



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**

**PROGRAMME AREA ACCREDITATION IN
COMPUTER SCIENCE AND INFORMATION
TECHNOLOGY**

FEBRUARY 2026

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION.....	1
3. INTRODUCTION	5
4. PANEL'S DELIBERATIONS	6
<i>Institutional Domains</i>	6
4.1 <i>Organisational Governance and Management</i>	6
4.2 <i>Strategic Planning and Development</i>	8
4.3 <i>Financial Management and Viability</i>	11
4.4 <i>Organisational Quality Assurance and Enhancement</i>	12
<i>Programme Area Domains</i>	14
4.5 <i>Programme Area Development and Management</i>	14
4.6 <i>Learning, Teaching and Assessment</i>	18
4.7 <i>Staffing and Staff Development</i>	22
4.8 <i>Programme Area Resources and Services</i>	28
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	29
Appendix HKCAAVQ Panel Membership	

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1087), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Technological and Higher Education Institute of Hong Kong (THEi), Vocational Training Council (VTC), to conduct a Programme Area Accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether THEi (the Operator) can be granted the Programme Area Accreditation (PAA) status for the Programme Area (with specifications under paragraph 1.2) for a specified validity period; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.2 Specifications of the Programme Area undergoing PAA

Area of Study and Training	Sub-area	Programme Area	QF Level
Computer Science and Information Technology	Computer Science and Information Technology	Computer Science and Information Technology	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out below, Technological and Higher Education Institute of Hong Kong (THEi) (the Operator/Institute), Vocational Training Council (VTC), can be granted the Programme Area Accreditation (PAA) status for the programme area of Computer Science and Information Technology (CSIT) at QF Level 5 under the Area of Study and Training "Computer Science and Information Technology" with a validity period of five years.

The Operator granted the PAA status is considered as meeting the HKCAAVQ accreditation standards of Institutional Domains and Programme Area Domains of the PAA. The Operator has the institutional competencies to develop programmes meeting its strategic objectives. The Operator has robust and internal processes to ensure the development and operation of learning programmes under the approved programme areas are aligned and managed in accordance with its institutional development plan, and that its learning programmes meet the stated objectives and QF standards.

2.2 Validity Period

- 2.2.1 The validity period will, provided that the Operator fulfils the pre-condition to the commencement of the validity period as set out in paragraph 2.4, commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

- 2.3 The determinations on the PAA status are specified as follows:

Name of Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院
Address of Operator	(1) Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong (2) Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong
Name of Award Granting Body	Vocational Training Council 職業訓練局
Area of Study and Training	Computer Science and Information Technology
Sub-area	Computer Science and Information Technology

Programme Area and Scope of Programme Area	<u>Computer Science and Information Technology</u> Study and training in computer and information sciences underpinned by computational thinking, and how they can be used in various/ relevant fields.
QF Level	5
Start Date of Validity Period	1 September 2026
End Date of Validity Period	31 August 2031
Address of Teaching / Training Venue(s)	Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi Island, New Territories, Hong Kong

2.4 Condition

2.4.1 Pre-condition

The Operator is to review the staffing arrangements and take appropriate action to:

- (a) strengthen the academic leadership at senior academic position such as Professor/Associate Professor in the programme area to ensure that it has in place academic leaders with expertise and experience covering the scope of the programme area in terms of its breadth and depth in order to develop planned new programmes while sustaining the ongoing development of the existing programmes in the programme area (paragraph 4.7.11); and
- (b) deploy an appropriate number of suitable teaching staff in the programme area to ensure that the academic leaders have adequate capacity to exercise their leadership role while taking up teaching duties. (paragraph 4.7.11)

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ **on or before 31 July 2026** evidence on the progress

of the implementation of the staffing plan for the programme area for AY2026/27, or evidence on any other appropriate actions taken with elaboration on how the academic leadership has been strengthened and what staffing arrangements have been made to ensure that the academic leaders have adequate capacity to exercise their leadership role.

2.5 Recommendations

HKCAAVQ also offers the following recommendations for the continuous improvement of the Operator and the programme area (PA).

- 2.5.1 The Institute should set measurable performance indicators at the institutional level to allow top management full oversight of the operation and performance of the Institute and guide the planning at the operational level. (paragraph 4.2.4)
- 2.5.2 The Institute should endeavour to boost the sample size and response rate of the Employers' Satisfaction Surveys to ensure that the Surveys constitute effective tools for the Programme Management to make data-driven decisions for the improvement and development of the programmes and the PA. (paragraph 4.6.8)
- 2.5.3 The Institute should establish formal mechanisms, such as a warning system based on attendance, grade and behaviour data, to identify at-risk-students and provide them with timely and tailored support to promote the well-being and improve the success of the students, and provide students with a more inclusive environment where they feel connected and supported. (paragraph 4.6.9)
- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives as claimed by the Operator by reference to, among 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 conditions and compliance with any restrictions 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 PA continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 Established in 2011 as a member institution of the VTC, THEi mainly operates local self-financed bachelor's degree programmes and was granted Institutional Review status at QF Level 5 by the HKCAAVQ in September 2012. As of November 2025, the Institute operates a total of 31 HKCAAVQ-accredited programmes, including one master's degree programme at QF Level 6, 23 bachelor's degree programmes, two professional diploma master programmes and three professional diploma programmes at QF Level 5, and one professional diploma programme and one professional certificate programme at QF Level 4. The Institute acquired PAA status for the PAs of *Sports and Recreation Management* and *Built Environment*, both at QF Level 5, subsequent to the accreditation exercises conducted in October 2024 and February 2025 respectively.
- 3.2 THEi is seeking PAA status for the PA of CSIT at QF Level 5 based on the track record of its operation of two QF Level 5 programmes, namely, the Bachelor of Science (Honours) in Multimedia Technology and Innovation (BScMTI) programme and the Bachelor of Science (Honours) in Information and Communications Technology (BScICT) programme. The Institute commissioned HKCAAVQ to conduct a PAA for the PA of CSIT at QF Level 5. HKCAAVQ formed an expert panel (the Panel) for this accreditation exercise (Panel Membership in **Appendix**), and a site visit was conducted by the Panel at the Institute's Chai Wan Campus from 19 to 21 November 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.3, 1 April 2025)* was the guiding document for the Institute and the Panel.
- 3.3 In consideration of the Institute's track record mentioned above, and the previous and recent PAA accreditation exercises of which the accreditation reports were issued in January 2025 and May 2025 respectively, information under three institutional domains, namely, PAA-2 Strategic Planning and Development, PAA-3 Financial Management and Viability and PAA-4 Organisational Quality Assurance and Enhancement, was not required except for the updates on the development of the Institute, in accordance with HKCAAVQ's Differentiation Approach to Accreditation.

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.

Institutional Domains

4.1 Organisational Governance and Management

The Operator must have a governing body that defines the Operator's vision and mission and establishes educational/training objectives aligned with the vision and mission. The governing body has set a clear and explicit direction for development based on the Operator's values and characteristics, and has implemented a management system which is fit-for-purpose and effective in meeting the educational/training objectives.

- 4.1.1 The Panel was provided with information on the governance and management structure of the Institute, and information on the formulation and implementation of the strategic initiatives of the Institute. The Panel noted that THEi was established as a member institution of VTC which is a statutory body by virtue of the VTC Ordinance (Cap.1130).
- 4.1.2 In respect of institutional governance, the Panel noted that the Board of Governors (BOG) is the supreme governing body responsible for setting THEi's strategies, policies, resources and management plans, and ensuring that these are implemented effectively. Membership of the BOG includes individuals from the industry, academia, and VTC's Council and senior management. The Panel was informed that the BOG receives professional advice and industry inputs from the Higher Education Advisory Committee of the VTC on the direction and strategic development of the Institute.
- 4.1.3 The Institute Council (IC), chaired by the President, is the executive body of the BOG responsible for administering and managing the daily operations of THEi. The Academic Board (AB) and Executive Management Committee (EMC) assist the IC in the management of academic and other operational matters respectively. The AB provides support on programme management, review and development, as well as academic policies on learning, teaching and applied research while the EMC oversees the operations of the academic departments, School of General Education and

Languages (SGEL) and Professional and Administrative Units (PAUs).

- 4.1.4 The Panel noted that the Institute has conducted a review of its governance structure in 2023 and introduced a new governance structure effective 1 January 2024 with the removal of the three Faculties in order to allow the departments to foster greater specialisation within their respective academic and professional areas and encourage better collaborative synergies between the departments. The Faculty Board was retitled Programme Board (PB) since then.
- 4.1.5 The Institute shared with the Panel its future plan to dissolve the layer of the IC to streamline governance and improve operational effectiveness between the BOG and AB. Under the future BOG, four standalone sub-committees, namely, the Audit Committee, Finance Committee, Human Resources (HR) Committee and Management and Operations Committee (MOC), would be set up to enhance division of labour to plan and lead the key functional areas of the Institute. The MOC would replace the EMC for managing and administering the general affairs of the Institute other than internal control, auditing, finance and HR matters. The new governance structure would comprise the BOG which holds ultimate responsibility for governance and the AB which oversees academic matters and quality assurance (QA). The Institute was reminded that prior approval from HKCAAVQ should be sought before implementing the new governance structure.
- 4.1.6 The Panel was informed that the Institute has taken steps to attain a higher degree of autonomy and academic independence while remaining a member institution of the VTC. Changes in this respect included the establishment of the in-house Quality Assurance and Accreditation Office in May 2024 to support the QA activities of the Institute instead of relying on VTC's QA unit, and the change of role of VTC's Quality Enhancement Steering Committee (QESC) regarding THEi in August 2025 from advising and endorsing the formulation and implementation of THEi's QA system to information exchange on QA between THEi and VTC. The representatives from VTC's relevant committees and board, whom the Panel met at the site visit, confirmed their understanding of this change of role and expressed their support for the Institute's development.
- 4.1.7 The Panel, however, observed that while the Institute appeared to be having more autonomy at the operational level, such as QA, Procurement, Registry and Library, VTC still has the steering role on

the strategic development of the Institute through members of VTC's Council and senior management sitting on the Institute's BOG and IC, and VTC's taking lead in the formulation of the Institute's strategic plan. In particular, the Panel observed that the composition of AB includes representatives from other institutions under VTC, leading to the same VTC representative sitting on both the IC and AB of the Institute. The Panel opined that this dual role structure might undermine checks and balances between the governance and management functions and impose challenges on the Institute's pursuit of greater academic autonomy. The Panel noted that VTC representatives also sit on the Quality Assurance Committee (QAC), Learning and Teaching Committee (LTC) and Research Committee (RC) under AB. The Panel **advised** that the Institute might wish to review the composition of these internal committees to achieve an appropriate balance between accountability to VTC and autonomy for THEi.

- 4.1.8 The Panel noted a similar dual role situation in the Institute's senior management structure with the Vice President (Academic) chairing both AB and QAC in the absence of the Associate Vice President (Academic), whose vacancy has remained unfilled for more than one year. When this concern was raised to the Senior Management at the site visit, the Panel was reassured by the Senior Management that under the new governance structure, AB would be chaired by the President.
- 4.1.9 Given that the operational changes to the governance structure are relatively new, the Panel **advised** the Institute to continue monitoring and reviewing the effectiveness of the structure in place in the medium term.
- 4.1.10 Notwithstanding the above observation and advice, the Panel considered that the Institute has a governing body that defines the Institute's vision and mission and establishes educational/training objectives aligned with the vision and mission. The Panel also considered that in general, the governing body of the Institute has set a clear and explicit direction for development and continuous enhancement based on the Institute's values and characteristics, and has implemented a management system which is fit-for-purpose and effective in meeting the educational/training objectives.

4.2 **Strategic Planning and Development**

The Operator must have formal processes at organisational level for

developing its strategic plan, which are effective in driving achievement of educational/training objectives. The strategic plan should focus on the analyses, decisions and actions needed to sustain and enhance the operation of its learning programmes.

- 4.2.1 The Panel noted that the Institute's strategic planning is conducted at 5-year intervals with reviews done on an annual basis. The Panel was provided with the Institute's 5-year Institute Strategic Plan (ISP) for AY2023/24 to AY2027/28 formulated under the overarching theme of VTC's 8-year Strategic Plan for AY2021/22 to AY2028/29, the Progress Reports of the ISP for AY2023/24 and AY2024/25, the Operational Plans for each of the academic years from AY2023/24 to AY2025/26, as well as the Academic Plan for the Department of Digital Innovation and Technology (DDIT) hosting the proposed PA of CSIT. The Panel was informed that the ISP aims to contribute to VTC's strategic direction of "advancing towards a comprehensive VPET (Vocational and Professional Education and Training) system by strengthening VPET offerings in VTC".
- 4.2.2 Having discussed with the representatives in the various meeting sessions during the site visit, the Panel observed that the formulation of the ISP has adopted a top-down approach. Staff at the operational level were informed of the Strategic Plans of both the VTC and the Institute during the staff forum with the VTC Chairperson. Annual retreats were held at institutional and departmental levels to discuss how the departments would contribute to the ISP. Although the ISP was formulated by the President with the support from senior staff members, departmental staff mentioned that they could provide input via discussion at forums/retreats, or talking to the top management and the various committees, given the small scale of the Institute. The Panel understood that the latest ISP was formulated at a time when the Institute was still closely linked to VTC. To keep abreast of the fast-moving technology in the Institute's operational environment, particularly in relation to the PA of CSIT, the Panel, nevertheless, **advised** that the Institute might wish to engage the operational level staff more in the formulation stage of the ISP to ensure that the plan could respond to the outcomes of implementation and the operational environment in a timely manner as the Institute continues to develop in scale and independence.
- 4.2.3 The Panel noted that while there are different components in the ISP across the strategic themes, the milestones set are mostly qualitative, e.g., "Support from relevant industry partners obtained" and "New programme(s) within the niches developed and launched successfully". Regarding how performance is actually measured

against the qualitative targets, the Institute explained that there are numerical targets, such as number of student intakes for each programme, at the departmental level. Representatives at the departmental level confirmed that they set their own numerical targets to indicate their planned contributions to the ISP, without making reference to any target number at the top. The Panel further noted that the departmental plan, which amounts to an academic plan, focuses mostly on programme provisions without mention of other elements such as resource allocation. The Programme Management Team responded that the number of programmes and students would serve as a reference point for ensuring sustainability and for planning the required number of teaching staff.

- 4.2.4 The Panel, however, considered that for the BOG and top management to have full oversight of the operation and performance, measurable performance indicators should be set at the institutional level. The overarching targets could then cascade down the Institute to ensure alignment of the targets between the institutional level and operational level. The Panel, therefore, made the following recommendation:

Recommendation

The Institute should set measurable performance indicators at the institutional level to allow top management full oversight of the operation and performance of the Institute and guide the planning at the operational level.

- 4.2.5 The Panel noted that the Institute maintains a risk register summarising the risks identified by the Institute as having the potential to affect the achievement of its strategic goals and operational priorities. The Panel was informed that the Institute would ensure that appropriate actions are taken to mitigate or control the risk as necessary. The risk register is reviewed at least four times a year by the EMC. It is also reviewed and approved by the IC and the BOG on an annual basis. The Panel was provided with a sample risk register for review at the site visit.
- 4.2.6 Notwithstanding the above recommendation, the Panel was of the view that the Institute has formal processes at organisational level for developing its strategic plan, which are effective in driving achievement of educational/training objectives and the strategic plan focuses on the analyses, decisions and actions needed to sustain and enhance the operation of its learning programmes.

4.3 Financial Management and Viability

The Operator must have an established financial management approach which is effective in ensuring the Operator's short-term and long-term viability to sustain its operation in alignment with the current strategic plan, and enables it to meet its educational/training objectives.

- 4.3.1 The review of financial information was delegated to the Panel Chair and Financial Expert (FE) appointed by HKCAAVQ for this exercise. The Chair and FE were provided with updated information on the financial management and viability of the Institute and the 3-year financial projections for the Institute and the PA. The Panel noted that there have been financial challenges in the recent past and that the Institute has implemented plans, which included launching new programmes and taking on a loan facility from VTC, to address those challenges.
- 4.3.2 The Panel was given to understand that following a substantial increase in the number of student enrolment in AY2024/25, the Institute has made significant improvement in its financial situation and monthly surplus. The Institute's 3-year financial projections depict a significant increase in annual surplus from AY2025/26 to AY2027/28 and the Institute is confident that with the launching of new bachelor's degree and master's degree programmes, the Institute's operation would be restored to a healthy and sustainable financial position from AY2025/26.
- 4.3.3 While the Panel considered that the Institute has made some progress in its financial situation, the Panel observed that the Institute still faces challenges in recruiting academic leaders to lead and develop the PA. Therefore, the Panel **advised** that the Institute should remain vigilant to the challenges and subject development as the market evolves to ensure that sufficient resources are allocated for current and future staff recruitment to support the effective delivery and ongoing enhancement of its learning programmes. Please refer to Section 4.7 *Staffing and Staff Development* for detailed discussion.
- 4.3.4 Having reviewed the financial documents and discussed with representatives of the Institute at the site visit, the Panel considered that the Institute has an established financial management approach which is effective in ensuring the Operator's short-term and long-term

viability to sustain its operation in alignment with the current strategic plan, and enables it to meet its educational/training objectives.

4.4 Organisational Quality Assurance and Enhancement

The Operator must have established an effective internal quality assurance system with well-defined policies and procedures in place to determine and monitor the quality and standards of its learning programmes, and to ensure alignment with its educational/training objectives and the stated HKQF level(s).

- 4.4.1 The Panel was provided with the Institute's Quality Assurance Manual outlining the framework, underlying principles, policies, mechanisms, processes and procedures supporting QA and academic standards of the Institute. The Panel was informed that the Institute's QA system is based on a Plan-Implement-Review-Improve model used at each of the Institute's three levels of operation, namely, the corporate level including professional and administrative units, the departmental level, and the programme level.
- 4.4.2 The Panel noted that as a member institution of VTC, and with qualifications awarded by the VTC, the Institute receives advice from the Vocational Education and Training Academic Board (VETAB) of the VTC on matters related to academic development and, until recently, from the QESC of the VTC on matters related to QA. Internally, the AB receives inputs from the PB and SGEL Board on matters related to programme and curriculum development, with the QAC, LTC and RC providing support to the AB in their respective domains.
- 4.4.3 Management decisions on a range of institutional and operational matters including, but not limited to, finance, staffing, physical resources, student support services, promotions and publicity events, are made through sharing of management information among the academic departments, SGEL and PAUs via different modes of communication and meetings of EMC and AB.
- 4.4.4 Regarding updates on this domain, as mentioned in paragraph 4.1.6, the Institute has established an in-house QA unit and the role of the QESC of the VTC in relation to THEi's QA system has changed from advisory and endorsement to information exchange. The Panel was further informed that the Terms of Reference (ToR) of THEi's QAC has correspondingly been revised from receiving advice from the QESC to only receiving general information on QA from the QESC.

The reciprocal representation/membership of THEi and VTC in the QESC and QAC has also been revised from “Member” to “Co-opt Member” to allow THEi a higher degree of independence and autonomy in discharging its QA function. The Panel was reassured by the Institute that the QA mechanisms established under the guiding principles and underlying philosophy of VTC’s QA system have remained unchanged.

- 4.4.5 The Panel was provided with the ToR, composition of membership and extracts of meeting minutes of the various boards and committees mentioned in paragraph 4.4.2 for review. Having discussed with representatives from these boards and committees at the site visit on management and QA matters, the Panel observed that in general, the boards and committees share a common understanding of their respective roles and functions in the QA system.
- 4.4.6 Regarding student admission, the Panel was informed that in AY2023/24, THEi’s Registry has gradually taken over the roles and responsibilities of VTC’s Mainland and International Affairs Office (MIAO) in the admission of non-local students (NLSs) for THEi. Certain post-registration arrangements such as student insurance will continue to be performed by MIAO. During the site visit, the Panel was further informed that the Institute has started recruiting students from other Asian countries and OBOR countries. The Panel noted from the *Response to Initial Comments* that non-local students were provided with an extra orientation and other support such as Cantonese classes and Academic Chinese writing classes. In view of the rapid diversification and expansion of the student body, the Panel **advised** that the Institute should formalise its onboarding services for Mainland and international students to facilitate their transition to a new living environment and educational system.
- 4.4.7 In terms of the QA of admission, the Institute informed the Panel that the Registry will check the qualifications claimed by the applicants and vet the transcripts/certificates submitted by the applicants as stated in the *Response to Initial Comments* to ensure the authenticity of their applicants before issuance of offers. The Panel was also informed that since AY2025/26, the Institute requires all newly admitted local and non-local students with non-local qualifications to arrange the mailing/courier of the official transcript(s) or the academic qualification(s) to the Registry directly by the awarding institution(s) for verification. For holders of Mainland post-secondary qualifications, the Institute added that, submission of graduation certificates, transcripts and verification reports from the China Higher

Education Student Information (CHSI) website run by the Center for Student Services and Development, Ministry of Education, PR China (CSSD), is required. The Institute also informed the Panel that to strengthen the vetting process, meetings and briefings for both academic and administrative staff involved in the admission process will continue to be arranged. The Panel reminded the Institute to remain vigilant on the vetting process and procedures to ensure the authenticity of the applicants' qualifications.

- 4.4.8 In light of the differentiation approach applied to this exercise regarding this domain and having considered the information on the Institute's internal QA system, the relevant policies and procedures and the updates on the development of the QA system, the Panel formed the view that the Institute has in place an effective system to determine, monitor and enhance the quality and standards of its learning programmes and to ensure achievement of its educational/training objectives in a coordinated manner.

Programme Area Domains

4.5 Programme Area Development and Management

The Operator must substantiate the proposed programme area by its track record of operation of HKQF-recognised learning programmes in relevant discipline or industry areas, in alignment with organisational objectives and planned resources.

- 4.5.1 The Panel was given to understand that to realise the Institute's strategic directions of enhancing applied degree provision and becoming a University of Applied Sciences, and to leverage the government's direction to actively promote the growth of the Innovation and Technology industry, with a particular focus on the Information and Communication Technology (ICT) sector, the Institute has decided to seek accreditation status for the PA of CSIT. The Institute added that its new department-based academic structure, with each department focusing on reinforcing its academic niche, signifies the Institute's move to foster interdisciplinary collaboration and further expand the scope of CSIT for meeting the strong manpower demand of the industries.
- 4.5.2 To substantiate the PA of CSIT, the Institute provided information on the track record of its operation of two learning programmes at QF Level 5, namely, the BScMTI and BScICT programmes, which are currently hosted by the DDIT. The BScMTI programme was first

accredited in 2014 and re-accredited in 2019 and 2024 with the latest validity period ending 31 August 2030. The BScICT programme was first accredited in 2016 and re-accredited in 2021 with the latest validity period ending 31 August 2026. No conditions were imposed in any of these accreditation exercises.

4.5.3 The Panel noted that the Bachelor of Science (Honours) in Cyber Security (BScCS) programme, a top-up Bachelor's degree programme at QF Level 5 to be included in the PA, was launched in September 2025.

4.5.4 In addition to these three programmes, the Institute proposed to develop seven new programmes pitched at QF Levels 5 under the PA in the next five academic years as follows:

Programme Title and Medium of Instruction (MOI)	QF Level	Proposed Academic Year of Launching	Programme Length and Study Mode (Remarks)
Bachelor of Science (Honours) in Artificial Intelligence and Enterprise Management MOI: English	5	AY2026/27	4-year Full-time
Professional Certificate in Computer Network Security MOI: English	5	AY2026/27	1-year Part-time
Bachelor of Science (Honours) in Games and Entertainment Technology MOI: English	5	AY2027/28	2-year Full-time (Top-up Degree)
Bachelor of Science (Honours) in Telecommunication MOI: English	5	AY2028/29	2-year Full-time (Top-up Degree)
Professional Certificate in Artificial Intelligence MOI: English	5	AY2027/28	1-year Part-time
BScMTI MOI: Putonghua	5	AY2029/30	4-year Full-time/ Part-time
BScICT MOI: Putonghua	5	AY2029/30	4-year Full-time/ Part-time

4.5.5 The Panel noted that the Institute plans to offer a Chinese (Putonghua) stream for the existing BScMTI and BScICT programmes in AY2029/30 to cater for the demand from the Greater Bay Area. While the Panel acknowledged that programmes with Putonghua as medium of instruction (MOI) are being offered in other disciplines, there is no track record on the use of Putonghua as the MOI together with course materials written in Chinese in the operation of these two programmes to serve as a basis for consideration in this respect. Therefore, the Panel reminded the Institute to submit a substantial change application to HKCAAVQ for the addition of a new MOI to these existing programmes before implementing it.

4.5.6 Regarding the development of new programme(s) and MOIs for the programmes under the PA, the Institute has confirmed the understanding that while an Operator with PAA status may develop and operate learning programmes within the approved scope of the PA at the specified QF level or below within the validity period without undertaking HKCAAVQ's Learning Programme Accreditation/Re-accreditation, such programme(s) and the MOIs should have been specified in the academic plan when the Operator underwent the PAA process. Prior approval from HKCAAVQ should be sought before implementing the corresponding substantial change(s) to the approved PA, including changes to the academic plan.

4.5.7 The Institute proposed to adopt HKCAAVQ's illustrative scope statement as listed below for the PA of CSIT and the Panel considered the scope statement commensurate with the existing and proposed programmes under the PA:

Study and training in computer and information sciences underpinned by computational thinking, and how they can be used in various/relevant fields.

4.5.8 In preparing for the PAA, the Institute informed the Panel that industry and academic experts have been consulted to ensure that the proposed PA, including the scope statement of the PA and the planned programmes under the PA, aligns with the current industry requirements and reflects the real-world demands and expectations of the industry. The Panel was provided with a list of the experts and organisations consulted together with their comments and letters showing support for the development of the PA. The Panel also talked to internal and external stakeholders of the programmes under the PA at the site visit on the planning and development of the PA as well as the operation of the existing three programmes under the PA.

- 4.5.9 The Panel was also provided with the Performance Statistics for the BScMTI and BScICT programmes from AY2019/20 to AY2023/24, Mapping of the Existing and Proposed New Programmes against the Sub-area of CSIT, and Expert Panel Consultation Meetings Minutes to substantiate the proposed PA.
- 4.5.10 Regarding planned resources, the Panel was provided with the following for review:
- (a) Planned Maximum Number of New Students for the Programmes under the PA, including the two programmes to be offered in Chinese, for AY2025/26 to AY2030/31;
 - (b) Planned Number of Staff Teaching Industry/Profession-specific (IPS) Modules of the Bachelor's Degree Programmes under the PA for AY2024/25 to AY2029/30 (the Staffing Plan);
 - (c) Planned Number of Academic Staff Teaching Industry/Profession-specific (IPS) Modules of the Bachelor's Degree Programmes under the PA for AY2025/26 to AY2029/30 (the Updated Staffing Plan);
 - (d) Minutes of the Learning and Teaching Committee (LTC) on Learning & Teaching Resources;
 - (e) List of General Learning Resources and Services;
 - (f) List of Key Specialised Facilities and Equipment; and
 - (g) List of Planned New Equipment and Software for the Development of the Programmes under the Proposed PA.
- 4.5.11 While the Panel considered that the Institute has demonstrated a good track record in the operation of the BScMTI and BScICT programmes, the Panel expressed concerns regarding the staffing arrangement for this PA. Please refer to Section 7 *Staffing and Staff Development* for a detailed discussion in this respect.
- 4.5.12 In consideration of the above, the Panel considered that the Institute has a track record of operation in the PA of CSIT at QF Level 5, which aligns with its organisational objectives and planned resources, except for the staffing aspect.

4.6 Learning, Teaching and Assessment

The Operator must have developed and implemented effective policies for the development of learner-centred strategies for achievement of learning outcomes through alignment of educational/training objectives, learning experiences, assessment, and learning support.

- 4.6.1 All learning programmes of the Institute are developed based on the outcome-based learning and teaching approach. The various academic, learning, teaching and assessment policies and procedures are outlined in the respective Academic Policies and Regulations for Taught Postgraduate Programmes, Degree Programmes and Non-degree Programmes as well as in the *Student Handbook*, which is provided to all students at the beginning of each academic year. The Panel was provided with information on the Programme Objectives (POs) and Programme Learning Outcomes (PLOs) of the BScMTI and BScICT programmes, and the mapping between the POs and PLOs and the mapping of the PLOs with the Generic Level Descriptors at QF Level 5 for review.
- 4.6.2 The Panel was also provided with the module syllabi of the BScMTI and BScICT programmes and sample module syllabi of the BScCS and BScAIEM programmes. The Panel noted, among other things, information on the module aims and module learning outcomes (MLOs), teaching and learning strategies, assessment strategies and mapping of the assessments against the MLOs. The Panel noted that some of the textbooks listed in the syllabi appear to be outdated and reminded the Institute to review and revise the currency of the reading materials regularly. The Panel was also provided with the Guidelines on Use of Generative Artificial Intelligence (GenAI) for learning, teaching and research by staff and for learning and teaching by students for review. The Panel was given to understand that these guidelines were developed on the recognition of the importance to ensure equal access to the GenAI tool, guarantee AI security, develop AI literacy, redesign course assessment as required and ensure academic integrity.
- 4.6.3 The Panel noted that the learning and teaching methods adopted for the programmes under the PA include lectures, seminars, tutorials, laboratory and practical training. Students may also engage in other learning activities which include studio learning, field/study trips, guest seminars/lectures, etc. A common feature of all the degree programmes of the Institute, including the existing and planned programmes under the PA, is the mandatory Work-integrated

Learning (WIL) module. The Panel was informed that the WIL module of the BScMTI programme became credit-bearing from AY2024/25 onwards and that of the BScICT programme will become credit-bearing from AY2026/27 onwards. The WILs of all other programmes under the PA have been/will be made compulsory and credit-bearing right from the curriculum design stage. The Panel was also provided with the lists of WIL providers for the last five academic years and the Institution-wide WIL Framework approved in 2024 to establish strategic directions and improve the quality of the WIL module for review. The Panel noted that the refinement in the WIL module is consistent with the Institute's vision and strategic direction of preparing work-ready graduates by an applied learning approach to higher education.

- 4.6.4 The Panel was given to understand that assessment methods take a variety of forms, including laboratory work, tutorial task, assignment, test, project, examination, work log and performance appraisal, reflective journal, etc., with the choice of methods depending on the learning outcomes. The Panel was also informed that for all modules, the assessment materials are moderated by an internal member from the teaching team and an External Examiner (EE). The moderation process comprises the review and assessment of the questions and answers/guidelines/rubrics, as well as the samples of students' scripts with high, middle and low grades for each assignment. The Panel noted from the Summary of Feedback on the assessments received for the BScMTI and BScICT programmes, which include results from the Student Feedback Questionnaires (SFQs), and comments from the EEs, WIL providers and Programme Team Members, that the comments on the assessments were positive in general. The Panel also noted from the EE Reports that improvements have been made on the moderation process of the assessment and on learning, teaching and assessment of the programmes in general. For example, students are provided with more support on report writing and more focus are placed on industry certification regarding certain topics.
- 4.6.5 Student representatives whom the Panel met at the site visit expressed their appreciation for the Institute's ample supply of tools and facilities to support their study at every stage of their learning and the readiness of teaching staff to mentor them and help them in their studies. The graduates shared with the Panel that they found the self-learning and problem-solving skills acquired during their studies very useful in their postgraduate study and career development.

- 4.6.6 In terms of areas for improvement, the students expressed that they would like to have more company visits and exchange opportunities. The EEs, advisors and employers suggested that the Institute could establish more partnerships with the industry and invite more guest lecturers from the industry to help staff and students stay abreast of the current development in the industry. They also suggested the Institute to work more on orientation to manage the expectation of the new students and thereby reduce the drop-out rates of the Year 1 students. In addition, the Institute could familiarise students with GenAI in their study to better prepare them for real-life working environment, and help students boost their presentation skills so they could pitch their ideas to customers more effectively. The Panel considered the suggestions appropriate and encouraged the Institute to consider implementing them to support the continuous enhancement of the programmes under the PA and student learning experience.
- 4.6.7 The Panel was also provided with the following for the review of the learning, teaching and assessment of the BScMTI and BScICT programmes under the PA:
- (a) SFQ scores of the IPS modules;
 - (b) Minutes of the Staff-student Consultative Committee Meetings;
 - (c) Grade Distribution of the 2025 graduates;
 - (d) Class Award Classifications for 2021 to 2025;
 - (e) Performance Statistics from AY2019/20 to AY2023/24;
 - (f) Student Achievements and Awards;
 - (g) List of Industry-based Projects participated by Students;
 - (h) Background Information of Students Admitted;
 - (i) Samples of Marked Student Assignments and Projects; and
 - (j) List of Extra-curricular Activities for Students from AY2019/20 to AY2024/25.
- 4.6.8 Regarding employers' input for the review of the programmes and performance of the students, the Panel met with employer representatives at the site visit and was given to understand that

interns and graduates of the BScMTI and BScICT programmes display a positive attitude and a strong commitment at work. While the Panel appreciated these positive comments from the employers, the Panel also observed from the accreditation documents that the sample size and response rate of the Employers' Satisfaction Surveys are too small to constitute robust evidence of positive performance or outcomes. The Institute explained that the relatively small sample size was attributable to the difficulty in obtaining consent from the graduates and employers for participation in the surveys. The Institute informed the Panel that apart from the Employers' Satisfaction Survey, the Institute actively engages its industry stakeholders through different channels, such as the Departmental Advisory Committee, Career Fairs, WIL Day, and alumni sharing sessions and gatherings to collect feedback from the employers and alumni. Nevertheless, the Panel reiterated that as the programmes are designed to prepare work-ready and future-ready graduates to meet industry needs, employers' views on the performance of the graduates are particularly important for assessing the graduates' preparedness, identifying skill gaps and informing curriculum design. The Panel, therefore, made the following recommendation:

Recommendation

The Institute should endeavour to boost the sample size and response rate of the Employers' Satisfaction Surveys to ensure that the Surveys constitute effective tools for the Programme Management to make data-driven decisions for the improvement and development of the programmes and the PA.

- 4.6.9 The Panel noted from the *Response to Initial Comments* that the Institute has established formal procedures for students to declare their Special Educational Needs (SEN) and that the SDO provides counselling service to these students. Academic staff are also informed of the necessary accommodations in both teaching and assessments for students with SEN. The Panel opined that apart from students with SEN, the Institute should also identify and support other at-risk-students. The Panel noted from the meeting with the teaching staff at the site visit that identification of at-risk-students relies mainly on frontline teaching staff. While the Panel appreciated the teaching staff's commitment and willingness to help the students in need, a formal system for identifying at-risk-students should be established to enable proactive intervention and the provision of appropriate support and assistance before issues escalate. The Panel, therefore, made the following recommendation:

Recommendation

The Institute should establish formal mechanisms, such as a warning system based on attendance, grade and behaviour data, to identify at-risk-students and provide them with timely and tailored support to promote the well-being and improve the success of the students, and provide students with a more inclusive environment where they feel connected and supported.

- 4.6.10 The Panel noted that the Institute has also been organising extra-curricular learning activities for students to enrich their learning experience and exposure to the industry/professional practices. The Panel was provided with a list of Extra-curricular Activities organised for the students for AY2019/20 to AY2024/25, including company visits, technology and cultural heritage tours, guest lectures, study trips, language enhancement workshops, writing workshops, AI workshops and team building activities, etc.
- 4.6.11 Notwithstanding the aforementioned recommendations, the Panel considered that the Institute has in place policies for the development of learner-centred strategies for achievement of learning outcomes, through alignment of educational/training objectives, learning experiences, assessment, and learning support.

4.7 Staffing and Staff Development

The Operator must have a suitably qualified and competent workforce which is capable to develop and deliver learning programmes in the proposed programme area, and can ensure sustainable development of the proposed programme area.

- 4.7.1 On staffing, the Panel was provided with the following information for review:
- (a) Required Qualifications for THEi Academic Staff;
 - (b) THEi Staff Handbook (Version 5, 2025);
 - (c) CVs of Programme Leaders of BScICT, BScMTI, BScCS and BScAIEM;
 - (d) Profile of Staff Teaching IPS Modules of BScICT, BScMTI and BScCS;

- (e) Profile of Staff Teaching General Education Modules;
- (f) Staffing Plan and Updated Staffing Plan;
- (g) Teaching Schedule and Arrangements of BScICT and BScMTI IPS Modules in AY2024/25;
- (h) List of Staff Development Activities (IPS Modules);
- (i) List of Research and Consultancy Projects (IPS Modules); and
- (j) List of Publications (IPS Modules).

4.7.2 The Panel noted that while there are six academic departments under the current organisational structure, learning programmes are offered across seven niche areas, with a certain degree of interdisciplinary collaborations across departments to achieve synergy. The Panel was given to understand that the development of learning programmes is based on niche areas and that the BScMTI, BScICT and BScCS programmes under the PA are programmes offered under the niche area of “Digital Technology and Innovative Business”. For each programme jointly offered by more than one department, only one department will take up the administrative work of that programme.

4.7.3 The Panel noted from the discussion with representatives at the site visit that since there is no Head of niche area, there is no reporting issue for the teaching staff. The teaching staff report to their own department while the students identify themselves mostly with their programme and the teaching staff, not with the department or niche area. The Panel was reassured that teaching load of the faculty would not be affected by such interdisciplinary collaborations. The Panel was also informed that the DDIT hosting the proposed PA of CSIT offers one joint master’s degree programme and two other bachelor’s degree programmes outside this PA. While these three programmes are outside the scope of review for this exercise, the Panel was concerned about the implications of such arrangements on the workload of the Department Head.

4.7.4 In terms of staffing arrangement, the Institute submitted the Staffing Plan (for AY2024/25 to AY2029/30) in the accreditation documents and an Updated Staffing Plan (for AY2025/26 to AY2029/30) at the site visit. The Staffing Plan indicated that for AY2025/26, a maximum of 12 full-time faculty members plus a certain number of part-time

faculty, depending on operational needs, would be in post for the teaching of the IPS modules. The Updated Staffing Plan added that one extra headcount at the rank of Professor/Associate Professor for AY2025/26 has been approved by the BOG. According to the Updated Staffing Plan, among the 13 full-time faculty members, there should be one Professor/Associate Professor, five Assistant Professors and seven Senior Lecturers/Lecturers. The Panel was given to understand that the planned maximum number of teaching staff is based on the planned maximum number of student intake for the relevant programmes.

- 4.7.5 The Panel noted that the staffing arrangement for the BScMTI, BScICT and BScCS programmes as of October 2025 was eight full-time faculty members, comprising four Assistant Professors, one Senior Lecturer and three Lecturers, and nine part-time Lecturers. The extra headcount at the rank of Professor/Associate Professor was vacant. The Panel was, therefore, concerned that the Staffing Plan/Updated Staffing Plan for AY2025/26 has not been implemented effectively, leading to a significant gap between the planned staffing level and the actual staffing level. The Panel was also concerned that the plan for AY2026/27 with 22 full-time faculty (comprising one Professor, one Associate Professor, five Assistant Professors and 15 Senior Lecturers/Lecturers) in addition to part-time faculty represent a significant increase from the current staffing level.
- 4.7.6 Furthermore, among the eight full-time faculty members, two Assistant Professors and one Lecturer are new recruits and one Assistant Professor was a part-time Lecturer in AY2024/25, and among the nine part-time Lecturers, five are new recruits. The Panel was concerned that the teaching staff turnover for both the full-time and part-time teaching staff appears to be quite high. The Institute explained that given the current number of enrolled students and the Institute-wide Staff-to-Student ratio of 1:20, the manpower supply was considered sufficient. The Institute also explained the need to bring in updated practical and professional knowledge from the industry via the engagement of part-time staff. The Panel, however, opined that a strong and stable core faculty is essential for the operation and development of a PA to ensure sufficient expertise for core subjects, consistent support to students, and a balanced workload for the faculty.
- 4.7.7 The Institute indicated in the Updated Staffing Plan that two Professors of Practice with up-to-date knowledge in IT, CS and AI would be appointed by January 2026. The Senior Management also

shared with the Panel at the site visit that regardless of the Staff-to-Student ratio, more teaching staff would be recruited to help reduce the teaching load. The Panel appreciated the commitment of the Institute towards this end.

- 4.7.8 Regarding the management of the PA, the Panel discussed with the Programme Leaders (PLs) of the existing BScMTI, BScICT and BScCS programmes and the planned Bachelor of Science (Honours) in Artificial Intelligence and Enterprise Management (BScAIEM) programme. The Panel noted that while two of the PLs are relatively more experienced, with one of them being the Head of DDIT and the other changed from part-time Lecturer to Assistant Professor in AY2025/26, the remaining two PLs are new recruits with no curriculum design experience. The Panel noted that while the appointment criteria for PLs include (i) expertise, (ii) teaching experience, and (iii) curriculum design experience, these criteria were not clearly substantiated. Furthermore, evidence from the accreditation documents and staff profiles indicated that the stated appointment criteria for the post of Assistant Professor, particularly regarding teaching experience at tertiary level, were not consistently implemented. In short, implementation of the policies is not evident.
- 4.7.9 The Panel also noted that the highest-ranking staff responsible for management of the programmes and delivery of the IPS modules under the PA are Assistant Professors who, the Panel considered, are too junior, in terms of academic age or rank, to lead the operation and management of a PA. The Senior Management informed the Panel that the Institute is in the process of recruiting more senior academic staff to meet the needs of its development and that six extra headcounts of Professor/Associate Professor have been approved by the BOG. The headcount for DDIT, however, has remained unfilled despite recruitment efforts made. Although the Institute explained that for THEi, Senior Lecturers are considered senior academic positions, the Panel could hardly agree with this view in light of the evolved academic landscape and the rapid development of the Institute.
- 4.7.10 The Panel was also given to understand that for the BScCS programme launched in September 2025, the curriculum was developed by the Head of DDIT together with a Senior Lecturer and the current PL was recruited only shortly before the launching of the programme. The Panel observed that the recent departure of a faculty member substantially involved in the teaching of the two existing programmes and research in the CSIT area might have posed a consequential challenge to the operation and development

of the PA. The Senior Management confirmed at the site visit that the Institute has been losing senior staff. The Panel appreciated the Head's willingness and readiness to coach new PLs and help develop new curricula, the Panel, however, has serious reservations over this arrangement taking into consideration the Head's expertise (versus the depth and breadth of the PA), teaching load, administrative duties (both as Head of Department and PL) and commitments on other scholarly activities, especially when research is taking on importance in the development of the Institute.

- 4.7.11 In view of the current staffing level as discussed in paragraphs 4.7.4 to 4.7.6 and given the expertise, experience and composition of the current Programme Management Team under the PA as discussed in paragraphs 4.7.8 to 4.7.10, the Panel expressed concern about the capacity of the Programme Management Team to sustain the programmes' operations effectively and to provide strategic directions and guidance for the implementation and development of the PA. The Panel, therefore, imposed the following pre-condition:

Pre-condition

The Operator is to review the staffing arrangements and take appropriate action to:

- (a) strengthen the academic leadership at senior academic position such as Professor/Associate Professor in the programme area to ensure that it has in place academic leaders with expertise and experience covering the scope of the programme area in terms of its breadth and depth in order to develop planned new programmes while sustaining the ongoing development of the existing programmes in the programme area; and
- (b) deploy an appropriate number of suitable teaching staff in the programme area to ensure that the academic leaders have adequate capacity to exercise their leadership role while taking up teaching duties.

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ **on or before 31 July 2026** evidence on the progress of the implementation of the staffing plan for the programme area for AY2026/27, or evidence on any other appropriate actions taken with elaboration on how the academic leadership has been strengthened and what staffing arrangements have been made to ensure that the academic leaders have adequate capacity to exercise their leadership role.

- 4.7.12 The Panel noted from the accreditation documents that a part-time Lecturer teaches one to four modules in a year and might take part in the supervision of Final Year Projects. The Panel also learnt at the site visit that there is no formula for calculating the number of “Full-time-Equivalent” staff members. The Panel suggested that the Institute might wish to consider working out such a formula to facilitate a better understanding of the total workforce capacity and enable a clearer picture of staffing needs beyond just headcount.
- 4.7.13 On staff development, the Panel was provided with the list of staff development activities participated by teaching staff of IPS modules for AY2020/21 to AY2024/25. The Panel also noted that the Institute would implement a standardised mechanism for class visit to create a supportive environment for the staff and ensure consistency in evaluating teaching across modules, programmes and departments. The Institute has also introduced the Teaching Induction Programme for newly appointed teaching staff to enhance their pedagogical skills and deepen their understanding of the Institute’s learning and teaching philosophy. The Panel was informed that an institute-wide standing sponsorship is available for each academic staff member to pursue staff development activities in their relevant discipline. The Panel opined that the initiative is a good start but there appears to be room for upward adjustment as far as the amount of the sponsorship is concerned.
- 4.7.14 The teacher representatives, nevertheless, shared with the Panel, at the site visit, their appreciation for the Institute’s support in their development, especially for the scholarship to pursue doctoral study. They also appreciated the opportunity to discuss staff development and even request for promotion during their performance review. The Panel noted that newly appointed staff who do not have sufficient experience in programme management and staff who are junior in ranking are assigned to leadership positions. While the Panel appreciated the staff’s willingness to contribute to the curriculum design and leadership of the programmes, the Panel opined that the Institute might wish to implement its appointment and promotion policies effectively to create a fair and inspiring working environment for its staff and ensure the quality of its learning programmes.
- 4.7.15 As for research and other scholarly activities, the Panel was given to understand that the Institute encourages staff to engage in applied research and consultancy projects to address industry-specific challenges and contribute to the advancement of CSIT. To promote research initiatives, the Institute has established a Seed Grant

Scheme to support preliminary research projects and a Teaching Relief Fund to enable academic staff to allocate sufficient time for quality research. The Research Office also organises knowledge transfer activities at the institutional level and provides support to academic staff in research.

4.8 Programme Area Resources and Services

The Operator must have implemented a well-managed approach to its provision of learning, teaching and enabling resources which aligns with the current and planned development of the proposed programme area.

- 4.8.1 In addition to the financial and staffing information mentioned in Section 4.3 *Financial Management and Viability* and Section 4.7 *Staffing and Staff Development* above, the Panel also reviewed the general and specialised resources and support services for students of the programmes under the PA.
- 4.8.2 The Panel was given to understand that the LTC steers the general learning and teaching activities, including learning resources and supports/services provided for students by the Learning Commons and the PAUs. In this respect, the Panel was provided with an extract of the LTC Meeting Minutes on the discussion of acquisition and review of general learning resources/services. Planning and management of specialised learning resources/services are conducted through the discussion of the Academic Plan. For the PA of CSIT, the resource planning and allocation for programmes under the PA are integrated into the DDIT's annual Academic Plan development mechanism.
- 4.8.3 The Panel reviewed relevant information in the accreditation documents regarding student learning resources and support services, including but not limited to the Learning Commons, IT services, counselling services, language and other learning enhancement support, and specialised facilities such as Security Operations Centre, Future Technology Learning Centre, Mac Laboratory, and Computer Laboratories, with their specialised equipment and software.
- 4.8.4 The Panel was also introduced to the general and specialised facilities and equipment for learning and teaching under the PA during the campus tour at the site visit. The Panel observed at the site visit that while the Institute has been making good progress in

developing the equipment and facilities for learning and teaching, there remains a safety issue with trailing cables lying around in a couple of specialised rooms. The Institute was reminded to maintain a safe learning environment for the students and staff, and to ensure compliance with relevant safety regulations.

- 4.8.5 In consideration of the above, the Panel concluded that the Institute has a well-managed approach to its provision of learning, teaching and enabling resources which aligns with the current and planned development of the proposed programme area.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

- 5.1.4 The accreditation status of the programme area 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 The PAA status as defined by the approved programme area(s) will enable the Operator to offer programmes up to the QF level specified for the approved programme area(s) without prior learning programme accreditation. The programmes offered by the Operator up to the QF level specified for the approved programme area(s) are eligible for entry into the Qualifications Register (QR). All other programmes offered by the named Operator falling outside the approved programme area(s) and which have not obtained accreditation status will not be considered as accredited programmes.
- 5.3.2 Upon completion of relevant procedures by Operators as determined by the QR Authority, Operators may enter the qualifications covered within the scope of the PAA status into the QR at

<https://www.hkqr.gov.hk> for recognition under the Hong Kong Qualifications Framework (QF).

- 5.3.3 Only learners who commence the study of a qualification covered within the scope of the PAA status during the validity period and who have graduated with the qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 72/62/01

10 February 2026

JoH/CQ/HW/rel

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

**Programme Area Accreditation in
Computer Science and Information Technology**

19 - 21 November 2025

Panel Membership

Panel Chair

Professor HODSON Peter John
Independent Consultant
UNITED KINGDOM

Panel Secretary

Dr Helen WONG
Consultant
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

Panel Members

Professor AU Man Ho Allen
Professor and Associate Head (Research
and Development)
Department of Computing
The Hong Kong Polytechnic University
HONG KONG

Professor KWAN Ching Ping Reggie
Provost
Hong Kong Metropolitan University
HONG KONG

Professor LUI Hon Kwong
Professor and Former Associate Vice
President
Department of Marketing & International
Business
Lingnan University
HONG KONG

Professor NG Kee Yin Joseph
Ir Professor Emeritus
Department of Computer Science
Hong Kong Baptist University
HONG KONG

Financial Expert

Ms FAN Ping Wai Vickie
Director
Fan, Chan & Co. Limited
HONG KONG

