



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

## **ACCREDITATION REPORT**

**GRATIA CHRISTIAN COLLEGE**

**LEARNING PROGRAMME ACCREDITATION**

**BACHELOR OF SERVICE MANAGEMENT (HONOURS)  
PROGRAMME**

**LEARNING PROGRAMME RE-ACCREDITATION**

**BACHELOR OF PSYCHOLOGY (HONOURS)  
PROGRAMME**

**HIGHER DIPLOMA IN TRANSFORMATIVE BUSINESS  
MANAGEMENT PROGRAMME**

**HIGHER DIPLOMA IN PSYCHOLOGY AND  
COUNSELLING PROGRAMME**

**MAY 2025**

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## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA1005), 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 Gratia Christian College (the Operator) to conduct a Learning Programme Accreditation and 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
  - (i) The Bachelor of Service Management (Honours) Programme of the Operator meets the stated objectives and QF standards and can be offered as an accredited programme;
  - (ii) The Bachelor of Psychology (Honours) Programme, the Higher Diploma in Transformative Business Management Programme and the Higher Diploma in Psychology and Counselling Programme of the Operator meet the stated objectives and QF standards and can continue to be offered as accredited programmes;
- (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, subject to the fulfilment of the conditions set out below, the Bachelor of Service Management (Honours) (BSM) Programme meets the stated objectives and QF standard at Level 5 and can be offered as an accredited programme with a validity period of five years, the Bachelor of Psychology (Honours) (BPSY) Programme meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of five years, the Higher Diploma in Transformative Business Management (HDTBM) Programme and the Higher Diploma in Psychology and Counselling (HDPC) Programme meet the stated objectives and QF standard at Level 4

and can continue to be offered as accredited programmes with a validity period of three years.

- 2.2 In order for the validity period to take effect, the Operator must be registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) and it must comply with any restrictions stipulated in the Institutional Review (IR) Report. The authority for registration under Cap. 320 rests with the Permanent Secretary for Education who may take into account of the outcome of the IR Report and other considerations as deemed necessary.

**2.3 Validity Period**

- 2.3.1 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.

- 2.3.2 The validity period will, provided the Operator fulfils all pre-conditions to the commencement of the validity period as set out in paragraph 2.5.1, 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.

- 2.4 The determinations on the programmes are specified as follows:

<b>Name of Operator</b>	Gratia Christian College 宏恩基督教學院	
<b>Name of Award Granting Body</b>	Gratia Christian College 宏恩基督教學院	
<b>Title of Learning Programme</b>	Bachelor of Psychology (Honours) Programme 心理學榮譽學士課程	Bachelor of Service Management (Honours) Programme 服務管理榮譽學士課程

<b>Title of Qualification [Exit Award]</b>	Bachelor of Psychology (Honours) 心理學榮譽學士	Bachelor of Service Management (Honours) 服務管理榮譽學士
<b>Primary Area of Study and Training</b>	Social Sciences	Business and Management
<b>Sub-area (Primary Area of Study and Training)</b>	Social and Behavioural Sciences	General Business Management
<b>Other Area of Study and Training</b>	Not applicable	
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable	
<b>QF Level</b>	Level 5	
<b>QF Credits</b>	520	529
<b>Mode of Delivery and Programme Length</b>	Full-time, 4 years	
<b>Intermediate Exit Award</b>	Not applicable	
<b>Start Date of Validity Period</b>	1 September 2025	
<b>End Date of Validity Period</b>	31 August 2030	
<b>Number of Enrolment</b>	One enrolment per year	
<b>Maximum Number of New Students</b>	<u>Year-1 Entry</u> 10 students per year  <u>Year-3 Entry</u> 10 students per year	<u>Year-1 Entry</u> 5 students per year  <u>Year-3 Entry</u> 15 students per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Address of Teaching Venues</b>	5 Wai Chi Street, Shek Kip Mei, Kowloon, Hong Kong 香港九龍石硤尾偉智街 5 號	

<b>Name of Operator</b>	Gratia Christian College 宏恩基督教學院	
<b>Name of Award Granting Body</b>	Gratia Christian College 宏恩基督教學院	
<b>Title of Learning Programme</b>	Higher Diploma in Psychology and Counselling Programme 心理及輔導學高級文憑課程	Higher Diploma in Transformative Business Management Programme 轉化型商業管理高級文憑課程
<b>Title of Qualification [Exit Award]</b>	Higher Diploma in Psychology and Counselling 心理及輔導學高級文憑	Higher Diploma in Transformative Business Management 轉化型商業管理高級文憑
<b>Primary Area of Study and Training</b>	Social Sciences	Business and Management
<b>Sub-area (Primary Area of Study and Training)</b>	Social and Behavioural Sciences	General Business Management
<b>Other Area of Study and Training</b>	Not applicable	
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable	
<b>QF Level</b>	Level 4	
<b>QF Credits</b>	261	265
<b>Mode of Delivery and Programme Length</b>	Full-time, 2 years Part-time, 3 years	
<b>Intermediate Exit Award</b>	Not applicable	
<b>Start Date of Validity Period</b>	1 September 2025	
<b>End Date of Validity Period</b>	31 August 2028	

<b>Number of Enrolment</b>	One enrolment per year	
<b>Maximum Number of New Students</b>	<u>Full-time</u> 15 students per year	<u>Full-time</u> 10 students per year
	<u>Part-time</u> 10 students per year	<u>Part-time</u> 5 students per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Address of Teaching Venues</b>	5 Wai Chi Street, Shek Kip Mei, Kowloon, Hong Kong 香港九龍石硤尾偉智街 5 號	

## 2.5 Condition

### 2.5.1 Pre-conditions

#### BPSY and HDPC

2.5.1.1 The Operator is to review and update relevant documentation to ensure the key programme information, such as programme objectives, career pathways, and professional recognition of these two programmes, is comprehensive and clearly presented for consistent interpretation, implementation and communication for all stakeholders.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025. (Paragraph 4.1.13)

#### BPSY and BSM

2.5.1.2 The Operator is to clearly specify the details of a general diploma at HKQF Level 4 as one of the accepted admission requirements for Year 1 entry. This includes the learning volume and language content curriculum for both Chinese and English, ensuring they are comparable to an Associate Degree or Higher Diploma. Otherwise, the Operator is to remove the general diploma at HKQF Level 4 from the admission requirements.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025. (Paragraph 4.2.5)

BSM

- 2.5.1.3 The Operator is to review and revise the Programme Intended Learning Outcomes (PILOs) and the overall programme structure to ensure proper alignment with the programme title and objectives for a general cross-sectoral Service Management programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025. (Paragraph 4.3.10)

All Four Programmes

- 2.5.1.4 The Operator is to establish a mechanism to assess and grade student participation to ensure that the assessment of learners' attainment of the intended learning outcomes is not solely based on attendance but measures meaningful engagement.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025. (Paragraph 4.4.13)

**2.6 Recommendations**

HKCAAVQ also offers the following recommendations for continuous improvement of the programmes.

BSM

- 2.6.1 The Operator should optimise the total number of elective courses and the balance of the elective courses in different sectors to ensure that the programme contents and structure align with the programme objectives for a general cross-sectoral Service Management programme and further enhance the employability and competitiveness of students. (Paragraph 4.3.12)

All Four Programmes

- 2.6.2 The Operator should review and formulate programme delivery model and further enhance support services for working adults,

which is identified as a new target student group of the four programmes. (Paragraph 4.6.9)

- 2.7 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes concerned 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 fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 Gratia Christian College (GCC/the College/the Operator) has been registered as an approved post-secondary college with degree granting status under the Post-Secondary Colleges Ordinance (Cap 320) since July 2015. GCC currently offers the following twelve HKCAAVQ-accredited programmes under the Qualifications Register (QR):

- Advanced Diploma in Property and Facilities Management
- Bachelor of Christian Ministry (Honours)
- Bachelor of Psychology (Honours)
- Bachelor of Service Management (Honours)
- Bachelor of Social Work (Honours)
- Diploma in Pre-University Studies
- Higher Diploma in Christian Ministry
- Higher Diploma in Early Childhood Education
- Higher Diploma in Psychology and Counselling
- Higher Diploma in Social work
- Higher Diploma in Transformative Business Management
- Professional Diploma in Property and Facilities Management

- 3.2 The HDPC programme and HDTBM programme were first accredited in September 2019. The BPSY programme was first accredited in September 2015, and the BSM programme was first accredited in September 2015 under its former programme title,

Bachelor of Business Administration (Honours) in Service Marketing and Management.

- 3.3 The College commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) and Learning Programme Re-Accreditation (re-LPA) for the above four programmes. In this accreditation exercise, HKCAAVQ formed an expert Panel (the Panel) for this LPA and re-LPA exercise (Panel Membership at Appendix 1) and visited the College from 18 to 20 December 2024. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* and the *Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes (Effective since the 2024/25 academic year)* from the Education Bureau were the guiding documents for the College and the Panel in conducting this exercise.

#### **4. PANEL'S DELIBERATIONS**

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

##### **4.1 Programme Objectives and Learning Outcomes**

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

##### **BSM**

- 4.1.1 The BSM programme originated from the Bachelor of Business Administration (Honours) in Service Marketing and Management, which was first accredited in 2015 and was re-accredited as BSM in 2020.
- 4.1.2 The Operator has revised the Programme Intended Learning Outcomes (PILOs) during this accreditation exercise. The Programme Objectives (POs) and PILOs of the BSM programme are set out as follows:

### **POs**

- PO1 Students are inspired to develop academically and spiritually, discover complementation between knowledge and faith, think critically with clarity, act professionally with integrity, and work in teams effectively with humility.
- PO2 They are nurtured to be servant leaders to exemplify the “CHRIST” values in the service industry and business sector.
- PO3 They are equipped with the most up-to-date theories, knowledge and skills to be competent professionals in their working environment.
- PO4 Through integrating the knowledge and skills gained and the servant leadership developed from this Programme, graduates are committed to making significant contributions to the service industry in Hong Kong.

### **PILOs\***

Upon successful completion of the Programme,

(To do)

Graduates will be able to:

- PILO1 establish a solid foundation of theoretical knowledge in business and service management and generate ideas through the application of knowledge and analysis of abstract information and concepts;
- PILO2 apply a wide range of knowledge and specialised technical, creative and conceptual skills to solve business problems and perform tasks in various service industries or business settings, such as real estate management or NGOs;
- PILO3 communicate effectively in English and Chinese through writing, presentations, or discussions in various service industries or business settings;
- PILO4 use information technology effectively for acquiring, learning, communicating, and addressing business and service management related issues;

PILO5 critically synthesise, analyse, and evaluate data, information, issues, ideas, and concepts; and

PILO6 be adequately prepared to pursue postgraduate training or chosen careers that require contemporary service management knowledge, such as the business sector, real estate management, or NGOs.

(To be)

Graduates of the Programme will become:

PILO7 knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;

PILO8 valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance;

PILO9 competent professionals who take up careers in the service industry or business sector with good social, communication and interpersonal skills;

PILO10 problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;

PILO11 life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and

PILO12 servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.

*\*Note: The PILOs are subject to be revised upon the fulfilment of Pre-condition stipulated in paragraph 4.3.10.*

- 4.1.3 The Panel noted that the Operator has proposed an update to the programme structure, as outlined in paragraphs 4.3.2 to 4.3.4, to address challenges encountered during the previous validity period. Additionally, the PILOs have been revised with respect to the updated programme structure. The Operator shared with the Panel the rationale for revising the PILOs and programme structure while retaining the current programme title.

- 4.1.4 During the site visit meetings, the Panel emphasised the importance of ensuring that the PILOs and the overall programme structure are properly aligned with the programme title and objectives for a general cross-sectoral Service Management programme. As a result, the Panel stipulated the pre-condition outlined in paragraph 4.3.10.

#### **BPSY**

- 4.1.5 The BPSY programme was last accredited in 2020, and the Operator confirmed that there was no change to the POs and PILOs since the last accreditation exercise. The POs and PILOs are set out as follows:

#### **POs**

- PO1 provide a psychological and general education curriculum for students to develop an understanding of humans and human behaviour, and to discover complementation between psychological and biblical knowledge;
- PO2 provide practical and research supervision for students to enrich and extend their learning through doing psychology first-hand;
- PO3 nurture students' academic development in the broader context of whole-person development; and
- PO4 prepare graduates from the Programme for service in various professional settings (counselling, human services, law enforcement, business, etc.) or postgraduate study in psychology or related areas.

#### **PILOs**

Upon successful completion of the Programme,

(To do)

Graduates will be able to:

- PILO1 establish a solid foundation of theoretical knowledge and investigation skills of Psychology;
- PILO2 apply appropriate psychological concepts, theories, and principles to explain and approach psychological differences among people and reasons why they think, feel, and act in the way they do;

- PILO3 communicate effectively through writing, presentation or discussion in tasks in organizations or service environment that requires psychological knowledge input;
- PILO4 use information technology effectively for acquiring, learning, communicating and handling psychology related issues;
- PILO5 critically analyse, evaluate and synthesize data, information, ideas, concepts and issues related to psychological research and/or practice; and
- PILO6 be adequately prepared to pursue postgraduate training or chosen careers that require psychological knowledge and/or deliver psychological service.

(To be)

Graduates of the Programme will become:

- PILO7 knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;
- PILO8 valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance;
- PILO9 promising professionals with social, communication and interpersonal skills who take up careers that deliver psychological service and/or require psychological knowledge;
- PILO10 problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;
- PILO11 life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and
- PILO12 servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.

### HDTBM

- 4.1.6 The HDTBM programme was last accredited in 2022, and the Operator confirmed that there was no change to the POs and PILOs since the last accreditation exercise. The POs and PILOs are set out as follows:

#### POs

- PO1 Students are equipped with the most up-to-date theories, knowledge and skills to be competent in business, marketing, and management settings at the para-professional level, with a focus on business transformation.
- PO2 Students are inspired to develop academically and spiritually, discover complementation between knowledge and faith, think critically with clarity, act professionally with integrity, and work in teams effectively with humility.
- PO3 They are nurtured to be servant leaders to exemplify the “CHRIST” values in various aspects of business, such as services, marketing, management, and business transformation.

#### PILOs

Upon successful completion of the Programme,

(To do)

Graduates will be able to:

- PILO1 demonstrate a solid foundation of theoretical knowledge of transformative business management and to generate ideas through the application of knowledge and analysis of abstract information and concepts;
- PILO2 apply a wide range of knowledge and specialised technical, creative and conceptual skills to solve business problems and perform tasks in business and related sectors;
- PILO3 communicate effectively through writing, presentation or discussion in English and Chinese for tasks in the business environment;

- PILO4 use information technology effectively for acquiring, learning, communicating and handling business related issues in familiar scenarios;
- PILO5 critically synthesise, analyse and evaluate data, information, issues, ideas and concepts used in business; and
- PILO6 be adequately prepared to pursue undergraduate training or chosen careers that require business management knowledge with transformative aspects.

(To be)

Graduates of the Programme will become:

- PILO7 knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;
- PILO8 valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance in familiar scenarios;
- PILO9 competent persons who are prepared to take up careers in the business and related sectors, for example, social entrepreneurship with good social, communication and interpersonal skills;
- PILO10 problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;
- PILO11 life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and
- PILO12 servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.

#### HDPC

- 4.1.7 The HDPC programme was last accredited in 2022, and the Operator confirmed that there was no change to the POs and PILOs since the last accreditation exercise. The POs and PILOs are set out as follows:

### **POs**

- PO1 provide a psychological, counselling and general education curriculum for students to develop an understanding of humans and human behaviour, and to discover complementation between psychological, counselling and biblical knowledge.
- PO2 enable students to apply psychological/counselling concepts, theories, skills and empirical findings to explain human behaviours.
- PO3 prepare graduates from the Programme to pursue further study or initial employment in psychology, counselling or related areas.
- PO4 nurture students to be servant leaders to exemplify the “CHRIST” values in various para-professional settings (counselling, human services, law enforcement, business, etc.).

### **PILOs**

Upon successful completion of the Programme,

(To do)

Graduates will be able to:

- PILO1 establish a solid foundation of theoretical knowledge and skills in psychology and counselling;
- PILO2 apply psychological/counselling principles to deal with personal, social, academic, and job-related issues;
- PILO3 communicate effectively through writing, presentation or discussion in tasks in organisations or service environments that require psychological/counselling knowledge;
- PILO4 use information technology effectively for acquiring, learning, communicating and handling psychology/counselling issues;
- PILO5 critically analyse, evaluate and synthesise data, information, ideas, concepts and issues related to psychological/counselling research and/or practice; and

PILO6 be adequately prepared to pursue further study or initial employment that require psychological/counselling knowledge.

(To be)

Graduates of the Programme will become:

PILO7 knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;

PILO8 valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance;

PILO9 promising para-professionals with social, communication and interpersonal skills who can take up careers that require psychological/counselling knowledge;

PILO10 problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;

PILO11 life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and

PILO12 servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.

#### BPSY and HDPC

4.1.8 Responding to the Panel’s initial comments on the high similarity between the POs and PILOs for the BPSY and the HDPC programmes, despite their differing titles and QF levels, the Operator expounded that the HDPC programme is designed to allow graduates to articulate into the BPSY programme. Furthermore, the HDPC programme places relatively greater emphasis on counselling training, whereas the BPSY programme prepares students for postgraduate studies in psychology or related fields.

4.1.9 The Panel noted from the accreditation documents that graduates of the BPSY programme are eligible for membership in several professional bodies, including the Hong Kong Psychological Society, British Psychological Society, Australian Psychological Society, and Hong Kong Professional Counselling Association.

- 4.1.10 Responding to the Panel's request for evidence regarding the continuity of these recognitions, the Operator clarified that:
- The Hong Kong Psychological Society and the British Psychological Society allow psychology degree graduates to apply for Graduate Memberships.
  - BPSY graduates are also eligible to apply for Student Membership of the Hong Kong Professional Counselling Association.
  - However, BPSY graduates are no longer eligible for membership with the Australian Psychological Society.
- 4.1.11 During the meeting with the programme team, the Operator elaborated on the different career pathways available to graduates of the HDPC and BPSY programmes. HDPC graduates typically work as para-professionals, such as counselling assistants in Non-Governmental Organisations (NGOs). In contrast, BPSY graduates are prepared for roles in professional settings that require psychological expertise, including counselling, human resource management, law enforcement, and business-related positions.
- 4.1.12 The Operator acknowledged that key programme information for these two programmes, including their distinctions, has not been adequately updated or clearly presented in the relevant documentation.
- 4.1.13 In view of the observations from paragraphs 4.1.8 to 4.1.12 and to ensure consistent interpretation, implementation and communication for all stakeholders, the Panel stipulated the following Pre-condition:

**Pre-condition 1**

The Operator is to review and update relevant documentation to ensure the key programme information, such as programme objectives, career pathways, and professional recognition of these two programmes, is comprehensive and clearly presented for consistent interpretation, implementation and communication for all stakeholders.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025.

#### All Four Programmes

4.1.14 To demonstrate the intended learning outcomes are meeting the QF standard at Levels 4 and 5, the Operator provided the relevant information on:

- (a) The mappings of PILOs to POs;
- (b) The mappings of constituent courses against the “CHRIST” Values;
- (c) The mappings of courses and PILOs;
- (d) The mappings of courses and Generic Level Descriptors (GLDs) for QF Level 4 and Level 5;
- (e) Course outlines for constituent courses with QF credits, contact hours and self-study hours, course intended learning outcomes (CILOs), course description, teaching topics map against CILOs, teaching and learning activities, assessment methods, list of recommended books, readings, and external links; and
- (f) Samples of learning and teaching materials to demonstrate the academic and exit standards of the programmes and how the intended learning outcomes are being achieved through the learning and teaching materials/activities.

4.1.15 In consideration of the above information, discussions with representatives from relevant stakeholders, and subject to the fulfilment of the pre-conditions set out in paragraph 4.1.13 and paragraph 4.3.10, the Panel considered that the programmes have objectives that address the community and educational needs, with intended learning outcomes that meet the QF standards at Levels 4 and 5.

#### BSM and BPSY

4.1.16 The Graduate Profiles of the BSM and BPSY programmes are detailed in Appendix 2 and Appendix 3 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.*

#### All Four Programmes

- 4.2.1 Responding to the Panel's comments on the minimum admission requirements for the four programmes, particularly concerning language proficiency and learning volume requirements for non-local qualifications or qualifications other than conventional ones, such as HKDSE, Associate Degrees and Higher Diplomas, the Operator has revised the minimum admission requirements for the two bachelor's degree programmes and the two higher diploma programmes accordingly.
- 4.2.2 The updated minimum admission requirements of these four programmes are as follows:

#### BSM and BPSY

Applicants for Year 1 entry must satisfy one of the following admission requirements:\*\*

- (a) Hong Kong secondary school graduates are required to score Level 3 in Chinese Language and English Language, Level 2 in Mathematics, Level 2/Attained in Liberal Studies/Citizenship and Social Development, and Level 2 in one elective subject (i.e. 33222/332A2) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Local non-Chinese speaking students may use alternative qualifications in Chinese Language; OR
- (b) Secondary school graduates from other education systems with results comparable to the above, i.e.
  - i. achieved the second batch of undergraduate scores in Mainland China's National Joint College Entrance Examination (NCEE (Gaokao)), with the English Language equivalent to the HKDSE qualifications (minimum score of 100 out of 150)/
  - ii. obtained International Baccalaureate (IB) with a minimum of 28 points, Grade 5 in Chinese and in Standard-level English (Syllabus B)/Grade 4 in Standard-level English (Syllabus A)/Higher-level English (Syllabus A or B)/
  - iii. obtained two passes in GCE A-level subjects with two AS subjects as equivalent to one A-level subject, with a

minimum of Grade E in Chinese and English; OR

- (c) Graduates with a higher diploma, associate degree, or HKQF Level 4 diploma with a learning volume comparable to a higher diploma or associate degree programme; OR
- (d) Have obtained passes in Chinese Language and Culture and Use of English, and one additional Advanced Level subject or two Advanced Supplementary Level subjects in the HKALE; AND have obtained five passes in the HKCEE, including English Language and Chinese Language or Chinese Literature; OR
- (e) An equivalent qualification assessed by the College.

*\*\*Note: The minimum admission requirements are subject to further revision upon the fulfilment of Pre-condition outlined in paragraph 4.2.5.*

Applicants for Year 3 entry must satisfy the following admission requirement:

- (a) Possess an Associate Degree or Higher Diploma in a relevant discipline.

#### HDTBM and HDPC

The Year 1 entry requirements are as follows:

- (a) Level 2 in five subjects including Chinese Language and English Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Up to two Applied Learning subjects may be counted for admission purposes. Non-Chinese speaking students may use alternative qualifications in Chinese Language [Note]; OR
- (b) Secondary school graduates from other education systems with results comparable to the above (for non-native speakers of Chinese, academic results in Chinese may not be required) [Note]; OR
- (c) Successful completion of a foundation diploma, pre-associate degree, Diploma Yi Jin, or Diploma of Applied Education (DAE) at QF Level 3 with a total learning size of 150 QF Credits, including 30 QF Credits for each language in Chinese and

English; OR

- (d) Mature applicants who are aged 21 years or above when admission is sought; OR
- (e) An equivalent qualification assessed by the College.

[Note]:

- i. *Non-Chinese speaking applicants with other acceptable equivalent qualifications may use an “Other Languages” subject at the same qualification level, attainment level, and volume of learning (e.g. GCE AS-level or GCE A-level French) to substitute for the Chinese language proficiency requirement.*
- ii. *If the applicants do not study a second language other than the English, they may use an elective subject at the same qualification level, attainment level, and volume of learning to substitute for the Chinese language proficiency requirement.*

#### BSM and BPSY

- 4.2.3 The Panel noted from the updated admission requirements for the two bachelor's degree programmes that one of the accepted criteria is: *“HKQF Level 4 Diploma with a learning volume comparable to a Higher Diploma or Associate Degree programme.”* The Panel expressed concern that if a general diploma at HKQF Level 4 is deemed comparable to a Higher Diploma or Associate Degree, the learning volume and the language content curriculum (for both Chinese and English) of the general diploma must be clearly specified to ensure appropriate comparability.
- 4.2.4 At the meeting with senior management, the Panel emphasised that while a general diploma may have a learning volume comparable to a Higher Diploma or Associate Degree, it may lack the necessary language content curriculum to provide students with an adequate foundation to undertake a bachelor's degree programme. The Panel opined the Operator to either detail the requirements for a general diploma at HKQF Level 4 or remove it from the admission criteria.
- 4.2.5 In view of the observations from paragraphs 4.2.3 to 4.2.4 and to ensure potential candidates possess an adequate foundation to undertake a bachelor's degree programme, the Panel stipulated the following Pre-condition:

## **Pre-condition 2**

The Operator is to clearly specify the details of a general diploma at HKQF Level 4 as one of the accepted admission requirements for Year 1 entry. This includes the learning volume and language content curriculum for both Chinese and English, ensuring they are comparable to an Associate Degree or Higher Diploma. Otherwise, the Operator is to remove the general diploma at HKQF Level 4 from the admission requirements.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025.

## **All Four Programmes**

- 4.2.6 The Panel noted that the enrolment numbers for the BPSY, HDTBM, and HDPC programmes have consistently fallen short of the approved maximum numbers each year during the validity periods. Furthermore, the BSM programme has not been operational since the 2020-21 academic year due to no student commencing the study.
- 4.2.7 At the meeting with senior management, the Operator explained their plan to target working adults as a new candidate group by leveraging their industry networks. Additionally, they intend to conduct focused online marketing and promote the programmes through career-focused magazines.
- 4.2.8 Having reviewed the comprehensive statistics provided by the Operator on student populations during the validity period, the projected student numbers over the next five years, and the responses from the Operator's senior management and programme team to the Panel's concerns on the numbers of new students for the coming validity periods, the Panel formed the view that the proposed numbers should be revised. These revised numbers, as stated in the determination tables in paragraph 2.4, are based on the Panel's assessment on the programmes' track records during the previous validity periods, prevailing educational demands, the Operator's own projections, and the Operator's responses to the concerns on the originally proposed numbers the Panel has raised before and during multiple meeting sessions of the site visit.
- 4.2.9 In line with the Government's policy on the yearly quota of non-standard admissions for programmes accredited under the Qualifications Framework, for sub-degree and degree programmes

operating in the 2023/24 academic year and onwards, the maximum number of non-standard admissions (including mature students for degree programmes) should be capped at a maximum of 10% on an institutional basis and 15% on a programme basis of the actual number of new students of the year. The percentage is based on the sum of new student numbers across different study modes of the programmes.

- 4.2.10 Responding to the Panel's initial comments on non-standard admission quota, the Operator confirmed that the Operator's programmes will abide by the prevailing policy and cap the non-standard admission quota accordingly.

### 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.*

#### BSM

- 4.3.1 The BSM programme is a four-year full-time bachelor's degree level programme.
- 4.3.2 To address the challenges that the programme has not been operational since the 2020-21 academic year, due to no students enrolling, and to provide students with greater opportunities to develop cross-sectoral knowledge, the Operator has made significant changes to the structure of the programme. Four major required courses have been converted into major elective courses, and two new major elective courses, *"Introduction to Real Estate"* and *"ESG for Service Organisations: Healthcare, Business and NGOs"*, have been introduced.
- 4.3.3 Additionally, three elective clusters have been established:
- **Real Estate Management** includes 12 newly developed elective courses (eight recommended elective courses and four optional elective courses to be taken in an additional semester).
  - **Healthcare Service Management** includes eight existing elective courses.
  - **General Business Service Management** encompasses all 31 elective courses available.

While students are required to complete eight major elective courses, they are recommended to complete eight courses within one of the first two clusters but may also choose any eight elective courses offered under the General Business Service Management cluster.

4.3.4 The revised BSM programme structure comprises seven components:

- (a) Foundation Courses
- (b) Major Required Courses
- (c) Major Elective Courses
- (d) Integration Required Courses
- (e) Integration Elective Courses
- (f) General Education (GE) Required Courses
- (g) GE Elective Courses

Elective courses are available under components (c), (e), and (g). The table below summarises the distribution of the programme's learning volume using the Operator's metrics (GCC Credits). The total QF credits for the programme amount to 529.

<b>Component</b>	<b>No. of Courses</b>	<b>GCC Credits</b>	<b>QF Credits</b>
Foundation Courses	7	21	529
Major Required Courses	10	30	
Major Elective Courses with three clusters: - Real Estate Management - Healthcare Service Management - General Business Service Management (8 out of 31)	8	24	
Integration Required Courses	1	6	
Integration Elective Courses (1 out of 2)	1	3	
General Education Required Courses	10	30	
General Education Elective Courses (4 out of 22; or up to 2 courses from other majors)	4	12	

<b>Total</b>	<b>41</b>	<b>126</b>	<b>529</b>
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- 4.3.5 Responding to the Panel's initial comment regarding a potential deviation from the programme's general cross-sectoral service management objectives, particularly with the introduction of a Real Estate Management cluster alongside a Healthcare Service Management cluster (which has only two healthcare-specific courses), the Operator expounded that these changes aim to provide students with greater flexibility in course selection. The clusters were also developed in response to the societal needs.
- 4.3.6 During the meeting with senior management, the Operator elucidated that the Real Estate Management cluster was introduced after conducting surveys among professional diploma/advanced diploma students and referring to relevant manpower surveys. The Operator emphasised that all courses within the clusters are offered as major elective courses for students.
- 4.3.7 The Panel explained that their primary concern was not the manpower demands for real estate management but rather the alignment between the programme title and its structure. Particularly, the new cluster-based structure for major elective courses significantly diverges from this alignment.
- 4.3.8 The Panel also expressed concern about the rationale for clusters, particularly where one cluster (Real Estate Management) appears over-emphasised and another (Healthcare Service Management) was sparsely developed.
- 4.3.9 In response, the Operator agreed that they would drop the idea of cluster structure and go for a more balanced range of electives for the general cross-sectoral Service Management programme. The Operator also acknowledged the need for alignment between the programme title, POs, PILOs, and overall structure. While the Operator considered modifying the programme title for better alignment, they ultimately decided to retain the original title due to operational considerations.
- 4.3.10 In view of the observations from paragraphs 4.3.2 to 4.3.9 and to ensure a comprehensive alignment between the title, POs, PILOs, and structure, the Panel stipulated the following Pre-condition:

### **Pre-condition 3**

The Operator is to review and revise the Programme Intended Learning Outcomes (PILOs) and the overall programme structure to ensure proper alignment with the programme title and objectives for a general cross-sectoral Service Management programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025.

- 4.3.11 During discussions with the programme team, the Panel remarked that the total number of elective courses should be optimised, and a balance across different sectors should be maintained to enhance students' employability and competitiveness. In response, the Operator confirmed they would consider offering elective courses in different service sectors, such as finance and accounting.
- 4.3.12 In view of the need to further enhance the employability and competitiveness of students, the Panel made the following recommendation:

### **Recommendation 1**

The Operator should optimise the total number of elective courses and the balance of the elective courses in different sectors to ensure that the programme contents and structure align with the programme objectives for a general cross-sectoral Service Management programme and further enhance the employability and competitiveness of students.

### **BPSY**

- 4.3.13 The BPSY programme is a four-year full-time bachelor's degree programme.
- 4.3.14 To strengthen the programme's focus on practical psychology and its connections to social services, the Operator has added two major elective courses in the area of Education Psychology, adopted three courses from the HDPC programme as major courses in the area of Counselling as well as an introductory course on gerontology to enrich course offerings.
- 4.3.15 The course "*PY4509 Senior Seminar*" has been streamlined from two semesters to one, with overlapping teaching topics removed.

Consequently, the course credits have been adjusted from 6 to 3, and students will take an additional major elective to maintain the total of 126 credits for the programme.

4.3.16 The revised BPSY programme comprises six components:

- (a) Foundation Courses
- (b) Major Required Courses
- (c) Major Elective Courses
- (d) Integration Courses
- (e) GE Required Courses
- (f) GE Elective Courses

Elective courses are available under components (c) and (f). The table below summarises the distribution of the programme's learning volume using the Operator's metrics (GCC Credits). The total QF credits for the programme amount to 520.

<b>Component</b>	<b>No. of Courses</b>	<b>GCC Credits</b>	<b>QF Credits</b>
Foundation Courses	8	24	520
Major Required Courses	3	9	
Major Elective Courses (12 out of 19)	12	36	
Integration Courses	3	15	
General Education Required Courses	9	27	
General Education Elective Courses (5 out of 21; or up to 2 courses from other majors)	5	15	
<b>Total</b>	<b>40</b>	<b>126</b>	<b>520</b>

#### HDTBM

4.3.17 The HDTBM programme is a two-year full-time, three-year part-time higher diploma programme.

4.3.18 The Operator confirmed that no substantial changes have been made to the programme's structure or content. The HDTBM programme consists of four components:

- (a) Specialised Courses
- (b) Transformative Industry Exposure

- (c) GE Required Courses
- (d) GE Elective Courses

Elective courses are available under component (d). The table below summarises the learning volume, with the total QF credits amounting to 265.

Component		No. of Courses	QF Credits
Specialised Courses	Required	13	265
Transformative Industry Exposure	Required	1	
General Education Courses	Required	4	
	Elective (3 out of 26)	3	
<b>Total</b>		<b>21</b>	<b>265</b>

*Note: Students can choose three GE electives from any GE study area, or up to two courses from other majors, subject to the approval of the Programme Director.*

### HDPC

- 4.3.19 The HDPC programme is a two-year full-time, three-year part-time higher diploma programme.
- 4.3.20 The Operator confirmed that no substantial changes have been made to the programme's structure or content. The HDPC programme comprises four components:
- (a) Specialised Required Courses
  - (b) Specialised Elective Courses
  - (c) GE Required Courses
  - (d) GE Elective Courses

Elective courses are available under components (b) and (d). The table below summarises the learning volume, with the total QF credits amounting to 261.

Component		No. of Courses	QF Credits
Specialised Courses	Required	11	261
	Elective (3 out of 6)	3	

General Education Courses	Required	4	
	Elective (3 out of 25)	3	
<b>Total</b>		<b>21</b>	<b>261</b>

*Note: Students can choose three GE electives from any GE study area, or up to two courses from other majors, subject to the approval of the Programme Director.*

#### BPSY, HDTBM and HDPC

- 4.3.21 Having reviewed the latest course outlines and sample learning and assessment materials, the Panel considered that the programmes provide sufficient learning volume and coverage to enable students to achieve the stated learning outcomes.
- 4.3.22 In consideration of the information provided and discussions with internal and external stakeholders, the Panel opined that the structure and content of the programmes are coherent and integrated, facilitating student progression and enabling them to meet the stated learning outcomes and programme objectives.

#### 4.4 **Learning, Teaching and Assessment**

*The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.*

#### BSM and BPSY

- 4.4.1 To be eligible for a Bachelor's Degree qualification, students must have:
- (a) completed and been assessed on at least 126 credits;
  - (b) obtained an overall GPA of 2.0 or above across all courses in which they were assessed; and
  - (c) obtained a Grade D or better on at least 120 credits.

Students are also required to complete a minimum of 20 hours of community service as an exit requirement.

#### HDTBM and HDPC

- 4.4.2 To be eligible for the Higher Diploma qualification, students must fulfil all the attendance requirements and have:
- (a) completed and been assessed on all courses;
  - (b) obtained an overall GPA of 2.0 or above across all courses; and
  - (c) obtained a Grade D or above in all courses.

Students are also required to complete a minimum of 20 hours of community service as an exit requirement.

#### All Four Programmes

- 4.4.3 The medium of instruction (MOI) for the two bachelor's degree programmes is English, while the two Higher Diploma programmes are delivered in English supplemented with Chinese.
- 4.4.4 The programmes employ a variety of learning and teaching activities, including lectures, tutorials, discussions, laboratory-based teaching and learning, case studies, projects, presentations, and workshops. The learning of a student in each course will be assessed through formative and summative assessments. The Panel noted that the maximum class size is generally capped at 60 students, with an optimal maximum class size of 30 for language courses.
- 4.4.5 The Panel noted that enrolment numbers for the programmes have consistently fallen short of the approved limits during the validity periods. Responding to the Panel's initial comments on ensuring an effective learning experience, the Operator expounded that smaller class sizes enable high-quality interactions between lecturers and students. Furthermore, student learning interactions are enhanced through combined General Education courses and specialised courses shared with other programmes.
- 4.4.6 At the meeting with external stakeholders, the Panel was informed that the small student population provides students with ample opportunities for real-life industry exposure, such as internships. Additionally, the Panel learned that one of the target groups for these programmes is underprivileged students, who may require additional hand-holding support from the College throughout the delivery of the programmes. The small class sizes help to accommodate the diverse characteristics and needs of these learners.

- 4.4.7 During the site visit meeting, students expressed their appreciation for the small class sizes, which fostered deep personal interactions with lecturers. They highlighted that lecturers were able to build close relationships with individual students and provide effective learning support. On the other hand, combined lectures with students from other programmes offered additional opportunities for peer interaction during learning activities.
- 4.4.8 The Panel reviewed the College's policies and noted that students who satisfy the conditions for graduation would be recommended by the College for the qualification, which would be awarded with one of the following classifications:

For Bachelor's degree programmes:

Award Classification	Overall GPA
First Class Honours	3.5
Second Class Honours - Upper Division	3.0
Second Class Honours – Lower Division	2.7
Third Class Honours	2.3
Pass	2.0

For Higher Diploma programmes:

Award Classification	Overall GPA
Distinction	3.4
Credit	2.7
Pass	2.0

- 4.4.9 The Panel noted that class participation accounts for 10% of the total assessment in several courses across these programmes. The Panel expressed concern that class attendance alone should not be considered a valid assessment tool and requested evidence to demonstrate how class participation is graded effectively, ensuring that the assessment measures individual students' meaningful engagement.
- 4.4.10 Responding to the Panel's request, the Operator elaborated that class participation is assessed using an outcome-based approach, with lecturers conducting classes interactively through various activities. However, upon reviewing the sample marked records for class participation provided by the Operator, the Panel observed that the points awarded to students were directly based on class attendance rather than active engagement or meaningful contributions.

- 4.4.11 At the meeting with the teaching staff, the Panel learned that some lecturers incorporate formative assessments, such as self-reflection reports, as tools for assessing class participation. However, other lecturers indicated that their assessment of class participation is primarily based on attendance.
- 4.4.12 During the site visit meeting, the Panel emphasised the importance of establishing a robust assessment mechanism to ensure that the evaluation of students' attainment of the intended learning outcomes is not solely based on attendance. Instead, it is to measure meaningful engagement in learning activities. This approach is critical to ensuring that assessments are valid and effective.
- 4.4.13 In view of the observations outlined in paragraphs 4.4.9 to 4.4.12, the Panel stipulated the following Pre-condition:

**Pre-condition 4**

The Operator is to establish a mechanism to assess and grade student participation to ensure that the assessment of learners' attainment of the intended learning outcomes is not solely based on attendance but measures meaningful engagement.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 31 May 2025.

**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.*

**All Four Programmes**

- 4.5.1 The College provided the following information on the programme leadership and staffing resources for the programmes:
- (a) Academic and professional qualifications, research credentials and/or relevant work experience of existing teaching staff;

- (b) Appointment criteria for different ranks of academic staff;
- (c) Summary of staffing for the programmes;
- (d) Staff development activities (In-house and external);
- (e) Staff handbook; and
- (f) Staff appraisal form.

4.5.2 As noted in the accreditation documents, the Staff-to-Student Ratio (SSR) is 1:20 for the BSM and BPSY programmes, and 1:25 for the HDTBM and HDPC programmes. Each full-time staff member is typically responsible for teaching eight courses per academic year, with teaching load relief provided for those undertaking additional duties such as programme administration and research.

4.5.3 Having reviewed the academic and professional qualifications, research credentials, and/or relevant work experience of the Programme Leader and teaching staff, the Panel considered that there is adequate staffing capacity with competent programme leadership, teaching capability, and support skills to conduct the learning, teaching, and assessment designed for the programmes, thereby supporting the approved number of students in the validity period.

4.5.4 On the staff development provisions, the Operator provided relevant policies and information demonstrating that several measures are in place to develop the research profile of academic staff and encourage their participation in scholarly activities. These measures include:

- (a) Allocating up to 2% of the total salary expenditure for staff development and training; and
- (b) Providing individual staff members with access to funding support for participation in seminars, conferences, or workshops, or for conducting small-scale research projects, up to HK\$15,000 per annum.

4.5.5 The Panel noted that the Operator organises at least two staff development activities each academic year to enhance the learning and teaching quality, as well as the research capabilities of staff. The Operator also provided information on the nature and titles of staff development and scholarly activities conducted over the past four years for the Panel's review.

4.5.6 In consideration of the above information and discussions with relevant stakeholders, the Panel considered that the programme leadership and staffing are appropriate. The staff development

activities implemented by the Operator enable that teaching staff remain updated for the quality delivery of the programmes.

#### **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.*

##### All Four Programmes

- 4.6.1 The Panel noted that the Operator collected students' opinions on enabling resources through the annual Questionnaire on Programme and Supporting Services (QPSS). The feedback provided for the Panel's review pertained to the enabling resources, including library resources, Information Technology resources, campus and facilities and the Student Development Office.
- 4.6.2 Having reviewed the QPSS results from the previous validity periods, the Panel considered that students' opinions on the enabling resources are continuously evaluated to ensure that the resources remain adequate for the operation of the programmes.
- 4.6.3 The Panel noted that the Operator has made the following support services available to learners to facilitate their successful completion of the programmes:
- Peer Tutoring Scheme and Mentoring Programme;
  - Scholarships and Student Financial Support; and
  - Support for Students with Special Educational Needs.
- 4.6.4 Responding to the Panel's initial comments on learning opportunities and resources for international engagement, the Operator provided a sample list of international study tours organised for students during the previous validity periods and confirmed that such initiatives would continue. During the meeting with graduates and current students, participants expressed appreciation for the international exposure and industry connections offered by the College.
- 4.6.5 During the site visit, the Panel was provided with a tour and presentation on the facilities and library resources specific to the programmes. Having reviewed the library collections and key online journal subscriptions, the Panel considered that the College

possesses adequate resources to support the delivery of the programmes.

- 4.6.6 The Panel noted that recruiting working adults is one of the key strategies for these four programmes. Responding to the Panel's initial comments regarding the outcomes of recruiting working adults in other programmes, the Operator provided sample track records from three programmes to demonstrate the feasibility of targeting this student group. Furthermore, during the site visit meeting, the Operator expounded that they leverage their established network with industry partners to reach prospective working adult students.
- 4.6.7 At the meeting with programme management team, the Operator elaborated on measures to facilitate the working adult recruitment strategy. These measures include scheduling full-day classes on weekends and evening classes on weekdays. Additionally, industry-oriented elective courses will be offered to better meet the needs of working adult learners.
- 4.6.8 The Panel opined that pre-employment students and working adults represent two student groups with distinct characteristics. For instance, the programme delivery models and learning support services required for working adults is likely to differ significantly from those for pre-employment students.
- 4.6.9 In view of the need to further enhance the provision of learning, teaching, and enabling resources/services for the new target student group, the Panel made the following recommendation:

**Recommendation 2**

The Operator should review and formulate programme delivery model and further enhance support services for working adults, which is identified as a new target student group of the four programmes.

- 4.6.10 The Panel noted that the financial data for the BPSY, HDTBM, and HDPC programmes indicated that these three programmes had been operating below the breakeven student enrolment numbers during the previous validity periods. Responding to the Panel's observation, the Operator affirmed its policy of nurturing programmes to maturity and sustainability, with sufficient financial resources, including donations, available to support their operation. Having reviewed the relevant financial statements and reports, the Panel considered that the Operator is financially capable of covering

any operational deficits resulting from under-enrolment of the four programmes during the validity period.

- 4.6.11 Notwithstanding the recommendation outlined in paragraph 4.6.9, and in consideration of the above information and discussions with representatives from senior management, the programme team, and relevant external stakeholders, the Panel concluded that the Operator is adequately equipped to provide sufficient learning, teaching, and enabling resources to support the learning and teaching activities of the 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.*

##### All Four Programmes

- 4.7.1 The Operator provided the following information regarding its quality assurance system for monitoring and reviewing the development and performance of the programmes:
- (a) Extracts of meeting minutes from the relevant Boards and Committees, detailing deliberations, decisions, and approvals related to the programmes;
  - (b) The Quality Assurance Handbook;
  - (c) External Examiners' (EE) reports for the BPSY, HDTBM, and HDPC programmes for 2023/24 academic year; and
  - (d) Internal Validation Exercise for the Learning Programme Re-accreditation (IVE) reports for all four programmes, together with the Operator's responses to the recommendations made by the IVE Panels.
- 4.7.2 The Panel observed that the development, review, and approval of the programmes followed the established internal approval process. The Programme Teams also incorporated external input provided through the IVEs during this process.

- 4.7.3 Upon reviewing the documentary evidence, the Panel noted that the development and approval processes for the programmes included external input from Course Vettors, External Examiners, School Advisory Committee members and the IVE Panels. Additionally, these processes adhered to the internal approval mechanisms. The Panel further noted that, as outlined in the Quality Assurance Handbook, mechanisms for ongoing monitoring and review of the programmes have been implemented.
- 4.7.4 Having reviewed the sample meeting minutes, EE reports, and survey summaries, the Panel considered that the Operator has incorporated both internal and external input to ensure continuous improvement in the quality of the programmes throughout the learning process.
- 4.7.5 Responding to the Panel's initial comment regarding how student complaints and operational irregularities were monitored during the previous validity periods, the Operator provided examples along with corresponding follow-up actions. After reviewing the relevant evidence, the Panel opined that the Operator regularly collects student feedback and addresses identified issues appropriately.
- 4.7.6 Responding to the Panel's comment about how confidentiality and safety are assured when gathering student feedback, given the small enrolments in these programmes, the Operator expounded that:
- For feedback collected via formal channels, such as committee meetings, it was explained that student representatives are aware that their names will be recorded and shared as part of the meeting records; and
  - For individual-based feedback, such as online Teaching Evaluation Questionnaires, no personal identification information is collected during analysis.
- 4.7.7 In consideration of the information provided and discussions with representatives from relevant internal and external stakeholders, the Panel formed the view that the Operator has established an effective quality assurance system to monitor and review the development and performance of the programmes on an ongoing basis.

## **5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT**

### **5.1 Variation and withdrawal of this Accreditation Report**

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

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

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

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

### **5.2 Appeals**

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

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

### 5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at [www.hkqr.gov.hk](http://www.hkqr.gov.hk) for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 106/03/03  
6 May 2025  
JoH/CQ/SkC/ivc/cj

## **Appendix 1**

### **Gratia Christian College**

#### **Learning Programme Accreditation for Bachelor of Service Management (Honours) Programme**

#### **Learning Programme Re-accreditation for Bachelor of Psychology (Honours) Programme Higher Diploma in Transformative Business Management Programme Higher Diploma in Psychology and Counselling Programme**

**18 – 20 December 2024**

### **Panel Membership**

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#### **Panel for Management programmes**

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Hong Kong Council for Accreditation of  
Academic and Vocational Qualifications  
HONG KONG

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

## Appendix 2

### **Graduate Profile of Bachelor of Service Management (Honours)**

<b>Qualification Title</b>	Bachelor of Service Management (Honours) 服務管理榮譽學士
<b>Qualification Type</b>	Bachelor's Degree
<b>QF Level</b>	Level 5
<b>Primary Area of Study and Training</b>	Business and Management
<b>Sub-area (Primary Area of Study and Training)</b>	General Business Management
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>Programme Objectives</b>	<ol style="list-style-type: none"><li>1. Students are inspired to develop academically and spiritually, discover complementation between knowledge and faith, think critically with clarity, act professionally with integrity, and work in teams effectively with humility.</li><li>2. They are nurtured to be servant leaders to exemplify the "CHRIST" values in the service industry and business sector.</li><li>3. They are equipped with the most up-to-date theories, knowledge and skills to be competent professionals in their working environment.</li><li>4. Through integrating the knowledge and skills gained and the servant leadership developed from this Programme, graduates are committed to making significant contributions to the service industry in Hong Kong.</li></ol>

<p><b>Programme Intended Learning Outcomes</b></p>	<p>Upon successful completion of the Programme*,</p> <p>(To do)</p> <p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. establish a solid foundation of theoretical knowledge in business and service management and generate ideas through the application of knowledge and analysis of abstract information and concepts;</li> <li>2. apply a wide range of knowledge and specialised technical, creative and conceptual skills to solve business problems and perform tasks in various service industries or business settings, such as real estate management or NGOs;</li> <li>3. communicate effectively in English and Chinese through writing, presentations, or discussions in various service industries or business settings;</li> <li>4. use information technology effectively for acquiring, learning, communicating, and addressing business and service management related issues;</li> <li>5. critically synthesise, analyse, and evaluate data, information, issues, ideas, and concepts; and</li> <li>6. be adequately prepared to pursue postgraduate training or chosen careers that require contemporary service management knowledge, such as the business sector, real estate management, or NGOs.</li> </ol> <p>(To be)</p> <p>Graduates of the Programme will become:</p> <ol style="list-style-type: none"> <li>7. knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;</li> <li>8. valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance;</li> </ol>
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	<p>9. competent professionals who take up careers in the service industry or business sector with good social, communication and interpersonal skills;</p> <p>10. problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;</p> <p>11. life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and</p> <p>12. servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.</p> <p><i>*Note: The PILOs are subject to be revised upon the fulfilment of Pre-condition stipulated in paragraph 4.3.10.</i></p>
<b>Education Pathways</b>	<p>The Programme will well equip students with the knowledge, skills and academic qualifications for further study in Hong Kong, Mainland China and overseas. Students can apply for graduate programmes related to business or management such as:</p> <p>(a) Master of Business Administration (MBA) or Master of Science in Management with or without specialization;</p> <p>(b) Master of Science in Marketing;</p> <p>(c) Master of Science in Organizational and Change Management; and</p> <p>(d) Master of Philosophy or Doctor of Philosophy in Business Administration, Marketing or Management and others.</p> <p>Students can also pursue further study in other related areas such as logistics, finance and accounting. After pursuing a Master's degree, they can go for Doctor of Business Administration (DBA).</p>
<b>Employment Pathways</b>	<p>The BSM (Hons) Programme is designed to meet the demand of both business corporations and NGOs. Students are well equipped to take up different kinds of positions in management. As the Programme intends to provide broad knowledge about service management, students would have</p>

	<p>different career options after graduation. For instance, they can work as public relations manager in banks or they can also choose to work as management trainee in logistics or hotel industry. Opportunities available in different fields of the service industry for fresh graduates with service management skills are listed as follows:</p> <ul style="list-style-type: none"> <li>(a) Financial and Banking Service;</li> <li>(b) Investment Management;</li> <li>(c) Hotel and Tourism;</li> <li>(d) Logistics and Transportation;</li> <li>(e) Wholesale and Retail Trade;</li> <li>(f) Management Consultancy;</li> <li>(g) Healthcare and Social Service Management,</li> <li>(h) Internet Marketing; and</li> <li>(i) Advertising Agency.</li> </ul>
<b>Minimum Admission Requirements</b>	<p><u>Applicants for Year 1 entry must satisfy one of the following admission requirements:**</u></p> <ul style="list-style-type: none"> <li>(a) Hong Kong secondary school graduates are required to score Level 3 in Chinese Language and English Language, Level 2 in Mathematics, Level 2/Attained in Liberal Studies/Citizenship and Social Development, and Level 2 in one elective subject (i.e. 33222/332A2) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Local non-Chinese speaking students may use alternative qualifications in Chinese Language; OR</li> <li>(b) Secondary school graduates from other education systems with results comparable to the above, i.e. <ul style="list-style-type: none"> <li>i. achieved the second batch of undergraduate scores in Mainland China's National Joint College Entrance Examination (NCEE (Gaokao)), with the English Language equivalent to the HKDSE qualifications (minimum score of 100 out of 150)/</li> <li>ii. obtained International Baccalaureate (IB) with a minimum of 28 points, Grade 5 in Chinese and in Standard-level English (Syllabus B)/Grade 4 in Standard-level English (Syllabus A)/Higher-level English (Syllabus A or B)/</li> </ul> </li> </ul>

	<p>iii. obtained two passes in GCE A-level subjects with two AS subjects as equivalent to one A-level subject, with a minimum of Grade E in Chinese and English; OR</p> <p>(c) Graduates with a higher diploma, associate degree, or HKQF Level 4 diploma with a learning volume comparable to a higher diploma or associate degree programme; OR</p> <p>(d) Have obtained passes in Chinese Language and Culture and Use of English, and one additional Advanced Level subject or two Advanced Supplementary Level subjects in the HKALE; AND have obtained five passes in the HKCEE, including English Language and Chinese Language or Chinese Literature; OR</p> <p>(e) An equivalent qualification assessed by the College.</p> <p><i>**Note: The minimum admission requirements are subject to further revision upon the fulfilment of Pre-condition outlined in paragraph 4.2.5.</i></p> <p><u>Applicants for Year 3 entry must satisfy the following admission requirement:</u></p> <p>(a) Possess an Associate Degree or Higher Diploma in a relevant discipline.</p>
<b>Operator</b>	<p>Gratia Christian College 宏恩基督教學院</p>

### Appendix 3

#### **Graduate Profile of Bachelor of Psychology (Honours)**

<b>Qualification Title</b>	Bachelor of Psychology (Honours) 心理學榮譽學士
<b>Qualification Type</b>	Bachelor Degree
<b>QF Level</b>	Level 5
<b>Primary Area of Study and Training</b>	Social Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Social and Behavioural Sciences
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>Programme Objectives</b>	<ol style="list-style-type: none"><li>1. provide a psychological and general education curriculum for students to develop an understanding of humans and human behaviour, and to discover complementation between psychological and biblical knowledge;</li><li>2. provide practical and research supervision for students to enrich and extend their learning through doing psychology first-hand;</li><li>3. nurture students' academic development in the broader context of whole-person development; and</li><li>4. prepare graduates from the Programme for service in various professional settings (counselling, human services, law enforcement, business, etc.) or postgraduate study in psychology or related areas.</li></ol>

<p><b>Programme Intended Learning Outcomes</b></p>	<p>Upon successful completion of the Programme,</p> <p>(To do)</p> <p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. establish a solid foundation of theoretical knowledge and investigation skills of Psychology;</li> <li>2. apply appropriate psychological concepts, theories, and principles to explain and approach psychological differences among people and reasons why they think, feel, and act in the way they do;</li> <li>3. communicate effectively through writing, presentation or discussion in tasks in organizations or service environment that requires psychological knowledge input;</li> <li>4. use information technology effectively for acquiring, learning, communicating and handling psychology related issues;</li> <li>5. critically analyse, evaluate and synthesize data, information, ideas, concepts and issues related to psychological research and/or practice; and</li> <li>6. be adequately prepared to pursue postgraduate training or chosen careers that require psychological knowledge and/or deliver psychological service.</li> </ol> <p>(To be)</p> <p>Graduates of the Programme will become:</p> <ol style="list-style-type: none"> <li>7. knowledgeable persons who integrate the “CHRIST” values and faith in the working environment;</li> <li>8. valuable citizens of society who have a good understanding of the world, of the communities and cultures in which they may live or work, and of current global issues of importance;</li> <li>9. promising professionals with social, communication and interpersonal skills who take up careers that deliver psychological service and/or require psychological knowledge;</li> </ol>
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	<p>10. problem-solvers who have a broad base of general knowledge and solve problems with creativity and innovation;</p> <p>11. life-long learners who have the expertise and skills in gaining knowledge related to and beyond their profession; and</p> <p>12. servant leaders who apply the principles of servant leadership to contribute to the well-being of the world with Christian love.</p>
<b>Education Pathways</b>	<p>The knowledge and professional training in the Programme can equip graduates with the academic background for postgraduate study in psychology or a related area. They may apply for graduate studies in areas like applied psychology, clinical psychology, counselling psychology, educational psychology and organizational psychology.</p>
<b>Employment Pathways</b>	<p>The Programme is designed to meet the demands of psychological service in various professional settings such as counselling, human resource management, law enforcement, business, etc. Graduates of the Programme are prepared for taking up the frontline posts such as:</p> <ul style="list-style-type: none"> <li>(a) human resources officer</li> <li>(b) police officer</li> <li>(c) marketing and promotion officer</li> <li>(d) communication / public relations officer, customer service officer</li> <li>(e) teaching assistant / instructor</li> <li>(f) research assistant</li> </ul>
<b>Minimum Admission Requirements</b>	<p><u>Applicants for Year 1 entry must satisfy one of the following admission requirements:**</u></p> <p>(a) Hong Kong secondary school graduates are required to score Level 3 in Chinese Language and English Language, Level 2 in Mathematics, Level 2/Attained in Liberal Studies/Citizenship and Social Development, and Level 2 in one elective subject (i.e. 33222/332A2) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Local non-Chinese speaking students may use alternative qualifications in Chinese Language; OR</p>

	<p>(b) Secondary school graduates from other education systems with results comparable to the above, i.e.</p> <ul style="list-style-type: none"> <li>i. achieved the second batch of undergraduate scores in Mainland China's National Joint College Entrance Examination (NCEE (Gaokao)), with the English Language equivalent to the HKDSE qualifications (minimum score of 100 out of 150)/</li> <li>ii. obtained International Baccalaureate (IB) with a minimum of 28 points, Grade 5 in Chinese and in Standard-level English (Syllabus B)/Grade 4 in Standard-level English (Syllabus A)/Higher-level English (Syllabus A or B)/</li> <li>iii. obtained two passes in GCE A-level subjects with two AS subjects as equivalent to one A-level subject, with a minimum of Grade E in Chinese and English; OR</li> </ul> <p>(c) Graduates with a higher diploma, associate degree, or HKQF Level 4 diploma with a learning volume comparable to a higher diploma or associate degree programme; OR</p> <p>(d) Have obtained passes in Chinese Language and Culture and Use of English, and one additional Advanced Level subject or two Advanced Supplementary Level subjects in the HKALE; AND have obtained five passes in the HKCEE, including English Language and Chinese Language or Chinese Literature; OR</p> <p>(e) An equivalent qualification assessed by the College.</p> <p><i>**Note: The minimum admission requirements are subject to further revision upon the fulfilment of Pre-condition outlined in paragraph 4.2.5.</i></p> <p><u>Applicants for Year 3 entry must satisfy the following admission requirement:</u></p> <p>(a) Possess an Associate Degree or Higher Diploma in a relevant discipline.</p>
<b>Operator</b>	<p>Gratia Christian College 宏恩基督教學院</p>

