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 ACCREDITATION

BACHELOR OF ARTS (HONOURS) IN MUSIC TECHNOLOGY AND MANAGEMENT

BACHELOR OF SCIENCE (HONOURS) IN CYBER SECURITY

LEARNING PROGRAMME RE-ACCREDITATION

BACHELOR OF ARTS (HONOURS) IN PUBLIC RELATIONS AND INTERNATIONAL EVENTS MANAGEMENT

MAY 2025

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1048), 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, Vocational Training Council (the Operator) to conduct Learning Programme Accreditation and Re-accreditation exercises 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 Arts (Honours) in Music Technology and Management and the Bachelor of Science (Honours) in Cyber Security of the Operator meet the stated objectives and QF standards and can be offered as accredited programmes;

(ii) the Bachelor of Arts (Honours) in Public Relations and International Events Management of the Operator meets the stated objectives and QF standards and can continue to be offered as an accredited programme; and

(b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

Learning Programme Accreditation (LPA)

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Bachelor of Arts (Honours) in Music Technology and Management (BAMTM) 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.

2.2 HKCAAVQ has determined that the Bachelor of Science (Honours) in Cyber Security (BScCS) meets the stated objectives and QF

standard at Level 5, and can be offered as an accredited programme with a validity period of three years.

Learning Programme Re-accreditation (Re-LPA)

2.3 HKCAAVQ has determined that the Bachelor of Arts (Honours) in Public Relations and International Events Management (BAPRIEM) meets the stated objectives and QF standard at Level 5, can continue to be offered as an accredited programme with a validity period of five years.

2.4 **Validity Period**

2.4.1 The validity period will, provided the Operator fulfills all pre-conditions to the commencement of the validity period as set out in 2.7.1, 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.

2.5 The determinations on the BAMTM and BScCS Programmes are specified as follows:

Name of Local Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院	
Name of Award Granting Body	Vocational Training Council 職業訓練局	
Title of Learning Programme	Bachelor of Arts (Honours) in Music Technology and Management 音樂科技及管理（榮譽）文學士	Bachelor of Science (Honours) in Cyber Security 網絡安全（榮譽）理學士
Title of Qualifications [Exit Awards]	Bachelor of Arts (Honours) in Music Technology and Management 音樂科技及管理（榮譽）文學士	Bachelor of Science (Honours) in Cyber Security 網絡安全（榮譽）理學士

Primary Area of Study and Training	A02 Arts, Design and Performing Arts	A04 Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	A0204 Performing Arts	A0401 Computer Science and Information Technology
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
QF Level	Level 5	Level 5
QF Credits	504	252
Mode(s) of Delivery and Programme Length	Year-1 Entry Full-time, 4 years Year-3 Advanced Standing Entry Full-time, 2 years	Full-time, 2 years
Intermediate Exit Award(s)	**Title of Qualification:** Higher Diploma in Music Technology and Management 音樂科技及管理高級文憑 **QF Level:** Level 4 **QF Credits:** 315 **Programme Length:** Full-time, 2.5 years	Not applicable
Start Date of Validity Period	1 September 2025	1 September 2025
End Date of Validity Period	31 August 2030	31 August 2028
Number of Enrolment(s)	One enrolment per academic year	
Maximum Number of New Students	To be confirmed upon the fulfilment of the pre-conditions	**2025/26 onwards** Full-time: 60 per year

Address of Teaching / Training Venue(s)	1. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong 2. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong

2.6 The determinations on the BAPRIEM Programme are specified as follows:

Name of Local Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院
Name of Award Granting Body	Vocational Training Council 職業訓練局
Title of Learning Programme	Bachelor of Arts (Honours) in Public Relations and International Events Management 公共關係及國際項目管理 (榮譽) 文學士
Title of Qualifications [Exit Awards]	Bachelor of Arts (Honours) in Public Relations and International Events Management 公共關係及國際項目管理 (榮譽) 文學士
Primary Area of Study and Training	A10 Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	A1001 Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	A03 Business and Management
Sub-area (Other Area of Study and Training)	A0305 General Business Management
QF Level	Level 5
QF Credits	516
Mode(s) of Delivery and Programme Length	Year-1 Entry Full-time, 4 years using English as MOI Full-time, 4 years using Putonghua as MOI Year-3 Advanced Standing Entry Full-time, 2 years using English as MOI

	Full-time, 2 years using Putonghua as MOI Part-time, 4 years using English as MOI
Intermediate Exit Award(s)	**Title of Qualification:** Higher Diploma in Public Relations and International Events Management 公共關係及國際項目管理高級文憑 **QF Level:** Level 4 **QF Credits:** 315 **Programme Length for HD Award (Full-time mode only):** Five semesters to be completed in 2.5 years
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2030
Number of Enrolment(s)	<u>Full-time Year-1 entry</u> One enrolment per year <u>Full-time/Part-time Year-3 Advanced Standing Entry</u> Two enrolments per year
Maximum Number of New Students	**2025/26 onwards** <u>Full-time Year-1 Entry</u> English MOI Mode: 30 per year Chinese (Putonghua) MOI Mode: 20 per year <u>Full-time Year-3 Advanced Standing Entry</u> English MOI Mode: 70 per year Chinese (Putonghua) MOI Mode: 80 per year <u>Part-time Year-3 Advanced Standing Entry</u> English MOI Mode: 20 per year
Address of Teaching / Training Venue(s)	1. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong 2. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong

2.7 Conditions

2.7.1 Pre-conditions

BAMTM Programme

2.7.1.1 The Operator is to
   (i) examine the academic content and practical delivery of similar programmes both locally and internationally to benchmark various aspects, including but not limited to the Programme Objectives (POs), Programme Learning Outcomes (PLOs), programme structure and admission requirement, to inform the revision of the Programme;
   (ii) establish a clear and distinct positioning for the Programme, ensuring it has a well-defined direction and focus with which to shape the POs; and
   (iii) to review and revise the programme title as appropriate, to revise the POs so that they are commensurate with the positioning of the programme, and to revise the PLOs so that the POs and PLOs are aligned.

For the fulfilment of the Pre-condition, the Operator is to submit the revised programme title, POs, PLOs, comprehensive benchmarking analysis, other documents that the Operator may consider relevant, and relevant QA records showing a proper process has been undertaken for the revision to HKCAAVQ **on or before 30 June 2025**. (Para. 4.1.11)

2.7.1.2 The Operator is to review and revise the programme structure and contents to ensure that
   (i) the programme structure and contents align with the positioning, POs, and PLOs of the Programme;
   (ii) the Module Outlines (MOs) and Module Learning Outcomes (MLOs) are closely aligned with the PLOs in order to create a cohesive and integrated educational structure that supports the POs and ensures the learning experience for students.

For the fulfilment of the Pre-condition, the Operator is to submit the revised programme contents and structure, including the revised module specifications, along with sample teaching and assessment materials of each module, any other documents that the Operator may consider relevant, and relevant QA records showing a proper process has been undertaken for the revision to HKCAAVQ **on or before 30 June 2025**. (Para. 4.3.7)

2.7.1.3 The Operator is to ensure that all facilities and resources required for the modules offered in the first semester for both Year 1 entry and Year 3 Advanced Standing entry are completed, commissioned and fully functional prior to the Programme's launch.

For the fulfilment of the Pre-condition, the Operator is to submit the floor plans, photos and videos showcasing the facilities, and any other documents that the Operator may consider relevant to HKCAAVQ **on or before 30 June 2025**. (Para. 4.6.1)

2.7.1.4 For the fulfilment of above Pre-conditions for the Bachelor of Arts (Honours) in Music Technology and Management programme, the Operator is to cooperate with HKCAAVQ to arrange a site visit or a Zoom meeting, as deemed appropriate based on the circumstances, to facilitate the Panel's review of the quality of the revised Programme and the facilities and resources before the Panel makes recommendations to HKCAAVQ on whether each of the Pre-conditions is fulfilled.

2.8 **Recommendations**

HKCAAVQ offers the following recommendations for the continuous improvement of the Programmes.

All Programmes

2.8.1 The Operator should review the minimum number of students admitted to the programmes to ensure quality learning experiences for students. (Para. 4.6.6)

BAMTM Programme

2.8.2 The Operator should review the proficiency requirement in Putonghua, as it is the medium of instruction (MOI) of the Programme, to ensure that the students are adequately equipped to engage with the curriculum and communicate effectively within the learning environment. (Para. 4.2.4)

2.8.3 The Operator should set admission requirements that demonstrate creative and technical music skills, ensuring that the students have the essential competencies needed for studying the Programme. (Para. 4.2.6)

2.8.4   The Operator should examine the sequencing of the modules and the progression of the students learning experience to ensure that the students achieve optimal learning outcomes. (Para. 4.3.5)

2.8.5   The Operator should evaluate the effectiveness of using Putonghua as the medium of instruction (MOI) and facilitate a smooth transition between Putonghua and English, as students coming from feeder programmes primarily use English as their MOI in their sub-degree studies, particularly given the specialised terminology associated with the Programme. (Para. 4.4.2)

2.8.6   The Operator should maintain consistency in the MOI across all module materials and align reference lists with the selected MOI, to ensure academic consistency. (Para. 4.4.3)

2.8.7   The Operator should review the assessment methods for student contributions in the Graduation Project, which necessitates teamwork that mirrors the music business, to ensure that student performance is evaluated effectively. (Para. 4.4.5)

2.8.8   The Operator should develop a detailed hiring strategy that specifies the modules to be offered in each academic year, the number and expertise of staff members planned for recruitment each academic year to ensure adequate staffing for the academic and technical needs required to support the anticipated increase in student enrollment and the overall growth of the Programme. (Para. 4.5.5)

2.8.9   The Operator should provide leadership training, quality assurance and pedagogic guidance and support for their staff team to deliver the Programme in a clear, well-structured and well-positioned curriculum, as specified in LPA 1, 3 and 4. (Para. 4.5.6)

BScCS Programme

2.8.10 The Operator should evaluate the progression arrangements between modules and review the need for pre-requisites to ensure effective transition between modules and enhance academic experience for the students. (Para. 4.4.8)

2.8.11 The Operator should develop a concrete recruitment plan identifying the specific expertise needed for each academic year, and ensure that the plan is under constant review. The staff should also be regularly updated with the necessary industry-related skills to reflect the fast-paced changes in the field and to attract appropriate talent effectively. (Para. 4.5.11)

2.8.12 The Operator should conduct regular reviews and maintain a comprehensive plan to ensure that the facilities are adequate and responsive to the rapid and future changes in the industry. (Para. 4.6.2)

BAPRIEM Programme

2.8.13 The Operator should review the Putonghua proficiency requirement for the stream using Putonghua as medium of instruction (MOI), to ensure consistency in language requirements across both English and Putonghua modes, fostering an equitable admission process for all students. (Para. 4.2.14)

2.8.14 The Operator should ensure that the internship opportunities provided in the Work-integrated Learning (WIL) module are closely connected to the relevant industry, rather than including unrelated positions within companies, even if they are in the same field. (Para. 4.3.15)

2.8.15 The Operator should actively expand internship opportunities for students in the Putonghua MOI mode to ensure all students, regardless of their language of instruction, can achieve comparable learning outcomes and benefit equally from their internship experiences. (Para. 4.3.16)

2.8.16 The Operator should continue to review the internship arrangement for the Programme, and provide training and guidelines for industry partners regarding the assessment of the WIL module to ensure consistency in assessment across different industry partners. (Para. 4.4.11)

2.8.17 The Operator should establish a structured communication framework with industry partners and implement a mechanism for regularly reviewing and evaluating both the collaboration and curriculum, to ensure sustainable relationships with the industry partners. (Para. 4.5.17)

2.8.18 Given that the Programme offers both English and Putonghua as medium of instruction (MOI), the Operator should provide additional language support and integrate it into the mode of learning for students studying in the opposite mode, ensuring that students become bilingual and are better prepared to meet industry demands and enhance their professional readiness. (Para. 4.6.3)

2.8.19 The Operator should ensure the consistency of reporting about academic misconduct to maintain the integrity and ensure the established framework and standards are properly upheld. (Para. 4.7.7)

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

3. INTRODUCTION

3.1 The Technological and Higher Education Institute of Hong Kong (THEi) was established in 2011 as a member institution of the Vocational Training Council (VTC). THEi mainly operates local self-financed bachelor degree programmes and was granted Institutional Review status by HKCAAVQ in September 2012. In the AY2024/25, THEi is offering one master's degree, 22 bachelor's degree programmes and a number of Professional Diploma Meister (PDM), Professional Diploma (PD) and Professional Certificate (PC) programmes at QF Level 4 or 5.

3.2 For the two programmes undergoing LPA, it is their first time seeking accreditation from HKCAAVQ. For the other one programme undergoing Re-LPA, it was first accredited in 2015 and re-accredited in 2020 with a validity period of five years from AY2020/21 to AY2024/25.

3.3 THEi commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for (i) Bachelor of Arts (Honours) in Music Technology and Management (BAMTM) and (ii) Bachelor of Science (Honours) in Cyber Security (BScCS); and a Learning Programme Re-accreditation (Re-LPA) exercise for (iii) Bachelor of Arts (Honours) in Public Relations and International Events Management (BAPRIEM). For this exercise, HKCAAVQ formed an expert Panel (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. The site visit was conducted at Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) from 11 to 14 March 2025.

3.4   In consideration of the track record of the Operator established from previous accreditation exercises, information on the following aspect of the Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Information Not Required
LPA-7 Programme Approval, Review and Quality Assurance	Information on institute-wide quality assurance process and mechanism is not required.

4.   PANEL'S DELIBERATIONS

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

4.1   Programme Objectives and Learning Outcomes

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

BAMTM Programme

4.1.1   The BAMTM Programme is hosted by the Department of Digital Innovation and Technology (DDIT). The Panel noted in the accreditation document that the Operator identified market demand for Audio Technician/ Engineer and Event Coordinator in the industry. In response to this demand, the Programme is designed to be vocationally oriented, providing training for professionals in close collaboration with industry partners.

4.1.2 However, the Panel raised concerns regarding the Programme Objectives (POs) and Programme Learning Outcomes (PLOs) outlined in the accreditation documents. Specifically, the Panel questioned whether the stated POs and PLOs are aligned with the above-mentioned direction of the Programme in training Audio Technician/ Engineer and Event Coordinator in the industry. Given that these two roles require distinctly different skill sets, the Panel noted that the Programme may appear to be overloaded with various music specialities. The Programme incorporates a wide range of elements, including music technology, music management, music production, and music theory, within a single curriculum. This broad approach may hinder in-depth learning in any one area necessary to fulfil industry-level requirements, dilute the focus of the Programme, and make it unclear how it supports the intended objectives. To address these concerns, the Panel sought clarifications from the Operator regarding the scope of music covered by the Programme, as well as the focus, positioning and the rationale behind the POs and PLOs of the Programme.

4.1.3 In response to the Panel's concerns, the Operator explained that Music Technology and Music Management are the focus of the Programme, which equips students with essential skills across a spectrum of applications within the music industry and ensures they are well-prepared for various career paths in the music industry. The Operator noted the importance of Essential Music Foundation, and that the Programme encompasses a variety of music genres, including Classical Music, Popular Music, World Music, and Experimental Music, prioritising practical training over theoretical instruction. The Operator also clarified that the POs and PLOs were designed to demonstrate the integration of theoretical knowledge and practical skills. To better substantiate the focus and the objectives of the Programme, the Operator revised the POs and PLOs as follows:

Programme Objectives (POs)

The objectives of the Programme are to:

1	Develop students' both theoretical and practical skills in music technology;
2	Enable students to apply creative and technical concepts of music technology effectively across diverse media platforms effectively in the music industry;
3	Develop students' teamwork and collaborative skill to effectively manage and excel in the music industry;

4	Enable students to work independently in their specialisation in music management; and
5	Reinforce students' adaptability and self-directed learning in navigating the ever-evolving music industry.

Programme Learning Outcomes (PLOs)

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

1	Integrate and apply knowledge of music technology and application skills to meet the complex demands in the music industry as well as the society;
2	Formulate original music technology concepts that feature distinctive sonic expressions in various contexts, including music production, music technology, multi-media cooperation, and digital platforms;
3	Propose and apply music management to formulate strategies for the music industry and enhance quality of life in community;
4	Demonstrate the ability to manage and collaborate with diverse teams within the music industry to enhance music appreciation within the community; and
5	Evaluate the ever-changing cultural and social landscape in the music industry and formulate adaptation strategies.

4.1.4 Students may choose to exit the Programme with an exit award in Higher Diploma in Music Technology and Management (HDMTM) after successful completion of the required credits and other stipulated requirements. The revised PLOs of HDMTM are as follows:

PLOs of HDMTM

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

1	Apply knowledge of music technology to effectively address the multifaceted demands of the music industry and society;
2	Present original music technology concepts that feature distinctive sonic expressions in various contexts, including music production, music technology, multi-media cooperation, and digital platforms;
3	Apply music management to formulate strategies for the music industry and enhance quality of life in community;
4	Develop the ability to manage and collaborate with diverse teams within the music industry to enhance music appreciation within the community and

5	Explain the ever-changing cultural and social landscape in the music industry and formulate adaptation strategies.

4.1.5 To demonstrate the PLOs of the BAMTM Programme meets the QF standard at Level 5 and the exit award in HDMTM meets the QF standard at Level 4, the Programme Team provided the following information to the Panel for review:

(a) Revised Mapping of the POs and PLOs;
(b) Mapping of PLOs and Generic Level Descriptors (GLDs) at QF Level 4 and 5;
(c) Mapping of the PLOs and Industry / Profession-Specific (IPS) Modules;
(d) Mapping of the IPS modules and GLDs;
(e) Module Outlines of all IPS Modules, with information on Module Descriptions, Module Aims, Module Learning Outcomes (MLOs), Module Content, Pedagogical and Assessment Methods, and References; and
(f) Samples of learning and teaching materials and assessments.

4.1.6 After reviewing the clarifications and the revised POs and PLOs, the Panel remains uncertain about how the two proposed foci of the Programme, i.e., Music Technology and Music Management, can be effectively integrated within a single curriculum. The Panel noted that the revised POs and PLOs are general, lacking specificity regarding the intended learning outcomes related to each focus area that students can achieve through undertaking the Programme. This ambiguity raises questions about the feasibility of delivering a comprehensive and integrated education in both areas simultaneously and whether the Programme can adequately prepare students for the specific demands of each field.

4.1.7 During the Site Visit, the Panel sought clarification on the primary focus of the Programme. There were discrepancies in the responses from various stakeholders. Some individuals indicated that the main focus was Music Management, while others asserted that it encompassed both Music Technology and Management. The Panel noted that external stakeholders, including industry representatives and potential employers they met during the site visit, expressed strong support for the Programme. However, their understanding of its focus differed from that of senior management and the teaching team. This lack of consensus among stakeholders not only highlights the ambiguity surrounding the Programme's emphasis but also raises concerns about the potential impact on curriculum coherence and student learning outcomes.

4.1.8   The Panel further explored the expected career pathways for graduates of the Programme, specifically questioning whether the focus is on training Audio Technicians/Engineers or Event Coordinators. Each of these roles requires distinct skill sets, which would significantly impact the design of the curriculum. The Panel noted that if the Programme is intended to develop Audio Technicians/Engineers, there are existing diploma courses available that offer more specialised training in those skills. This led the Panel to question the rationale behind structuring the Programme as a degree programme, especially if it may not provide the depth necessary to meet industry standards for technicians, given the presence of another focus area within the Programme.

4.1.9   During the Site Visit, the Operator clarified that the Programme is to prepare students for the role of Event Coordinator, emphasising the importance of a foundational knowledge of music skills for successfully organising international music events. The Programme Leader further emphasised her strong industry connections, noting her management of two companies that specialise in organizing music events. While the Panel acknowledged these valuable connections, it **advised** the Operator to remain vigilant about potential conflicts of interest between the Programme Leader's companies and the staff involved in the Programme, to ensure transparency and maintain the integrity of the educational experience offered to students.

4.1.10   The clarification of preparing students for the role of Event Coordinator led to further inquiries about the revised POs and PLOs, as they do not appear to adequately reflect this focus on music event coordination. As a result, concerns emerged regarding how the Programme balances its various areas of emphasis and ensures that graduates are adequately equipped to meet the demands of their intended roles in the industry. These discrepancies between the PLOs and the planned delivery of the Programme underscored the need for a clear positioning of the Programme that defines its direction and focus. Shaping the POs in a way that is consistent with the PLOs, is crucial to enhance the coherence and effectiveness of the educational experience offered.

4.1.11   In view of the observations outlined in Para. 4.1.6 to 4.1.10, the Panel also noted that, while there are no similar programmes available in Hong Kong, the accreditation documents only referenced local music courses for benchmarking. To ensure that the Programme can be effectively delivered and aligned with its intended outcomes, the Panel stipulated the following pre-condition:

Pre-Condition

The Operator is to
(i)   examine the academic content and practical delivery of similar programmes both locally and internationally to benchmark various aspects, including but not limited to the Programme Objectives (POs), Programme Learning Outcomes (PLOs), programme structure and admission requirement, to inform the revision of the Programme;
(ii)   establish a clear and distinct positioning for the Programme, ensuring it has a well-defined direction and focus with which to shape the POs; and
(iii)   to review and revise the programme title as appropriate, to revise the POs so that they are commensurate with the positioning of the Programme, and to revise the PLOs so that the POs and PLOs are aligned.

For the fulfilment of the Pre-condition, the Operator is to submit the revised programme title, POs, PLOs, comprehensive benchmarking analysis, other documents that the Operator may consider relevant, and relevant QA records showing a proper process has been undertaken for the revision to HKCAAVQ **on or before 30 June 2025**.

BScCS Programme

4.1.12 The BScCS Programme is a top-up degree Programme hosted by the Department of Digital Innovation and Technology (DDIT). The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) are as follows:

Programme Objectives (POs)

The objectives of the Programme are to:

1	Develop students' problem-solving capability in the cyber security discipline, based on solid technical knowledge and effective communication skills;
2	Enable students to apply knowledge and skills of cyber security to provide solutions in commercial and social contexts;
3	Nurture students with a strong awareness of the critical value and ethics of cyber security in public safety; and
4	Strengthen students' abilities to pursue independent study and conduct research in the profession of cyber security.

Programme Learning Outcomes (PLOs)

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

1	Critically assess different commercial and social contexts and apply specialised cyber security knowledge and skills to provide professional services in software security, data security, network security and security management;
2	Formulate and present integrated cyber security solutions on system design, operation and maintenance, in business and social environments;
3	Critically analyse ethical and societal issues related to public security and safety and propose appropriate practices; and
4	Evaluate the latest developments in the cyber security profession for lifelong learning and career development.

4.1.13   To demonstrate the PLOs of the BScCS Programme meet the QF standard at Level 5, the Programme Team provided the following information to the Panel for review:

(a) Mapping of the POs and PLOs;
(b) Mapping of PLOs and Generic Level Descriptors (GLDs) at QF Level 5;
(c) Mapping of the PLOs and Industry / Profession-Specific (IPS) Modules;
(d) Mapping of the IPS modules and GLDs;
(e) Module Outlines of all IPS Modules, with information on Module Descriptions, Module Aims, Module Learning Outcomes (MLOs), Module Content, Pedagogical and Assessment Methods, and References; and
(f) Samples of learning and teaching materials and assessments.

4.1.14   The Panel noted from the accreditation documents and during the Site Visit that the Programme is a vocationally-oriented and closely connected to the industry. Its curriculum incorporates Work-integrated Learning (WIL), an institute-wide initiative at THEi, which enables students to engage in relevant industry placements to meet graduation requirements. The Operator obtained approval from HKCAAVQ in January 2022 to convert WIL from a non-credit bearing to a credit bearing component, applicable to all degree programmes offered by THEi. This strong emphasis on practical experience is further supported by feedback from external stakeholders. During the Site Visit, industry representatives and potential employers expressed strong support for the Programme, underscoring its relevance and responsiveness to industry demands.

4.1.15 In consideration of the information above and the discussion with various stakeholders, the Panel formed the view that the Programme effectively addresses the needs of the community, education and industry. Furthermore, the intended learning outcomes align with the relevant GLD and meet the relevant QF standards.

BAPRIEM Programme

4.1.16 The BAPRIEM Programme is hosted by the Department of Hospitality and Business Management (DHBM) of THEi. The Programme was first accredited in 2015 and re-accredited in 2020 with a validity period of five years to operate till 31 August 2025. The Panel noted in the accreditation documents that the Programme Objectives (POs) and Programme Learning Outcomes (PLOs) have remained unchanged since the last accreditation exercise. However, the Panel suggested that more accurate wording should be used in PLOs. The Programme Team made the following revisions accordingly. The POs and revised PLOs of the Programme are as follows (with the changes in bold):

Programme Objectives (POs)

The objectives of the Programme are to:

1	Equip students with a solid foundation of local and global knowledge in public relations, reputation and international events management related practices, that will prepare them as junior executives and ultimately managerial roles after graduation; 為學生提供本地和全球公共關係、聲譽和國際項目相關實踐的堅實基礎，為他們畢業後成為初級主管，最終擔任管理職位做好準備；
2	Develop students' abilities in public relations and management of marketing, international events and communication resources so as to meet the emerging needs and development of different businesses and organisations; 培養學生在公共關係和市場營銷、國際項目與傳播資源管理方面的能力，以滿足不同企業和組織的新興需求和發展；
3	Build up students' capabilities in professional practice on work ethics, teamwork, communication, management, entrepreneurship, creativity, events management and other skills for solving complex public relations, reputation and management-related problems; 建立學生在職業實踐中的能力，包括職業道德、團隊合作、溝通、管理、創業、創意、活動管理及其他解決複雜的公共

	關係、聲譽及管理相關問題的技能；
4	Develop students with tactical, strategic and global perspectives on contemporary issues in the areas of public relations, reputation management, marketing, events management, management and communications for the growth and betterment of the media and communication industry; and 培養學生在公共關係、聲譽管理、市場營銷、國際項目、管理和傳播領域的戰術、戰略及全球視野，以促進媒體及傳播行業的發展和進步；以及
5	Strengthen students' abilities to keep abreast of developments in their professions, and to pursue independent and lifelong learning. 加強學生掌握專業發展的能力，並追求獨立和終身學習。

<u>Programme Learning Outcomes (PLOs)</u>

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

1	Apply the knowledge and skills of public relations, reputation and international events management in the managerial and operational contexts of the communications and events management profession; 在傳播和項目管理專業的管理和運營背景下，應用公共關係、聲譽和國際項目管理的知識和技能；
2	Analyse and evaluate local and global issues and strategic challenges related to public relations/ events, reputation and management in order to make recommendations for business/ organisation improvement; 分析和評估與公共關係/項目、聲譽和管理相關的本地和全球問題及戰略挑戰，以便為企業/組織改進提出建議；
3	Develop investigative methods and solutions to public relations/ international events, reputation and management-related problems; 開發調查方法和解決方案，以解決公共關係/ 國際項目、聲譽和管理相關問題；
4	Perform public relations/ **event management**, reputation and management functions effectively to facilitate communication activities with consideration of professional ethics and responsibilities in the communication and events management industries 有效地執行公共關係/ **項目管理**、聲譽和管理職能，以促進相關的溝通活動，並考慮傳播及項目管理行業的職業道德和責任

5	Communicate effectively with different audiences and target groups in order to deliver specified strategic communications objectives; and 與不同的受眾和目標群體進行有效溝通，以實現特定的戰略溝通目標；和
6	Reflect on personal career goals and social trends for one's career development and lifelong learning. 反思個人職業目標和社會趨勢，以促進職業發展和終身學習。

4.1.17 Students may choose to exit the Programme with an exit award in Higher Diploma in Public Relations and International Events Management (HDPRIEM) after successful completion of the required credits and other stipulated requirements. The accreditation documents indicated that there were no students who exited the Programme with an HD award during the validity period. The revised PLOs of the HD are as follows (with changes in bold):

PLOs of HDPRIEM

Upon completion of the HD Programme, students should be able to:

1	Apply knowledge and skills to support public relations, reputation and international events management as well as communication activities in **various** organisations; 應用知識和技能來支持**各類**組織中的公共關係、聲譽和國際項目管理以及傳播活動；
2	Utilise different types of information to solve public relations-related problems and issues; 利用不同類型的信息來解決與公共關係相關的問題和議題；
3	Perform public relations/ **event management**, reputation and management functions effectively to facilitate communication activities with consideration of professional ethics and responsibilities in the workplace; 有效地執行公共關係/**項目管理**、聲譽和管理職能，以促進工作場所中的傳播活動，並同時考慮職業道德和責任；
4	Communicate effectively in English and Chinese in practical working contexts; and 在實際工作環境中有效地以英語和中文進行溝通；和
5	Reflect on individual career goals for further study and personal development. 反思個人職業目標，以進一步學習和個人發展。

4.1.18 The Panel reviewed the revised PLOs for BAPRIEM and HDPRIEM and considered the revisions appropriate. The Operator is reminded to follow internal quality assurance procedures to approve the revisions for implementation starting from AY2025/26.

4.1.19 To demonstrate that the PLOs of the BAPRIEM Programme meet the QF standard at Level 5 and that the exit award in HDPRIEM meets the QF standard at Level 4, the Programme Team provided the following information to the Panel for review:

(a) Mapping of the POs and PLOs;
(b) Mapping of PLOs and Generic Level Descriptors (GLDs) at QF Level 4 and 5;
(c) Mapping of the PLOs and Industry / Profession-Specific (IPS) Modules;
(d) Mapping of the IPS modules and GLDs;
(e) Module Outlines of all IPS Modules, with information on Module Descriptions, Module Aims, Module Learning Outcomes (MLOs), Module Content, Pedagogical and Assessment Methods, and References;
(f) Samples of learning and teaching materials and assessments
(g) Samples of marked student assessments of three modules, covering high, medium and low performance, with associated marking schemes and assessment rubrics; and
(h) Comments of the External Examiners on the modules.

4.1.20 During the validity period, a new mode of delivery utilising Chinese (Putonghua) as the Medium of Instruction (MOI) was introduced to the Programme, starting from AY2023/24. In terms of how the Programme can ensure that students from both the English and Putonghua streams are able to achieve the same PLOs upon graduation and effectively entering the workforce, the Panel was given to understand that students in both MOI settings are engaged in assessments that include bilingual projects and simulations of real-world scenarios, such as creating bilingual press kits. Additionally, modules are designed to incorporate both languages in practical applications. The Programme also encourages students to participate in WIL and internships that require proficiency in both languages, ensuring that students gain experience in navigating bilingual environments to meet industry needs.

4.1.21 As mentioned in Para. 4.1.14, WIL is an institute-wide initiative at THEi that allows students to engage in relevant industry placements to fulfil graduation requirements. The WIL module of the Programme will change from a non-credit bearing to a credit-bearing component

starting from the AY2025/26. This change underscores the Operator's commitment to providing practical experience as a core element of its educational offerings. The emphasis on practical experience is further reinforced by positive feedback from external stakeholders. During the Site Visit, the Panel noted strong support from industry representatives and potential employers, who highlighted the Programme's practicality and engagement with industry, which reflects the Programme's alignment with current industry demands.

4.1.22 For the purpose of continuous improvement of the Programme, the Panel noted that Operator has taken actions to address the recommendations made by HKCAAVQ in the last accreditation for the Programme conducted in 2020.

4.1.23 In consideration of the information above and the discussion with various stakeholders, the Panel formed the view that the Programme effectively addresses the needs of the community, education and industry. Furthermore, the intended learning outcomes align with the relevant GLD and meet the relevant QF standards.

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.

BAMTM Programme

4.2.1 As stated in the accreditation documents provided by the Operator, the Panel noted that the minimum admission requirements of the Programme are as follows:

Standard Entry Route: Local Qualification	Standard Entry Route: Non-local Qualification
HKDSE (Four Core Subjects and One Elective Subject) Core Subjects • Level 3 in Chinese Language; and • Level 3 in English Language; and • Level 2 in Mathematics; and	**Academic Qualification** Mainland China • A score for admission to Mainland 2_{nd}-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or

- "Attained" in Citizenship and Social Development* [or Level 2 in Liberal Studies].
  Effective starting from the 2024 entry.

AND

Elective Subject
- Level 2 in one Elective Subject* or one Applied Learning (ApL) Subject#. The relevant ApL subject is Popular Music Production.
  #*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 in admission selection.*

HKALE
- Grade E in HKALE AS-Level Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and
- Grade E in HKALE AS-Level Use of English; and
- Grade E in one other HKALE A-Level or two other AS-Level subjects; and
- Grade E/ Level 2 in five HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B/ Grade C in Syllabus A].

equivalent; or

International Baccalaureate (IB)
- Holder of an International Baccalaureate Diploma; or

Business and Technology Education Council (BTEC)
- 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

Other Non-local Qualifications
- Other qualifications equivalent to HKDSE qualifications.

AND

English Language Requirements
- Grade E in GCE (A-Level/ AS-Level) English Language; or
- Grade C/ Grade 4 in GCSE/ IGCSE/ GCE (O-Level) English Language; or
- Grade E in HKALE (AS-Level) Use of English; or
- A score of 100 out of 150 in English language subject of NCEE or equivalent; or
- An 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 (Syllabus B)/ Grade 4 in Standard-/ Higher-Level English Language (Syllabus A)/ Language and Literature (Syllabus A)/ Literature (Syllabus A)/ Grade 4 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or
- Have obtained an equivalent

Non-Standard Entry Route	Advanced Standing (Year-3 Entry Route)
	qualification.
To be determined by the Vice President (Academic)^ on a case-by-case basis *^Effective starting from 1 January 2024. Previously, the approval authority of non-standard cases rests with the Faculty Deans.*	Normally, applicants with a VTC HD or equivalent sub-degree qualifications/ studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.

4.2.2 The Panel noted that the admission exercise of the Programme follows the Student Admission Policies and Regulations and the General Entrance Requirements (GER) of the THEi laid down in its Academic Policies and Regulations (AP&R) for Degree Programmes.

4.2.3 The Panel noted that all applicants via Non-Standard entry, with Non-local qualifications and Advanced Standing entry, except VTC Higher Diploma graduates who apply via THEi's Through-Train entry route, are required to attend an admission interview to assess their suitability. During the admission interviews, the applicants will be required to give a brief presentation of their background, original work portfolio (or any other appropriate materials related to music such as song, music, or video of practising music etc.) and career aspiration. Their portfolio should demonstrate their ability in music and experience of projects from research, ideation, exploration and execution. All interviews will be conducted in Putonghua and English.

4.2.4 The Panel noted that Putonghua is the Medium of Instruction (MOI) for the Programme, but there is currently no proficiency requirement in Putonghua included in the admission criteria. This absence raises concerns about the quality of learning and the overall educational experience for students. The Operator clarified that the admission quota for Mainland, Macao, and Taiwan (MMT) students will gradually increase to 40 percent starting from AY2025/26 on an institutional basis. While the Operator offers only a limited number of programmes with Putonghua as the MOI, the relaxation of the MMT admission quota is expected to generate greater interest in this Programme. However, the Panel highlighted that, despite this change, the majority of the student body is anticipated to remain local, and the admission process for standard entry applicants does not include interviews. Consequently, the Putonghua proficiency of these applicants cannot be assessed. The Panel, therefore, **recommended** the Operator to review the proficiency requirement in Putonghua, as it is the MOI of the Programme, to ensure that the

students are adequately equipped to engage with the curriculum and communicate effectively within the learning environment.

4.2.5   The Panel noted that the Programme offers a diverse range of practical music modules. While applicants with a certificate in music theory are considered for admission, there are no minimum admission requirements for prior knowledge of music or sound knowledge. The Operator clarified that applicants' passion for music, understanding of basic concepts, and creative aspirations will be assessed during the interviews. Applicants are also encouraged to submit a portfolio, which may include recordings of their music, descriptions of projects, or evidence of their engagement with music culture. However, as mentioned in Para. 4.2.3, the Panel noted that not all applicants are required to attend an interview, and there are no established guidelines for assessing practical musical skills during these interviews.

4.2.6   The Operator also indicated that applicants with a foundational understanding and engagement in music and sound would have an advantage. They then further clarified during the Site Visit that the Programme is not designed to train students to become musicians, and therefore prior music knowledge is not necessary. The Panel expressed concerns about the learning experience when classes consist of students with varying levels of practical music skills. Such disparities could hinder the educational experience for both groups. Therefore, the Panel **recommended** the Operator to set admission requirements that demonstrate creative and technical music skills, ensuring that the students have the essential competencies needed for studying the Programme.

4.2.7   As mentioned in Para. 4.1.11, pre-conditions are stipulated regarding the benchmarking, positioning, focus, POs and PLOs of the Programme. These factors are crucial as they directly influence the target student demographic. Therefore, the maximum number of new students per year of the Programme is to be confirmed upon the fulfilment of the pre-condition.

BScCS Programme

4.2.8   As stated in the accreditation documents, the Panel noted that the minimum admission requirements of the Programme are as follows:

Admission Qualification Requirement
Applicants with a VTC Higher Diploma (HD) or equivalent sub-degree qualifications/ studies in the relevant streams may be

admitted.
Graduates of the relevant Vocational Training Council's (VTC's) Higher Diploma (HD) programmes pegged at Qualifications Framework (QF) Level 4 will be admitted to the first year of the two-year Programme via the Through-Train arrangement. Relevant HD Programmes in Institute of Vocational Education (IVE) or Hong Kong Institute of Information Technology (HKIIT): HD in Telecommunication and Networking (QF Level 4) HD in Cloud and Data Centre Administration (QF Level 4) HD in Cybersecurity (QF Level 4) HD in Information and Communications Technology (QF Level 4) HD in AI and Mobile Applications Development (QF Level 4)
Applicants with other equivalent sub-degree qualifications/ non-Local qualifications granted by institutions other than the VTC may be considered for admission on a case-by-case basis. The shortlisted applicants will be required to attend an interview to assess their suitability. The objective of the interview is to ensure the applicants are indeed at a level equivalent to the VTC's Higher Diploma and in relevant study fields. During the admission interviews, the applicants will be required to give a brief presentation of their background, study transcript and project work portfolio (or any other appropriate materials related to cyber security) and career aspiration. They or their project work portfolio should demonstrate their ability in data security, network security, software security and security management, all at QF Level 4. All interviews will be conducted in English.

4.2.9   As a top-up Programme, the Operator provided the Panel with Industry/Profession-specific (IPS) Modules Mapping with VTC Higher Diploma Feeder Programme Modules to demonstrate that the prior qualifications of the students have provided sufficient coverage of underpinning knowledge and skills to adequately prepare them to undertake the Programme.

4.2.10 The Panel also noted that reviews of portfolios and admission interviews would be arranged for applicants with other equivalent sub-degree qualifications/non-Local qualifications granted by institutions other than the VTC. Industry/Profession-specific (IPS) Modules Mapping with Non-VTC Higher Diploma (HD) Feeder Programme Modules and the student admission assessment form that outlines the interview criteria are also provided for the Panel.

4.2.11 While the Operator provided information affirming that the Programme has a rigorous mapping of HD modules to ensure that

applicants possess equivalent competencies in data security, network security, software security, and security management, the Panel expressed concerns regarding the assurance of English proficiency among applicants. The Operator clarified that the Programme adheres to the Student Admission Policies and Regulations and the General Entrance Requirements (GERs) of the Institute established in its Academic Policies and Regulations for Degree Programmes. In addition to meeting the GERs, applicants who are VTC-graduates with non-English MOI and non-VTC graduates for Year 3 entry are required to attend an admission interview to assess their suitability, capabilities, interest, career aspirations, and ability in understanding English as the MOI to ensure their English proficiency. However, the Panel noted that English writing skills cannot be adequately evaluated through interviews. Given that a solid foundation in English writing is essential in degree programmes, the Panel **advised** the Operator to assess the English writing proficiency of students to identify those who may need additional support and to ensure all students are well-prepared for the Programme.

4.2.12 The Operator proposed to set the maximum number of new students at 60 full-time students per year. The Panel considered the proposed maximum student number appropriate.

BAPRIEM Programme

4.2.13 As stated in the accreditation documents, the Panel noted that the minimum admission requirements of the Programme are as follows:

Standard Entry Route: Local Qualification	Standard Entry Route: Non-local Qualification
HKDSE (Four Core Subjects and One Elective Subject) Core Subjects • Level 3 in Chinese Language; and • Level 3 in English Language; and • Level 2 in Mathematics; and • "Attained" in Citizenship and Social Development* [or Level 2 in Liberal Studies]. *Effective starting from the 2024 entry.* **AND** Elective Subject	**Academic Qualification** Mainland China • A score for admission to Mainland 2_{nd}-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 International Baccalaureate (IB) • Holder of an International Baccalaureate Diploma; or Business and Technology Education Council (BTEC) • Holder of a BTEC Level 3

• Level 2 in one Elective Subject or one ApL Subject#. #*An "Attained" in a relevant ApL Subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding APL(c)) will be considered in admission selection.* **HKALE** • Grade E in HKALE AS-Level Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and • Grade E in HKALE AS-Level Use of English; and • Grade E in one other HKALE A-Level or two other AS-Level subjects; and • Grade E/ Level 2 in five HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B/ Grade C in Syllabus A].	Diploma of "MM" Grades or a BTEC Level 3 Extended Diploma of "MPP" Grades ("M" stands for Merit and "P" stands for Pass); or Other Non-local Qualifications • Other qualifications equivalent to HKDSE qualifications. **AND** **English Language Requirements** • Grade E in GCE (A-Level/ AS-Level) English Language; or • Grade C/ Grade 4 in GCSE/ IGCSE/ GCE (O-Level) English Language; or • Grade E in HKALE (AS-Level) Use of English; or • A score of 100 out of 150 in English language subject of NCEE or equivalent; or • An 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 (Syllabus B)/ Grade 4 in Standard-/ Higher-Level English Language (Syllabus A)/ Language and Literature (Syllabus A)/ Literature (Syllabus A)/ Grade 4 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or • Have obtained an equivalent qualification.
Non-Standard Entry Route	**Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi**
To be determined by the Vice President (Academic)^ on a case-	Normally, applicants with a VTC HD or equivalent sub-degree

by-case basis *^Effective starting from 1 January 2024. Previously, the approval authority of non-standard cases rests with the Faculty Deans.*	qualifications/ studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.

4.2.14 The Panel noted that the Programme adheres to the Student Admission Policies and Regulations and the General Entrance Requirements (GERs) of the Institute established in its Academic Policies and Regulations for Degree Programmes. All applicants, except Year-1 entry applicants with local qualifications and VTC Higher Diploma graduates via the Through-Train entry route, are required to attend an admission interview to assess their suitability. The selection interview is conducted in English for admission to the English Medium of Instruction (MOI) delivery mode and in Putonghua for admission to the Chinese (Putonghua) MOI delivery mode, to assess the potential and ability to complete the Programme successfully. However, while for Year-1 entry applicants with local qualifications and VTC Higher Diploma graduates, there are minimum English requirements outlined in the GERs, no Putonghua proficiency requirement is established for the Putonghua MOI mode. The Panel, therefore, **recommended** the Operator to review the Putonghua proficiency requirement for the stream using Putonghua as MOI, to ensure consistency in language requirements across both English and Putonghua modes, fostering an equitable admission process for all students.

4.2.15 The Panel noted that most students of the Programme are coming from the Full-time Year-3 Advanced Standing Entry, with some admitted based on non-VTC qualifications or studies in relevant streams, which necessitate an interview. However, the Panel noted that interviews do not adequately assess Chinese and English writing skills for each MOI mode. Given the importance of a solid foundation in writing for degree programmes, the Panel, therefore, **advised** the Operator to assess the writing skills of students to identify those who may need additional support and to ensure all students are well-prepared for the Programme.

4.2.16 The Panel noted that there are three entry pathways available in the English MOI mode, each with the following maximum student intake numbers per year during the validity period:

Full-time Year-1 Entry
English MOI Mode: 30 per year

Full-time Year-3 Advanced Standing Entry
English MOI Mode:
40 per year (from AY2020/21 to AY2021/22)
70 per year (from AY2022/23 to AY2024/25)

Part-time Year-3 Advanced Standing Entry
English MOI Mode: 20 per year

The Panel noted that the Full-time Year-1 Entry (English MOI mode) has not been offered from AY2021/22 to AY2024/25. Regarding the Full-time Year-3 Advanced Standing Entry (English MOI mode), despite the admission quota being raised to 70 students starting in AY2022/23, the number of student intakes has consistently declined from 55 to just 13. Additionally, there were no applicants for the Part-time Year-3 Advanced Standing Entry during the validity period. These trends across all English MOI modes have raised concerns regarding the effectiveness of the admission strategies and the sustainability of the Programme.

4.2.17 The Operator clarified in the Response to Initial Comments and during the Site Visit that the Full-time Year-1 Entry (English MOI mode) was not offered from AY2021/22 to AY2024/25 due to under-enrolment. The decrease in student intakes of Full-time Year-3 Advanced Standing Entry was attributed to a reduced number of HKDSE candidates, increased competition from other programmes, and diminished marketing and outreach activities as a result of the COVID-19 pandemic. The Operator has no intention of removing the Part-time Year-3 Advanced Standing Entry, despite the lack of applicants, as they wish to maintain flexibility for potential students. The Operator has also implemented several measures to enhance their marketing and recruitment strategies. These efforts include outreach activities such as presentations at secondary schools in the Eastern District, Wanchai District, and the Kowloon area, which feature articulation and career inspiration sessions, as well as taster class programmes aimed at engaging prospective students during semester breaks and the summer semester.

4.2.18 Also, as mentioned in Para. 4.2.4, the admission quota for students from Mainland, Macao, and Taiwan (MMT) will gradually increase to 40 percent starting from AY2025/26 on an institutional basis. Despite the current decline in applications, the Operator is actively reviewing their recruitment strategies and materials, expressing confidence in the Programme's sustainability, especially as application numbers for the Putonghua mode continue to rise.

4.2.19 The Panel noted that the proposed maximum annual intakes of new students for Year-1 entry and Year-3 entry of the Programme in the coming five academic years remain unchanged, as outlined below:

Full-time Year-1 Entry
English MOI Mode: 30 per year
Chinese (Putonghua) MOI Mode: 20 per year

Full-time Year-3 Advanced Standing Entry
English MOI Mode: 70 per year
Chinese (Putonghua) MOI Mode: 80 per year

Part-time Year-3 Advanced Standing Entry
English MOI Mode: 20 per year

All Programmes

4.2.20 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for local degree programmes operating in AY2023/24 and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions to safeguard teaching and learning quality and thereby uphold the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.

4.2.21 In light of the recent incidents regarding fraudulent qualifications, the Panel noted from the Response to Initial Comments that the Operator has established procedures to verify the applicants' qualifications prior to enrolment.

4.2.22 Notwithstanding the recommendations above, the Panel considered that the minimum admission requirements, the student selection process, and the proposed maximum number of new students per year are appropriate.

4.3 **Programme Structure and Content**

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in

order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

BAMTM Programme

4.3.1 The Programme is a four-year full-time Bachelor's degree programme. To be eligible for graduation, students are required to complete a minimum of 39 modules and 120 Institute Credit Points (CPs), consisting of Industry/ Profession-specific (IPS) modules and General Education (GE) modules, together with a WIL module of 3 CPs. The distribution of these modules is illustrated in the table below.

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute Credit Points	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	30
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	6	-	3	-	3	9	
	GE Elective	-	6	-	6	4	12	
Industry/ Profession Specific (IPS) Modules	Programme Core	30	6	-	27	20	63	70
	Programme Elective	6		-	12	6	18	
	WIL	-	-	3	-	1	3	
Total:		60 (50%)		60 (50%)		39	120*	
					Total number of QF credits		504*	

One Institute CP is equivalent to 4.2 QF credits

4.3.2 Students can choose to exit BAMTM with a HDMTM after the completion of 75 CPs (i.e., 315 QF credits, where 1 CP = 4.2 QF credits), including the credit bearing WIL module with 2 CPs and 90 hours of industry attachment. The distribution of GE and IPS modules of the HD award is illustrated in the table below.

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute Credit Points	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	4	3	-	-	3	7	25
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS) Modules	Programme Core	33	3	-	12	16	48	75
	Programme Elective	6		-	-	2	6	
	WIL	2	-	-	-	1	2	
						Total:	**75***	
				Total number of QF credits			**315***	

One Institute CP is equivalent to 4.2 QF credits

4.3.3 As mentioned in Para. 4.1.2, the Panel noted the Programme's diverse range of themes. However, the Panel expressed a concern that this breadth might lead to courses that are overly generic, potentially resulting in a broader understanding that lacks the depth needed for expertise in specific areas essential for meeting industry standards. The Operator clarified in the Response to Initial Comments and during the Site Visit that the Programme is designed to ensure that students gain expertise rather than a shallow understanding, and it focuses on the technical production of music and management of music events rather than music performance.

4.3.4 Despite this clarification, the Panel noted that "Music Therapy" represents a specialised field that necessitates in-depth knowledge and could effectively stand alone as a distinct programme. The Operator explained that this elective is intended as an introductory experience, allowing students to "taste" the field of music therapy. This exposure can stimulate interest in related areas, encouraging students to pursue further studies or careers in music therapy or complementary fields. However, the Panel noted that the inclusion of "Music Therapy" within the current framework may not significantly enhance students' understanding of Music Technology or Music Management. Furthermore, it appears misaligned with the intended

learning outcomes and could potentially detract from the in-depth learning opportunities available in other related music courses.

4.3.5   The Panel noted that there are no pre-requisites for any modules except for "Music Therapy". To ensure the students acquire the necessary knowledge and skills for the Programme, and in view of the pre-condition outlined in Para. 4.1.11, the Panel **recommended** the Operator to examine the sequencing of the modules and the progression of the students learning experience to ensure that the students achieve optimal learning outcomes.

4.3.6   The Panel expressed concern regarding the disparity in the difficulty levels of the teaching materials. For example, the Panel noted that the assessment for keyboard skills of the Keyboard Skills I and Keyboard Skills II modules includes a piece by Gurlitt, specifically Op. 117 No. 5, which aligns with approximately ABRSM Grade 1. This level falls below the expected achievement standards of the Programme. The Panel emphasised that teaching plans should accurately reflect the appropriate level of difficulty to ensure effective learning outcomes. Given this inconsistency, the Panel was of the view that the issues present in these two modules could potentially impact the overall effectiveness of the Programme.

4.3.7   Further to the observations outlined in Para. 4.3.3 to 4.3.6, the Panel considered that the inclusion of "Music Therapy" within the Programme indicates a broad structural framework; however, it may not align with the intended deliverables of the Programme. The other related music modules may lack the depth required to meet industry standards effectively. Therefore, the Panel considered it necessary for the Operator to review the programme structure and contents and stipulated the following pre-condition:

Pre-condition

The Operator is to review and revise the programme structure and contents to ensure that
(i)   the programme structure and contents align with the positioning, POs, and PLOs of the Programme;
(ii) the Module Outlines (MOs) and Module Learning Outcomes (MLOs) are closely aligned with the PLOs in order to create a cohesive and integrated educational structure that supports the POs and ensures the learning experience for students.

For the fulfilment of the Pre-condition, the Operator is to submit the revised programme contents and structure, including the revised

module specifications, along with sample teaching and assessment materials of each module, any other documents that the Operator may consider relevant, and relevant QA records showing a proper process has been undertaken for the revision to HKCAAVQ **on or before 30 June 2025**.

BScCS Programme

4.3.8   The Programme is a two-year full-time top-up degree programme. To be eligible for graduation, students are required to complete 20 modules and 60 Institute Credit Points (CPs), consisting of Industry/ Profession-specific (IPS) modules and General Education (GE) modules, together with a WIL module of 3 CPs. The distribution of these modules is illustrated in the table below.

Module Type		Year 1 CP	Year 2 CP	No. of Modules	Total Institute Credit Points	
		QF-L5	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	2	6	25
	GE Core (Chinese)	3	-	1	3	
	GE Elective	-	6	2	6	
Industry/ Profession Specific (IPS) Modules	Programme Core	24	15	13	39	75
	Programme Elective	-	3	1	3	
	WIL	-	3	1	3	
Total:		**30 (50%)**	**30 (50%)**	**20**	**60***	
Total number of QF credits					**252***	

One Institute CP is equivalent to 4.2 QF credits

4.3.9   The Panel noted that homomorphic encryption and secure multi-party computation are not included in the core "Introduction to Cryptography" module. However, secure multi-party computation is covered in the elective module "Applied Cryptography & Blockchain Technology". The Operator explained that due to the extensive amount of content to cover, the Programme Team decided to reserve more advanced topics of cryptography for the elective module in Year 2, to better serve the students with a keen interest in specialised areas of cryptography. In light of the Panel's suggestions, the

Operator proposed to incorporate homomorphic encryption in parallel with secure multi-party computation within the "Applied Cryptography & Blockchain Technology" module.

4.3.10 Furthermore, the Panel raised concerns about the absence of post-quantum security in the Programme. The Operator clarified that explaining the power of quantum computing, particularly to students with no prior knowledge in the field, may pose a challenge. While it is feasible to introduce concepts such as the insecurity of certain systems in the context of the quantum Shor's algorithm, a detailed exploration may not be appropriate for the current curriculum. As a result, post-quantum cryptography could be briefly mentioned in the Programme without delving into complexities. Considering the Panel's feedback, the Programme Team has revised the syllabus for the "Applied Cryptography & Blockchain Technology" module. The Panel acknowledged the revision of the module contents but **<u>advised</u>** the Operator to integrate post-quantum cryptography into the core module "Introduction to Cryptography" to ensure foundational coverage of this critical area.

4.3.11 In consideration of the information above, the Panel considered that the structure and content of the Programme are appropriate and would enable students to achieve the stated learning outcomes and meet the programme aims.

BAPRIEM Programme

4.3.12 The Programme is a four-year Bachelor's degree programme. To be eligible for graduation during the validity period, students are required to complete a minimum of 41 modules and 123 Credit Points (CPs), including a credit-bearing WIL module. The distribution of these modules is illustrated in the table below.

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute Credit Points	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	29.3
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	

	GE Elective	-	9	-	3	4	12	
Industry/ Profession Specific (IPS) Modules	Programme Core	15	15	-	39	23	69	
	Programme Elective	6			9	5	15	70.7
	WIL	-	-	3	-	1	3*	
Total:		**60 (49%)**		**63 (51%)**		**41**	**123^**	
Total number of QF credits							**516^**	

Work-Integrated Learning (WIL) modules currently carries 3 CPs

^One Institute CP is equivalent to 4.2 QF credits

4.3.13 Students can choose to exit the Programme with a HDPRIEM after completing the first two years and the first Semester of Year 3 of studies, including the credit-bearing WIL Module. The distribution of GE and IPS modules of the HD award is illustrated in the table below.

Module Type		Year 1 & 2 CP		Year 3 First Semester CP		No. of Modules	Total Institute Credit Points	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	25.3
	GE Core *(English for Workplace Communication)*	-	-	1	-	1	1	
Industry/ Profession Specific (IPS) Modules	Programme Core	15	15	6#	6	13	42	
	Programme Elective	9@		3		4	12	74.7
	WIL	-	-	2	-	1	2	
Total:		**57 (76%)**		**18 (24%)**		**25**	**75^**	
Total number of QF credits							**315^**	

@Students who choose to exit with HD award have to complete two Programme Elective modules instead of one Programme Elective module in Year 2

#HD Exit Project carries 6 CPs

^One Institute CP is equivalent to 4.2 QF credits

4.3.14 The Panel noted from the accreditation documents that the Operator has addressed the recommendations from the previous accreditation exercise and updated the curriculum to align with the industry trends. Specifically, nine programme electives were removed and six new programme elective modules were introduced starting from AY2025/26.

4.3.15 The Panel noted that the non-credit-bearing WIL module will change into a credit-bearing format starting from AY2025/26. The Panel also noted that the Operator has established an institute-wide Work-Integrated Learning Framework for the credit-bearing Work-Integrated Learning modules in THEi to ensure that the WIL is relevant and tailored to accommodate the programme-specific needs. During the Site Visit, students expressed that while they participated in internships at companies and events related to their field, the nature of their roles might sometimes not align closely with event planning or other relevant areas. In light of this feedback, the Panel **recommended** the Operator to ensure that the internship opportunities provided in the WIL module are closely connected to the relevant industry, rather than including unrelated positions within companies, even if they are in the same field.

4.3.16 With the transition of the WIL module to a credit-bearing format, the Panel raised questions about the opportunities available to students of Chinese (Putonghua) MOI mode, particularly given that Cantonese is the predominant language spoken in Hong Kong. The Operator clarified that numerous opportunities are present in Mainland China, and within international and regional firms that cater to Mandarin-speaking students. The employers whom the Panel met during the Site Visit indicated that they welcome students from both English and Putonghua MOI mode. However, some limitations are noted, for example, local students who speak Cantonese might be more likely to take on front-desk roles, where communication with guests is essential. In contrast, students who are proficient only in Putonghua might be relegated to administrative duties. The Panel was concerned that the learning experience of students from both modes might differ. In view of this, the Panel **recommended** the Operator to actively expand internship opportunities for students in the Putonghua MOI mode to ensure all students, regardless of their language of instruction, can achieve comparable learning outcomes and benefit equally from their internship experiences.

4.3.17 Notwithstanding the recommendations above, the Panel considered that the structure and content of the Programme are appropriate and

would enable students to achieve the stated learning outcomes and meet the programme aims.

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.

BAMTM Programme

4.4.1   The Programme adopts an outcome-based learning and teaching philosophy and approach. A variety of teaching methods are adopted depending on the nature and learning outcomes of individual modules, including Industry/Profession Specific (IPS) modules and General Education (GE) modules. Learning and teaching methods for the IPS modules include lectures, tutorials, practical studios, workshops and field visits. Students will also be engaged in other learning and teaching activities such as field visits and Work-Integrated Learning, depending on the nature and intended learning outcomes of different modules. The MOI of the Programme is Putonghua.

4.4.2   As mentioned in Para. 4.2.4, the majority of the student body is expected to remain local. The Panel raised questions regarding the rationale for using Putonghua as the MOI for the Programme. In response, the Operator clarified in the Response to Initial Comments and during the Site Visit that this decision is based on the identified market niche for potential career opportunities in the Greater Bay Area (GBA) and Mainland China. The Operator also noted that since the implementation of the "Scheme to Support Schools in Using Putonghua to Teach the Chinese Language Subject" by the HKSAR Government in 2008, local secondary school students have developed a certain level of proficiency in Putonghua. This proficiency is expected to motivate and enable them to pursue learning programmes that utilise Putonghua as the MOI. However, as mentioned in 4.2.4, there is no Putonghua proficiency admission requirement for students. Additionally, students from the Through-Train Scheme are accustomed to English as the MOI for their sub-degrees. Given the presence of many specific terms within the Programme, the Panel expressed concerns about the effectiveness of using Putonghua as the MOI and its potential impact on the learning experience of students. The Panel, therefore,

recommended the Operator to evaluate the effectiveness of using Putonghua as the medium of instruction (MOI) and facilitate a smooth transition between English and Putonghua, as students coming from feeder programmes primarily use English as their MOI in their sub-degree studies, particularly given the specialised terminology associated with the Programme.

4.4.3   The Panel noted that some modules include reference materials in English, even though Putonghua is designated as MOI of the Programme. This inconsistency may hinder students' learning experiences, as it may lead to confusion and a lack of coherence in the educational content. Therefore, the Panel **recommended** the Operator to maintain consistency in the MOI across all module materials and align reference lists with the selected MOI, to ensure academic consistency.

4.4.4   In terms of assessments, a variety of assessment methods are used such as assignments, projects, practical studio and workplace assessments. The choice of assessment methods depends on the learning outcomes of individual modules.

4.4.5   Concerning the "Graduation Project", the Panel noted that various formats are available for this module. The Operator clarified in the Response to Initial Comments how research methods can be integrated into the project. However, the Panel would still like to seek more clarity on the specifics of the project structure. Given that the "Graduation Project" should reflect real-world practices in the music business, where collaboration is common, the Panel inquired during the Site Visit whether students could complete the project in groups. The Operator confirmed that group projects are permitted. However, the absence of clear guidelines and standards for assessing individual contributions within a group raises concerns. To enhance the integrity and effectiveness of this module, it is essential to establish clear assessment criteria that ensure fair evaluation of each student's performance. Therefore, the Operator is **recommended** to review the assessment methods for student contributions in the Graduation Project, which necessitates teamwork that mirrors the music business, to ensure that student performance is evaluated effectively.

BScCS Programme

4.4.6   The Programme adopts an outcome-based learning and teaching philosophy and approach. A variety of teaching methods are adopted depending on the nature and learning outcomes of individual

modules, including Industry/Profession Specific (IPS) modules and General Education (GE) modules. Learning and teaching methods for the IPS modules include lectures, tutorials, practical and laboratory session, problem-based learning and project-based learning, etc., while students will also be engaged in other learning and teaching activities such as guest seminars, field visits and work-integrated learning, etc., depending on the nature and intended learning outcomes of different modules. The medium of instruction (MOI) of the Programme is English.

4.4.7 The Operator provided the Panel with samples of learning and teaching materials, assessment tasks and associated assessment criteria/rubrics, of the following modules:

- Incident Management & Digital Forensics
- Introduction to Cryptography
- Applied Cryptography & Blockchain Technology
- Cyber Warfare

4.4.8 The Panel noted the variety of assessment methods and the practical approach to assessment within the Programme. However, the Panel noted that there are no pre-requisites for all modules, raising concerns about how the Operator can ensure the students progress through these modules in the proper sequence. In response to the Panel's concerns, the Operator explained that as the Programme is a top-up bachelor's degree programme with entry requirements, all admitted students are expected to possess adequate prior knowledge to successfully engage with all modules in the Programme. In the meantime, the modules are structured in a sequence that reflects increasing levels of difficulty, with each focusing on a distinct area within Cyber Security. However, the Panel noted that even with this structured sequence, a student's failure in one module could hinder their ability to progress effectively in subsequent modules. To address this concern, the Panel **recommended** the Operator to evaluate the progression arrangements between modules and review the need for pre-requisites to ensure effective transition between modules and enhance academic experience for the students.

BAPRIEM Programme

4.4.9 The Programme adopts an outcome-based learning and teaching philosophy and approach. A variety of teaching methods are adopted depending on the nature and learning outcomes of individual modules, including Industry/Profession Specific (IPS) modules and

General Education (GE) modules. The IPS modules utilise a variety of teaching approaches such as lectures, tutorials, workshops and projects. Students are also engaged in other learning and teaching activities which include field trips and industrial attachment etc., depending on the nature and intended learning outcomes of the modules. The Programme is offered in two modes of delivery: English medium of instruction (MOI) and Putonghua medium of instruction (MOI).

4.4.10 The Operator provided the Panel with samples of learning and teaching materials of the following modules:

- Integrated Marketing Communication (Existing Module)
- MICE Business & Operations Management (Existing Module)
- Strategic Communication Theory & Practice (Existing Module)
- Design Thinking for Communication Professionals (New Module)
- International Live Entertainment Event Touring & Management (New Module)
- Digital & Social Media Marketing (Revised Module)

In terms of assessment, the Operator provided the Panel with samples of marked assessments and associated assessment criteria/rubrics of the following modules:

- Social Marketing and Public Opinion Management
- Contemporary Issues in Public Relations & International Events Management
- Tourism Studies

4.4.11 The Operator provided the Panel with WIL Reports and WIL Comments during the validity period. The Panel noted that the Operator has established strong connections with industry partners and has effectively collaborated with them to offer internship opportunities for the WIL module in the past. However, during the Site Visit, the Panel observed a lack of clear definitions regarding the format of the WIL module. Currently, WIL can take various forms, including one-day event helper, part-time jobs, or longer placements, all of which can count towards the required working hours for the module. As mentioned in Para. 4.3.15, the non-credit-bearing WIL module will change into a credit-bearing format starting from AY2025/26. It is crucial to establish clear definitions for the length and format of these WIL experiences. Furthermore, training should be provided for industry partners to help them understand these definitions and the associated assessment methods. Therefore, the Panel **recommended** the Operator to continue to review the

internship arrangement for the Programme, and provide training and guidelines for industry partners regarding the assessment of the WIL module to ensure consistency in assessment across different industry partners.

4.4.12 During the Site Visit, the Operator indicated that several Memoranda of Understanding (MoUs) have been established with overseas partners, providing exchange opportunities for students. The Panel commended the Operator for reviewing the curriculum and emphasising the importance of relevant experiences for students. However, the Panel **advised** the Operator to optimise the existence of MoUs signed with other overseas partners and expand the number of international opportunities available for students and staff, to integrate international experience into the Programme, ensuring that students could gain the international perspective highlighted in the Programme title, thereby enhancing students' educational experiences and preparing them for engagement in a global context.

All Programmes

4.4.13 The Panel observed that the maximum class size for tutorials and workshops is set at 30 students, where tutorials typically involve a smaller group of students. The Operator clarified that smaller groups are formed for discussions during tutorials. However, the Panel is concerned that students may have varying expectations based on their understanding of what constitutes a tutorial. Therefore, the Panel **advised** the Operator to review the differences in class sizes for lectures, seminars, workshops and tutorials to ensure that students are well informed about the class sizes and the purpose of different types of learning and teaching activities.

4.4.14 Notwithstanding the recommendations above, from the review of the above information and the discussion with various stakeholders, the Panel formed the view that the learning, teaching and assessment activities of the programmes have been effective in delivering the programme content and assessing students' attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of

the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

BAMTM Programme

4.5.1   The Operator provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:

(a) Required qualifications for each academic staff post;

(b) Staff profile of Programme Leader, Programme Adviser and potential teaching staff;

(c) Summary of academic staff's experience or expertise and teaching allocation plan;

(d) Staff development consultancy research activities in AY2023/24 and staff development plan for the next three academic years; and

(e) PTH language proficiency of BAMTM teaching staff.

4.5.2   A Programme Leader was appointed for the development and management of the Programme. The Programme Leader will be responsible for the Programme's day-to-day operation, quality assurance and improvement, and answers to the Department Head for its quality, as indicated by student evaluations, enrolment and completion rates, and graduate outcomes. The Programme Leader provides academic and organisational leadership for the Programme, and works with the Module Convenors, teaching staff and Year Tutors.

4.5.3   According to the Accreditation Documents, the Operator plans to have one Full-Time Equivalent (FTE) staff member (either a Professor, Associate Professor, or Assistant Professor), three full-time lecturers, and four part-time lecturers for AY2025/26. Additionally, the Panel also noted that the Operator is required to adhere to the institute-wide staff-to-student ratio (SSR) of 1:20. Currently, there is one FTE professorial staff member, who is the Programme Leader, and seven part-time lecturers in the team, indicating a gap compared to the proposed staffing plan.

4.5.4   During the Site Visit, the Operator clarified that an additional full-time staff member has been hired and will join the Programme before the Programme's launch. The Operator also mentioned that some of the current part-time lecturers are expected to change into full-time roles within the Programme. However, the target of three full-time staff

members for AY2025/26 has not yet been met, and no specific timeline has been provided to demonstrate when this goal will be achieved.

4.5.5   While the 5-Year Academic Staffing Provision outlined in the Accreditation Document offers a general framework, it lacks a concrete timeline for achieving staff recruitment goals. Furthermore, given the broad elements of the programme structure mentioned in LPA 3, there is no specific plan detailing the areas of expertise that will be targeted for future hires. The Panel, therefore, **recommended** the Operator to develop a detailed hiring strategy that specifies the modules to be offered in each academic year, the number and expertise of staff members planned for recruitment each academic year to ensure adequate staffing for the academic and technical needs required to support the anticipated increase in student enrollment and the overall growth of the Programme.

4.5.6   The Panel reviewed the profiles of the teaching staff involved in the Programme and considered that they possess relevant qualifications and experience for teaching the Programme. However, there is a concern regarding their lack of experience in key areas such as leadership in programme management, curriculum development, quality assurance, and pedagogical development. These competencies are crucial for steering and developing the Programme and ensuring its alignment with the positioning and focus outlined in LPA 1. The Panel, therefore, **recommended** the Operator to provide leadership training, -quality assurance and pedagogic guidance and support for their staff team to deliver the Programme in a clear, well-structured and well-positioned curriculum, as specified in LPA 1, 3 and 4.

4.5.7   Given that the MOI of the Programme is Putonghua, the Operator provided the Putonghua proficiency requirements for academic staff. According to the additional information provided by the Operator, it was noted that four out of eight current staff members have not yet met the Putonghua proficiency requirement. However, the Operator clarified that these staff members will obtain the Putonghua Shuipin Ceshi result in August 2025. The Panel, therefore, **advised** the Operator to closely monitor the progress of these staff members to ensure they achieve the required proficiency by the designated timeline and provide support to improve their Putonghua language skills.

BScCs Programme

4.5.8   The Operator provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:

(a) Required qualifications for each academic staff post;
(b) Staff profile of Programme Team, potential teaching staff, Programme Advisers and teaching allocation plan; and
(c) Staff development/consultancy/research activities taken by full-time and potential part-time teaching staff in AY2023/24 and staff development plan for the next three academic years.

4.5.9   A Programme Leader and two Programme Advisors were appointed for the development of the Programme. The Programme Leader will be responsible for the Programme's day-to-day operation, quality assurance and improvement, and answers to the Head of the Department for its quality, as indicated by student evaluations, enrolment and completion rates and graduate outcomes. The Programme Leader provides academic and organisational leadership for the Programme, and works with the Module Convenors, teaching staff and Year Tutors.

4.5.10 According to the Accreditation Documents, the Operator plans to have one Full-Time Equivalent (FTE) staff member (either a Professor, Associate Professor, or Assistant Professor), one full-time lecturer, and two part-time lecturers for AY2025/26. Currently, there are four full-time staff members and one potential part-time staff in the team, indicating that staffing levels are adequate for AY2025/26. However, the SSR needs to be addressed to align with future requirements.

4.5.11 The Panel observed that the Operator is required to adhere to the institute-wide SSR of 1:20. However, the Accreditation Documents indicate that the SSR will shift to 1:21 starting from AY2026/27. The Operator clarified that while the number of full-time teaching staff will remain stable, adjustments will be made to the number of part-time lecturers based on actual student enrollment, ensuring that the SSR remains at 1:20. Additionally, Operator provided a brief Staff Recruitment Plan for AY2026/27. However, given the rapidly evolving industry trends, the plan lacks specific details regarding the areas of expertise that will be prioritised for future hires. Therefore, the Panel **recommended** the Operator develop a concrete recruitment plan identifying the specific expertise needed for each academic year, and ensure that the plan is under constant review.

The staff should also be regularly updated with the necessary industry-related skills to reflect the fast-paced changes in the field and to attract appropriate talent effectively.

BAPRIEM Programme

4.5.12 The Operator provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:

(a) Required qualifications for each academic staff post;
(b) Staff development activities of full-time (FT) staff teaching Industry/Profession-Specific (IPS) Modules since the last accreditation;
(c) Publications of full-time (FT) staff teaching Industry/Profession-Specific (IPS) Modules since the Last Accreditation;
(d) Research grants/projects of full-time (FT) staff teaching Industry/Profession-Specific (IPS) Modules since the last accreditation; and
(e) Profiles of staff teaching Industry/ Profession-Specific (IPS) Modules in AY2024/25.

4.5.13 The Programme is managed by a Programme Leader, who is responsible for the Programme's day-to-day operation, quality assurance and improvement, and answers to the Department Head for its quality, as indicated by student evaluations, enrolment and completion rates and graduate outcomes. The Programme leader provides academic and organisational leadership for the Programme, and works with the Module Convenors, Year Tutors and other teaching staff.

4.5.14 The allocation of academic staff is based on the full-time equivalent staff to student ratio of 1:20. With the introduction of Putonghua as the medium of instruction (MOI) for the programme starting in AY2023/24, the Panel observed a notable increase in the number of part-time staff. This raise has raised concerns regarding the consistency of teaching quality among the part-time academic staff. In response to the concerns, the Operator clarified that comprehensive guidelines and procedures have been established to ensure the quality of teaching and maintain consistent assessment standards, despite the increased number of part-time staff. During the Site Visit, the Programme Team addressed these concerns by highlighting their commitment to effective communication among staff members. They described that ideas and best practices are shared both formally and informally on a regular basis, to ensure that

all staff members are aligned in their teaching methods and effectively deliver the intended learning outcomes.

4.5.15 With the introduction of Putonghua MOI mode of the Programme starting from AY2023/24, in addition to meeting the appointment criteria for the English MOI mode, all staff, including new and existing academic staff members recruited or redeployed for the Putonghua MOI, must fulfil Putonghua proficiency requirements.

4.5.16 The Panel reviewed the staff profile and considered that the teaching staff possess the qualifications necessary to fulfil their responsibilities within the Programme. The students, graduates and external stakeholders whom the Panel met during the Site Visit also expressed positive feedback with respect to the teaching staff.

4.5.17 The Panel also noted that the Operator has a strong relationship with industry partners, but there is a lack of a structured communication framework or platform to facilitate regular meetings and updates between the industry partners and the Operator. Given the rapid evolution of the industry, it is essential for academic staff to stay informed about the industry developments and respond promptly to feedback and insights from stakeholders. The Panel, therefore, **recommended** the Operator to establish a structured communication framework with industry partners and implement a mechanism for regularly reviewing and evaluating both the collaboration and curriculum to ensure sustainable relationships with the industry partners.

All Programmes

4.5.18 In terms of staff development, the Panel noted that the staff members have participated in subject-related conferences, seminars, and various professional activities. Moreover, in the Response to Initial Comments and during the Site Visit, the Panel noted that research funding is available to support staff research initiatives. While there are existing activities focused on industry relevance and subject expertise, there remains an opportunity to enhance support for staff in areas such as curriculum design and academic leadership. Therefore, the Panel **advised** the Operator to implement structured staff development programmes specifically focused on enhancing academic leadership and curriculum design skills, to equip the academic staff with the necessary knowledge to foster future academic advancements, enhance the sustainability of academic programmes and contribute to ongoing improvements.

4.5.19 Notwithstanding the recommendations above and the discussions with various stakeholders, the Panel formed the view that the programme leadership and staffing are appropriate, and the staff development activities can ensure that teaching staff are up-to-date to ensure 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.

BAMTM Programme

4.6.1 The Operator has two campuses: the Tsing Yi Campus and the Chai Wan Campus. The Programme will mainly be offered in the Chai Wan Campus, designated as the main location for its delivery, although some modules may also be conducted at the Tsing Yi Campus. Various general facilities are available for students, including the Learning Commons, classrooms, computer laboratories, halls, sports facilities, and student amenities across both THEi campuses and other VTC premises. New facilities are planned for this Programme, including the Music Computer Labs, a Soundproof Audio Recording Studio and a Music Ensemble Practice Room located at the Chai Wan campus. A campus tour covering these facilities was arranged for the Panel to assess the available resources. However, all programme-specific learning resources and facilities were still under construction. Floor plans, mock-up photos and a list of equipment were provided for the Panel. Based on the information provided, the Panel examined the utilisation rates of the facilities and considered that the facilities are sufficient to support the Programme. However, to ensure that the students can fully benefit from the available resources for an optimal academic experience, the Panel stipulated the following pre-condition:

Pre-condition

The Operator is to ensure that all facilities and resources required for the modules offered in the first semester for both Year 1 entry and Year 3 Advanced Standing entry are completed, commissioned and fully functional prior to the Programme's launch.

For the fulfilment of the Pre-condition, the Operator is to submit the floor plans, photos and videos showcasing the facilities, and any other documents that the Operator may consider relevant to HKCAAVQ **on or before 30 June 2025**.

BScCS Programme

4.6.2   The Operator provided the Panel information on its learning, teaching and enabling resources relevant to the delivery of the Programme. This includes the general and specialised teaching facilities, such as Computer Laboratory, Future Technology Leaning Centre and Cyber Warfare Laboratory. Additionally, the Operator provided a list of equipment and expected utilisation rates of these facilities. A tour covering these facilities was arranged for the Panel to assess the available resources of the Programme. Based on the information provided, the Panel considered the facilities are generally appropriate to support the Programme. However, some of the programme-specific facilities were not yet fully operational. The Panel, therefore, **recommended** the Operator to conduct regular reviews and maintain a comprehensive plan to ensure that the facilities are adequate and responsive to the rapid and future changes in the industry.

BAPRIEM Programme

4.6.3   Recognising the significance of bilingual proficiency in the industry, the Panel observed that language support for students is available. The Centre for Learning Enhancement (CLE) organises regular workshops in Chinese (Cantonese and Putonghua) and English, along with inter- and intra-cultural activities, aimed at helping students develop international perspectives, improve their language skills, and enrich their cultural understanding. However, the Panel identified that specialised language support could be further enhanced and integrated into the Programme's learning framework. Given that the Programme offers both English and Putonghua as MOI, it is essential to ensure that students achieve comparable learning outcomes and language proficiency in both languages. Therefore, the Panel **recommended** the Operator to provide additional language support and integrate it into the mode of learning for students studying in the opposite mode, ensuring that students become bilingual and are better prepared to meet industry demands and enhance their professional readiness.

4.6.4   The Operator provided the Panel information on its learning, teaching and enabling resources relevant to the delivery of the

Programme. This includes the general and specialised teaching facilities, such as the Learning Commons, Exhibition Hall and Publicity and Media Room in the Chai Wan Campus, which allows students to conduct press conferences. Additionally, the Operator provided a list of equipment and expected utilisation rates of these facilities. A tour covering these facilities was arranged for the Panel to assess the available resources of the Programme. The Panel considered the Operator has adequate physical resources for the delivery of the Programme.

All Programmes

4.6.5   The Panel noted that there are no established minimum or breakeven student numbers for any of the three programmes. The Operator clarified that the decision to offer a programme is made on a case-by-case basis. Additionally, the Operator explained that the minimum student numbers required for the financial viability of the programmes, as well as the targeted student recruitment figures, are determined by a variety of internal and external factors. These factors include industry demand, the manpower needs of the profession, potential student sources, the uniqueness of the programme, the resources required, and the synergies with other programmes and provisions within the institute as a whole. The Operator further stated that senior management does not consider the breakeven number as a criterion for deciding whether to offer a programme. However, the Panel noted that both minimum and breakeven numbers are not solely influenced by financial considerations; they also significantly impact the learning experience for students.

4.6.6   During the Site Visit, the Operator indicated that a minimum cohort size of approximately five to ten students would be reasonable to ensure that the learning experience remains unaffected. To enhance the overall quality of education and ensure that the programmes are not only financially viable but also capable of providing a meaningful learning environment, the Panel **recommended** the Operator to review the minimum number of students admitted to the programmes to ensure quality learning experiences for students.

BScCS and BAPRIEM Programme

4.6.7   Notwithstanding the recommendations above and the discussion with relevant stakeholders, the Panel considered that the Operator has been able to provide learning, teaching and enabling resources

that were appropriate and sufficient for the delivery 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.

BAMTM Programme

4.7.1   The Operator provided to the Panel the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

(a) THEi Quality Assurance Manual;
(b) Extracts of meeting minutes of the Vocational Education and Training Academic Board;
(c) Extracts of meeting minutes of the Programme Board;
(d) Extracts of meeting minutes of the Academic Board;
(e) Extracts of meeting minutes of the Institute Council;
(f) Extracts of meeting minutes of 1st Departmental Advisory Committee;
(g) Approval Records of Initial Programme Proposal (IPP);
(h) Internal Validation Panel Report;
(i) Membership of Departmental Advisory Committee; and
(j) Brief Background of the Potential External Examiner.

4.7.2   The Panel noted that the Operator has an established Quality Assurance (QA) system that encompasses the four stages of the Plan-Implement-Review-Improve (PIRI) model. The development of the Programme aligns with the Institute's stages of programme development. After reviewing the relevant documents, the Panel observed that the Operator employs a systematic approach, incorporating feedback from both internal and external stakeholders, for programme development, validation, approval, monitoring, and review. Additionally, the Programme undergoes continuous monitoring and periodic review.

BScCS Programme

4.7.3   The Operator provided to the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

(a) THEi Quality Assurance Manual;
(b) Extracts of meeting minutes of the Vocational Education and Training Academic Board;
(c) Extracts of meeting minutes of the Programme Board;
(d) Extracts of meeting minutes of the Academic Board;
(e) Extracts of meeting minutes of 1st Departmental Advisory Committee;
(f) Extracts of meeting minutes of Department Committee;
(g) Extracts of meeting minutes of the Institute Council;
(h) Internal Validation Panel Report;
(i) Membership of Departmental Advisory Committee;
(j) Brief Background of the Potential External Examiner.

4.7.4   The Panel noted that the Operator has an established Quality Assurance (QA) system that encompasses the four stages of the Plan-Implement-Review-Improve (PIRI) model. The development of the Programme aligns with the Institute's stages of programme development. After reviewing the relevant documents, the Panel observed that the Operator employs a systematic approach, incorporating feedback from both internal and external stakeholders, for programme development, validation, approval, monitoring, and review. Additionally, the Programme undergoes continuous monitoring and periodic review. However, given the rapidly evolving nature of the cyber security industry, the Panel suggests that the Operator enhance the frequency of reviews to better integrate current industry skills and trends into the curriculum, and equip students with the necessary competencies. Therefore, the Panel **advised** the Operator to conduct more frequent reviews on Module Outlines (MOs) and Module Learning Outcomes (MLOs) to ensure timely consideration of necessary adjustments and improvements to the Programme to incorporate essential industry skills in response to the rapidly changing industry landscape.

BAPRIEM Programme

4.7.5   The Operator provided to the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

(a) THEi Quality Assurance Manual;

(b) Extracts of meeting minutes of Faculty Board and Programme Board;

(c) Extracts of meeting minutes of Institute Council;

(d) Extracts of meeting minutes of Periodic Programme Review (PPR) on curriculum changes;

(e) Extracts of meeting minutes of Departmental Advisory Committee on curriculum changes;

(f) Extracts of meeting minutes of Staff-Student Consultative Committee;

(g) Quality Assurance Committee Paper for Follow-up Actions in Response to Student Feedback Questionnaire Survey Results for AY2020/21 to AY2022/23;

(h) External Examiners' Reports;

(i) Sample of Faculty Board Paper on Annual Programme Review and Improvement Report and Annual Module Review and Improvement Report (AY2020/21 to AY2022/23).

4.7.6 Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel noted that the Operator has an established Quality Assurance System and the Programme is subject to on-going monitoring and periodic review. The Panel noted the Operator adopts a systematic approach in collecting feedback from stakeholders, planning actions to follow up with the feedback, and reporting back the actions taken.

4.7.7 The Panel noted from the accreditation document that there were no reported cases of cheating or plagiarism within the Programme during the validity period. However, some examples of academic misconduct were highlighted in the Staff-Student Consultative Committee meetings. For example, the minutes from the 12th meeting of the Committee in the second semester of AY2021/22 indicated that 15 non-local students were found to have 90% similarity in their mid-term tests in MPM5304 Crisis Management, despite prior briefings and guidelines regarding the online test. The Panel, therefore, **recommended** the Operator to ensure the consistency of reporting about academic misconduct to maintain the integrity and ensure the established framework and standards are properly upheld.

All Programmes

4.7.8 Notwithstanding the recommendations above, the Panel formed the view that the Operator has a comprehensive quality assurance

system to monitor and review the development and performance of the Programmes on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

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

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

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

5.2 Appeals

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

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (https://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 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 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 HKQF.

Ref: 72/37/03
30 May 2025
JoH/CQ/SiC/ai/cj

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

**Learning Programme Accreditation for
(i) Bachelor of Arts (Honours) in Music Technology and Management
(ii) Bachelor of Science (Honours) in Cyber Security**

**Learning Programme Re-accreditation for
(iii) Bachelor of Arts (Honours) in Public Relations and International
Events Management**

11 – 14 March 2025

Panel Membership

Panel Chair	**Panel Secretary***
Professor Anne BODDINGTON Professor Emerita Kingston University London UNITED KINGDOM	**Ms Shita CHEUNG** Registrar Academic Accreditation and Assessment Hong Kong Council for Accreditation of Academic and Vocational Qualifications HONG KONG

**Panel Member
(for Bachelor of Arts (Honours) in Music Technology and Management)[2]**

Professor Bo Wah LEUNG Professor Department of Cultural and Creative Arts The Education University of Hong Kong HONG KONG	**Dr Wai Yee Marina WONG** Honorary University Associate Hong Kong Baptist University HONG KONG

Mr On Wang James WONG
Producer
Perception Music Production
HONG KONG

Panel Members
(for Bachelor of Science (Honours) in Cyber Security)

Professor Ho CHEN
Professor
Chair of Cybersecurity
Department of Computer Science
The University of Hong Kong
HONG KONG

Dr Shaohua LI
Assistant Professor
Department of Computer Science and Engineering
The Chinese University of Hong Kong
HONG KONG

Dr To Yee Vincent NG
Senior Scientific Officer
University Research Facility in Big Data Analytics (UBDA)
The Hong Kong Polytechnic University
HONG KONG

Panel Member
(for Bachelor of Arts (Honours) in Public Relations and International Event Management)

Dr Yuan WANG
Associate Professor
Academy for Educational
    Development and Innovation
The Education University of Hong Kong
HONG KONG

Dr Stephanie Jean TSANG
Assistant Professor
Department of Communication Studies
Hong Kong Baptist University
HONG KONG

Ms Teresa PUN
Founder
MYSTORY Communications Limited
HONG KONG

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

Graduate Profile of Bachelor of Arts (Honours) in Music Technology and Management

Qualification Title	Bachelor of Arts (Honours) in Music Technology and Management 音樂科技及管理（榮譽）文學士
Qualification Type	Bachelor Degree
QF Level	Level 5
Primary Area of Study and Training	A02 Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	A0204 Performing Arts
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The objectives of the Programme are to: 1. Develop students' both theoretical and practical skills in music technology; 2. Enable students to apply creative and technical concepts of music technology effectively across diverse media platforms effectively in the music industry; 3. Develop students' teamwork and collaborative skill to effectively manage and excel in the music industry; 4. Enable students to work independently in their specialisation in music management; and 5. Reinforce students' adaptability and self-directed learning in navigating the ever-evolving music industry.

Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. Integrate and apply knowledge of music technology and application skills to meet the complex demands in the music industry as well as the society; 2. Formulate original music technology concepts that feature distinctive sonic expressions in various contexts, including music production, music technology, multi-media cooperation, and digital platforms; 3. Propose and apply music management to formulate strategies for the music industry and enhance quality of life in community; 4. Demonstrate the ability to manage and collaborate with diverse teams within the music industry to enhance music appreciation within the community; and 5. Evaluate the ever-changing cultural and social landscape in the music industry and formulate adaptation strategies.
Education Pathways	Graduates will have the opportunities to further their studies at postgraduate degree programmes, based on their knowledge and skills in music, technology and management, as well as creative-thinking and problem-solving abilities acquired from the Programme. Examples of locally taught master's degree programmes are in the areas of music, audio technology, creative media, etc., such as the Master of Music programme offered by the Chinese University of Hong Kong and the Hong Kong Academy for Performing Arts respectively. Examples of numerous overseas postgraduate degree programmes lie in the areas of music studies, music production, sound installation and music therapy, etc. in the United States of America, United Kingdom, Europe and Australia, such as Master of Arts in Creative Media and Technology in Berklee New York City; the Master of Music and Sonic Media offered by the University of Sussex, the United Kingdom; the Postgraduate Diploma in Music offered by the Victoria University of Wellington, New Zealand; and the Master of Music Therapy offered by the University of Melbourne, Australia etc.
Employment Pathways	On completion of the Programme, graduates will typically work in creative media development of different organisations, pop culture companies, sound mix studios, post-production houses, advertising firms, and audio production department in

	television broadcast. Other job opportunities include musicians, sound designers, film music composers, sound technicians, sound engineers, music producers, artist managers, music show management, event management, etc.

Minimum Admissions Requirement	
Standard Entry Route: Local Qualification	**Standard Entry Route: Non-local Qualification**

Standard Entry Route: Local Qualification	Standard Entry Route: Non-local Qualification
HKDSE (Four Core Subjects and One Elective Subject) Core Subjects • Level 3 in Chinese Language; and • Level 3 in English Language; and • Level 2 in Mathematics; and • "Attained" in Citizenship and Social Development* [or Level 2 in Liberal Studies]. *Effective starting from the 2024 entry.* **AND** Elective Subject • Level 2 in one Elective Subject* or one Applied Learning (ApL) Subject#. The relevant ApL subject is Popular Music Production. *#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 in admission selection.* **HKALE** • Grade E in HKALE AS-Level Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and • Grade E in HKALE AS-Level Use of English; and • Grade E in one other HKALE A-Level or two other AS-Level subjects; and • Grade E/ Level 2 in five HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B/ Grade C in Syllabus A].	**Academic Qualification** Mainland China • 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 International Baccalaureate (IB) • Holder of an International Baccalaureate Diploma; or Business and Technology Education Council (BTEC) • 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 Other Non-local Qualifications • Other qualifications equivalent to HKDSE qualifications. **AND** **English Language Requirements** • Grade E in GCE (A-Level/ AS-Level) English Language; or • Grade C/ Grade 4 in GCSE/ IGCSE/ GCE (O-Level) English Language; or • Grade E in HKALE (AS-Level) Use of English; or • A score of 100 out of 150 in English language subject of NCEE or equivalent; or • An 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 (Syllabus B)/ Grade 4 in Standard-/ Higher-Level English Language (Syllabus A)/ Language and Literature (Syllabus A)/ Literature (Syllabus A)/ Grade 4 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or
	• Have obtained an equivalent qualification.
Non-Standard Entry Route	**Advanced Standing (Year-3 Entry Route)**
To be determined by the Vice President (Academic)^ on a case-by-case basis *^Effective starting from 1 January 2024. Previously, the approval authority of non-standard cases rests with the Faculty Deans.*	Normally, applicants with a VTC HD or equivalent sub-degree qualifications/ studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.

Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院

Graduate Profile of Bachelor of Science (Honours) in Cyber Security

Qualification Title	Bachelor of Science (Honours) in Cyber Security 網絡安全（榮譽）理學士
Qualification Type	Bachelor Degree
QF Level	Level 5
Primary Area of Study and Training	A04 Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	A0401 Computer Science and Information Technology
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The objectives of the Programme are to: 1. Develop students' problem-solving capability in the cyber security discipline, based on solid technical knowledge and effective communication skills; 2. Enable students to apply knowledge and skills of cyber security to provide solutions in commercial and social contexts; 3. Nurture students with a strong awareness of the critical value and ethics of cyber security in public safety; and 4. Strengthen students' abilities to pursue independent study and conduct research in the profession of cyber security.
Programme Intended Learning	Upon completion of the Programme, students should be able to:

Outcomes	1. Critically assess different commercial and social contexts and apply specialised cyber security knowledge and skills to provide professional services in software security, data security, network security and security management; 2. Formulate and present integrated cyber security solutions on system design, operation and maintenance, in business and social environments; 3. Critically analyse ethical and societal issues related to public security and safety and propose appropriate practices; and 4. Evaluate the latest developments in the cyber security profession for lifelong learning and career development.
Education Pathways	Graduates will have the opportunities to further their studies at the taught master's degree level or to register in research postgraduate degree programmes in local and overseas universities. This is based on their knowledge and skills in Cyber Security as well as problem-solving abilities acquired in the Programme. Examples of local programmes include master's degrees in the areas of Computer Science, Information Technology and Systems, etc. In particular, the Master of Science in Blockchain Technology offered by the Hong Kong Polytechnic University is related to Cyber Security and suitable for further study by the graduates of the BScCS. Examples of related programmes from overseas universities include the Master of Cyber Security offered by RMIT in Australia and Master of Science in Cyber Security Management offered by Aston University in the UK. For research postgraduate study, students can choose to pursue research areas such as Operating System Design, Psychology, Artificial Intelligence, Game Theory, Cryptography, Blockchain Technology, etc.
Employment Pathways	With reference to the strong industry demand, on completion of the Programme, graduates will typically work in different types of companies of the Cyber Security field such as network service providers, software design houses, security audit firms, etc. Graduates can become IT security specialists and may choose to be specialised in areas such as ethical hacking, IT forensics, security auditing, etc.

Minimum Admission Requirements	Applicants with a VTC Higher Diploma (HD) or equivalent sub-degree qualifications/ studies in the relevant streams may be admitted.
	Graduates of the relevant Vocational Training Council's (VTC's) Higher Diploma (HD) programmes pegged at Qualifications Framework (QF) Level 4 will be admitted to the first year of the two-year Programme via the Through-Train arrangement. Relevant HD Programmes in Institute of Vocational Education (IVE) or Hong Kong Institute of Information Technology (HKIIT): HD in Telecommunication and Networking (QF Level 4) HD in Cloud and Data Centre Administration (QF Level 4) HD in Cybersecurity (QF Level 4) HD in Information and Communications Technology (QF Level 4) HD in AI and Mobile Applications Development (QF Level 4)
	Applicants with other equivalent sub-degree qualifications/ non-Local qualifications granted by institutions other than the VTC may be considered for admission on a case-by-case basis. The shortlisted applicants will be required to attend an interview to assess their suitability. The objective of the interview is to ensure the applicants are indeed at a level equivalent to the VTC's Higher Diploma and in relevant study fields. During the admission interviews, the applicants will be required to give a brief presentation of their background, study transcript and project work portfolio (or any other appropriate materials related to cyber security) and career aspiration. They or their project work portfolio should demonstrate their ability in data security, network security, software security and security management, all at QF Level 4. All interviews will be conducted in English.
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

Graduate Profile of Bachelor of Arts (Honours) in Public Relations and International Events Management

Qualification Title	Bachelor of Arts (Honours) in Public Relations and International Events Management 公共關係及國際項目管理 (榮譽) 文學士
Qualification Type	Bachelor Degree
QF Level	Level 5
Primary Area of Study and Training	A10 Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	A1001 Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	A03 Business and Management
Sub-area (Other Area of Study and Training)	A0305 General Business Management
Programme Objectives	The objectives of the Programme are to: 1. Equip students with a solid foundation of local and global knowledge in public relations, reputation and international events management related practices, that will prepare them as junior executives and ultimately managerial roles after graduation; 為學生提供本地和全球公共關係、聲譽和國際項目相關實踐的堅實基礎，為他們畢業後成為初級主管，最終擔任管理職位做好準備； 2. Develop students' abilities in public relations and management of marketing, international events and communication resources so as to meet the emerging needs and development of different businesses and organisations;

	培養學生在公共關係和市場營銷、國際項目與傳播資源管理方面的能力，以滿足不同企業和組織的新興需求和發展； 3. Build up students' capabilities in professional practice on work ethics, teamwork, communication, management, entrepreneurship, creativity, events management and other skills for solving complex public relations, reputation and management-related problems; 建立學生在職業實踐中的能力，包括職業道德、團隊合作、溝通、管理、創業、創意、活動管理及其他解決複雜的公共關係、聲譽及管理相關問題的技能； 4. Develop students with tactical, strategic and global perspectives on contemporary issues in the areas of public relations, reputation management, marketing, events management, management and communications for the growth and betterment of the media and communication industry; and 培養學生在公共關係、聲譽管理、市場營銷、國際項目、管理和傳播領域的戰術、戰略及全球視野，以促進媒體及傳播行業的發展和進步；以及 5. Strengthen students' abilities to keep abreast of developments in their professions, and to pursue independent and lifelong learning. 加強學生掌握專業發展的能力，並追求獨立和終身學習。
Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. Apply the knowledge and skills of public relations, reputation and international events management in the managerial and operational contexts of the communications and events management profession; 在傳播和項目管理專業的管理和運營背景下，應用公共關係、聲譽和國際項目管理的知識和技能； 2. Analyse and evaluate local and global issues and strategic challenges related to public relations/ events, reputation and management in order to make recommendations for business/ organisation improvement; 分析和評估與公共關係/項目、聲譽和管理相關的本地和全球問題及戰略挑戰，以便為企業/組織改進提出建議； 3. Develop investigative methods and solutions to public relations/ international events, reputation and management-related problems;

	開發調查方法和解決方案，以解決公共關係/ 國際項目、聲譽和管理相關問題； 4. Perform public relations/ event management, reputation and management functions effectively to facilitate communication activities with consideration of professional ethics and responsibilities in the communication and events management industries; 有效地執行公共關係/ 項目管理、聲譽和管理職能，以促進相關的溝通活動，並考慮傳播及項目管理行業的職業道德和責任； 5. Communicate effectively with different audiences and target groups in order to deliver specified strategic communications objectives; and 與不同的受眾和目標群體進行有效溝通，以實現特定的戰略溝通目標；和 6. Reflect on personal career goals and social trends for one's career development and lifelong learning. 反思個人職業目標和社會趨勢，以促進職業發展和終身學習。
Education Pathways	Graduates of the Programme are able to articulate to the taught Master level or to register for research post-graduate degree programmes in public relations and events management and other relevant disciplines, such as programme management, social policy and social development, and legal studies by local and overseas' universities.
Employment Pathways	Upon completion of the Programme, graduates can assume different posts in the public relations, advertising, corporate communications, marketing, events management for profit and non-profit-making organisations. Some examples of job titles include Media Executive, Marketing Officer, Research Executive, Home Affairs Bureau Officer and Publicity Officer. As the graduates accumulate relevant work experience and professional qualifications, they can advance to more senior positions such as Marketing Manager and PR Consultant.
**Minimum Admissions Requirement**

Standard Entry Route: Local Qualification	**Standard Entry Route: Non-local Qualification**

HKDSE (Four Core Subjects and One Elective Subject)	Academic Qualification
Core Subjects	**Mainland China**

HKDSE (Four Core Subjects and One Elective Subject)

Core Subjects
- Level 3 in Chinese Language; and
- Level 3 in English Language; and
- Level 2 in Mathematics; and
- "Attained" in Citizenship and Social Development* [or Level 2 in Liberal Studies].
  Effective starting from the 2024 entry.

AND

Elective Subject
- Level 2 in one Elective Subject or one ApL Subject#.
  #*An "Attained" in a relevant ApL Subject is regarded as equivalent to an Elective Subject at Level 2. A maximum of two ApL subjects (excluding APL(c)) will be considered in admission selection.*

HKALE
- Grade E in HKALE AS-Level Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and
- Grade E in HKALE AS-Level Use of English; and
- Grade E in one other HKALE A-Level or two other AS-Level subjects; and
- Grade E/ Level 2 in five HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B/ Grade C in Syllabus A].

Academic Qualification

Mainland China
- 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

International Baccalaureate (IB)
- Holder of an International Baccalaureate Diploma; or

Business and Technology Education Council (BTEC)
- 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

Other Non-local Qualifications
- Other qualifications equivalent to HKDSE qualifications.

AND

English Language Requirements
- Grade E in GCE (A-Level/ AS-Level) English Language; or
- Grade C/ Grade 4 in GCSE/ IGCSE/ GCE (O-Level) English Language; or
- Grade E in HKALE (AS-Level) Use of English; or
- A score of 100 out of 150 in English language subject of NCEE or equivalent; or
- An 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 (Syllabus B)/ Grade 4 in Standard-/ Higher-Level English Language (Syllabus A)/ Language and Literature (Syllabus A)/ Literature (Syllabus A)/ Grade 4 in Standard-Level English Literature and Performance/ Grade 5 in Standard-level English Language (Syllabus B); or
- Have obtained an equivalent qualification.

Non-Standard Entry Route	Advanced Standing (Year-3 Entry Route)
To be determined by the Vice President (Academic)^ on a case-by-case basis *^Effective starting from 1 January 2024. Previously, the approval authority of non-standard cases rests with the Faculty Deans.*	Normally, applicants with a VTC HD or equivalent sub-degree qualifications/ studies in the relevant streams may be admitted into Year 3 of the degree programme, if they pass an interview to assess their suitability.

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