training	Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology
Other Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Other Area of Study and Training)	Design and Other Creative Industries
Industry	Information and Communications Technology
Branch	Digital Media Technology Software Products and Software Services
QF Level	Level 5
QF Credits	529
Mode of Delivery and Programme Length	<u>Year-1 entry</u> Full-time, 4 years <u>Advanced Standing (Year-3) entry</u> Full-time, 2 years Part-time, 4 years
Intermediate Exit Award(s)	Higher Diploma in Multimedia Technology and Innovation 創新及多媒體科技高級文憑 QF Level: Level 4 QF Credits: 315 Programme Length: 2.5 years
Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2029

Number of Enrolment	Two enrolments per year
Maximum Number of New Students	<u>Year-1 entry</u> Full-time: 60 per year <u>Advanced Standing (Year-3) entry</u> Full-time: 30 per year Part-time: 30 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic Competencies-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s)	Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong

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	Professional Certificate in Turfgrass Science and Management 草坪科學與管理專業證書
Title of Qualification (Exit Award)	Professional Certificate in Turfgrass Science and Management 草坪科學與管理專業證書
Primary Area of Study and Training	Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	Architecture, Construction and Town Planning
Other Area of Study and Training	Services
Sub-area (Other Area of Study and Training)	Gardening and Horticulture

Industry	Arboriculture and Horticulture
Branch	Arboriculture and Horticulture
QF Level	Level 4
QF Credits	50
Mode of Delivery and Programme Length	Part-time, 12 months
Intermediate Exit Award(s)	Not applicable
Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2026
Number of Enrolment	One enrolment per year
Maximum Number of New Students	45 per year
Address of Teaching / Training Venue(s)	Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong

2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement:

MTI

- 2.4.1 The Operator should review the curriculum and increase the coverage of theoretical and conceptual knowledge in the technical and mathematical aspects for the relevant modules. (Para. 4.3.9a)
- 2.4.2 The Operator should review the assessment strategy and increase the coverage of written tests and examinations in the relevant modules. (Para. 4.4.10a)
- 2.4.3 The Operator should review the MLOs of the shared modules and consider follow-up measures such as (a) providing clearer guidance on the focus in teaching, learning and assessments, (b) splitting from the shared modules to form independent modules with their own module codes, (c) creating programme-specific streams within the shared modules or (d) adopting other means as appropriate. (Para. 4.4.10b)

TSM

- 2.4.4 The Operator should develop a formal mechanism to strengthen the connections with the industry and capitalise the industry resources to enhance the attractiveness of the programme. (Para. 4.1.13)
- 2.4.5 The Operator should review the field trip arrangements and develop a mechanism to ensure the learning benefits to the part-time students are maximised in the long run. (Para. 4.4.5a)
- 2.4.6 The Operator should review the current composition of the teaching team and develop a recruitment plan to enhance the diversity of the teaching manpower, including those with direct expertise in the turfgrass industry. (Para. 4.5.5b)
- 2.4.7 The Operator should review the quality assurance mechanism to ensure all assessments are marked accurately and consistently according to the marking schemes in order to reflect students' achievement of intended learning outcomes. (Para. 4.7.3)

2.5 **Advice**

HKCAAVQ also offers the following advice for continuous improvement:

MTI

- 2.5.1 The Operator is advised to review the content of the Programme Elective Modules to ensure they serve the purpose of broadening students' exposure to the specialised knowledge in the multimedia industry. (Para. 4.3.9b)
- 2.5.2 The Operator is advised to review and improve the teaching deployment and communication within the programme team in order to enhance the overall quality of programme delivery. (Para. 4.5.5a)
- 2.5.3 The Operator is advised to review the mechanism in resource allocation to ensure the programme is adequately prepared for the diversified needs in view of the anticipated increase in student intake. (Para. 4.6.4)

TSM

- 2.5.4 The Operator is advised to review the teaching and learning activities adopted by lectures and tutorials to ensure they are distinguishable in terms of the achievement of intended learning outcomes. (Para. 4.4.5b)
- 2.5.5 The Operator is advised to explore the possibility of incorporating guest lectures and seminars to the curriculum as part of the regular teaching and learning activities. (Para. 4.4.5c)

2.5.6 The Operator is advised to review the mechanism in gauging feedback from the External Examiner to ensure solid advice is adequately solicited for continuous programme improvement. (Para. 4.7.6)

2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this *Accreditation Report*. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this *Accreditation Report*.

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 degree programmes and was granted Institutional Review status by HKCAAVQ in September 2012. Currently, THEi operates 22 accredited bachelor degree programmes, 2 professional diploma meister programmes and 3 professional diploma programmes at QF Level 5; 1 professional diploma programme and 1 professional certificate programme at QF Level 4.

3.2 THEi commissioned HKCAAVQ to conduct this Learning Programme Re-accreditation for (i) Bachelor of Science (Honours) in Multimedia Technology and Innovation and (ii) Professional Certificate in Turfgrass Science and Management ("the two programmes"). HKCAAVQ formed an expert panel for this exercise (Panel Membership at Appendix 1). HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise. A site visit took place at THEi's Chai Wan campus from 26 to 28 March 2024.

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 MTI was re-accredited by HKCAAVQ in 2019 with a validity period of five years, i.e., to operate up to 31 August 2024. TSM was re-accredited by HKCAAVQ in 2021 with a validity period of three years, i.e., to operate up to 31 August 2024.
- 4.1.2 The two programmes were initially hosted by the Faculty of Design and Environment at THEi. The Institute was approved by HKCAAVQ in October 2023 to restructure its management from Faculty-based to Department-based, effective from January 2024. Under the new management structure, MTI is now hosted by the Department of Digital Innovation and Technology, and TSM is hosted by the Department of Construction, Environment and Engineering.
- 4.1.3 MTI offers an intermediate exit pathway. Students admitted via Year-1 entry may opt to exit the programme with a Higher Diploma (HD) award upon successful completion of their Year 3 first semester study. Since the last re-accreditation, no MTI students had opted for the intermediate exit.
- 4.1.4 The Operator proposed to increase the number of MTI enrolments from one to two per year. In addition to the existing full-time Year-1 and Advanced Standing Year-3 entries, the Operator proposed to admit MTI students via a part-time Advanced Standing Year-3 entry from 2024/25. Details are provided in Section 4.2.
- 4.1.5 The MTI curriculum incorporates Work-integrated Learning (WIL), an institute-wide initiative at THEi, to enable students to engage in relevant industry placements for fulfilment of the graduation requirement. The Institute obtained approval from HKCAAVQ in January 2022 to convert WIL from non-credit bearing to credit bearing, applying to all degree programmes offered by THEi. The conversion will be applicable to MTI upon completion of this re-accreditation exercise from 2024/25. Details of WIL are provided in Sections 4.3 and 4.4.
- 4.1.6 According to the Operator, TSM is currently the only local training programme in the turfgrass-related discipline. While there is no WIL component for TSM students, field trips serve as one of the major practical learning activities through the curriculum to strengthen TSM students' industrial competence.
- 4.1.7 The Panel noted that for each programme, the Programme Objectives (POs) have remained unchanged. The POs presented for Panel's review in this re-accreditation exercise are listed as follows:

MTI

PO1	Enable students to combine a study of multimedia technology and the creative process in a commercial and social context that is relevant to a career in the multimedia industry
PO2	Facilitate students' intellectual and creative development through the application of technology, computer systems and design to produce innovative multimedia solutions
PO3	Nurture students with a strong technology knowledge with awareness in the art, design, cultural, social and commercial contexts, so that they can draw upon and bring together ideas from investigating the inter-relationships between these areas
PO4	Strengthen students' abilities to keep abreast of developments in the profession and pursue independent and lifelong learning

TSM

PO1	Equip students with a solid knowledge and understanding of the theories, methods and practices of turfgrass management in the areas of plant physiology, soil science, turfgrass disease and pest control, and practical management skills
PO2	Enhance students with technical skills of maintaining high quality lawns/turfgrass fields to meet the demand and support the rapid increase of turfgrass areas
PO3	Develop students' ability in professional practice, where a combination of turfgrass science, management, communication, teamwork and other skills are required for solving integrated turfgrass management problems in greening and landscaping works
PO4	Strengthen students' ability to keep abreast of technical and current issues in turfgrass management and professional development needs

- 4.1.8 The Panel noted that the Programme Learning Outcomes (PLOs) for each programme have also remained unchanged. The PLOs presented for the Panel's review in this re-accreditation exercise are listed as follows:

Upon successful completion of the programme, graduates would be able to:

Degree award: MTI

PLO1	Apply professional knowledge of multimedia technology, concepts and fundamentals to the solution of complex multimedia problems
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PLO2	Critically evaluate opportunities and experiment with emerging multimedia technologies to support the vision and innovation of multimedia applications and productions
PLO3	Conduct investigation and formulate innovative strategies in the design and development of multimedia systems with a strong awareness of the impact of changes in the art, design, cultural, technological and social environments
PLO4	Identify opportunities and constraints in business operations for the successful application of innovative multimedia ideas supported by technological knowledge and production abilities
PLO5	Communicate effectively about complex and novel media solutions with the professional community and society at large
PLO6	Reflect and anticipate professional trends to inform their own learning and career development

Higher Diploma award: MTI

PLO1	Identify issues of multimedia technology and respond to opportunities arising from analysis and evaluation of a project's content and context
PLO2	Apply multimedia production skills, creativity, critical thinking and problem-solving skills to develop and create multimedia solutions for commercial applications
PLO3	Work independently and as part of a team in the workplace by utilising effective communication skills
PLO4	Reflect on personal learning needs and construct a personal development plan for employment and further study from learning experience gained throughout the programme

TSM

PLO1	Apply knowledge and understanding of principles, concepts and skills in turfgrass management and maintenance
PLO2	Suggest methods to promote turfgrass growth in good conditions limiting the effects of diseases, pests and weeds
PLO3	Solve problems in turfgrass management by applying professional, theoretical and scientific approaches to meet the constraints of spatial design, the environment and maintenance of designed landscape facilities
PLO4	Reflect on issues relating to turfgrass management and maintenance for further study and development

- 4.1.9 To demonstrate that the two programmes meet the exit standards, the Operator provided the following documents of both programmes for the Panel's review:
- (a) Programme Structure and Syllabi [Industry/Profession Specific (IPS) modules only for MTI and all modules for TSM] with module descriptions, Module Learning Outcomes (MLOs), module content, pedagogical and assessment methods, and texts and references;
 - (b) Mapping of PLOs against the POs and modules against PLOs;
 - (c) Mapping of each module against the Generic Level Descriptors (GLD) at QF Level 5 (for MTI degree award) and QF Level 4 (for MTI HD award and TSM);
 - (d) Sample teaching and learning materials, assessments and associated rubrics; and
 - (e) Periodic Programme Review (PPR) Report consisting of internal and external members from the academics and industry, and written response from the Operator.
- 4.1.10 From the written information provided by the Operator and through discussions with the senior management and the programme team, the Panel observed that there were multiple channels through which the achievement of PLOs was measured for review and enhancement of the two programmes.
- 4.1.11 In terms of industry relevance, the Operator demonstrated that there is a sustainable demand for manpower in the MTI and TSM industries and the two programmes are designed to address the market needs. From the *Accreditation Document*:

MTI

The Operator highlighted that the multimedia industry is an integration of information technology, cultural and creative, and media and communications industries. References were made to the figures and statistics obtained from VTC's 2022 Manpower Survey Report for the Innovation and Technology Industry and 2023 Manpower Update Report for the Media and Communications Industry to evidence the manpower need in the multimedia industry.

The Operator also referred to the initiatives supported by the HKSAR Government to justify its claim, including the 2023 Policy Address which announced the establishment of a new industrialization development office, a Hong Kong Microelectronics Research and Development Institute, a supercomputing centre and a new Cultural and Creative Industries Development Agency. According to the 2023-24 Budget, resources had been allocated under the Create Smart Initiative to sponsor the creative sector.

TSM

The Operator provided examples to evidence a continuous growth of turf locations in Hong Kong and to justify the importance of professional training to satisfy the needs of the government organisations, universities, schools, golf clubs and other recreational facilities. The examples include the new lawns in public spaces under local projects such as the Harbourfront Flagship Projects initiated by the HKSAR Government, Kai Tak Sports Park and its neighbouring parks.

The Operator also referred to the government initiatives including the development of the Third Runway System of the Hong Kong International Airport, the Lantau Development, the Kwun Tung North project, Kau Yi Chau Artificial Islands, and the beautification work under the “Shining City Project” announced in the 2023 Policy Address. These initiatives project the establishment of new green spaces and recreational lawns for public use.

- 4.1.12 In terms of employability and graduation pathways, the Operator positioned each programme as follows:

MTI

Graduates are prepared to serve in the multimedia industry such as video editor, software application developer, game designer and animator. According to THEi’s Graduate Employment Survey conducted in 2021 and 2022, graduates are employed with job titles such as Creative Designer, Developer, Graphic Designer, IT Assistant and Multimedia Designer, Online Coding and STEM Instructor and Software Engineer. For further studies, MTI graduates may opt for postgraduate programmes locally or overseas, such as Master of Science in Multimedia and Entertainment Technology, Master of Science in Multimedia Information Technology and Master of Science in AI and Digital Media.

TSM

Graduates are prepared to assume different practitioner roles in the turfgrass science and management industry and related sectors, in the sectors of contractors and sub-construction, facilities management, consultancy and government departments. Graduates with accumulated years of relevant work experience and professional qualifications before enrolment to TSM are expected to have the opportunity to advance to more senior positions at workplace.

- 4.1.13 From the written information provided by the Operator and through discussions at the site visit, the Panel noted that the targeted TSM applicants mainly come from the workforce in the landscape and turfgrass-related sectors, and employer referrals play an important role in student recruitment. Student enrolment had remained low since the last re-accreditation (details are provided in Para 4.2.4), and the Operator concurred that it is necessary to strengthen the promotion among employers to benefit future admissions. The Panel therefore **recommended** that the Operator should develop a formal mechanism to strengthen the connections with the industry and capitalise the industry resources to enhance the attractiveness of the programme.
- 4.1.14 Having reviewed the information above and notwithstanding the recommendation given, the Panel considered that the POs and PLOs of the two programmes are set to meet the standard of the claimed QF Level 5 (for MTI degree award) and QF Level 4 (for MTI HD award and TSM) respectively.

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 Panel noted that the minimum admission requirements for the two programmes are summarised as follows:

MTI

Standard Entry Route: Local Qualification	Standard Entry Route: Non-local Qualification
<p>1. HKDSE Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language; and • English Language; and <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics; and • “Attained” in Citizenship and Social Development [or Level 2 in Liberal Studies] <p>AND</p> <ul style="list-style-type: none"> • Level 2 in one *Elective Subject or one #Applied Learning (ApL) Subject <p>*Mathematics Extended Part (Module 1 or 2) is considered as an Elective Subject</p> <p>#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</p> <p>OR</p> <p>2. HKALE</p> <ul style="list-style-type: none"> • Grade E in AS Chinese Language & Culture or AL Chinese Literature / Grade D in a HKCEE language other than Chinese and English, and • Grade E in AS Use of English, and • Grade E in 1 AL or 2 AS subjects, and • Grade E / Level 2 in 5 HKCEE subjects, including Chinese Language and English Language 	<p>1. Mainland China</p> <ul style="list-style-type: none"> • 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 <p>2. International Baccalaureate</p> <ul style="list-style-type: none"> • Holder of an International Baccalaureate Diploma; or <p>3. Business and Technology Education Council (BTEC)</p> <ul style="list-style-type: none"> • 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 <p>4. Other non-local qualifications equivalent to HKDSE</p> <p>AND</p> <p><u>English Language Requirements</u></p> <ul style="list-style-type: none"> • 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 • 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

Non-Standard Entry Route	<ul style="list-style-type: none"> • Grade 4 in International Baccalaureate (IB) Higher-level English Language (Syl. B) / Grade 4 in Standard- / Higher-Level English Language (Syl. A) / Language and Literature (Syl. A) / Literature (Syl. A) / Grade 4 in Standard-Level English Literature and Performance / Grade 5 in Standard-level English Language (Syl. B); or • Have obtained an equivalent qualification
To be approved by the Vice President (Academic) on a case-by-case basis	
Advanced Standing (Year-3 Entry Route)	
Normally, applicants with a VTC Higher Diploma (or equivalent sub-degree qualifications) in the relevant streams may be admitted via Year-3 entry, provided that they pass an interview to assess their suitability.	

Remark: The Institute should take the responsibility to ensure that the non-local equivalent qualifications are comparable with the HKDSE (item 1) attainment in terms of qualification level, attainment level and volume of learning.

TSM

HKCEE/HKDSE

- (a) Five subjects at Grade E/Level 2 or above, including English and Chinese Languages, or equivalent; at least one year of working experience in the greening and landscaping industry or relevant industry; OR

Other qualifications (to be considered on a case-by-case basis)

- (b) Graduates of a QF Level-3 programme deemed as having the ability to undertake the programme, and as approved by the Vice President (Academic); OR
(c) Relevant Recognition of Prior Learning (RPL) qualifications(s) at QF Level 3; OR
(d) Other relevant verifiable prior learning and/or working experience that is/are deemed appropriate by the Programme Board; OR
(e) Mature applicants at the age of 21 or above with at least one year of relevant experience.

4.2.2 The Panel noted that the admission exercise for the two programmes is centrally managed by the VTC admission system. Both MTI and TSM applicants are required to attend an admission interview to assess their suitability, except VTC sub-degree graduates applying for MTI via the VTC Through Train Route. Since 2019/20, the majority of MTI students admitted via the Year-3 entry were VTC HD graduates from relevant disciplines. For both programmes, the admission interviews are conducted in English.

4.2.3 The Operator proposed the following annual maximum student intake upon completion of this re-accreditation exercise:

MTI

Number of enrollments per year: Two (Fall and Spring)

Entry Route	2024/25 and onwards
Year 1 (Full-time, 4-year)	60
Advanced Standing Year 3 (Full-time, 2-year)	30
*Advanced Standing Year 3 (Part-time, 4-year)	30
TOTAL	120

*Proposed addition for this re-accreditation exercise

TSM

Number of enrollments per year: One

Entry Route	2024/25 and onwards
Part-time (12-month)	45

- 4.2.4 The Panel observed that, since the last re-accreditation, the annual number of enrolments in the two programmes had remained low (around 20% of the maximum quota on average). For MTI, the Year-1 entry was cancelled in 2022/23 and 2023/24 following THEi's withdrawal from the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) in 2022/23. Through discussions at the site visit and from the *Operator's Response to Panel's Initial Comments*, the Operator acknowledged the importance of strengthening the promotion for the two programmes.
- 4.2.5 From the written information, the Operator shared that diversified promotion strategies are being adopted with the joint efforts of the Institute (via the Branding, Marketing and Communications Office) and the respective programme teams. Examples are advertisements through the social media and public transports, promotion talks, taster programmes and THEi Information Day.
- 4.2.6 In view of the above and after reviewing students' academic performance and students' feedback, details of which are provided in Sections 4.4 and 4.7 respectively, the Panel considered that the student admission process and requirements are generally appropriate in ensuring that candidates have the necessary competence to undertake the programmes and to achieve the intended learning outcomes.

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.

MTI

- 4.3.1 MTI is a full-time four-year programme leading to the bachelor degree (honours) award, pitched at QF Level 5. MTI consists of 42 Modules [12 General Education (GE) + 30 Industry/Profession Specific (IPS) Modules] carrying a total of 529 QF credits.

Module Distribution (Degree award)

Module Type	Module (no.)	CP*	% of curriculum
General Education (GE)	GE Core – English (3)	9	28.6%
	GE Core – Chinese (2)	6	
	GE Core (3)	9	
	GE Elective (4)	12	
Industry / Profession Specific (IPS)	Programme Core (27)	81	71.4%
	Programme Elective (2)	6	
	Work-integrated Learning (1)	3	
		Total CPs: 126	
		Total QF credits: 529	

*CP = Institute Credit Point (1CP = 4.2 QF credits)

- 4.3.2 MTI students may opt for an intermediate exit with a Higher Diploma (HD) award, pitched at QF Level 4, upon completion of their Year 3 first semester study. Students are required to fulfil the designated WIL hours and complete the 1-credit “English for Workplace Communication” module for graduation with a HD award.

Intermediate exit: HD award

Study Year	CP* to be completed
Year 1 + 2	57
Year 3 (first semester)	18
Total	75
Total QF Credit: 315	

*CP = Institute Credit Point (1CP = 4.2 QF credits)

- 4.3.3 THEi obtained the approval from HKCAAVQ in January 2022 to convert the Work-integrated Learning (WIL) module from non-credit bearing to credit-bearing, applying to all degree programmes. This conversion would be adopted by MTI from 2024/25 upon completion of this re-accreditation exercise.

According to the *Accreditation Document* and through discussions at the site visit, the Panel noted that WIL enables students to engage in relevant industry attachments, gain professional experience and apply theories to real-life industry contexts. WIL is pitched at QF Level 4 and assessed by Grade Point Average (GPA) to reflect student efforts. The WIL applies to both the degree and intermediate exit (HD) awards of MTI, with module loads as follows:

	No. of hours	No. of Institute CPs*
Degree Award	126	3
HD Exit Award	90	2

*CP = Institute Credit Point (1CP = 4.2 QF credits)

- 4.3.4 Through discussions at the site visit, the Panel observed that both teachers and students regard the WIL experience as beneficial, enabling MTI students to acquire practical experience and obtain up-to-date knowledge of the industry, and to strengthen graduates' competence in communicating effectively in the multimedia work settings.

TSM

- 4.3.5 TSM is a part-time 12-month programme leading to the professional certificate award pitched at QF Level 4. TSM carries a total of 50 QF credits, consisting of 4 technical modules (with evenly distributed loads): (1) Plant Physiology & Turfgrass Identification; (2) Soil Science for Turfgrass Management; (3) Identification and Control of Turfgrass Disease and Pests; and (4) Practical Skills on Turfgrass Management.
- 4.3.6 The Panel noted that the TSM curriculum is designed to be practice-oriented. For each module, a significant portion of learning content is acquired through laboratory practice and field trip participation. Details are provided in Section 4.4.
- 4.3.7 For each programme, the Operator provided the following information of the programme structure and content:
- Module Syllabi (IPS modules only for MTI, and all modules for TSM);
 - Mapping of the modules against the corresponding Generic Level Descriptors (GLDs) under the Hong Kong Qualifications Framework (HKQF) for QF Level 5 and 4 respectively; and
 - Sample teaching and learning materials of the selected modules (for MTI, modules from both Programme Core and Elective categories were represented in the samples).
- 4.3.8 In summary, the Operator proposed the following changes, with justifications, to the MTI and TSM curriculum upon completion of this re-accreditation exercise. The Panel observed that the Operator has measures in place to ensure that students' attainment of the intended learning outcomes remains unaffected after introducing the changes.

MTI

Change	Justification / Remark
Conversion of the WIL module from non-credit bearing to credit bearing	It is an institute-wide change introduced by THEi, approved by HKCAAVQ in January 2022.
Replacement of the non-credit bearing “e-Learning Package on English for Workplace Communication” by 1-credit “English for Workplace Communication” module	It is a revised graduation requirement applying only to students opting for the HD intermediate exit award.
Ten existing modules would be rationalised into five new modules	It is a response to the earlier feedback collected from teachers, students and external advisors to streamline the curriculum content and to align with the latest development of the multimedia industry.
Besides the compulsory IPS Modules, students are required to complete two (out of six) Programme Elective Modules to fulfill the programme requirement.	It is a response to the advice from the HKCAAVQ Panel in the last re-accreditation exercise, and earlier feedback collected from teachers, students and external advisors to strengthen students’ practical application of the acquired knowledge.
Selected IPS modules in the existing curriculum are revamped with added elements including AI technologies, updated motion graphics technology, and/or re-arranged in module sequence.	It is a response to the earlier feedback collected from teachers, students and external advisors to ensure the curriculum is aligned with the technological advancements, and students are able to achieve the learning outcomes in a progressive manner.

Subsequent to the changes above, the total number of CPs of MTI would be reduced from 132 to 126.

TSM

From the *Accreditation Document*, the Panel noted that the programme structure and content of TSM would remain the same except two minor changes that had already been incorporated from 2022/23 onwards:

- (1) Grass breeding was incorporated to the “Plant Physiology and Turfgrass Identification” module to align with the industry trends and to recognise students’ propagation and species selection expertise; and
- (2) Artificial lawn was incorporated to the “Plant Physiology and Turfgrass Identification” module to align with the industry trends, particularly for lawns with limited resources for setup and maintenance staff.

4.3.9 For MTI, the Panel observed the following:

(a) Coverage of technical/mathematical knowledge

The MTI curriculum is inclined towards innovation and creativity. Knowledge in mathematical calculations and numerical concepts are minimally covered by a small number of modules. Students are generally equipped with the ability to master the multimedia applications through hands-on practice, and yet in-depth understanding of the underlying technical processes is relatively limited. The Panel considered that the acquisition of mathematics is important in a bachelor of science programme pitched at QF Level 5, and therefore **recommended** that the Operator should review the curriculum and increase the coverage of theoretical and conceptual knowledge in the technical and mathematical aspects for the relevant modules.

(b) Programme Elective Modules

Through the Programme Elective Modules, students participate in projects to apply what have been learnt in the Programme Core Modules. The Panel considered that the content of the elective modules is similar to that acquired in tutorials and laboratory classes, which is weakly linked to the understanding of specialised subject areas. The Panel therefore **advised** the Operator to review the content of the Programme Elective Modules to ensure they serve the purpose of broadening students' exposure to the specialised knowledge in the multimedia industry.

(c) Shared modules

Four IPS modules in the MTI curriculum are shared with another programme offered by the Institute. The Panel offered a recommendation regarding the assessment strategies adopted in shared modules, and details are provided in Para. 4.4.10b.

4.3.10 For TSM, the Panel observed the following:

Field Trips

For each module, the learning content is partially acquired through mandatory participation in guided field trips, which are arranged in various destinations including Siu Sai Wan Sports Centre, Tai Po Waterfront Park and Stanley Ho Sports Centre of the University of Hong Kong. An individual field trip to a self-selected site is also incorporated in Practical Skills on Turfgrass Management module. Details regarding the implementation of field trips and the Panel's recommendation for improvement are available in Para. 4.4.3 and 4.4.5a respectively.

4.3.11 In view of the above, and notwithstanding the recommendation and advice given, the Panel considered that the structure and content of the two programmes, alongside the proposed changes, are generally adequate in enabling students to achieve the intended learning outcomes.

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.

Learning and Teaching

- 4.4.1 The delivery of MTI and TSM follows an outcome-based approach as stipulated by the Operator. The two programmes employ a variety of face-to-face teaching and learning activities, comprising lectures, tutorials, laboratory activities, project-based learning and web-based learning through interactive platforms. The majority of MTI and TSM modules consists of a laboratory component with varying number of training hours. The medium of instruction for both programmes is English.
- 4.4.2 The Module Syllabi of each programme provide a list of teaching and learning strategies adopted. From the *Accreditation Document* and during the site visit, the Operator provided sample teaching and learning materials of the selected modules for the Panel's review.
- 4.4.3 MTI students engage in Work-integrated Learning (WIL) through industry attachments and complete a Final Year Project (FYP) to demonstrate their learning attainment. TSM students participate in field trips to observe the operation and management of turfgrass sites, where they also communicate with the site managers and be updated on the latest techniques used in the actual contexts. Through discussions at the site visit, the Panel noted that FYP, WIL and field trips are generally commended by the students and graduates as beneficial to learning.
- 4.4.4 For MTI, the Operator provided a list of companies and organisations that had offered WIL places since the last accreditation. At the site visit, the Operator also provided the following to illustrate the guidelines, logistics arrangements, teaching and learning, and assessment of WIL, including:
- (a) samples of written agreement between the Operator and industry partners;
 - (b) pre-placement orientation materials;
 - (c) assessments completed by the industry supervisors (external assessment);
 - (d) assessments completed by academic supervisors (internal assessment); and
 - (e) students' written reflections on the WIL experience.
- 4.4.5 For TSM, the Panel had the following observations:
- (a) While TSM students are mostly working adults and studying on part-time basis, the Operator acknowledged that it is challenging to ensure students' full participation in the field trips and to arrange the activities beyond the opening hours of the sites, such as during weekends. Remedial measures are in place and explained to the students ahead (absentees are required to complete a literature review report as replacement), yet it implies that students' experiential learning may need to be compromised. The Panel therefore **recommended** that the Operator should review the field trip arrangements and develop a mechanism to ensure the learning benefits to the part-time students are maximised in the long run.

- (b) While the Panel noticed that tutorials are often utilised for teachers to elaborate on the lecture content, and at the site visit, the Panel reiterated that the tutorial activities should be distinct from those of the lectures to enable the application of knowledge over didactic teaching. The Panel therefore **advised** the Operator to review the teaching and learning activities adopted by lectures and tutorials to ensure they are distinguishable in terms of the achievement of intended learning outcomes.
- (c) Students are invited to attend the guest lectures and seminars on turfgrass-related topics on voluntary basis. For the benefit of students' exposure to the latest development of the turfgrass industry, the Panel **advised** the Operator to explore the possibility of incorporating relevant guest lectures and seminars to the curriculum as part of the regular teaching and learning activities.

Assessments

- 4.4.6 MTI and TSM are governed by the THEi Academic Policies and Regulations (AP&R) for Degree Programmes and Non-degree Programmes respectively. AP&R delineate the general policies and guidelines for assessments, including the role and responsibilities of the parties involved, assessment criteria and grade descriptors, moderation and grade review mechanism, graduation requirements and handling of academic misconduct.
- 4.4.7 A variety of assessment methods are employed in the two programmes to assess students' attainment of the MLOs and to inform their progress in learning. For MTI, there are assignments, tests/practical tests, laboratory/workshop/reflection reports, projects, examinations and presentations. For TSM, there are field trip/laboratory reports, projects and examinations.
- 4.4.8 At the site visit, the Panel reviewed the sample assessments of each programme representing a range of attainment levels, i.e., high, moderate and low, and associated rubrics/marketing schemes.
- 4.4.9 The Panel noted from the *Accreditation Document* that assessments are subject to internal moderation by the programme team and external moderation by the External Examiner. The Departmental Assessment Board (formerly Faculty Assessment Board) is responsible for determining the final grades through scrutinising grade recommendations from the programme team. For TSM, discrepancies were found between the awarded marks and the marking scheme in some of the sample assessments, and the Panel offered a recommendation regarding quality assurance, details of which are provided in Para. 4.7.3.
- 4.4.10 For MTI, the Panel observed the following:
- (a) Written assessments are minimally adopted in the programme. Only two modules consist of written examinations, and tests are largely practical in nature. The Operator explained that authentic assessments that enable practical applications are preferred over conventional assessments in the multimedia discipline. Nevertheless, the Panel considered that it is equally

important for students at the bachelor level to be competent in demonstrating their theoretical, conceptual and technical knowledge, and **recommended** that the Operator should review the assessment strategy and increase the coverage of written tests and examinations in the relevant modules.

- (b) MTI students attend the same classes with students from another programme (under the same Department) in four shared modules. However, the criteria and format of the assessments are tailor-made to fulfill different learning outcomes. The Panel considered that it could be practically difficult to use such approach to monitor and evaluate students' performance effectively, and therefore **recommended** that the Operator should review the MLOs of the shared modules and consider follow-up measures such as (a) providing clearer guidance on the focus in teaching, learning and assessments, (b) splitting from the shared modules to form independent modules with their own module codes, (c) creating programme-specific streams within the shared modules or (d) adopting other means as appropriate.

4.4.11 In view of the above and notwithstanding the recommendations and advice given, the Panel considered that the learning, teaching and assessment activities are generally effective in the delivery of the programme content and assessment of learning outcomes for the two programmes.

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 For both programmes, the Panel noted that the required qualifications of academic staff at different ranks are as follows:

Full-time academic staff

Post	Required Qualifications
Academic Department Head	<ul style="list-style-type: none"> • normally a recognised doctoral degree and/or high professional standing with demonstrated achievements in scholarship and/or professional practice, as well as research in the relevant field; • rich experience in programme and curriculum development, as well as teaching and learning practice; • good understanding of the higher education environment; • strong management, interpersonal and social skills; and • high proficiency in English and preferably in Chinese, including Putonghua.

Professor	<ul style="list-style-type: none"> • a recognised doctoral degree and/or high professional standing with demonstrated achievements in scholarship and/or professional practice, as well as research in the relevant field; • rich experience in programme and curriculum development, as well as teaching and learning practice; • good understanding of the higher education environment; • strong management, interpersonal and social skills; and • high proficiency in English and preferably in Chinese, including Putonghua.
Associate Professor	<ul style="list-style-type: none"> • normally a recognised doctoral degree and/or professional standing with achievements in scholarship and/or professional practice and research in the relevant field; • experience in curriculum design and development, teaching and learning practice at tertiary level; • understanding of the higher education environment; • good management, interpersonal skills; and • high proficiency in English and preferably in Chinese, including Putonghua.
Assistant Professor	<ul style="list-style-type: none"> • preferably a recognised doctoral degree and/or professional qualifications, as well as teaching experience at tertiary level, and research or practical industry experience in the relevant field; • good interpersonal and social skills; and • high proficiency in English and preferably in Chinese, including Putonghua.
Lecturer	<ul style="list-style-type: none"> • a recognised master's degree, and preferably with teaching experience at tertiary level and/or experience in professional practice in the relevant field; • good interpersonal and social skills; and • high proficiency in English and preferably in Chinese, including Putonghua.

Part-time academic staff

Post	Minimum Entry Requirement
Lecturer	<ul style="list-style-type: none"> • a minimum of a recognised Master's degree and/or equivalent professional qualifications; • at least 4 years' relevant teaching experience at tertiary / degree level or relevant working experience; and • preferably with research experience, experience in dissertation / project supervision and in providing advice and coaching in academic writing.

Assistant Lecturer	<ul style="list-style-type: none"> • a recognised relevant degree and preferably with higher qualifications; • at least 2 years' relevant teaching experience at tertiary / degree level or relevant working experience; and • preferably with research experience, and experience in dissertation / project supervision and providing advice and coaching in academic writing.
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- 4.5.2 For each programme, there are teachers designated to exercise the key roles as the Programme Leader and Module Convenor. The Programme Leader is responsible for the overall leadership and coordination in the programme's day-to-day operation, quality assurance and improvement, and communication with the senior management. The Module Convenor monitors the delivery of modules and ensures appropriate moderation of assessment results. For MTI, there are teachers assigned as Year Tutors to provide additional academic support. For TSM, the Module Convenor also acts as the students' personal tutor. At the site visit, the Panel reviewed the CVs of all academic staff in each programme and discussed with the representatives (including the Programme Leader) regarding their involvement in programme delivery, quality assurance and enhancement. The Panel considered that their profiles are appropriate to teaching the assigned module(s).
- 4.5.3 For MTI, the Programme Leader plays a primary role in the overall coordination of WIL. The Programme Leader is supported by other teachers in WIL supervision, and each teacher supervises 4 – 5 students. The Operator shared that a teaching staff recruitment plan is in place and will be launched if the student number exceeds the stipulated teacher-student ratio in the upcoming years.
- 4.5.4 The Institute organises staff development activities on pedagogies and applied research to enhance teaching effectiveness. Teachers at THEi are supported by the Institute's Learning Commons & Digital Innovation (LCDI) Unit and the Centre for Learning and Teaching (CLT) of the VTC on e-learning and outcome-based teaching and learning. In addition, teachers are encouraged to engage in professional development activities organised by external organisations, such as local and overseas conferences, industry talks, workshops and site visits, in order to keep abreast of the latest development of the industry and to improve the teaching quality. The Operator shared the list of staff development activities organised in 2023/24 and its 3-year staff development plan for the Panel's review.
- 4.5.5 At the site visit, the Panel had the following observations:
- (a) In the MTI programme team, more than half of the full-time teachers have shared teaching duties in other programmes and therefore are not fully involved in MTI. Through discussions at the site visit, the Panel also observed that the teachers communicate with the Programme Leader mainly at the module level, with limited contribution to programme planning and quality enhancement. The Panel **advised** the Operator to review and improve the teaching deployment and communication within the programme team in order to enhance the overall quality of programme delivery.

(b) In the TSM programme team, there are two full-time teachers (Programme Leader and Module Convenor) and a part-time teacher. The Programme Leader and Module Convenor are actively engaged in the teaching of other programmes while the delivery of the four modules heavily relies on the part-time teacher. The Panel considered that such division of work has a potential risk on the sustainability and teaching diversity which may adversely affect students' achievement of learning outcomes. The Panel therefore **recommended** that the Operator should review the current composition of the teaching team and develop a recruitment plan to enhance the diversity of the teaching manpower, including those with direct expertise in the turfgrass industry.

4.5.6 Based on the information above, and notwithstanding the recommendation and advice given, the Panel formed the view that, in general, the Operator has adequate staff with appropriate qualifications and experience as well as adequate staff development activities to align with the development of the MTI and TSM industries.

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 THEi operates in two campuses, one in Tsing Yi and the other in Chai Wan. The classes of MTI and TSM are both delivered in the Chai Wan campus. Besides the general infrastructure, there is a range of specialised laboratories to support the practical learning of MTI and TSM. The Panel reviewed the utilisation records provided by the Operator and conducted a campus tour relevant to the two programmes in the Chai Wan campus, and considered that the facilities are up to standard with adequate space for different class activities.

4.6.2 Selected computer laboratories are open 24 hours in both the Tsing Yi and Chai Wan campuses for students' studying. For MTI, the Future Technology Learning Centre in the Chai Wan campus is open to students up to 22:00 from Monday to Friday. For TSM, students are provided with the opportunities to engage in hands-on practice during the laboratory sessions under the supervision of trained teaching and technical staff, which involves the operation of equipment and instruments, handling of testing materials and experimental procedures. Self-study beyond class hours in specialised laboratory facilities, however, is not an option for TSM due to safety concern.

- 4.6.3 The Learning Commons (LC), located in THEi's Chai Wan campus, was set up in 2018 to provide students and staff with library resources, IT and other education support services. The LC offers interlibrary loan services in collaboration with other institutions and organises workshops/seminars on technology-enhanced learning and academic research. The THEi mobile app was launched in August 2021 to facilitate communication within the Institute.
- 4.6.4 From the *Operator's Response to Panel's Initial Comments*, the Panel noted the Institute's policy to govern the use and acquisition of resources for teaching purpose in the two programmes. Overseen by the respective hosting departments, each programme team collects regular feedback from teachers, students, external examiners and industry partners on the adequacy of teaching resources and review the procurement need with priorities. For MTI, in view of the addition of part-time Advanced Standing Year-3 entry, the Panel **advised** the Operator to review the mechanism in resource allocation to ensure the programme is adequately prepared for the diversified needs in view of the anticipated increase in student intake.
- 4.6.5 The Panel observed that the Institute has established means to support students in need of guidance, including the provision of language support by the Learning Commons and counselling support by the Student Development Office.
- 4.6.6 On the basis of the information above, and notwithstanding the advice given, the Panel considered that there are adequate resources to support the delivery of the two programmes.

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 following documents on the Institute's programme approval, review and quality assurance processes for each programme were provided to the Panel:
- (a) The Institute's updated Quality Assurance Manual, effective from January 2024, specifying the management structures, principles, responsible parties and workflow regarding programme development, review and accreditation; composition, membership and terms of reference of the relevant committees;
 - (b) The Membership list of the Departmental Advisory Committee, including the relevant background of each member;
 - (c) Extracts of meeting minutes of the relevant Boards/Committees recording the deliberation, decision and approval processes;
 - (d) Results of the Student Feedback Questionnaire (SFQ) on individual modules, and sample documents recording the follow-up actions;
 - (e) Annual Programme Review and Improvement (APRI) Reports and External Examiner (EE) Reports; and
 - (f) Report of the Periodic Programme Review (PPR, consisting of internal and external members) and the response from the Operator.

- 4.7.2 Upon reviewing the above documents, the Panel noted that there are stipulated internal procedures to guide and monitor the review, approval and quality assurance of the two programmes. The Operator had also considered the inputs from the review reports and developed action plans prior to commissioning HKCAAVQ for this re-accreditation exercise. At the site visit, the Operator shared that a full review of the quality assurance strategies is being conducted by the Institute, to be completed by September 2024 and effective from 2024/25.
- 4.7.3 For TSM, despite the presence of the internal quality assurance procedures, discrepancies were found between the awarded marks and the marking scheme in some of the sample assessments. Through discussions at the site visit, the Panel noted that improvement measures are needed to strengthen the moderation procedure carried out by the programme team. The Panel therefore **recommended** that the Operator should review the quality assurance mechanism to ensure all assessments are marked accurately and consistently according to the marking schemes in order to reflect students' achievement of the intended learning outcomes.
- 4.7.4 The Panel noted that the Operator collects student feedback on individual modules via the SFQ at the end of each semester. Suggestions from the students regarding teaching and learning are also collected via the Student-Staff Consultative Committee Meeting held on regular basis. The feedback was subsequently followed up and reported to various boards and committees. From the *Accreditation Document*, the Operator provided the Panel with sample documents illustrating the review process and follow-up actions regarding SFQ results.
- 4.7.5 During the site visit, the Panel discussed with the external stakeholders (External Examiner and industry representatives including WIL providers for MTI) of each programme on how the Operator received and responded to their advice. Both parties affirmed that they had regular communication with the programme team to discuss the operation of the programmes, issues of concern and measures for improvement.
- 4.7.6 For TSM, through discussions at the site visit, the Panel noted that there is additional capacity for the External Examiner to increase his/her contribution to the quality assurance and enhancement of the programme, which includes a more comprehensive review of the assessments. The Panel **advised** the Operator to review the mechanism in gauging feedback from the External Examiner to ensure solid advice is adequately solicited for continuous programme improvement.
- 4.7.7 After considering the information above and notwithstanding the recommendation and advice given, the Panel considered that the Operator has a generally appropriate quality assurance system to monitor and enhance the quality of MTI and TSM.

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

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (<https://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkqf.gov.hk>.

5.3 **Qualifications Register**

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the Qualifications Framework ("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: 72/31/03

5 June 2024

AbC/JoH/AnC/WC/ivc/kil

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

Learning Programme Re-accreditation for

**Bachelor of Science (Honours) in Multimedia Technology and Innovation
Professional Certificate in Turfgrass Science and Management**

26 – 28 March 2024

Panel Membership

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

Ref: 72/31/03
WC/ivc/kil

Appendix 2

Graduate Profile
Bachelor of Science (Honours) in Multimedia Technology and Innovation

Qualification Title	Bachelor of Science (Honours) in Multimedia Technology and Innovation 創新及多媒體科技（榮譽）理學士
Qualification Type	Bachelor Degree (Honours)
QF Level	Level 5
Primary Area of Study and Training	Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology
Programme Objectives	<p>PO1: Enable students to combine a study of multimedia technology and the creative process in a commercial and social context that is relevant to a career in the multimedia industry;</p> <p>PO2: Facilitate students' intellectual and creative development through the application of technology, computer systems and design to produce innovative multimedia solutions;</p> <p>PO3: Nurture students with a strong technology knowledge with awareness in the art, design, cultural, social and commercial contexts, so that they can draw upon and bring together ideas from investigating the inter-relationships between these areas; and</p> <p>PO4: Strengthen students' abilities to keep abreast of developments in the profession and pursue independent and lifelong learning.</p>
Programme Learning Outcomes	<p>PLO1: Apply professional knowledge of multimedia technology, concepts and fundamentals to the solution of complex multimedia problems;</p> <p>PLO2: Critically evaluate opportunities and experiment with emerging multimedia technologies to support the vision and innovation of multimedia applications and productions;</p> <p>PLO3: Conduct investigation and formulate innovative strategies in the design and development of multimedia systems with a strong awareness of the impact of changes in the art, design, cultural, technological and social environments;</p> <p>PLO4: Identify opportunities and constraints in business operations for the successful application of innovative multimedia ideas supported by technological knowledge and production abilities;</p>

	<p>PLO5: Communicate effectively about complex and novel media solutions with the professional community and society at large; and</p> <p>PLO6: Reflect and anticipate professional trends to inform their own learning and career development.</p>
Education Pathways	<p>Graduates of the Programme will have the opportunities to further their studies at multimedia-related programmes at postgraduate degree level offered by local and overseas universities.</p>
Employment Pathways	<p>Graduates of the Programme will be capable of assuming positions such as video editors, software application developers, game designers, etc. in the multimedia industry. They can advance to senior and managerial positions, such as project managers, technical directors, creative directors, etc. with accumulated working experience and/or professional qualifications.</p>

Minimum Admissions Requirement	
Standard Entry Route: Local Qualification	Standard Entry Route: Non-local Qualification
<p>1. HKDSE Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language; and • English Language; and <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics; and • “Attained” in Citizenship and Social Development [or Level 2 in Liberal Studies] <p>AND</p> <ul style="list-style-type: none"> • Level 2 in one *Elective Subject or one #Applied Learning (ApL) Subject <p>*Mathematics Extended Part (Module 1 or 2) is considered as an Elective Subject</p> <p>#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</p>	<p>1. Mainland China</p> <ul style="list-style-type: none"> • 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 <p>2. International Baccalaureate</p> <ul style="list-style-type: none"> • Holder of an International Baccalaureate Diploma; or <p>3. Business and Technology Education Council (BTEC)</p> <ul style="list-style-type: none"> • 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 <p>4. Other non-local qualifications equivalent to HKDSE</p> <p>AND</p>

<p>OR</p> <p>2. HKALE</p> <ul style="list-style-type: none"> • Grade E in AS Chinese Language & Culture or AL Chinese Literature / Grade D in a HKCEE language other than Chinese and English, and • Grade E in AS Use of English, and • Grade E in 1 AL or 2 AS subjects, and • Grade E / Level 2 in 5 HKCEE subjects, including Chinese Language and English Language 	<p><u>English Language Requirements</u></p> <ul style="list-style-type: none"> • 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 • 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 (Syl. B) / Grade 4 in Standard- / Higher-Level English Language (Syl. A) / Language and Literature (Syl. A) / Literature (Syl. A) / Grade 4 in Standard-Level English Literature and Performance / Grade 5 in Standard-level English Language (Syl. B); or • Have obtained an equivalent qualification
<p>Non-Standard Entry Route</p>	<p>Admission with Advanced Standing (Year-3 Entry)</p>
<p>To be approved by the Vice President (Academic) on a case-by-case basis</p>	<p>Normally, applicants with a VTC Higher Diploma (or equivalent sub-degree qualifications) in the relevant streams may be admitted via Year-3 entry, provided that they pass an interview to assess their suitability.</p>
<p><i>Remark: The Institute should take the responsibility to ensure that the non-local equivalent qualifications are comparable with the HKDSE (item 1) attainment in terms of qualification level, attainment level and volume of learning.</i></p>	
<p>Operator</p>	<p>Technological and Higher Education Institute of Hong Kong, Vocational Training Council</p>

