



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

## **ACCREDITATION REPORT**

**HKCT INSTITUTE OF HIGHER EDUCATION**

**LEARNING PROGRAMME ACCREDITATION**

**BACHELOR OF SOCIAL SCIENCE (HONOURS) IN  
EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**AND**

**HIGHER DIPLOMA IN  
EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**APRIL 2026**

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## **1. TERMS OF REFERENCE**

- 1.1 Based on the Service Agreement (No.: AA1116), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by HKCT Institute of Higher Education (the Operator) to conduct a Learning Programme Accreditation exercise with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Social Science (Honours) in Educational Administration and Management and Higher Diploma in Educational Administration and Management programmes (the Programmes) of the Operator meet the stated objectives and QF standards and can be offered as accredited programmes; and
  - (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

## **2. HKCAAVQ'S DETERMINATION**

- 2.1 HKCAAVQ has determined that the Bachelor of Social Science (Honours) in Educational Administration and Management programme meets the stated objectives and QF standard at Level 5. Subject to the approval by the Secretary for Education, the Programme can be offered as an accredited programme with a validity period of five years.
- 2.2 HKCAAVQ also determined that the Higher Diploma in Educational Administration and Management programme meets the stated objectives and QF standard at Level 4, and can be offered as an accredited programme with a validity period of three years.
- 2.3 In order for the validity period to take effect, the Operator must be registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) and it must comply with any restrictions stipulated in the Institutional Review (IR) Report. The authority for registration under Cap. 320 rests with the Permanent

Secretary for Education who may take into account of the outcome of the IR Report and other considerations as deemed necessary.

## 2.4 Validity Period

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

2.5 The determinations on the Programmes are specified as follows:

|                                                      |                                                                                                        |                                                                            |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Name of Operator(s)</b>                           | HKCT Institute of Higher Education<br>港專學院                                                             |                                                                            |
| <b>Name of Award Granting Body</b>                   | HKCT Institute of Higher Education<br>港專學院                                                             |                                                                            |
| <b>Title of Learning Programme</b>                   | Bachelor of Social Science (Honours) in Educational Administration and Management<br>教育行政與管理(榮譽)社會科學學士 | Higher Diploma in Educational Administration and Management<br>教育行政與管理高級文憑 |
| <b>Title of Qualification(s) [Exit Award(s)]</b>     | Bachelor of Social Science (Honours) in Educational Administration and Management<br>教育行政與管理(榮譽)社會科學學士 | Higher Diploma in Educational Administration and Management<br>教育行政與管理高級文憑 |
| <b>Primary Area of Study and Training</b>            | Education                                                                                              |                                                                            |
| <b>Sub-area (Primary Area of Study and Training)</b> | Education and Teacher Education                                                                        |                                                                            |
| <b>Other Area of Study and Training</b>              | Business and Management                                                                                |                                                                            |
| <b>Sub-area (Other Area of Study and Training)</b>   | General Business Management                                                                            |                                                                            |

|                                                 |                                                                                                                                                                                                                                                                                                                                                  |                        |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>QF Level</b>                                 | Level 5                                                                                                                                                                                                                                                                                                                                          | Level 4                |
| <b>QF Credits</b>                               | 554                                                                                                                                                                                                                                                                                                                                              | 264                    |
| <b>Mode(s) of Delivery and Programme Length</b> | <u>Full-time</u> <ul style="list-style-type: none"> <li>Year 1 entry: 4 years</li> <li>Year 3 entry: 2 years</li> </ul> <u>Part-time</u><br>Year 3 entry: 3 years                                                                                                                                                                                | Full-time, 2 years     |
| <b>Start Date of Validity Period</b>            | 1 September 2026                                                                                                                                                                                                                                                                                                                                 | 1 September 2026       |
| <b>End Date of Validity Period</b>              | 31 August 2031                                                                                                                                                                                                                                                                                                                                   | 31 August 2029         |
| <b>Number of Enrolment(s)</b>                   | One enrolment per year                                                                                                                                                                                                                                                                                                                           |                        |
| <b>Maximum Number of New Students</b>           | <u>Full-time</u> <ul style="list-style-type: none"> <li>Year 1 entry: 40</li> <li>Year 3 entry: 40</li> </ul> <u>Part-time</u><br>Year 3 entry: 40                                                                                                                                                                                               | Full-time, 40 per year |
| <b>Address of / Training Venue Teaching (s)</b> | (i) HKCT Jockey Club Undergraduate Campus<br>2 On Shing Street, Ma On Shan, Sha Tin, New Territories<br><br>(ii) HKCT Jockey Club Ma On Shan Campus<br>Yiu On Estate, 2 Hang Hong Street, Ma On Shan, Sha Tin, New Territories<br><br>(iii) HKCT Shek Mun Learning Centre<br>15/F., Corporation Park, 11 On Lai Street, Sha Tin, New Territories |                        |

## 2.6 Recommendations

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

### Both Programmes

2.6.1 The Operator should further leverage the existing networks/relationship with the industry as follow:

- (a) to invite partners, organisations and supporting individuals from the industry to provide timely input for programme review, improvement and enhancement purposes, and facilitate the Operator to ensure the programme content areas are staying abreast of industry needs;

- (b) to promote the two Programmes to more potential applicants such as practitioners in the industry who would like to advance their academic attainment through the two Programmes; and
- (c) to reach out to more potential employers and explore more possible employment opportunities for the graduates of the two Programmes. (Paragraph 4.1.4)

2.6.2 The Operator should conduct

- (a) analysis on the applicant acquisition source/channel to identify the specific platforms, such as promotional materials, social media, search engine, referral, and adopt relevant strategy to recruit students for the two Programmes; and
- (b) survey on the graduates regarding their (i) internal and external education articulations; and (ii) job destinations.

to review the effectiveness of the marketing strategies and update the strategies as appropriate for enhancing student admission of the two Programmes. (Paragraph 4.2.4)

- 2.7 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. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

### **3. INTRODUCTION**

- 3.1 HKCT Institute of Higher Education (HKCTIHE) was officially established in August 2014 upon registration under the Post Secondary Colleges Ordinance (Cap. 320). HKCTIHE is sponsored by HKCT Group Limited which has been incorporated as a registered company under the Companies Ordinance. As of Academic Year 2025/26, HKCTIHE is currently operating a total of 14 accredited

programmes, namely two certificates at QF Level 2 and 3, four Higher Diplomas at QF Level 4, four Bachelor's degrees at QF Level 5 and four Master's degrees at QF Level 6.

- 3.2 HKCTIHE commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for Bachelor of Social Science (Honours) in Educational Administration and Management (BSScEAM) and Higher Diploma in Educational Administration and Management (HDEAM). HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at Appendix 1) and the site visit was conducted from 29 to 30 January 2026. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.3, April 2025)* was the guiding document for the Operator and the Panel in conducting this exercise.

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

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

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

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

##### Both Programmes

- 4.1.1 The Bachelor of Social Science (Honours) in Educational Administration and Management (BSScEAM) and Higher Diploma in Educational Administration and Management (HDEAM) programmes are both hosted by the Department of Education under the Faculty of Social Sciences.
- 4.1.2 The Operator provided the following information of the two Programmes to the Panel to demonstrate the alignment of their learning outcomes that meet the relevant QF standard at Level 4 and Level 5 respectively:
- (a) Mapping of Programme Intended Learning Outcomes (PILOs) and Programme Objectives (POs);

- (b) Mapping of modules of the two Programmes and their respective PILOs;
- (c) Mapping of the modules of the two Programmes and the Generic Level Descriptors (GLDs) at QF Level 5 (for BSScEAM) and Level 4 (for HDEAM);
- (d) Module Outlines, with information on module description, intended learning outcomes, module content, teaching and learning and assessment activities, and references; and
- (e) Samples of teaching, learning and assessment materials of modules of the two Programmes.

4.1.3 The Panel noted that the Operator had conducted surveys/studies regarding market demand and employment pathways for graduates of the two Programmes, and the relevant findings and observations. The Panel exchanged views with the Operator on the potential challenges relating to graduates' employment. In response to the Panel's feedback, the Operator provided additional elaborations and clarified that the potential employment pathways of the two graduate groups are not confined to formal school settings but also the administrative roles across a wide spectrum of educational settings, including Kindergartens (government-aided, non-profit-making and private), special schools, international schools, higher education and tertiary institutions, and education-related non-government organisations (NGOs), training institutes and professional bodies. The Panel considered the relevant response reasonable.

4.1.4 The Panel noted from the accreditation document and Operator's response to the Panel's initial comments that there were quite a few practitioners, schools and organisations that had committed to be involved in the delivery of the two Programmes as guest speakers and internship providers. During the site visit, the Panel observed that the Operator, at institutional level, had also established some collaborations with a number of stakeholders in the industry, including formal schools, professional associations for educational practitioners, NGOs, and non-school organisations and agencies providing social services. Therefore, the Panel **recommended** that the Operator should further leverage the existing networks/relationship with the industry as follow:

- (a) to invite partners, organisations and supporting individuals from the industry to provide timely input for programme review, improvement and enhancement purposes, and facilitate the Operator to ensure the programme content areas are staying abreast of industry needs;

- (b) to promote the two Programmes to more potential applicants such as practitioners in the industry who would like to advance their academic attainment through the two Programmes; and
- (c) to reach out to more potential employers and explore more possible employment opportunities for the graduates of the two Programmes. (Paragraph 2.6.1)

#### BSScEAM

- 4.1.5 The BSScEAM programme aims to prepare students for design, enhancement, and leadership roles in educational organisations, including advanced training in education policy development, institutional management, strategic management, and AI-empowered school systems that support quality decision-making and governance in education. The Programme Objectives and Programme Intended Learning Outcomes are as follows:

#### *Programme Objectives (POs)*

|      |                                                                                                                                                                                                                       |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1: | Equip students with essential administrative and management skills, focusing on applying educational policies and governance structures to ensure effective operation in schools and other educational institutions.  |
| PO2: | Enhance students' communication and interpersonal skills to effectively engage with diverse educational community stakeholders as they progress into management-level roles.                                          |
| PO3: | Instill ethical leadership and social responsibility principles, preparing students to advocate for equity and inclusion in education.                                                                                |
| PO4: | Prepare students to adopt technology and data-driven approaches to improve the operational efficiency and strategic management of educational institutions, including transferable skills for flexible employability. |

#### *Programme Intended Learning Outcomes (PILOs)*

|                                                                  |                                                                                                                                                                                       |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Upon completion of the Programme, its graduates will be able to: |                                                                                                                                                                                       |
| PILO1:                                                           | Apply administrative theories and practices to enhance the operational efficiency of educational institutions.                                                                        |
| PILO2:                                                           | Critically evaluate and apply educational policies and governance frameworks to inform decision-making and improve administrative practices in schools and educational organizations. |
| PILO3:                                                           | Communicate clearly and persuasively from the                                                                                                                                         |

|        |                                                                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | perspective of management to various stakeholders, including educators, students, parents, and community members.                                                                                            |
| PILO4: | Develop and implement strategic plans that align with the goals and objectives of educational institutions, incorporating technology to support planning and resource management.                            |
| PILO5: | Demonstrate ethical practices, social responsibility, and transferable skills such as communication, writing, and numeracy to ensure equitable access to quality educational opportunities for all students. |

#### HDEAM

- 4.1.6 The HDEAM aims to equip school leavers and aspire school administrative personnel with practice-oriented, education-sector-specific execution-level skills for employment in school administration. The curriculum is designed to emphasise operational tasks, compliance, and IT tools in educational settings. The POs and PILOs are as follows:

#### *Programme Objectives (POs)*

|      |                                                                                                                                                                                          |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1: | Equip students with foundational knowledge and skills in educational administration and management to support effective operations in schools and educational institutions.              |
| PO2: | Provide a comprehensive understanding of the principles and practices underpinning effective educational operations, policy implementation, and organizational management.               |
| PO3: | Develop students' communication skills through understanding frontline administrative positions in order to interact with diverse stakeholders in the educational community effectively. |
| PO4: | Foster ethical awareness and social responsibility, preparing students to promote equity and inclusion in education.                                                                     |

#### *Programme Intended Learning Outcomes (PILOs)*

|                                                                  |                                                                                                                                |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Upon completion of the Programme, its graduates will be able to: |                                                                                                                                |
| PILO1:                                                           | Apply basic principles of educational administration and management to address operational challenges in educational settings. |

|        |                                                                                                                                      |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|
| PILO2: | Analyze and interpret educational policies and governance frameworks to inform administrative practices.                             |
| PILO3: | Demonstrate effective communication and teamwork skills in interacting with educators, supervisors, parents, and other stakeholders. |
| PILO4: | Exhibit ethical decision-making and social responsibility in managing educational institutions and implementing policies.            |
| PILO5: | Utilize essential IT tools and organizational techniques to support administrative functions in educational environments.            |

#### Both Programmes

- 4.1.7 Based on the above information and the discussions with various stakeholders of the Operator, the Panel considered that both Programmes have objectives that address community, education and/or industry needs, and intended learning outcomes that meet the relevant HKQF 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.*

#### Both Programmes

- 4.2.1 The Panel was given to understand that applicants are all required to pass an admission interview which is conducted mainly in Cantonese. As part of the interview, applicants are also required to provide a brief self-introduction in English to demonstrate their basic English communication skills. The Operator also provided the Panel with the Admission Interview Form template, the relevant assessment criteria description and scoring rubric.
- 4.2.2 Regarding the maximum numbers of new students for the next five years starting from AY2026/27, the Operator proposed to set the numbers as below. Having considered the information including staffing and physical resources, the Panel considered that the proposed yearly maximum numbers of new students for the two Programmes are appropriate.

BSScEAM (from AY2026/27 to AY2030/31)

Year-1 entry (full-time): 40 new students per academic year

Year-3 entry (full-time): 40 new students per academic year

Year-3 entry (part-time): 40 new students per academic year

HDEAM (from AY2026/27 to AY2028/29)

Year-1 entry (full-time): 40 new students per academic year

- 4.2.3 The Panel noted the main target group of students of the two Programmes. Given the anticipated declining student numbers in Hong Kong in the coming years, the Panel **recommended** that the Operator should conduct

- (a) analysis on the applicant acquisition source/channel to identify the specific platforms, such as promotional materials, social media, search engine, referral, and adopt relevant strategy to recruit students for the two Programmes; and
- (b) survey on graduates regarding their (i) internal and external education articulations; and (ii) job destinations.

to review the effectiveness of the marketing strategies and update the strategies as appropriate for enhancing student admission of the two Programmes. (Paragraph 2.6.2)

- 4.2.4 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year 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 of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentage is calculated based on the sum of new student numbers across all years of study of the Programme. The Operator confirmed that the Programmes will adhere to this policy.

- 4.2.5 For HDEAM, in line with the Government's policy on Associate Degree (AD) and Higher Diploma (HD) programmes, the Operator should follow and adhere to the *Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes (effective since the 2024/25 academic year)* updated by the Education Bureau, relating to aspects including but not limited to the

distinctive positioning of HD programmes, minimum entry requirements, programme and curriculum design, industry engagement, articulation and employment pathways.

- 4.2.6 In relation to Operator's verification and checking of students' credentials in the admission process, the Panel noted that the Operator had developed a *Guidelines on Verifying the Authenticity of Academic Credentials* for checking credentials and handling incidents concerning fraudulent qualifications. The Operator also provided the Panel with the relevant chapter in the *Code of Professional Conduct & Employee Code of Conduct* in the *Staff Handbook*, regarding the institutional guideline on anti-corruption for staff.

#### BSScEAM

- 4.2.7 The Panel noted the minimum admission requirements for BSScEAM as below:

##### Year 1 Entry

1. Attained Level 3 for English Language, and Chinese Language (or "Attained" for Applied Learning Chinese), and Level 2 for Mathematics and "Attained" for Citizenship and Social Development<sup>^</sup>, and Level 2 for one elective subject of HKDSE. [performance in Applied Learning subjects (excluding Applied Learning Chinese) would be considered on a case-by-case basis]\*; OR
2. Attained a pass in Chinese Language & Culture and Use of English plus 1 A-Level or 2 AS-Level subjects in HKALE plus 5 passes in HKCEE (including Chinese Language and English Language); OR
3. Attained 28 out of 42 points in International Baccalaureate (IB) Diploma and fulfilled the English language requirement; OR
4. Aged 21 or above with at least 1-year of working experience\*\*;  
OR
5. Equivalent qualifications (such as Associate Degree and Higher Diploma);  
AND
6. Pass the admission interview.

<sup>^</sup>Equivalent to "Level 2" for the HKDSE subject "Liberal Studies" before 2024/25.

\*With effect from 2024/25, "Attained" in Citizenship and Social Development is equivalent to "Level 2", and the attainment of "Level 2" in Mathematics Extended Part (Module 1 or Module 2) is also recognized as one of the subjects.

\*\* All admission decisions for mature applicants (aged 21 or above) are made by the appointed Selection Panel and the Programme Leader/Head of Programme, in accordance with the "HKCT Institute of Higher Education and Hong Kong College of Technology - Guidelines on the Admission of Applicants

*Aged 21 or Above*

Year 3 Entry

1. Holder of Higher Diploma or Associate Degree in related disciplines; OR
2. Holder of Professional Diploma or Advanced Diploma which is equivalent to Associate Degree or Higher Diploma in terms of study volume, QF level and QF credits, and attainment, in related disciplines will be assessed on a case-by-case basis;  
AND
3. Pass the admission interview.

HDEAM

4.2.8 The Panel noted the minimum admission requirements for HDEAM as below:

1. Attained Level 2 including English and Chinese Language (or "Attained" in Applied Learning Chinese) in 5 HKDSE subjects [each applicant is allowed to use not more than two Applied Learning subjects (excluding Applied Learning Chinese) at "Attained" Level]\*; OR
2. Pass in 1 A-Level or 2 AS-Level subjects (with 5 passes in HKCEE subjects, including Chinese Language and English Language); OR
3. Holder of Diploma of Applied Education; OR
4. Holder of Diploma that
  - In the relevant discipline at QF Level 3 with a total learning size of normally 150 QF Credits; AND
  - Learning contents covering Chinese and English Languages; OR
5. Aged 21 or above with at least 1-year of working experience\*\*; OR
6. Equivalent qualifications;

AND

7. Pass the admission interview.

*\* With effect from 2024/25, "Attained" in Citizenship and Social Development is equivalent to "Level 2", and the attainment of "Level 2" in Mathematics Extended Part (Module 1 or Module 2) is also recognized as one of the subjects.*

*\*\* All admission decisions for mature applicants (aged 21 or above) are made by the appointed Selection Panel and the Programme Leader/Head of Programme, in accordance with the "HKCT Institute of Higher Education and Hong Kong College of Technology - Guidelines on the Admission of Applicants Aged 21 or Above"*

### Both Programmes

- 4.2.9 Based on the above information, the Panel considered that the minimum admission requirements and the learner selection processes are appropriate for recruiting learners with the necessary skills and knowledge to undertake the Programmes.

## 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.*

### BSScEAM

- 4.3.1 The BSScEAM programme is delivered with full-time and part-time modes of delivery. The normal duration is four years full-time for Year 1 entry or two years full-time for Year 3 entry); and three years part-time for Year 3 entry. The Programme comprises 40 modules in total, 30 of which are specialised modules (29 cores and one elective) and 10 of which are languages and general education modules (nine cores and one elective). The Programme carries a total of 554 QF credits (Year 3 entry students need to complete at least 290 QF credits).
- 4.3.2 The programme structures of the Year 1 entry (Full-time) and Year 3 Entry (Full-time and Part-time) are as below:

### BSScEAM – Year 1 entry (Full-time)

| Module Title                               | Contact Hours | Self-Learning Hours | Notional Learning Hours | QF Credits | QF Level |
|--------------------------------------------|---------------|---------------------|-------------------------|------------|----------|
| <b>Year 1</b>                              |               |                     |                         |            |          |
| <b>Specialised Modules</b>                 |               |                     |                         |            |          |
| Introduction to Educational Administration | 45            | 90                  | 135                     | 13.5       | 4        |
| Human Resources Management in Practice     | 45            | 90                  | 135                     | 13.5       | 4        |
| Introduction to Education Studies          | 45            | 90                  | 135                     | 13.5       | 4        |
| Communication Skills for Educators         | 45            | 90                  | 135                     | 13.5       | 4        |
| Introduction to Developmental              | 45            | 90                  | 135                     | 13.5       | 4        |

|                                                                       |     |    |     |      |   |
|-----------------------------------------------------------------------|-----|----|-----|------|---|
| Psychology                                                            |     |    |     |      |   |
| Creative Media and Production                                         | 45  | 90 | 135 | 13.5 | 4 |
| <b>Language Modules</b>                                               |     |    |     |      |   |
| Academic English Skills                                               | 45  | 90 | 135 | 13.5 | 4 |
| <b>General Education Modules</b>                                      |     |    |     |      |   |
| Introduction to Accounting                                            | 45  | 90 | 135 | 13.5 | 4 |
| Ethics and Professional Development                                   | 45  | 90 | 135 | 13.5 | 4 |
| <b>Year 2</b>                                                         |     |    |     |      |   |
| <b>Specialised Modules</b>                                            |     |    |     |      |   |
| Financial Management in Practice                                      | 45  | 90 | 135 | 13.5 | 4 |
| Crisis Management and Student Support                                 | 45  | 90 | 135 | 13.5 | 4 |
| Diversity and Inclusion of Education                                  | 45  | 90 | 135 | 13.5 | 4 |
| Computer Software Applications in Education Setting                   | 45  | 90 | 135 | 13.5 | 4 |
| Data Collection and Application in Practice                           | 45  | 90 | 135 | 13.5 | 4 |
| Internship                                                            | 150 | 60 | 210 | 21   | 4 |
| Organisation of Educational Events                                    | 45  | 90 | 135 | 13.5 | 4 |
| <b>Language Modules</b>                                               |     |    |     |      |   |
| Chinese Communication                                                 | 45  | 90 | 135 | 13.5 | 4 |
| Putonghua Communication                                               | 45  | 90 | 135 | 13.5 | 4 |
| <b>General Education Modules</b>                                      |     |    |     |      |   |
| Critical Thinking                                                     | 45  | 90 | 135 | 13.5 | 4 |
| <b>Year 3</b>                                                         |     |    |     |      |   |
| <b>Specialised Modules</b>                                            |     |    |     |      |   |
| Administrative and Organisational Theories for Education Institutions | 45  | 90 | 135 | 13.5 | 5 |
| School Operation and Financial Management                             | 45  | 90 | 135 | 13.5 | 5 |
| School Culture and Organisational Leadership                          | 45  | 90 | 135 | 13.5 | 5 |

|                                                                               |    |    |     |      |   |
|-------------------------------------------------------------------------------|----|----|-----|------|---|
| Contemporary Issues in Educational Administration and School-based Management | 45 | 90 | 135 | 13.5 | 5 |
| Introduction to Sociology                                                     | 45 | 90 | 135 | 13.5 | 5 |
| Research Methods                                                              | 45 | 90 | 135 | 13.5 | 5 |
| Career Planning and Student Development                                       | 45 | 90 | 135 | 13.5 | 5 |
| Community Engagement and Partnership Development                              | 45 | 90 | 135 | 13.5 | 5 |
| <b>Language Modules</b>                                                       |    |    |     |      |   |
| Advanced Chinese Communication                                                | 45 | 90 | 135 | 13.5 | 5 |
| Advanced English Communication                                                | 45 | 90 | 135 | 13.5 | 5 |
| <b>Year 4</b>                                                                 |    |    |     |      |   |
| <b>Specialised Modules</b>                                                    |    |    |     |      |   |
| Education Policy and Management                                               | 45 | 90 | 135 | 13.5 | 5 |
| Education Marketing and Public Relations                                      | 45 | 90 | 135 | 13.5 | 5 |
| Management, Sustainable Development and Quality Assurance in Education        | 45 | 90 | 135 | 13.5 | 5 |
| Legal Issues in Education                                                     | 45 | 90 | 135 | 13.5 | 5 |
| Society, Education and Development                                            | 45 | 90 | 135 | 13.5 | 5 |
| Strategic Planning and Change Management                                      | 45 | 90 | 135 | 13.5 | 5 |
| Global Education System                                                       | 45 | 90 | 135 | 13.5 | 5 |
| <u>Elective (Choose one)</u>                                                  | 45 | 90 | 135 | 13.5 | 5 |
| ▪ Innovative Professional Growth for Educators                                |    |    |     |      |   |
| ▪ Supporting Teachers in Classroom Administration                             |    |    |     |      |   |
| ▪ Assessment and                                                              |    |    |     |      |   |

|                                                                                                         |    |     |               |            |   |
|---------------------------------------------------------------------------------------------------------|----|-----|---------------|------------|---|
| Evaluation System in School                                                                             |    |     |               |            |   |
| Capstone Project in Educational Administration (two terms)                                              | 76 | 128 | 204           | 20.4       | 5 |
| <b>General Education Modules</b>                                                                        |    |     |               |            |   |
| Digital Literacy for Effective Communication                                                            | 45 | 90  | 135           | 13.5       | 5 |
| <u>Elective (Choose one)</u><br>▪ Science, Technology and Society<br>▪ History and Culture of Hong Kong | 45 | 90  | 135           | 13.5       | 5 |
| <b>Other<sup>#</sup></b>                                                                                |    |     |               |            |   |
| Introduction to National Security                                                                       | 25 | 0   | 25            | /          | / |
|                                                                                                         |    |     | <b>Total:</b> | <b>554</b> |   |

<sup>#</sup>This is a non-credit bearing module that should be completed during the study period as one of the graduation requirements.

### BSScEAM - Year 3 Entry (Full-time and Part-time)

| Module Title                                                                  | Contact Hours | Self-Learning Hours | Notional Learning Hours | QF Credits | QF Level |
|-------------------------------------------------------------------------------|---------------|---------------------|-------------------------|------------|----------|
| <b>Year 1</b>                                                                 |               |                     |                         |            |          |
| <b>Specialised Modules</b>                                                    |               |                     |                         |            |          |
| Administrative and Organisational Theories for Education Institutions         | 45            | 90                  | 135                     | 13.5       | 5        |
| School Operation and Financial Management                                     | 45            | 90                  | 135                     | 13.5       | 5        |
| Introduction to Sociology                                                     | 45            | 90                  | 135                     | 13.5       | 5        |
| Contemporary Issues in Educational Administration and School-based Management | 45            | 90                  | 135                     | 13.5       | 5        |
| Career Planning and Student Development                                       | 45            | 90                  | 135                     | 13.5       | 5        |
| <b>Language Modules</b>                                                       |               |                     |                         |            |          |

|                                                                        |    |    |     |      |   |
|------------------------------------------------------------------------|----|----|-----|------|---|
| Advanced Chinese Communication                                         | 45 | 90 | 135 | 13.5 | 5 |
| Advanced English Communication                                         | 45 | 90 | 135 | 13.5 | 5 |
| <b>Year 2</b>                                                          |    |    |     |      |   |
| <b>Specialised Modules</b>                                             |    |    |     |      |   |
| School Culture and Organisational Leadership                           | 45 | 90 | 135 | 13.5 | 5 |
| Community Engagement and Partnership Development                       | 45 | 90 | 135 | 13.5 | 5 |
| Research Methods                                                       | 45 | 90 | 135 | 13.5 | 5 |
| Education Marketing and Public Relations                               | 45 | 90 | 135 | 13.5 | 5 |
| Society, Education and Development                                     | 45 | 90 | 135 | 13.5 | 5 |
| Strategic Planning and Change Management                               | 45 | 90 | 135 | 13.5 | 5 |
| <b>General Education Modules</b>                                       |    |    |     |      |   |
| Digital Literacy for Effective Communication                           | 45 | 90 | 135 | 13.5 | 5 |
| <b>Year 3</b>                                                          |    |    |     |      |   |
| <b>Specialised Modules</b>                                             |    |    |     |      |   |
| Education Policy and Management                                        | 45 | 90 | 135 | 13.5 | 5 |
| Management, Sustainable Development and Quality Assurance in Education | 45 | 90 | 135 | 13.5 | 5 |
| Legal Issues in Education                                              | 45 | 90 | 135 | 13.5 | 5 |
| Global Education System                                                | 45 | 90 | 135 | 13.5 | 5 |
| <u>Elective (Choose one)</u>                                           | 45 | 90 | 135 | 13.5 | 5 |
| ▪ Innovative Professional Growth for Educators                         |    |    |     |      |   |
| ▪ Supporting Teachers in Classroom Administration                      |    |    |     |      |   |

|                                                                                                    |    |     |     |            |   |
|----------------------------------------------------------------------------------------------------|----|-----|-----|------------|---|
| ▪ Assessment and Evaluation System in School                                                       |    |     |     |            |   |
| Capstone Project in Educational Administration (two terms)                                         | 76 | 128 | 204 | 20.4       | 5 |
| <b>General Education Modules</b>                                                                   |    |     |     |            |   |
| Elective 2 (Choose one)<br>▪ Science, Technology and Society<br>▪ History and Culture of Hong Kong | 45 | 90  | 135 | 13.5       | 5 |
| <b>Other<sup>#</sup></b>                                                                           |    |     |     |            |   |
| Introduction to National Security                                                                  | 15 | 0   | 15  | /          | / |
| <b>Total:</b>                                                                                      |    |     |     | <b>290</b> |   |

<sup>#</sup>This is a non-credit bearing module that should be completed during the study period as one of the graduation requirements.

### HDEAM

4.3.3 The HDEAM programmes is delivered with full-time mode, with a normal duration of two years. The Programme comprises 19 modules totalling 264 QF credits, six of which are languages and general education core modules and 13 of which are core specialised modules.

4.3.4 The programme structure is:

| Module Title                               | Contact Hours | Self-Learning Hours | Notional Learning Hours | QF Credits | QF Level |
|--------------------------------------------|---------------|---------------------|-------------------------|------------|----------|
| <b>Year 1</b>                              |               |                     |                         |            |          |
| <b>Specialised Modules</b>                 |               |                     |                         |            |          |
| Introduction to Educational Administration | 45            | 90                  | 135                     | 13.5       | 4        |
| Human Resources Management in Practice     | 45            | 90                  | 135                     | 13.5       | 4        |
| Introduction to Education Studies          | 45            | 90                  | 135                     | 13.5       | 4        |
| Communication Skills for Educators         | 45            | 90                  | 135                     | 13.5       | 4        |
| Introduction to                            | 45            | 90                  | 135                     | 13.5       | 4        |

|                                                     |     |    |     |            |   |
|-----------------------------------------------------|-----|----|-----|------------|---|
| Developmental Psychology                            |     |    |     |            |   |
| Creative Media and Production                       | 45  | 90 | 135 | 13.5       | 4 |
| <b>Language Modules</b>                             |     |    |     |            |   |
| Academic English Skills                             | 45  | 90 | 135 | 13.5       | 4 |
| <b>General Education Modules</b>                    |     |    |     |            |   |
| Introduction to Accounting                          | 45  | 90 | 135 | 13.5       | 4 |
| Ethics and Professional Development                 | 45  | 90 | 135 | 13.5       | 4 |
| <b>Year 2</b>                                       |     |    |     |            |   |
| <b>Specialised Modules</b>                          |     |    |     |            |   |
| Financial Management in Practice                    | 45  | 90 | 135 | 13.5       | 4 |
| Crisis Management and Student Support               | 45  | 90 | 135 | 13.5       | 4 |
| Diversity and Inclusion of Education                | 45  | 90 | 135 | 13.5       | 4 |
| Computer Software Applications in Education Setting | 45  | 90 | 135 | 13.5       | 4 |
| Data Collection and Application in Practice         | 45  | 90 | 135 | 13.5       | 4 |
| Internship                                          | 150 | 60 | 210 | 21         | 4 |
| Organisation of Educational Events                  | 45  | 90 | 135 | 13.5       | 4 |
| <b>Language Modules</b>                             |     |    |     |            |   |
| Chinese Communication                               | 45  | 90 | 135 | 13.5       | 4 |
| Putonghua Communication                             | 45  | 90 | 135 | 13.5       | 4 |
| <b>General Education Modules</b>                    |     |    |     |            |   |
| Critical Thinking                                   | 45  | 90 | 135 | 13.5       | 4 |
| <b>Other<sup>#</sup></b>                            |     |    |     |            |   |
| Introduction to National Security                   | 15  | 0  | 15  | /          | / |
| <b>Total:</b>                                       |     |    |     | <b>264</b> |   |

<sup>#</sup>This is a non-credit bearing module that should be completed during the study period as one of the graduation requirements.

Both programmes

- 4.3.5 Based on the information above and in accreditation documents, the Panel considered that the structure and content of the two Programmes are appropriate enabling learners to achieve their respective stated learning outcomes and meet the programme objectives.

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

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

##### Both Programmes

- 4.4.1 The two Programmes employ a range of learning and teaching activities such as lectures, tutorials, workshops, laboratories practice, case studies, fieldwork, etc. The medium of instruction (Mol) for both Programmes is Chinese supplemented with English. The Operator informed the Panel that Mol in Chinese refers to Cantonese and traditional Chinese, which will be used in teaching, learning, and assessment activities.
- 4.4.2 The Operator provided the Panel with the following information on the learning, teaching and assessment of the two Programmes:
- (a) Module descriptions, with information on module contents, module intended learning outcomes, learning and teaching activities, module assessments, and references;
  - (b) Samples of learning and teaching materials, which included the teaching plan, assessment brief, self-study materials, teaching materials/notes and Capstone projects;
  - (c) Internship Handbook;
  - (d) Assessment scheme of individual modules;  
Classification of Award;
  - (e) Information and mappings as mentioned in paragraph 4.1.2;
  - (f) *HKCT Institute of Higher Education Academic Regulations - Bachelor's Degree, Sub-degree, Diploma and Certificate Programmes (Effective from AY2025/26)*;
  - (g) *Guidelines for Students on the Use of Generative Artificial Intelligence*; and
  - (h) *Guidelines for Academic Staff on the Adoption of Generative Artificial Intelligence*.

- 4.4.3 The Panel noted that the Operator's maximum class sizes for different teaching modes are set as follows:

|                             |                             |
|-----------------------------|-----------------------------|
| Lectures                    | 40                          |
| Tutorials                   | 40                          |
| Lectures/Seminars/Workshops | 40                          |
| Laboratory Sessions         | 40                          |
| Consultation Sessions       | One-on-one/small group of 5 |
| Practical Sessions          | 1                           |

- 4.4.4 The credit bearing Internship is normally completed during Year 2 of the two Programmes. The Internship module comprises 210 notional learning hours (21 QF credits), including a minimum of 120 hours of supervised fieldwork in educational or education-related settings. All students undertaking internship will be supervised by both an institute-appointed practicum supervisor (PS) and an on-site community fieldwork supervisor (CFS). The PS monitors progress and provides guidance, while the CFS oversees daily tasks. The Operator provided the Panel with a list of potential and confirmed internship partners with the support of the relevant signed agreements with the committed partners.

- 4.4.5 The Operator informed the Panel that they believe the learned knowledge and skills from the two Programme could not only be able to apply in formal educational settings, namely kindergartens, primary and secondary schools and higher education institutions but also beyond, such as social services, NGOs and organisations providing education related services. Based on the information provided, the Panel **advised** that to widen the students' exposure to more work settings that provide education related services, the Operator may consider further exploring and expanding the variety of internship providers, such as local education and training related statutory bodies and business companies with in-house education/training divisions.

- 4.4.6 The graduation requirements for the two Programmes are as follows.

Students must have:

- completed and acquired the required QF Credits as stipulated in the Programme curriculum;
- passed the coursework and end-of-module examinations (if any) of all modules of the Programme;
- obtained a final Cumulative Grade Point Average (GPA) of 1.7; and
- passed the non-credit bearing module *Introduction to National*

### *Security*

- 4.4.7 Based on the above information, the Panel considered that the learning, teaching and assessment activities designed for the Programmes are appropriate for delivering the programme content and assessing the 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.*

### Both Programmes

- 4.5.1 The two Programmes is co-managed by the same Programme Leader (PL) and a Programme Committee (PC). The Programme Leader is also the Chairperson of the Programme Committee, of which all staff teaching in the Programmes are members. The Panel noted the expected responsibilities of the PL and the PC in the accreditation documents. The Operator informed the Panel that the two Programmes is to be delivered by the same core teaching team.
- 4.5.2 Regarding the staffing of the two Programmes, the Panel was provided with the following information:
- (a) The appointment criteria stipulated for
    - (i) Programme Leaders
    - (ii) Teaching staff
    - (iii) Institute-appointed practicum supervisors for the Internship
  - (b) Curricula Vitae of the Programme Leader, full-time and part-time teaching staff/practicum supervisors, External Advisor and External Examiner, and the tentative assignment of modules to individual teaching staff;
  - (c) Roles and Responsibilities of Programme Leader;
  - (d) Roles and Responsibilities, and Criteria for Selection of External Examiners;
  - (e) HKCT Institute of Higher Education and Hong Kong College of Technology Lecturer's Handbook (2025-26) for full-time and part-time programmes offered by nine Departments, Divisions and Centre, including those of the hosting Department;
  - (f) Institute's Staff Appraisal Form;

- (g) Institute's 3-year Staff Development Plan (AY2025/26 – 2027/28);  
and
- (h) Information on the *Education Sponsorship Scheme* sponsoring staff to pursue staff development activities.

- 4.5.3 The Operator informed the Panel that the staff-student ratio (SSR) for both Programmes is set at 1:25. Based on the set SSR, the Operator provided the Panel with a 5-Year Staffing Plan for each Programme.
- 4.5.4 The Operator also informed that all new academic staff are required to attend an induction workshop and subsequent workshops on holistic teaching and outcomes-based education, teaching and learning quality assurance mechanisms.
- 4.5.5 Based on the above information, the Panel considered that the Operator has adequate and appropriate leadership and staffing, with the necessary qualifications and experience for effective programme management and delivery. The Panel was given to understand that staff development scheme and related activities are adequate to ensure that staff remain up-to-date in their knowledge and competencies to deliver the Programmes at the expected standard of quality.

#### 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 and the planned learner group, regardless of location and mode of delivery.*

##### Both Programmes

- 4.6.1 The Operator provided the Panel with information on its learning, teaching and enabling resources relevant to the delivery of the Programmes, including the general and specialised teaching facilities as well as the relevant projected utilisation rates, software, library holdings and e-resources. During the site visit, the Panel had a tour of the programme-specific learning and teaching facilities and laboratories for the two Programmes, as well as supporting resources for students.
- 4.6.2 Regarding financial resources, the Operator provided the Panel with information on the financial resources and budgeting for each of the

two Programmes, and the income and expenditure projections for each of the two Programmes from AY2026/27 to AY2030/31. The Panel considered them generally appropriate.

- 4.6.3 Based on the above information, the Panel was of the view that the Operator has provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programmes.

#### 4.7 **Programme Approval, Review and Quality Assurance**

*The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.*

##### Both Programmes

- 4.7.1 The Panel was given to understand that the Operator has a quality assurance system for monitoring and reviewing the Programmes, and that the two Programmes had undergone the relevant internal processes regarding programme development, validation/review and approval, etc.
- 4.7.2 With respect to the development, approval, monitoring and reviewing of the development and performance of the two Programmes, the Operator provided the Panel with the following information:
- (a) Extracts of meeting minutes and approval documents of the relevant boards and committees, such as
    - (i) Faculty Board
    - (ii) Programme Validation Panel
    - (iii) Academic Planning and Development Committee
  - (b) *HKCT Institute of Higher Education Academic Regulations - Bachelor's Degree, Sub-degree, Diploma and Certificate Programmes (Effective from AY2025/26)*
  - (c) *HKCT Institute of Higher Education and Hong Kong College of Technology Lecturer's Handbook (2025-26) for full-time and part-time programmes* offered by nine Departments, Divisions and Centre, including those of the hosting Department
  - (d) Student Handbook
  - (e) Templates of programme quality monitoring tools, periodic review reports and stakeholders' feedback collection, such as
    - (i) Class Visit Form
    - (ii) External Examiner's Report

- (iii) Report on External Moderation of Examination Paper/Project
- (iv) Student Feedback Questionnaire
- (v) Graduate Survey Form
- (vi) Annual Programme Review Report.

- 4.7.3 Having reviewed the above documents and discussed with the internal and external stakeholders of the Operator and the Programmes, the Panel noted that the two Programmes had undergone the requisite quality assurance process for programme development and approval, and that there are channels, both formal and informal, available to obtain feedback from internal and external stakeholders for programme review and improvement purposes, such as students, graduates, external examiners. The Panel was also given to understand that student representatives will be invited to the meetings of Programme Committees to share their views on the programme curriculum, teaching and learning and other relevant matters.
- 4.7.4 Based on the above information and the discussions with various stakeholders of the Operator in the site visit, the Panel formed the view that Operator has a proper quality assurance system to monitor and review the development and performance of the Programmes on an ongoing basis.

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

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

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this

Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the 'Guidance Notes on Substantial Change to Accreditation Status' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

## 5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<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 QF.

Ref: 51/40/01

16 April 2026

JoH/CQ/vt/kil

**HKCT Institute of Higher Education**

**Learning Programme Accreditation for  
Bachelor of Social Science (Honours) in Educational Administration and  
Management  
and Higher Diploma in Educational Administration and Management**

**29 - 30 January 2026**

**Panel Membership**

**Panel Chair**

**Professor WEI Kwok Kee**

President & Chief Executive Officer  
Singapore Institute of Management  
SINGAPORE

**Panel Secretary**

**Ms Virginia TSIN**

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

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HONG KONG

**Miss LEUNG Shue Yan, Katie**

(For BSScEAM programme only)

UG Year 2  
School of Business  
The Hang Seng University of Hong Kong  
HONG KONG

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

**Graduate Profile of Bachelor of Social Science (Honours) in  
Educational Administration and Management**

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification Title</b>                           | Bachelor of Social Science (Honours) in Educational Administration and Management<br>教育行政與管理(榮譽)社會科學學士                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Qualification Type</b>                            | Bachelor's Degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>QF Level</b>                                      | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Primary Area of Study and Training</b>            | Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Sub-area (Primary Area of Study and Training)</b> | Education and Teacher Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Other Area of Study and Training</b>              | Business and Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sub-area (Other Area of Study and Training)</b>   | General Business Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Programme Objectives</b>                          | <p>PO1: Equip students with essential administrative and management skills, focusing on applying educational policies and governance structures to ensure effective operation in schools and other educational institutions.</p> <p>PO2: Enhance students' communication and interpersonal skills to effectively engage with diverse educational community stakeholders as they progress into management-level roles.</p> <p>PO3: Instill ethical leadership and social responsibility principles, preparing students to advocate for equity and inclusion in education.</p> <p>PO4: Prepare students to adopt technology and data-driven approaches to improve the operational efficiency and strategic management of educational institutions, including transferable skills for flexible employability.</p> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Programme Intended Learning Outcomes</b> | <p>PILO1: Apply administrative theories and practices to enhance the operational efficiency of educational institutions.</p> <p>PILO2: Critically evaluate and apply educational policies and governance frameworks to inform decision-making and improve administrative practices in schools and educational organizations.</p> <p>PILO3: Communicate clearly and persuasively from the perspective of management to various stakeholders, including educators, students, parents, and community members.</p> <p>PILO4: Develop and implement strategic plans that align with the goals and objectives of educational institutions, incorporating technology to support planning and resource management.</p> <p>PILO5: Demonstrate ethical practices, social responsibility, and transferable skills such as communication, writing, and numeracy to ensure equitable access to quality educational opportunities for all students.</p> |
| <b>Education Pathways</b>                   | <ul style="list-style-type: none"> <li>• Master's Degree Programmes in Education (MEd), Educational Administration and Management, Social Sciences (e.g. MSSc in Public Policy), Public Administration (MPA)</li> <li>• Postgraduate Diplomas/Certificates in Education (PGDE), School Administration, or related areas</li> <li>• Professional certification in project management, human resources, or education-related management</li> <li>• Doctoral study (EdD, PhD) in Education or Management (for those meeting entry requirements and seeking academic or research careers)</li> <li>• Preparation for Lifelong Learning: The curriculum, including capstone and internship components, ensures graduates are equipped for advanced academic research, applied professional studies, and continuous personal and professional development.</li> </ul>                                                                           |
| <b>Employment Pathways</b>                  | <ul style="list-style-type: none"> <li>• Executive Officer (EO) / School Executive Officer</li> <li>• School Administrator / Administrative Officer</li> <li>• Programme Officer / Project Coordinator (in educational NGOs, social service organisations, or government-funded projects)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• School Business Manager</li> <li>• Admissions or Registry Officer (in higher education institutions)</li> <li>• Educational Project / Event Manager/Community</li> <li>• Engagement Officer / Project Executive</li> <li>• Human Resources or Finance Officer (in schools or education-related NGOs)</li> <li>• Community Education Coordinator / Parent Liaison Officer</li> <li>• IT-enabled Administrative or Project Support Officer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Minimum Admission Requirements</b> | <p><u>Year 1 Entry</u></p> <ol style="list-style-type: none"> <li>1. Attained Level 3 for English Language, and Chinese Language (or “Attained” for Applied Learning Chinese), and Level 2 for Mathematics and “Attained” for Citizenship and Social Development<sup>^</sup>, and Level 2 for one elective subject of HKDSE. [performance in Applied Learning subjects (excluding Applied Learning Chinese) would be considered on a case-by-case basis]*; OR</li> <li>2. Attained a pass in Chinese Language &amp; Culture and Use of English plus 1 A-Level or 2 AS-Level subjects in HKALE plus 5 passes in HKCEE (including Chinese Language and English Language); OR</li> <li>3. Attained 28 out of 42 points in International Baccalaureate (IB) Diploma and fulfilled the English language requirement; OR</li> <li>4. Aged 21 or above with at least 1-year of working experience**; OR</li> <li>5. Equivalent qualifications (such as Associate Degree and Higher Diploma);</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>6. Pass the admission interview.</li> </ol> <p><sup>^</sup>Equivalent to “Level 2” for the HKDSE subject “Liberal Studies” before 2024/25.</p> <p><sup>*</sup>With effect from 2024/25, “Attained” in Citizenship and Social Development is equivalent to “Level 2”, and the attainment of “Level 2” in Mathematics Extended Part (Module 1 or Module 2) is also recognized as one of the subjects.</p> <p><sup>**</sup> All admission decisions for mature applicants (aged 21 or above) are made by the appointed Selection Panel and the Programme Leader/Head of Programme, in accordance with the “HKCT Institute of Higher Education and Hong Kong College of Technology - Guidelines on the Admission of Applicants Aged 21 or Above”</p> |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <u>Year 3 Entry</u><br>1. Holder of Higher Diploma or Associate Degree in related disciplines; OR<br>2. Holder of Professional Diploma or Advanced Diploma which is equivalent to Associate Degree or Higher Diploma in terms of study volume, QF level and QF credits, and attainment, in related disciplines will be assessed on a case-by-case basis;<br>AND<br>3. Pass the admission interview. |
| <b>Operator</b> | HKCT Institute of Higher Education<br>港專學院                                                                                                                                                                                                                                                                                                                                                          |

