



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 ENGINEERING (HONOURS) IN
AIRCRAFT ENGINEERING**
- (ii) BACHELOR OF SCIENCE (HONOURS) IN CHINESE
MEDICINAL PHARMACY**

MARCH 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA945), 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 Engineering (Honours) in Aircraft Engineering and (ii) Bachelor of Science (Honours) in Chinese Medicinal Pharmacy 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 Engineering (Honours) in Aircraft Engineering [AE] and (ii) Bachelor of Science (Honours) in Chinese Medicinal Pharmacy [CMP] meet the stated objectives and QF standards at Level 5, and can continue to be offered as accredited programmes, each 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 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 Engineering (Honours) in Aircraft Engineering 飛機工程 (榮譽) 工學士
Title of Qualification (Exit Award)	Bachelor of Engineering (Honours) in Aircraft Engineering 飛機工程 (榮譽) 工學士
Primary Area of Study and Training	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Electrical, Electronic and Mechanical Engineering and Services
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 5
QF Credits	554
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
Intermediate Exit Award(s)	Higher Diploma in Aircraft Engineering 飛機工程高級文憑 QF Level: Level 4 QF Credits: 327 Programme Length: 2.5 years
Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2029
Number of Enrolment	One enrolment per year
Maximum Number of New Students	56 (Year-1 entry) 56 (Year-3 entry)
Specification of Competency Standards-based Programme	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Specification of Generic Competencies-based (SGS) Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s)	<p>Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong</p> <p>Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong</p> <p>Hong Kong Institute of Vocational Education (Tsing Yi Campus) 20 Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong</p>

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 Chinese Medicinal Pharmacy 中藥藥劑學 (榮譽) 理學士
Title of Qualification (Exit Award)	Bachelor of Science (Honours) in Chinese Medicinal Pharmacy 中藥藥劑學 (榮譽) 理學士
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Pharmacy
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 5
QF Credits	504

Mode of Delivery and Programme Length	<u>Year-1 entry</u> Full-time, 4 years <u>Advanced Standing (Year-2) entry</u> Full-time, 3 years <u>Advanced Standing (Year-3) entry</u> Full-time, 2 years The programme offers two study streams: (1) English as medium of instruction (offered to all entries from 2024/25) (2) Chinese (Cantonese) as medium of instruction (offered to Year-3 entry only in 2024/25, and to all entries from 2025/26)																									
Intermediate Exit Award(s)	Higher Diploma in Chinese Medicinal Pharmacy 中藥藥劑學高級文憑 QF Level: Level 4 QF Credits: 319 Programme Length: 2.5 years																									
Start Date of Validity Period	1 September 2024																									
End Date of Validity Period	31 August 2029																									
Number of Enrolment	One enrolment per year																									
Maximum Number of New Students	<table border="1" data-bbox="730 1115 1337 1462"> <thead> <tr> <th>Entry</th> <th>MOI</th> <th>2024/25</th> <th>2025/26 and onwards</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y1</td> <td>English</td> <td>30</td> <td>30</td> </tr> <tr> <td>Cantonese</td> <td>-</td> <td>30</td> </tr> <tr> <td rowspan="2">Y2</td> <td>English</td> <td>15</td> <td>15</td> </tr> <tr> <td>Cantonese</td> <td>-</td> <td>20</td> </tr> <tr> <td rowspan="2">Y3</td> <td>English</td> <td>40</td> <td>40</td> </tr> <tr> <td>Cantonese</td> <td>40</td> <td>40</td> </tr> </tbody> </table>	Entry	MOI	2024/25	2025/26 and onwards	Y1	English	30	30	Cantonese	-	30	Y2	English	15	15	Cantonese	-	20	Y3	English	40	40	Cantonese	40	40
Entry	MOI	2024/25	2025/26 and onwards																							
Y1	English	30	30																							
	Cantonese	-	30																							
Y2	English	15	15																							
	Cantonese	-	20																							
Y3	English	40	40																							
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Notes to be indicated on the QR	The sub-area of Pharmacy is specific to “Chinese Medicine”.																									

Address of Teaching / Training Venue(s)	<p>Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong</p> <p>Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong</p>
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2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement of the two programmes:

AE

- 2.4.1 The Operator should review and improve its recruitment plan in view of the proposed increase in student intake to ensure smooth operation of the programme, including:
- (a) the recruitment of sufficient and qualified teaching, technical and administrative staff; and
 - (b) the achievement of an optimal balance between the number of full-time and part-time teaching staff. (Para. 4.5.7)

CMP

- 2.4.2 The Operator should develop a mechanism to ensure the programme is fully prepared to adopt the Chinese stream from 2024/25 onwards, including:
- (a) the preparation of teaching and assessment materials in alignment with the English stream (Para. 4.4.9);
 - (b) a well-planned induction to students (Para. 4.4.9);
 - (c) recruitment of sufficient and qualified teaching, technical and administrative staff (Para. 4.5.7); and
 - (d) procurement of relevant library and laboratory resources (Para. 4.6.4).

AE and CMP

- 2.4.3 The Operator should review the policy and work processes of Work-integrated Learning (WIL), in view of the proposed increase in student intake, to ensure its proper and sustainable management, including:
- (a) selection and allocation of WIL placements;
 - (b) aligned internal and external assessments; and
 - (c) contingency measures when WIL placements cannot be fully secured under unanticipated circumstances. (Para. 4.4.12)

- 2.4.4 The Operator should implement the revised quality assurance strategies, to be adopted by the Institute from 2024/25, to maximise the benefits of industry involvement in the two programmes (Para. 4.7.3).

2.5 **Advice**

HKCAAVQ also offers the following advice for continuous improvement:

AE

- 2.5.1 The Operator is advised to review the potential professional recognitions and frequency of relevant licensing examination(s) to benefit students' career development (Para. 4.1.12).

AE and CMP

- 2.5.2 The Operator is advised to review the current promotion and admission strategies to ensure student recruitment is progressing and the proposed student intake could be achieved as targeted (Para. 4.2.8).

- 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 Engineering (Honours) in Aircraft Engineering and (ii) Bachelor of Science (Honours) in Chinese Medicinal Pharmacy (“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 Tsing Yi campus in the New Territories from 17 to 19 January 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 AE and CMP were first offered by THEi in September 2019 following the respective Learning Programme Accreditation exercise completed in 2019. Both programmes admit students via Year-1 and Year-3 entries. Each programme was granted a validity period of five years, i.e., to operate up to 31 August 2024. The first cohorts of AE and CMP students (Year-3 entry) graduated in 2021 and the first cohorts of AE and CMP students (Year-1 entry) graduated in 2023.
- 4.1.2 The two programmes were initially hosted by the Faculty of Science and Technology 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, AE is now hosted by the Department of Construction, Environment and Engineering, and CMP is hosted by the Department of Food and Health Sciences.
- 4.1.3 Both programmes offer an intermediate exit pathway. Students admitted via Year-1 entry may opt to exit the programme concerned with a Higher Diploma (HD) award upon successful completion of their Year 3 first semester study. From the records, no students from AE and CMP had opted for the intermediate exit since the last accreditation.

- 4.1.4 Both AE and CMP incorporate Work-integrated Learning (WIL) in the curriculum, an institute-wide initiative at THEi, to enable students to engage in relevant industry placements for the 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 incorporated in AE and CMP upon completion of this re-accreditation from 2024/25. Details of WIL are provided in Para. 4.3 and 4.4.
- 4.1.5 Specific to CMP, the Operator proposed to admit students via Year-2 entry in addition to the existing Year-1 and Year-3 entries. Details are provided in Para. 4.2. The Operator also proposed to introduce a new Chinese stream, using Cantonese as the medium of instruction (MOI), to be offered in parallel with the existing English stream. Details are provided in Para. 4.3 and 4.4.
- 4.1.6 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. For CMP, POs are presented in both English and Chinese versions to represent the English stream and Chinese stream respectively:

AE

PO1	Equip students with a solid foundation in scientific and technical knowledge, which will benefit them throughout their careers
PO2	Build up students' ability to pursue careers as practicing aircraft engineers and to assume professional leadership roles
PO3	Develop students' problem-solving, teamwork, communication, leadership / management skills, and ethical attitudes, which will prepare them for professional practice
PO4	Equip students with an understanding of health, safety, legal, social, environmental and contemporary issues, and consequent responsibilities relevant to their professional practice
PO5	Strengthen students' commitment to keep abreast of developments in the profession, and to pursue independent and lifelong learning

CMP

PO1	<p>Equip students with a solid fundamental knowledge of traditional Chinese medicines, up-to-date scientific knowledge and technical skills in safety, quality control, authentication, CM pharmaceutical and pharmacy management, that will prepare them for professional careers in the CM Pharm industry</p> <p>為學生提供紮實的傳統中藥知識、最新的科學知識和安全、質量控制、鑑定、中藥製藥和藥房管理等技術技能，為他們在中藥製藥行業的職業生涯做好準備</p>
PO2	<p>Develop students' ability to pursue careers as trained CM pharmacists with professional abilities in integration of traditional Chinese medicines with modernised science, analytical science, testing technologies, and quality control and management, and their communication and teamwork skills for working effectively in the CM Pharm industry</p> <p>培養學生將傳統中藥與現代科學、分析科學、測試技術以及質量控制和管理相結合的專業能力，以及在中藥製藥行業有效工作所需的溝通和團隊合作能力，使他們能夠追求成為經過培訓的中藥藥師的職業生涯</p>
PO3	<p>Develop students' abilities to appreciate how traditional Chinese medicine theory, scientific, economic, legal and ethical factors have influenced considerations in the modernisation of the Chinese medicine discipline</p> <p>培養學生認識傳統中醫理論、科學、經濟、法律和倫理因素，對中國醫藥學科現代化考慮的影響，以提升他們的能力</p>
PO4	<p>Develop students' abilities to integrate and apply traditional Chinese medicine theory, scientific knowledge and skills, and consider regulatory concerns to identify and solve safety, quality, efficacy and stability problems of Chinese medicines</p> <p>培養學生整合和應用傳統中醫理論、科學知識和技能，並考慮監管問題，以識別和解決中藥的安全性、質量、療效和穩定性問題的能力</p>
PO5	<p>Strengthen students' abilities to keep abreast of developments in the profession, and to pursue independent and lifelong learning</p> <p>加強學生的專業知識更新能力，培養他們追蹤行業發展的能力，並追求獨立和終身學習</p>

4.1.7 The Panel noted that the Programme Learning Outcomes (PLOs) for each programme have remained unchanged while edits were proposed for AE. The PLOs presented for Panel's review in this re-accreditation exercise are listed as follows. For CMP, PLOs are presented in both English and Chinese versions to represent the English stream and Chinese stream respectively:

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

Degree award: AE

PLO1	Apply knowledge of mathematics, science, engineering fundamentals and relevant specialised areas in the field of aircraft engineering
PLO2	Apply skills from a multi-disciplinary perspective in aircraft maintenance practice and aircraft engineering to maintain and improve operations in the aircraft industry
PLO3	Design, develop solutions or make recommendation in the field of aircraft maintenance or aircraft engineering with appropriate and effective technologies and practices
PLO4	Contribute to the design of engineering system, component or process which lead to engineering solutions meeting specified needs with appropriate consideration for public health and safety, regulations, societal, and environmental considerations
PLO5	Conduct experiments, tests and measurements, and interpret data to conclude results for engineering analysis
PLO6	Identify, analyse and suggest solutions for both technological and practical issues about aircraft engineering, aircraft maintenance, quality control and management in the field of aircraft industry
PLO7	Recognise the impact brought by engineering solutions in aircraft engineering, particularly in the areas of health, safety and environmental protection, to both workers and general public
PLO8	Recognise the professional responsibility in engineering or aircraft related tasks and demonstrate integrity and ethical conduct
PLO9	Interpret scientific or engineering information, technical data and related contemporary issues to provide engineering and scientific recommendations professionally
PLO10	Communicate effectively in the workplace with fellow professionals and stakeholders in aircraft industry or related engineering disciplines by utilising verbal and written communication skills and other soft skills facilitating team work
PLO11	Apply computer aided technology, scientific or IT tools to analyse engineering data and compile reports
PLO12	Reflect on career goals and personal development for continuous professional development and lifelong learning

Degree award: CMP

PLO1	<p>Apply fundamental theory of traditional Chinese medicines, modern science and skills from a multi-disciplinary perspective in pharmacy practice, pharmaceutical manufacturing management, CM testing and authentication to maintain and improve operations in the CM Pharm industry</p> <p>運用傳統中藥的基本理論、現代科學知識和跨學科的技能，從藥店實踐、藥品製造管理、中藥測試和鑑別等多個角度，維護和改進中藥藥房行業的運作</p>
PLO2	<p>Identify, analyse and solve both technological and theoretical issues about traditional Chinese medicines, integrated science, analytical science, testing technologies, quality control and management in the field of CM Pharm</p> <p>辨識、分析和解決傳統中藥、綜合科學、分析科學、檢測技術、質量控制和管理方面的技術和理論問題</p>
PLO3	<p>Develop and evaluate relevant strategies in the field of CM Pharm for solution formulation, financial management and make recommendations for improvement with contemporary technologies and practices</p> <p>在中藥藥房領域，針對解決方案製定、財務管理等方面，開發並評估相關策略，結合當代技術和實踐，提出改進建議</p>
PLO4	<p>Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in CM quality control, authentication, CM Pharm service, and pharmaceutical manufacture</p> <p>應用所學的專業知識和技能，執行中藥質量控制、認證、中藥藥房服務和製藥生產等領域的技術研究和專業角色/任務</p>
PLO5	<p>Manage the Chinese medicine projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility</p> <p>在管理中藥項目時展現專業能力，並在履行個人和社會責任的過程中表現出誠信和道德行為</p>
PLO6	<p>Use the traditional Chinese medicine theory, latest pharmaceutical literatures and analytical data to interpret the principles and scientific findings effectively and professionally to communicate with fellow professionals and stakeholders in CM Pharm industry and other professional bodies and technical communities by utilising verbal and written communication skills, as well as other soft skills</p> <p>利用傳統中醫理論、最新的製藥文獻和分析數據，有效而專業地解釋原則和科學發現，利用口頭和書面溝通技巧以及其他軟技能與同行專業人士和利益相關者在中藥藥房行業和其他專業機構和技術社區進行交流</p>
PLO7	<p>Reflect on career goals and personal development for continuous professional development and lifelong learning</p> <p>反思職業目標和個人發展，以實現持續的專業發展和終身學習</p>

Higher Diploma award: AE

PLO1	Apply knowledge of mathematics, science and relevant knowledge in aircraft engineering technology, maintenance procedures, maintenance skill processes and regulations
PLO2	Design and conduct experiments to provide valid conclusions as well as to conduct investigations of general aircraft problems and interpret engineering data
PLO3	Suggest solutions for general engineering technology problems in the field of aircraft engineering and contribute to the suggestion of systems / subsystems, components or processes to meet specified needs with appropriate consideration for public health and safety, societal, and environmental considerations
PLO4	Perform as a constructive team member under multi-disciplinary in aircraft engineering environment
PLO5	Identify, formulate and solve general engineering problems in the field of aircraft engineering
PLO6	Perform duties in the workplace professionally and ethically according to the codes of conduct and/or requirements of related engineering professional and/or regulatory bodies and/or approved organisations
PLO7	Communicate effectively with trade specific presentation in workplace, other stakeholders in aircraft industry
PLO8	Demonstrate understanding of the impacts of technology solutions in the aircraft industry in societal, health, safety and environmental context with consideration of the need for sustainable development
PLO9	Stay abreast of the current and latest development on aircraft technology and regulations
PLO10	Reflect on personal learning needs and construct a personal development plan for employment and/or further study upon learning experience gained throughout the programme
PLO11	Select and apply appropriate techniques, resources, and modern engineering and IT tools to general engineering activities in the field of aircraft industry
PLO12	Perform IT, numerical and soft skill-based tasks effectively on broadly-defined engineering activities so that they can work independently as an individual, and as a member or leader in the workplace

Higher Diploma award: CMP

PLO1	Apply fundamental theory of traditional Chinese medicines, modern science and skills from a multi-disciplinary perspective in pharmacy practice, pharmaceutical manufacturing management, CM testing, CM authentication to maintain and facilitate the operations in the CM Pharm industry 運用傳統中藥的基本理論、現代科學知識和跨學科的技能，從藥店實踐、藥品製造管理、中藥測試和鑑別等多個角度，維護和促進中藥藥房行業的運作
PLO2	Identify and analyse both technological and theoretical issues about traditional Chinese medicines, integrated science, analytical science, testing technologies, quality control and management in the field of CM Pharm 辨識、分析和解決傳統中藥、綜合科學、分析科學、檢測技術、質量控制和管理方面的技術和理論問題
PLO3	Execute relevant strategies for improvement with contemporary technologies and practices in the field of CM Pharm 利用中醫藥領域的當代技術和實踐進行改進及執行相關策略
PLO4	Demonstrate a critical awareness and understanding of social and ethical responsibilities when performing technical roles and tasks in the CM Pharm industry 在中醫藥行業履行技術角色和任務時，表現出批判性的認識和對社會及道德責任的理解
PLO5	Communicate effectively and professionally with fellow professionals and stakeholders in CM Pharm industry by utilising verbal and written communication skills, as well as other soft skills 利用口頭和書面溝通技巧以及其他軟技能，與中醫藥行業的專業人士和利益相關者進行有效及專業的溝通
PLO6	Reflect on career goals and personal development for continuous professional development and lifelong learning 反思職業目標和個人發展，以實現持續的專業發展和終身學習

4.1.8 To demonstrate that the two programmes meet the exit standards, the Operator provided the following documents for each programme:

- (a) Programme Structure and Syllabi of the Industry/Profession Specific (IPS) Modules [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 degree award) and QF Level 4 (for HD award);

- (d) Sample teaching and learning materials and assessments and associated rubrics/criteria (for CMP, samples in Chinese were also provided in support of the proposed Chinese stream); and
- (e) Periodic Programme Review (PPR) Report consisting of internal and external members from the academics and industry, and written response from the Operator.

4.1.9 From the written information provided by the Operator and through discussions with the senior management and 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.

4.1.10 In terms of industry relevance, the Operator demonstrated that there is a continuous growth in the demand for manpower in the AE and CMP disciplines, and the two programmes are designed to address the growing market needs. From the *Accreditation Document*:

AE

The Operator highlighted that there are limited approved training options in Hong Kong for aircraft engineering, and the programme directly contributes to the manpower supply in the aviation-related services and indirectly promotes steady and healthy growth in trading and tourism. The demand for the relevant expertise significantly rises upon resumption of travel after the COVID-19 pandemic. The Operator also considered the programme as a response to the major developments in Hong Kong such as Airport City, the Third Runway (3RW) and the redevelopment of the Air Mail Centre at the Hong Kong International Airport (HKIA), intended to enhance the competitiveness of HKIA as an international aviation hub.

CMP

The Operator highlighted that the programme directly contributes to meet the manpower demand for practitioners in Chinese medicine pharmacy (CM pharmacy) industry in Hong Kong. The Operator referred to the initiatives supported by the HKSAR Government to justify its claim, including the establishment of the Chinese Medicine Council to regulate the practice, use and trading of Chinese medicines, the future opening of the Chinese Medicine Hospital in Tseung Kwan O in 2025, and the Policy Address 2022 to appoint the Commissioner for Chinese Medicine Development. In view of the industry development in the Greater Bay Area (GBA), the proposed Chinese stream is considered an admission strategy and intended to broaden CMP students' exposure to the opportunities available in the GBA.

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

AE

Graduates are prepared to serve as maintenance personnel and aircraft engineers, non-destructive testing (NDT) technologists, reliability engineers, quality assurance/regulatory professionals and airworthiness representatives. According to THEi's Graduate Employment Survey conducted in 2021 and 2022, graduates are employed with job titles such as Aircraft Engineering Licence Trainee, Aero Engine Repair Trainee, Maintenance Planner and Line Maintenance Technician. For further studies, AE graduates may opt for taught or research postgraduate programmes locally or overseas, such as Master of Science in Aeronautical Engineering, Aviation Engineering and Advanced Mechanical Engineering.

CMP

Graduates are prepared to take up different professional and management posts in CM pharmacy, such as Chinese Medicine pharmacist in clinics, professional quality assurance officer, quality control technician and proprietary Chinese medicine registration officers. According to THEi's Graduate Employment Survey conducted in 2021 and 2022, graduates are employed with job titles such as Quality Assurance Assistant, Quality Control Assistant and Production Assistant. For further studies, CMP graduates may articulate to taught or research postgraduate programmes locally and in the Mainland, such as Master of Pharmaceutical Sciences in Chinese Medicine, Master of Science in Personal Health Management (Chinese Medicine) and Master of Chinese Medicine.

- 4.1.12 AE graduates of the degree award are prepared to take the HKAR-66 Category B1.1 Aircraft Maintenance Engineer Basic Licence Examination. From the *Accreditation Document*, AE is a HKAR-66 training course approved by the Civil Aviation Department (CAD) of the HKSAR Government. To enhance the competitiveness of AE, the Operator is **advised** to review the potential professional recognitions and frequency of relevant licensing examination(s) to benefit students' career development.
- 4.1.13 CMP graduates of the degree award are eligible to apply for the preparatory membership of the Hong Kong Chinese Medicine Pharmacists Association (HKCMPA). CMP graduates of the HD intermediate exit award may apply for student membership.
- 4.1.14 Having reviewed the information above, 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 degree award) and QF Level 4 (for higher diploma award) 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:

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><i># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects [excluding ApL(c)] will be considered</i></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 • 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.

Non-Standard Entry Route	
To be determined by the Vice President (Academic) on a case-by-case basis	
Admission with Advanced Standing (Year-2 Entry) [For CMP only]	Admission with Advanced Standing (Year-3 Entry)
Normally, applicants with an Associate Degree in basic sciences (or equivalent sub-degree qualifications) may be admitted via Year-2 entry, provided that they pass an interview to assess their suitability	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.

4.2.2 The Panel noted that the admission exercise for the two programmes is centrally managed by the VTC admission system. No admission interviews are arranged for AE and CMP candidates admitted via the Standard Entry Route and for VTC sub-degree graduates admitted via VTC Through Train Route. Since 2019/20, most AE and CMP students admitted via the Year-3 entry were VTC HD graduates from the relevant disciplines.

4.2.3 Admission interviews are arranged for candidates with non-local qualifications, or those applying via Non-Standard Entry Route and non-VTC candidates applying via Advanced Standing entries. For AE, interviews are conducted in English. For CMP, the interviews are either conducted in English (for English stream) and Cantonese (for Chinese stream). Through the Operator's *Response to Panel's Initial Comments*, sample interview questions and the interview assessment form were provided for Panel's review.

4.2.4 The Operator proposed changes in the annual maximum student intake upon completion of this re-accreditation exercise, breakdown as follows:

AE

Entry	2024/25 and onwards
Year 1	56
Year 3	56
Total	112

CMP

Entry	Medium of instruction (MOI)	2024/25	2025/26 and onwards
Year 1	English	30	30
	Chinese (Cantonese)	-	30
Year 2	English	15	15
	Chinese (Cantonese)	-	20
Year 3	English	40	40
	Chinese (Cantonese)	40	40
Total		125	175

- 4.2.5 For AE, the Panel observed that no students were admitted via Year-1 entry in 2022 and 2023 to the programme due to low enrolment. Through discussions at the site visit, the Operator acknowledged the challenges experienced over the past years mainly caused by the COVID-19 pandemic, corresponding travel restrictions, and their adverse impacts on the economy, aviation-related business and students' career aspiration. Upon resumption of travel after the pandemic, the adverse situation is anticipated to improve. The proposed changes in quota as listed in Para. 4.2.4 align with the requirement stipulated by the Civil Aviation Department allowing a maximum of 28 students per class for CAD-approved technical modules.
- 4.2.6 For CMP, the Panel observed that the maximum intake from 2025/26 is proposed to increase by 150% as compared to the current quota, primarily attributing to the addition of Year-2 entry route and Chinese stream. At the site visit, the Operator regarded the above additions as a new strategy to admit a wider range of eligible students. For Year-2 entry, target candidates are holders of basic sciences equipped with prior knowledge comparable to CMP Year-1 study. For Chinese stream, the target candidates are local students who aspire to develop a career in the GBA and non-local Cantonese-speaking students from the Mainland.
- 4.2.7 At the site visit, the Operator highlighted the distinctiveness of the two programmes as featured elements in promotion, including the practicality of WIL and the Operator's connections with the industry. Specific to CMP, a higher emphasis would also be placed on the growth of CM pharmacy in the GBA and graduates' career prospects in the area.
- 4.2.8 To ensure there is good planning to meet the learning demands in view of the proposed increase in student intake, the Operator is **advised** to review the current promotion and admission strategies to ensure that student recruitment is progressing and the proposed student intake could be achieved as targeted.
- 4.2.9 After reviewing the written information provided by the Operator and discussing with relevant stakeholders, and upon touring to observe the campus facilities during the site visit, the Panel formed the view that the teaching resources are generally adequate in meeting the learning needs of the maximum intake of both programmes at the required standard. Details are provided in Para. 4.6.
- 4.2.10 Pertinent to the increased student intake, the Panel also provided recommendations regarding Work-integrated Learning (WIL) and staff recruitment, and details are available in Para. 4.4 and 4.5 respectively. In view of the above and after reviewing students' academic performance and students' feedback, details of which are provided in Para. 4.4 and 4.7 respectively, the Panel considered that the student admission process and requirements are generally appropriate, and they can ensure that candidates have the necessary competence to undertake the programmes 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.

- 4.3.1 AE and CMP are full-time four-year programmes leading to the bachelor degree (honours) award. AE consists of 44 Modules [12 General Education (GE) + 32 Industry/Profession Specific (IPS) Modules] carrying 554 QF credits. CMP consists of 38 Modules [12 GE + 26 IPS Modules] carrying 504 QF credits.

Module Distribution of AE (Degree award)

Module Type	Module (no.)	CP*	% of curriculum
General Education (GE)	GE Core – English (3)	9	27.3%
	GE Core – Chinese (2)	6	
	GE Core (3)	9	
	GE Elective (4)	12	
Industry / Profession Specific (IPS)	Programme Core (30)	90	72.7%
	Programme Elective (1)	3	
	Work-integrated Learning (1)	3	
		Total CPs: 132	
		Total QF credits: 554	

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

Module Distribution of CMP (Degree award)

Module Type	Module (no.)	CP*	% of curriculum
General Education (GE)	GE Core – English (3)	9	30%
	GE Core – Chinese (2)	6	
	GE Core (3)	9	
	GE Elective (4)	12	
Industry / Profession Specific (IPS)	Programme Core (23)	72	70%
	Programme Elective (2)	6	
	Work-integrated Learning (1)	6	
		Total CPs: 120	
		Total QF credits: 504	

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

- 4.3.2 As governed by THEI's *Academic Policies and Regulations for Degree Programmes*, both programmes incorporate the same framework of GE modules. Among the IPS modules, the Programme Core modules are organised in a manner that facilitates vertical integration of knowledge and skills. Students are equipped with basic/foundation knowledge in Year 1 – 2 before progressing to advanced levels in Year 3 – 4. The Programme Electives serve to broaden students' exposure to targeted professional disciplines.

- 4.3.3 For both programmes, students may opt for an intermediate exit with a Higher Diploma (HD) award 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

AE	Study Year	CP* to be completed
	Year 1 + 2	63
	Year 3 (first semester)	15
	Total	78
Total QF Credit: 327		

CMP	Study Year	CP* to be completed
	Year 1 + 2	60
	Year 3 (first semester)	16
	Total	76
Total QF Credit: 319		

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

- 4.3.4 Specification of Competency Standards (SCS): AE

The AE curriculum is designed on the basis of the Specification of Competency Standards (SCS) of the Aircraft Maintenance Engineering Branch of Electrical and Mechanical Services, developed by Education Bureau (EDB) under the Qualifications Framework. There are 97 QF credits of Units of Competency (UoCs) being adopted in the module syllabi of AE. Among the 97 QF credits, 96 QF credits are counted in the HD exit curriculum. The mapping of UoCs with the programme content was provided to the Panel for review. The mapping of UoCs with the curriculum is provided in [Appendix 3](#).

- 4.3.5 Work-integrated Learning (WIL)

The WIL Module is an institute-wide initiative of THEi incorporated in the AE and CMP curriculum. 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. As a Year 3 Module, WIL normatively takes place in students' third year of study, but students are allowed to start conducting WIL activities upon completion of Year 1. THEi obtained the approval from HKCAAVQ in January 2022 to convert WIL from non-credit bearing to credit bearing, applying to all degree programmes. The conversion would be adopted by AE and CMP upon completion of this re-accreditation exercise, details as follows:

AE		
	Min. no. of hours	No. of Institute CPs
Degree Award	480	3
HD Exit Award	90	2
CMP		
Degree Award	560	6
HD Exit Award	120	3

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

- 4.3.6 Students admitted via Year-3 entry may opt for Work-Study Arrangement under WIL, through which they can work and study in the same week during the semester. From the Operator's *Response to Panel's Initial Comments*, the Operator shared with the Panel the sample class timetables of AE and CMP to demonstrate how the Work-Study Arrangement operates.
- 4.3.7 Through discussions at the site visit, the Panel inferred that both teachers and students regard the WIL experience as beneficial, enabling students from both programmes to acquire practical experience and obtain up-to-date knowledge in the industry. As expressed by the graduates, the WIL experience had equipped them with the confidence and competence to seek employment after graduation.
- 4.3.8 In summary, the Operator proposed the following changes, with justifications, to the AE and CMP curriculum upon completion of this re-accreditation exercise:

Change	Justification / Remark
<u>Both programmes</u> 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.
<u>Both programmes</u> 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.
<u>AE only</u> Reduced credit load of the Final Year Project (FYP) from 6 CPs to 3 CPs	Three CPs are allocated from FYP to WIL. At the site visit, the Panel noted that the change was generally accepted by the teachers, students and External Examiner with no further concerns.

<p><u>CMP only</u> Streamlined curriculum leading to a reduction of the total CPs from 132 to 120, which involves:</p> <p>(1) combining the existing modules to become one single module</p> <p>(2) removing existing modules and transferring the module content to practical elements in WIL</p>	<p>It is a response to the earlier feedback collected from teachers, students and external advisors to reduce the redundant curriculum content.</p> <p>Through discussions at the site visit, the Panel noted that consultation with the External Examiner had been conducted regarding the change.</p>
<p><u>CMP only</u> Addition of the Chinese stream (Cantonese as MOI), to be offered in parallel with the existing English stream</p>	<p>It is a response to the development of the CM pharmacy industry in the GBA. The Chinese stream is intended to attract local candidates aspiring to develop their career in the GBA upon graduation, and non-local candidates from the Mainland.</p>

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 abovementioned changes.

- 4.3.9 From the *Accreditation Document*, the Panel noted that the existing English stream and added Chinese stream in CMP are identical in terms of Programme Objectives (POs), Programme Learning Outcomes (PLOs), programme/curriculum structure, module content, Module Learning Outcomes (MLOs), teaching delivery and assessment methods. The Chinese stream is planned for operation in 2024/25 with its first cohort starting from admitting Year-3 entrants. It would then be extended to all students admitted from 2025/26. The Panel suggested areas of improvement on the offer of Chinese stream regarding teaching, learning and assessment, and the details are provided in Para. 4.4.
- 4.3.10 The total number of notional hours for AE and CMP is 5540 (representing 554 QF credits) and 5040 (representing 504 credits) respectively. Students from each programme have to pass all required modules and achieve a cumulative GPA of 1.30 (or above) to fulfil the programme requirements for graduation.
- 4.3.11 The Operator provided the following information related to the programme structure and content of each programme:
- (a) Module Syllabi of the IPS modules (for CMP, both English and Chinese versions are provided);

- (b) Mapping of the IPS modules against the Generic Level Descriptors (GLDs) under the Hong Kong Qualifications Framework (HKQF) for the degree award (QF Level 5) and HD award (QF Level 4) respectively; and
- (c) Sample teaching and learning materials of the IPS modules selected from the Programme Core and Elective categories.

4.3.12 In view of the above, the Panel considered that the structure and content of the two programmes, alongside the proposed changes, are adequate in enabling students to achieve the intended learning outcomes in a progressive manner.

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 delivery of AE and CMP follows an outcome-based approach as stipulated by the Institute. The two programmes employ a variety of face-to-face teaching and learning activities, comprising lectures, tutorials, workshops, laboratory activities, fieldworks, project-based learning (including the Final Year Project) and site visits. The use of a web-based platform for interactive learning is subject to the nature of individual modules.
- 4.4.2 Most IPS modules consist of a practical (laboratory) component with varying numbers of training hours. At the site visit, students and graduates commended the programmes for enabling them to obtain hands-on experience to consolidate the learnt knowledge through practice. Some IPS modules offer additional experiential learning opportunities such as guest lectures and industry visits. These experiential activities enable students to have direct contact with the industry representatives and gain insights from their experience sharing.
- 4.4.3 For each programme, the Module Syllabi provide a list of teaching and learning strategies that are adopted. From the *Accreditation Document* and during the site visit, the Operator provided sample teaching and learning materials of the selected Programme Core and Elective modules for Panel's review.
- 4.4.4 The Panel noted that the medium of instruction (MOI) is English for AE and CMP (English stream) and Cantonese for CMP (Chinese stream). Specific to CMP, selected modules are conducted in either Cantonese or Putonghua in both English and Chinese streams owing to the specific concepts and terminologies that require the direct use of Chinese.

- 4.4.5 The *THEi Academic Policies and Regulations for Degree Programmes* 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.
- 4.4.6 The Panel noted that 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. The most frequently adopted assessment methods are assignments, tests, projects, laboratory reports, presentations and written examinations. The Panel observed that, in general, there is a balanced proportion of written and practical assessments in most modules.
- 4.4.7 All module assessments are subject to internal moderation by the programme team and external moderation by the External Examiner. When more than one teacher is involved in a module, a designated teacher acts as the Module Convenor to coordinate and ensure that the moderation process is in good order. The Departmental Assessment Board (formerly Faculty Assessment Board) is responsible for determining the final grades through scrutinising grade recommendations from the Module Convenors of IPS modules. This is to ensure comparability of standards and consistency with the Institute's Assessment Policy.
- 4.4.8 At the site visit, the Panel reviewed the sample assessments and associated marking rubrics of selected modules. The sample assessments represented a range of attainment levels, i.e., high, medium and low.
- 4.4.9 For CMP, regarding the addition of the Chinese stream, while the Operator had presented some sample materials and demonstrated the competence of the programme team in the work process, the Panel noted that a full range of preparations, particularly in teaching and assessment materials and alignment of the English and Chinese streams, needs to be carried out meticulously. The Panel therefore **recommended** that the Operator should develop a mechanism to ensure CMP is fully prepared to adopt the Chinese stream from 2024/25 onwards, and that should include the preparation of teaching and assessment materials in alignment with the English stream, and a well-planned induction to students.
- 4.4.10 Work-integrated Learning (WIL)

For each programme, the Operator provided a list of companies and organisations (i.e., WIL providers) that had offered places since the last accreditation. The Operator also provided the following to illustrate the guidelines, logistics arrangement, 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) appraisal reports completed by the industry supervisors (external assessment);
 - (d) training log reports completed by academic supervisors (internal assessment);
and
 - (e) students' written reflections on the WIL experience.
- 4.4.11 For both programmes, the Final Year Project (FYP) is assessed on the basis of students' continuous performance, demonstration of research skills as reflected in the project proposal, and final deliverables through oral presentations and reports. The same set of assessment criteria and standards applies to all students. As mentioned in the *Accreditation Document*, students who opt for the Work-Study Arrangement under WIL are expected to conduct an industry-based FYP related to their actual WIL work environment.
- 4.4.12 Notwithstanding, in view of the proposed increase in maximum student intake for each programme, the Panel **recommended** that the Operator should review the policy and work processes of WIL to ensure its proper and sustainable management, including:
- (a) selection and allocation of WIL placements;
 - (b) alignment of internal and external assessments; and
 - (c) contingency measures when WIL placements cannot be fully secured under unanticipated circumstances.
- 4.4.13 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 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.

4.5.2 The teaching load of the academic staff in 2023/24 is as follows:

Programme	Mode	No. of staff	Teaching load
AE	Full-time	1	9 – 12 hours/week
	Part-time	11	3 – 9 hours/week
CMP	Full-time	8	Around 9 hours/week
	Part-time	3	2 – 3 hours/week

4.5.3 For each programme, there are designated teachers to exercise the key roles as the Programme Leader, Module Convenors and Year Tutors. 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. Specifically, the Module Convenor of AE oversees the modules taught by the large team of part-time teachers to maintain teaching quality, and the Module Convenor of CMP ensures the teaching and assessment materials adopted for the English and Chinese streams are consistently aligned. For both programmes, each Year Tutor serves as a personal tutor for students.

4.5.4 The Panel observed that for both programmes, the Programme Leader plays a primary role in the overall coordination of WIL. For AE, other teachers, who are currently all part-time staff, are not involved in WIL. For CMP, the Programme Leader is supported by other full-time teachers in the supervision of students, internal assessment and communication with designated WIL providers.

- 4.5.5 During the site visit, the Panel reviewed the CVs of all academic staff in each programme and discussed with the representatives (including the Programme Leader) their involvement in the delivery, quality assurance and enhancement of the two programmes. The Panel considered that their profiles are appropriate to teaching the assigned module(s).
- 4.5.6 For AE, the Panel noted that the Programme Leader is the only full-time academic staff in the programme team. The Operator acknowledged that the current proportion of full-time and part-time academic staff is undesirable from the operational perspective, and shared that planning is in progress to engage more full-time staff. The Operator, however, also reiterated that the part-time teachers are all servicing licensed aircraft engineers, who are experienced and would therefore benefit students' practical learning and awareness of the industry updates.
- 4.5.7 For both programmes, the Panel noted that an anticipated increase in student intake implies a demand for more qualified staff to maintain smooth programme operation. Such demand is additionally heightened by the current limited involvement of full-time academic staff in AE and the proposed addition of Chinese stream in CMP. The Panel therefore **recommended** that:

AE

The Operator should review and improve its recruitment plan in view of the proposed increase in student intake to ensure smooth operation of the programme, including:

- (a) the recruitment of sufficient and qualified teaching, technical and administrative staff; and
- (b) the achievement of an optimal balance between the number of full-time and part-time teaching staff.

CMP

The Operator should ensure the programme is fully ready to adopt the Chinese stream by recruiting sufficient and qualified teaching, technical and administrative staff.

- 4.5.8 To ensure the teaching quality of both full-time and part-time academic staff, the Institute organises staff development activities such as training workshops on pedagogies and applied research to enhance teaching effectiveness. Teachers 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 to keep abreast of the latest trends and development of the industry. For AE, part-time teachers, as servicing licenced aircraft engineers, are engaged in Continuous Professional Development activities as required by CAD to add to the staff development activities organised by the Institute.

- 4.5.9 The Operator shared the list of staff development activities organised in 2023/24 and also its 3-year staff development plan for Panel's review.
- 4.5.10 The Panel noted that the Programme Leader meets with the programme team regularly to discuss matters on staffing and staff development. The teachers are provided with the opportunities to express their views regarding teaching, administrative duties, research and industry consultation.
- 4.5.11 Based on the information above, the Panel had the view that the Operator has adequate staff with appropriate qualifications and experience necessary for effective management and delivery of the two programmes, as well as adequate staff development activities to ensure the teaching quality is in alignment with the latest trends of the AE and CMP 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 The classes of AE and CMP are both delivered in the Institute's Tsing Yi campus. Besides the general infrastructure, there is a range of specialised laboratories to support the practical learning of AE and CMP. The Panel reviewed the utilisation records provided by the Operator and conducted a campus tour relevant to the two programmes in the Tsing Yi campus, and considered that the facilities are up to standard with adequate space for different class activities.
- 4.6.2 The Panel noted that the delivery of the two programmes is also supported by another THEi campus located in Chai Wan and other VTC premises. 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.

- 4.6.3 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. The programme teams collect regular feedback from teachers, students, external examiners and industry partners on the adequacy of laboratory equipment and teaching resources, and review the procurement need with priorities. Based on the guidelines of THEi's Finance Office, each programme team allocates an annual budget for services such as equipment maintenance and software upgrade (for AE) and sample collection (for CMP).
- 4.6.4 Specific to CMP, in view of the proposed addition of Chinese stream, the Operator acknowledged the need to introduce more CMP-specific learning resources, including those related to library holdings and laboratory equipment. The Panel therefore **recommended** that the Operator should develop a mechanism to procure sufficient and relevant library and laboratory resources to ensure the programme is fully prepared for the Chinese stream.
- 4.6.5 The Panel noted that the Institute organises career development activities each year including career fairs, live career webinars and CV clinics to provide AE and CMP students with graduate job and internship opportunities in the relevant industries, and to strengthen their workplace competence. A career fair organised for THEi students would be held on the Chai Wan campus in March 2024.
- 4.6.6 The Panel observed that the programme team has established the means to support students in need of academic guidance, including language support provided by the LC and counselling support by the Student Development Office (SDO). There is a designated teacher in each programme team, offering support to students with special education needs (SEN) in collaboration with SDO. Students may also make appointments to seek academic advice from teachers outside of class hours.
- 4.6.7 The Panel also noted that scholarships are available to AE and CMP students who demonstrate excellence in their studies. Eligible students may apply for financial assistance from the HKSAR Government.
- 4.6.8 On the basis of the information above, 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) Extracts of meeting minutes of the relevant Boards/Committees recording the deliberation, decision and approval processes;
 - (c) Quantitative and qualitative results of the Student Feedback Questionnaire (SFQ) on individual modules, and sample documents recording the follow-up actions;
 - (d) Annual Programme Review and Improvement (APRI) Reports and External Examiner (EE) Reports; and
 - (e) 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.
- 4.7.3 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. The Panel **recommended** that the Operator should implement the revised strategies in order to maximise the benefits of industry involvement in the two programmes. This includes an expanded representation of aircraft engineering and CM pharmacy in the membership of the respective Departmental Advisory Committee (formerly Faculty Advisory Committee).
- 4.7.4 The Operator provided the Key Performance Indicators (KPIs) of each programme collected in 2022/23 for Panel's review. The KPIs serve to facilitate continuous improvement of the programmes, which display a range of programme-related information such as figures of enrolment, retention, dropout, passing and attrition, and students' level of satisfaction. The level of employer satisfaction is yet to be received for 2022/23.

- 4.7.5 The Panel noted that the Operator collects student feedback on individual modules via the SFQ. Suggestions from students regarding teaching and learning are also collected via the Student-Staff Consultative Committee Meeting held in the middle of each semester. The feedback was subsequently followed up and reported to various boards and committees. In addition, students are encouraged to communicate with the teachers via informal channels such as chatgroups or in-person meeting appointments.
- 4.7.6 During the site visit, the Panel discussed with the external stakeholders including the External Examiner and WIL providers 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. The programme team had also responded to their suggestions and took relevant actions such as improving the alignment of assessments and incorporating more practical elements in designated modules.
- 4.7.7 After considering the information above, the Panel considered that THEi has an appropriate quality assurance system in place to monitor and enhance the quality of AE and CMP.

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: 72/47/02

25 March 2024

AbC/JoH/AnC/WC/shp/jof

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

Learning Programme Re-accreditation for

**Bachelor of Engineering (Honours) in Aircraft Engineering
Bachelor of Science (Honours) in Chinese Medicinal Pharmacy**

17 – 19 January 2024

Panel Membership

Panel Chair

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

Ref: 72/47/02
WC/shp/jof

**Graduate Profile of
Bachelor of Engineering (Honours) in Aircraft Engineering**

Qualification Title	Bachelor of Engineering (Honours) in Aircraft Engineering 飛機工程 (榮譽) 工學士
Qualification Type	Bachelor Degree (Honours)
QF Level	5
Primary Area of Study and Training	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Electrical, Electronic and Mechanical Engineering and Services
Programme Objectives	<p>PO1: Equip students with a solid foundation in scientific and technical knowledge, which will benefit them throughout their careers;</p> <p>PO2: Build up students' ability to pursue careers as practicing aircraft engineers and to assume professional leadership roles;</p> <p>PO3: Develop students' problem-solving, teamwork, communication, leadership / management skills, and ethical attitudes, which will prepare them for professional practice;</p> <p>PO4: Equip students with an understanding of health, safety, legal, social, environmental and contemporary issues, and consequent responsibilities relevant to their professional practice; and</p> <p>PO5: Strengthen students' commitment to keep abreast of developments in the profession, and to pursue independent and lifelong learning.</p>
Programme Learning Outcomes	<p>PLO1: Apply knowledge of mathematics, science, engineering fundamentals and relevant specialised areas in the field of aircraft engineering;</p> <p>PLO2: Apply skills from a multi-disciplinary perspective in aircraft maintenance practice and aircraft engineering to maintain and improve operations in the aircraft industry;</p> <p>PLO3: Design, develop solutions or make recommendation in the field of aircraft maintenance or aircraft engineering with appropriate and effective technologies and practices;</p> <p>PLO4: Contribute to the design of engineering system, component</p>

	<p>or process which lead to engineering solutions meeting specified needs with appropriate consideration for public health and safety, regulations, societal, and environmental considerations;</p> <p>PLO5: Conduct experiments, tests and measurements, and interpret data to conclude results for engineering analysis;</p> <p>PLO6: Identify, analyse and suggest solutions for both technological and practical issues about aircraft engineering, aircraft maintenance, quality control and management in the field of aircraft industry;</p> <p>PLO7: Recognise the impact brought by engineering solutions in aircraft engineering, particularly in the areas of health, safety and environmental protection, to both workers and general public;</p> <p>PLO8: Recognise the professional responsibility in engineering or aircraft related tasks and demonstrate integrity and ethical conduct;</p> <p>PLO9: Interpret scientific or engineering information, technical data and related contemporary issues to provide engineering and scientific recommendations professionally;</p> <p>PLO10: Communicate effectively in the workplace with fellow professionals and stakeholders in aircraft industry or related engineering disciplines by utilising verbal and written communication skills and other soft skills facilitating team work;</p> <p>PLO11: Apply computer aided technology, scientific or IT tools to analyse engineering data and compile reports; and</p> <p>PLO12: Reflect on career goals and personal development for continuous professional development and lifelong learning.</p>
<p>Education Pathways</p>	<p>Graduates are able to articulate at the taught Master level or to register for research post-graduate degree programmes in aerospace engineering, mechanical engineering and aviation management from local and overseas universities.</p>
<p>Employment Pathways</p>	<p>Graduates are capable of assuming different posts in the aircraft maintenance industry, aircraft engineering industry or other related engineering fields, such as in airlines and aircraft manufacturers. Some examples of job titles include Airline Engineering Trainee, Aircraft Maintenance Engineer Trainee, Flight Simulator Support Engineer, Aero Engine Repair Trainee, Reliability Officer, Non-Destructive Testing (NDT) Assistant and Technical Support Officer. As the graduates accumulate relevant work experience and professional qualifications, they can advance to more senior positions.</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 <i># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects [excluding ApL(c)] will be considered</i> <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 • 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.

Non-Standard Entry Route	Admission with Advanced Standing (Year-3 Entry)
To be determined by the Vice President (Academic) on a case-by-case basis	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
<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>	
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council

**Graduate Profile of
Bachelor of Science (Honours) in Chinese Medicinal Pharmacy**

Qualification Title	Bachelor of Science (Honours) in Chinese Medicinal Pharmacy 中藥藥劑學 (榮譽) 理學士
Qualification Type	Bachelor Degree (Honours)
QF Level	5
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Pharmacy
Programme Objectives	<p>PO1: Equip students with a solid fundamental knowledge of traditional Chinese medicines, up-to-date scientific knowledge and technical skills in safety, quality control, authentication, CM pharmaceutical and pharmacy management, that will prepare them for professional careers in the CM Pharm industry; 為學生提供紮實的傳統中藥知識、最新的科學知識和安全、質量控制、鑑定、中藥製藥和藥房管理等技術技能，為他們在中藥製藥行業的職業生涯做好準備;</p> <p>PO2: Develop students' ability to pursue careers as trained CM pharmacists with professional abilities in integration of traditional Chinese medicines with modernised science, analytical science, testing technologies, and quality control and management, and their communication and teamwork skills for working effectively in the CM Pharm industry;</p>

	<p>培養學生將傳統中藥與現代科學、分析科學、測試技術以及質量控制和管理相結合的專業能力，以及在中藥製藥行業有效工作所需的溝通和團隊合作能力，使他們能夠追求成為經過培訓的中藥藥師的職業生涯;</p> <p>PO3: Develop students' abilities to appreciate how traditional Chinese medicine theory, scientific, economic, legal and ethical factors have influenced considerations in the modernisation of the Chinese medicine discipline;</p> <p>培養學生認識傳統中醫理論、科學、經濟、法律和倫理因素，對中國醫藥學科現代化考慮的影響，以提升他們的能力;</p> <p>PO4: Develop students' abilities to integrate and apply traditional Chinese medicine theory, scientific knowledge and skills, and consider regulatory concerns to identify and solve safety, quality, efficacy and stability problems of Chinese medicines; and</p> <p>培養學生整合和應用傳統中醫理論、科學知識和技能，並考慮監管問題，以識別和解決中藥的安全性、質量、療效和穩定性問題的能力; 和</p> <p>PO5: Strengthen students' abilities to keep abreast of developments in the profession, and to pursue independent and lifelong learning.</p> <p>加強學生的專業知識更新能力，培養他們追蹤行業發展的能力，並追求獨立和終身學習。</p>
<p>Programme Learning Outcomes</p>	<p>PLO1: Apply fundamental theory of traditional Chinese medicines, modern science and skills from a multi-disciplinary perspective in pharmacy practice, pharmaceutical manufacturing management, CM testing and authentication to maintain and improve operations in the CM Pharm industry;</p> <p>運用傳統中藥的基本理論、現代科學知識和跨學科的技能，從藥店實踐、藥品製造管理、中藥測試和鑑別等多個角度，維護和改進中藥藥房行業的運作;</p> <p>PLO2: Identify, analyse and solve both technological and theoretical issues about traditional Chinese medicines, integrated science, analytical science, testing technologies, quality control and management in the field of CM Pharm;</p> <p>辨識、分析和解決傳統中藥、綜合科學、分析科學、檢測技術、質量控制和管理方面的技術和理論問題;</p> <p>PLO3: Develop and evaluate relevant strategies in the field of CM Pharm for solution formulation, financial management and make recommendations for improvement with contemporary technologies and practices;</p> <p>在中藥藥房領域，針對解決方案製定、財務管理等方面，開發並評估相關策略，結合當代技術和實踐，提出改進建議;</p> <p>PLO4: Apply professional knowledge and skills learned to perform technical research and professional roles/tasks in CM quality control, authentication, CM Pharm service, and pharmaceutical manufacture;</p>

	<p>應用所學的專業知識和技能，執行中藥質量控制、認證、中藥藥房服務和製藥生產等領域的技術研究和專業角色/任務;</p> <p>PLO5: Manage the Chinese medicine projects professionally, and demonstrate integrity and ethical conduct in fulfilment of personal and social responsibility; 在管理中藥項目時展現專業能力，並在履行個人和社會責任的過程中表現出誠信和道德行為;</p> <p>PLO6: Use the traditional Chinese medicine theory, latest pharmaceutical literatures and analytical data to interpret the principles and scientific findings effectively and professionally to communicate with fellow professionals and stakeholders in CM Pharm industry and other professional bodies and technical communities by utilising verbal and written communication skills, as well as other soft skills; and 利用傳統中醫理論、最新的製藥文獻和分析數據，有效而專業地解釋原則和科學發現，利用口頭和書面溝通技巧以及其他軟技能與同行專業人士和利益相關者在中藥藥房行業和其他專業機構和技術社區進行交流; 和</p> <p>PLO7: Reflect on career goals and personal development for continuous professional development and lifelong learning. 反思職業目標和個人發展，以實現持續的專業發展和終身學習。</p>
<p>Education Pathways</p>	<p>Graduates are eligible to apply for taught Master's programmes or research postgraduate degree programmes, such as Master of Pharmaceutical Sciences in Chinese Medicine, Master of Science in Drug Discovery (Modernization of Chinese Medicine), Master of Science in Personal Health Management (Chinese Medicine), Master of Chinese Medicine and Master of Chinese Medicinal Pharmacy. Graduates may articulate to Chinese medicine post-graduate programmes at various institutions in the Mainland.</p>
<p>Employment Pathways</p>	<p>Graduates will be capable of taking up different professional and management posts in Chinese Pharmacy industry, such as Chinese Medicine pharmacist in clinics, professional quality assurance officer or quality control technician of pharmaceutical manufacturers, technician of testing or authentication, and proprietary Chinese medicine registration officer.</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><i># An “Attained” in a relevant ApL subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects [excluding ApL(c)] will be considered</i></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 • 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.

Non-Standard Entry Route	
To be determined by the Vice President (Academic) on a case-by-case basis	
Admission with Advanced Standing (Year-2 Entry)	Admission with Advanced Standing (Year-3 Entry)
Normally, applicants with an Associate Degree in basic sciences (or equivalent sub-degree qualifications) may be admitted via Year-2 entry, provided that they pass an interview to assess their suitability.	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.
<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>	
Notes to be indicated on the QR	The sub-area of Pharmacy is specific to “Chinese Medicine”.
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council

**Mapping of Unit of Competencies (UoCs) and SCS-based Modules
Bachelor of Engineering (Honours) in Aircraft Engineering**

Unit of Competency (Uoc)		SCS-Based Module	QF Credit of Module Content drawn from UoCs
UoC Code	UoC Title	Module Title	
EMAMBG 429A	Electrical fundamentals II (Mechanics Repair and Maintenance)	Basic Electrical Theory and Application	12
		DC and AC Theories	12
		Advanced Electrical Theory	12
EMAMAV 448A	Aircraft wiring loom and harness assemblies Repair and/or fabrication	Maintenance Workshop Practices and Engineering Drawing	2 [#]
		Aircraft Maintenance Procedures and Techniques	2 [#]
EMAMBG 434A	Maintenance Practices II (Mechanics Repair and Maintenance)	Maintenance Workshop Practices and Engineering Drawing	12
		Aircraft Maintenance Procedures and Techniques	12
		Mechanical Parts and Structural Repair Methods	12
		Mechanics of Machines	2
EMAMBG 302A	Physics II (Mechanics Repair and Maintenance)	Engineering Science and Physics	3
		Aerodynamics and Fluid Dynamics	1 [@]
EMAMBG 430A	Digital techniques and electronic instrument systems II (Mechanics Repair and Maintenance)	Digital Techniques	2
		Electronics and Instrument Systems	8
EMAMBG 431A	Materials and hardware II (Mechanics Repair and Maintenance)	Engineering Materials	1
		Mechanics of Machines	2
EMAMBG 432A	Human factors II (Mechanics Repair and Maintenance)	Human Factors and Aviation Legislation	3

Unit of Competency (Uoc)		SCS-Based Module	QF Credit of Module Content drawn from UoCs
UoC Code	UoC Title	Module Title	
EMAMBG 433A	Aviation legislation II (Mechanics Repair and Maintenance)	Human Factors and Aviation Legislation	3
EMAMWS 415A	Aeronautical NDT inspections by liquid penetrant methods	Aircraft Maintenance Procedures and Techniques	2 [#]
EMAMWS 416A	Aeronautical NDT inspections by magnetic particle methods	Aircraft Maintenance Procedures and Techniques	2 [#]
Total			97

#: The QF credits have also been used in mapping to another relevant UoC (e.g. a UoC with knowledge / theory behind the procedural / skill aspects). This happens when a module is designed to cover both procedural aspects and knowledge / theory on the same topic. Nevertheless, for fairness, such QF credits marked with a hash sign are not double-counted in the total QF credits mapped.

@: The QF credits are applicable to BEng (Hons) in Aircraft Engineering, but not HD in Aircraft Engineering.

