



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

SUMMARY ACCREDITATION REPORT

**TECHNOLOGICAL AND HIGHER EDUCATION INSTITUTE
OF HONG KONG,
VOCATIONAL TRAINING COUNCIL**

LEARNING PROGRAMME ACCREDITATION FOR:

**(i) BACHELOR OF SCIENCE (HONOURS)
IN SURVEYING**

**(ii) BACHELOR OF SCIENCE (HONOURS) IN
INFORMATION AND COMMUNICATIONS TECHNOLOGY**

**(iii) BACHELOR OF ARTS (HONOURS)
IN RETAIL MANAGEMENT**

MARCH 2016

This accreditation report is issued by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in its capacity as the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap 592) (AAVQO). This report outlines the HKCAAVQ's determination, the validity period of the determination as well as any conditions or restrictions on the determination.

1. Introduction

- 1.1 THEi is a member institution of the VTC. It offers vocationally-oriented self-financed degree programmes. THEi was granted Institutional Review status by HKCAAVQ in September 2012. To date, it offers seventeen accredited bachelor degree programmes in various disciplines.
- 1.2 THEi commissioned HKCAAVQ to conduct learning programme accreditation of its three newly proposed programmes. They are: the Bachelor of Science (Honours) in Surveying (BSc(Sur)) programme jointly hosted by the Faculty of Science and Technology (FST) and the Faculty of Design and Environment (FDE); the Bachelor of Science (Honours) in Information and Communications Technology (BSc(ICT)) programme hosted by FST; and the Bachelor of Arts (Honours) in Retail Management (BA(RM)) programme hosted by the Faculty of Hospitality and Management (FHM).
- 1.3 A site visit took place on 12-15 January 2016.

2. HKCAAVQ's Accreditation Determination

Having due consideration of the accreditation panel's observations and comments as presented in this Report, HKCAAVQ makes the following accreditation determination:

2.1 Learning Programme Accreditation

Approval

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

| | | | |
|--|--|--|--|
| Name of Award Granting Body | Vocational Training Council 職業訓練局 | | |
| Title of Learning Programme | Bachelor of Science (Honours) in Surveying 測量學（榮譽）理學士 | Bachelor of Science (Honours) in Information and Communications Technology 資訊及通訊科技（榮譽）理學士 | Bachelor of Arts (Honours) in Retail Management 零售管理（榮譽）文學士 |
| Title of Qualification (Exit Award) | Bachelor of Science (Honours) in Surveying 測量學（榮譽）理學士 | Bachelor of Science (Honours) in Information and Communications Technology 資訊及通訊科技（榮譽）理學士 | Bachelor of Arts (Honours) in Retail Management 零售管理（榮譽）文學士 |
| Primary Area of Study/ Training | Architecture, Construction and Town Planning | Computing and Information Technology | Business & Management in Specific Industries |
| Other Area of Study/ Training | Engineering and Technology | Not applicable | Not applicable |
| QF Level (Exit Award) | Level 5 | | |
| QF Credits | 529 | 528 | 528 |
| Mode of Delivery and Programme Length | Full-time, 4 years Part-time, up to 8 years | | |

| | | | |
|--------------------------------------|--|--|--|
| Intermediate Exit Award | Title of Qualification: Higher Diploma in Surveying 測量學高級文憑 QF Level: Level 4 QF Credits: 300 Attainment: Completion of 5 semesters in full-time mode or up to 4 years in part-time mode of the Bachelor of Science (Honours) in Surveying | Title of Qualification: Higher Diploma in Information and Communications Technology 資訊及通訊科技高級文憑 QF Level: Level 4 QF Credits: 300 Attainment: Completion of 5 semesters in full-time mode or up to 4 years in part-time mode of the Bachelor of Science (Honours) in Information and Communications Technology | Title of Qualification: Higher Diploma in Retail Management 零售管理高級文憑 QF Level: Level 4 QF Credits: 301 Attainment: Completion of 5 semesters in full-time mode or up to 4 years in part-time mode of the Bachelor of Arts (Honours) in Retail Management |
| Start date of Validity Period | 1 September 2016 | | |
| End date of Validity Period | 31 August 2021 | | |
| Number of Enrolments | One enrolment per year | | |

| | | | |
|--|--|--|--|
| Maximum Number of New Students | <u>2016/17 academic year</u> Year 1 Entry – 66 per year Year 3 Entry – 66 per year <u>2017/18 to 2020/21 academic years</u> Year 1 Entry – 99 per year Year 3 Entry – 66 per year | <u>2016/17 academic year</u> Year 1 Entry – 33 per year Year 3 Entry – 33 per year <u>2017/18 academic year</u> Year 1 Entry – 66 per year Year 3 Entry – 33 per year <u>2018/19 to 2020/21 academic years</u> Year 1 Entry – 66 per year Year 3 Entry – 66 per year | <u>2016/17 to 2020/21 academic years</u> Year 1 Entry – 66 per year Year 3 Entry – 33 per year |
| Specification of Competency Standards Based Programme | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Address of Teaching Venues | 1. 20A Tsing Yi Road, Tsing Yi Island, New Territories 2. 30 Renfrew Road, Kowloon Tong, Kowloon | | |

2.1.1 Recommendations

BSc(Sur) and BSc(ICT)

(a) In implementing its recruitment plan, THEi should ensure an appropriate mix of expertise to meet the needs of the Programmes.

BSc(Sur)

(b) THEi should articulate more clearly the attributes of multi-disciplinarity in the programme intended learning outcomes.

(c) THEi should strengthen the provision of content on green building assessment, assessment tools in particular, to ensure that all students become acquainted with this important area.

BSc(ICT)

- (d) THEi should articulate more clearly the attributes of teamwork in the programme intended learning outcomes.
- (e) THEi should cover topics from the field of human-computer interaction within the curriculum in a more comprehensive and coherent manner.
- (f) THEi should review the design of the networking modules to facilitate coherent and effective delivery of the curriculum.
- (g) THEi should review the assessment weightings in the networking modules and their alignment with the module intended learning outcomes.

BA(RM)

- (h) THEi should thoroughly check all module syllabi for internal constructive alignment and to ensure that all modules contribute to the programme intended learning outcomes effectively.
- (i) THEi should investigate ways to incorporate e-tailing more broadly in the curriculum.
- (j) THEi should develop a more systematic approach to group work to ensure a coherent assessment strategy across the Programme.

3. Programme Details

The following programme information is provided by the operator.

3.1 Programme Objectives

BSc(Sur)

- To equip students with solid fundamental knowledge of construction, management, law and economics that will prepare them for professional careers in the surveying industry;
- To develop students' integrative abilities in using proper approaches and research methodologies in problem-solving and solution design for professional practice;

- To develop students' professional practice skills, independent problem-solving skills as well as good communication and teamwork skills required in the planning, development, design, construction, and occupancy stages so that they can work effectively in a multi-disciplinary project;
- To strengthen students' commitment to understand the importance of ethical and societal considerations, including those related to health, safety and sustainable built environment; and
- To build up students' leadership skills with national and international visions in their professional surveying career, and lifelong learning attitude.

BSc(ICT)

- To equip students with a solid foundation and up-to-date knowledge and skills in information and communications technology that will prepare them for professional careers in the information and communications technology industry;
- To develop students' professional competence in applying information and communications technology for the provision of professional computer services in software development and game applications, and solution formulation for technical system problems;
- To develop students' problem-solving skills in software design, operation and maintenance of information systems, as well as good communication skills for working effectively in the information and communications technology discipline;
- To strengthen students' commitment and awareness of ethical and societal considerations, including those related to public health, safety and environmental sustainability; and
- To develop students' abilities to keep abreast of developments in the information and communications technology profession, and to pursue independent and lifelong learning.

BA(RM)

- To equip students with a solid foundation of knowledge and skills in retail management and related practices, which will prepare them to assume junior managerial roles in the retail industry;
- To develop students' abilities in management to meet the emerging needs and development of the retail business environment in Hong Kong;

- To build up students' abilities in professional practice on work ethics, teamwork, communication, management, entrepreneurship, cultural awareness and other skills for addressing complex retail management challenges;
- To develop students' sensitivity to retail management issues and general business/management in Hong Kong, and their sense of responsibility towards the growth and betterment of the Hong Kong retail industry; and
- To strengthen students' abilities to keep abreast of developments in their chosen profession and to pursue independent and lifelong learning.

3.2 Programme Intended Learning Outcomes

BSc(Sur)

- Demonstrate an informed understanding of the subjects of surveying, and in the skilful realisation of principles, processes and tools necessary for the practice of surveying;
- Employ practice and research methodologies to deal with technological and theoretical issues in surveying, and synthesise knowledge and skills for complex and strategic solutions;
- Adopt an all-rounded legal, environmental, social and cultural, economic, ethical and technical approach to surveying practice;
- Building Services, General Practice and Planning & Development Stream Apply professional knowledge and skills learned to perform the professional roles and tasks at planning, development, construction and asset management phases of the building life cycle, and demonstrate in-depth understanding of social responsibility for a sustainable future;

Quantity Surveying and Plant & Facility Management Stream
Apply professional knowledge and skills learned to perform the professional roles and tasks at pre- and post-construction, and property/facility management phases of the building life cycle, and demonstrate in-depth understanding of social responsibility for a sustainable future;

- Building Services, General Practice and Planning & Development Stream Manage the development, construction and asset management projects with professional attitudes, knowledge and skills, as well as competence, effectiveness, and good leadership;

Quantity Surveying and Plant & Facility Management Stream
Manage the construction cost and property/facility management

projects with professional attitudes, knowledge and skills, as well as competence, effectiveness, and good leadership;

- Communicate and negotiate effectively with fellow professionals and stakeholders by utilising verbal and written communication skills, as well as other soft skills; and
- Formulate a professional development plan for career growth and/or further studies.

BSc(ICT)

- Apply knowledge in mathematics, software programming, computer networking, multimedia web development and database to address complex problems in the context of the information and communications technology;
- Identify, analyse and solve operational and abstract problems in a range of software systems and game applications in the field of information and communications technology;
- Develop and evaluate relevant strategies for system design and implementation according to user requirements, hardware architecture, and software development platforms with contemporary information and communications technologies;
- Conduct technical research in the field of information and communications technology for solution formulation and recommendation for improvement;
- Cope with and manage the contemporary advancement related to information and communications technology development in dynamic environments;
- Communicate and work effectively with different stakeholders in the information and communications technology industry; and
- Reflect on professional responsibilities with lifelong learning attitude and stay abreast of contemporary issues regarding public health, safety, financial, legal, environmental, ethical and societal considerations for benefitting society in an all-round manner.

BA(RM)

- Apply management knowledge and skills to address complex problems in retail operations;
- Formulate solutions to tackle the retail challenges to meet the growth and betterment of the Hong Kong retail industry;
- Perform management operations effectively, ethically and professionally across a variety of retail business environments;

- Analyse and evaluate issues and trends related to the retail business for making appropriate managerial decisions;
- Communicate effectively with different target groups inside and outside the organisation to achieve communication objectives; and
- Reflect on personal career goals and social trends for their career development and lifelong learning.

Higher Diploma in Surveying (HD(Sur))

- Demonstrate an informed understanding of the fundamental principles, processes and tools necessary for the practice of surveying;
- Apply technical competences to provide effective basic solutions for real world surveying problems with an understanding of the underlying theories and principles;
- Demonstrate a critical awareness and understanding of social and ethical responsibilities for a sustainable future when performing technical roles and tasks in the industry;
- Work effectively as an individual professional or in a team in the workplace by using verbal and written communication skills, as well as other technical and soft skills; and
- Reflect on personal learning needs and devise a personal development plan for employment and/or further studies based upon learning experience gained throughout the Programme.

Higher Diploma in Information and Communications Technology (HD(ICT))

- Apply fundamental knowledge of mathematics, programming, computer networking, data structures and algorithms, and database to solve information and communications technology problems;
- Identify and analyse the user requirements with software development methodology to document the system functions;
- Perform basic design and implementation of information systems and game software applications with mobile and web technologies and apply the appropriate network architectures;
- Define scope of information and communications technology problems using technical knowledge in software development and project management to provide appropriate system solutions, project schedule and planning;

- Apply technical competency to provide practical solutions for real world IT problems with an understanding of the principles behind the design methodologies;
- Communicate effectively with the information and communications technology community and society at large about broadly-defined IT events and activities; and
- Reflect on professional responsibilities with lifelong learning attitude and be aware of public health, safety, financial, legal, ethical and societal considerations.

Higher Diploma in Retail Management (HD(RM))

- Apply knowledge and skills to support the operation of a retail business;
- Utilise different types of information to solve retail problems and issues;
- Perform retail operational tasks effectively, ethically and professionally;
- Communicate effectively in practical working contexts; and
- Reflect on personal career goals for further personal development.

3.3 Programme Structure

BSc(Sur)

| Module Type | | Years 1 & 2 Credit Points | | Years 3 & 4 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|---------------------------------|------------------------------|-------|------------------------------|-------|-------------------|-----------------------|-------|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | - | 3 | 3 | 9 | 27.3% | 36 |
| | GE Core (Chinese) | 3 | - | - | 3 | 2 | 6 | | 24 |
| | GE Core (from 3 domains) | 6 | - | 3 | - | 3 | 9 | | 36 |
| | GE Elective | - | 3 | - | 9 | 4 | 12 | | 48 |
| IPS Modules | Programme Core | 24 | 21 | - | 42 | 28 | 87 | 72.7% | 349 |
| | Programme Elective | - | 3 | - | 6 | 3 | 9 | | 36 |
| | <i>Work-integrated Learning</i> | - | - | 0 | - | 1 | 0 | | 0 |
| Total | | 66 (50%) | | 66 (50%) | | 44* | 132 (100%) | | 529 |

* Except for *Graduation Project 2: Thesis Report* which carries 6 CPs, all credit-bearing modules carry 3 CPs each.

BSc(ICT)

| Module Type | | Years 1 & 2 Credit Points | | Years 3 & 4 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|---------------------------------|------------------------------|-------|------------------------------|-------|-------------------|-----------------------|-------|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | - | 3 | 3 | 9 | 27.3% | 36 |
| | GE Core (Chinese) | 3 | - | - | 3 | 2 | 6 | | 24 |
| | GE Core (from 3 domains) | 6 | - | 3 | - | 3 | 9 | | 36 |
| | GE Elective | - | 6 | - | 6 | 4 | 12 | | 48 |
| IPS Modules | Programme Core | 45 | - | - | 45 | 30 | 90 | 72.7% | 360 |
| | Programme Elective | - | - | - | 6 | 2 | 6 | | 24 |
| | <i>Work-integrated Learning</i> | - | - | 0 | - | 1 | 0 | | 0 |
| Total | | 66 (50%) | | 66 (50%) | | 45* | 132 (100%) | | 528 |

* All credit-bearing modules carry 3 CPs each.

BA(RM)

| Module Type | | Years 1 & 2 Credit Points | | Years 3 & 4 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|---------------------------------|------------------------------|-------|------------------------------|-------|-------------------|-----------------------|-------|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | - | 3 | 3 | 9 | 27.3% | 36 |
| | GE Core (Chinese) | 3 | - | - | 3 | 2 | 6 | | 24 |
| | GE Core (from 3 domains) | 6 | - | 3 | - | 3 | 9 | | 36 |
| | GE Elective | - | 3 | - | 9 | 4 | 12 | | 48 |
| IPS Modules | Programme Core | 18 | 24 | - | 39 | 27 | 81 | 72.7% | 324 |
| | Programme Elective | 0-6 | 0-6 | 0-9 | 0-9 | 5 | 15 | | 60 |
| | <i>Work-integrated Learning</i> | - | - | 0 | - | 1 | 0 | | 0 |
| Total | | 66 (50%) | | 66 (50%) | | 45* | 132 (100%) | | 528 |

* All credit-bearing modules carry 3 CPs each.

HD(Sur)

| Module Type | | Years 1 & 2 Credit Points | | Year 3 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|---|------------------------------|-------|-------------------------|-------|-------------------|----------------------|-----|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | * | - | 2 | 6 | 24% | 24 |
| | GE Core (Chinese) | 3 | - | - | - | 1 | 3 | | 12 |
| | GE Core (Humanities & Sciences domains) | 6 | - | - | - | 2 | 6 | | 24 |
| | GE Elective | - | 3 | - | - | 1 | 3 | | 12 |
| IPS Modules | Programme Core | 24 | 21 | - | 9 | 18 | 54 | 76% | 216 |
| | Programme Elective | 3 | - | - | - | 1 | 3 | | 12 |
| | Work-integrated Learning | - | - | 0 | - | 1 | 0 | | 0 |
| Total | | 66 (88%) | | 9 (12%) | | 26** | 75 (100%) | | 300 |

* Students have to take the non-credit-bearing *e-Learning Package on English for Workplace Communication* as a GE Core module in Year 3 Semester 1.

** All credit-bearing modules carry 3 CPs each.

HD(ICT)

| Module Type | | Years 1 & 2 Credit Points | | Year 3 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|---|------------------------------|-------|-------------------------|-------|-------------------|----------------------|-----|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | * | - | 2 | 6 | 24% | 24 |
| | GE Core (Chinese) | 3 | - | - | - | 1 | 3 | | 12 |
| | GE Core (Humanities & Sciences domains) | 6 | - | - | - | 2 | 6 | | 24 |
| | GE Elective | - | 3 | - | - | 1 | 3 | | 12 |
| IPS Modules | Programme Core | 45 | - | - | 12 | 19 | 57 | 76% | 228 |
| | Programme Elective | - | - | - | - | - | - | | - |
| | Work-integrated Learning | 0 | - | - | - | 1 | 0 | | 0 |
| Total | | 63 (84%) | | 12 (16%) | | 26** | 75 (100%) | | 300 |

* Students have to take the non-credit-bearing *e-Learning Package on English for Workplace Communication* as a GE Core module in Year 3 Semester 1.

** All credit-bearing modules carry 3 CPs each.

HD(RM)

| Module Type | | Years 1 & 2 Credit Points | | Year 3 Credit Points | | No. of Modules | Credit Points | | QF Credits |
|--------------|--|------------------------------|-------|-------------------------|-------|-------------------|----------------------|-----|---------------|
| | | QF L4 | QF L5 | QF L4 | QF L5 | | No. | % | |
| GE Modules | GE Core (English) | 3 | 3 | * | - | 2 | 6 | 24% | 24 |
| | GE Core (Chinese) | 3 | - | - | - | 1 | 3 | | 12 |
| | GE Core (Humanities & Sciences domains) | 6 | - | - | - | 2 | 6 | | 24 |
| | GE Elective | - | 3 | - | - | 1 | 3 | | 12 |
| IPS Modules | Programme Core | 18 | 24 | 6 | - | 15 | 48 | 76% | 193 |
| | Programme Elective | 0-6 | 0-6 | 0-3 | 0-3 | 3 | 9 | | 36 |
| | <i>Work- integrated Learning</i> | 0 | - | - | - | 1 | 0 | | 0 |
| Total | | 66 (88%) | | 9 (12%) | | 25** | 75 (100%) | | 301 |

* Students have to take the non-credit-bearing *e-Learning Package on English for Workplace Communication* as a GE Core module in Year 3 Semester 1.

** Except for *HD Exit Project* which carries 6 CPs, all credit-bearing modules carry 3 CPs each.

3.4 Graduation Requirements

3.4.1 The three Programmes follow the institute-wide requirement for award of degree whereby students have to successfully complete:

- the prescribed minimum number of CP of the programme;
- the prescribed Work-integrated Learning (WIL) module(s);
- all compulsory modules for the award; and
- the required elective modules for the award.

3.4.2 The Panel also noted that students can exit from the degree programme with a HD if they have completed the following:

- a minimum of 75 CPs;
- a minimum of 90 hours of industrial attachment;

- all modules specified as compulsory;
- required modules specified as electives (Programme and General Education); and
- a minimum of 57 CPs in Programme Core and Programme Elective Modules.

3.5 Admission Requirements

3.5.1 The three Programmes follow THEi's General Entrance Requirements as follows:

| Standard Entry Route | | *Non-Standard Entry Route |
|--|--|--|
| Local Qualification | Non-local Qualification | |
| <p><u>HKDSE</u> Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language • English Language <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning Subject <p><u>HKALE</u> Grade E in</p> <ul style="list-style-type: none"> • AS Chinese Language & Culture/ AL Chinese Literature/Grade D in a HKCEE language other than Chinese and English, and • AS Use of English, and • 1 AL or 2 AS subjects, and • 5 HKCEE subjects, including Chinese Language and English Language | <p><u>Mainland China</u></p> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for both Chinese Language and English Language <p><u>Other Non-local Qualifications</u></p> <ul style="list-style-type: none"> • Equivalent HKDSE qualifications including Level 3 in English | <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year |
| <p>Year 3 Entry</p> <ul style="list-style-type: none"> • Applicants with VTC's HD or equivalent sub-degree qualifications in the relevant streams; and • Pass an admission interview | | |

* Applicants who do not meet the standard general and programme-specific entrance requirement are considered under Non-Standard Entry Route.

3.5.2 For the purpose of Year 3 admissions, the following disciplines were stipulated as the relevant stream for the respective Programme:

- BSc(Sur) – surveying
- BSc(ICT) – information technology
- BA(RM) – business administration

3.6 Graduate Profile

- Please refer to Appendices 1, 2 and 3.

4. Substantial Change

4.1 Maintenance of the HKCAAVQ accreditation status during the validity period is subject to no substantial change being made without prior approval from HKCAAVQ.

5. Qualifications Register

5.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register (QR) at <http://www.hkqr.gov.hk> for recognition under the Qualifications Framework (QF). The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.2 Only learners who are admitted to the named accredited learning programme during the validity period and who have graduated with the named qualification uploaded in the QR will be considered to have acquired a qualification recognised under the QF.

Report No.: 16/32
File Reference: 72/38/01

Graduate Profile of Bachelor of Science (Honours) in Surveying

| | |
|---|---|
| Qualification Title | Bachelor of Science (Honours) in Surveying 測量學（榮譽）理學士 |
| Qualification Type | Bachelor Degree |
| QF Level | 5 |
| Primary Area of Study / Training | Architecture, Construction and Town Planning |
| Other Area of Study/Training | Engineering and Technology |
| Programme Objectives | <p>The Programme Objectives are:</p> <ol style="list-style-type: none">1. To equip students with solid fundamental knowledge of construction, management, law and economics that will prepare them for professional careers in the surveying industry;2. To develop students' integrative abilities in using proper approaches and research methodologies in problem-solving and solution design for professional practice;3. To develop students' professional practice skills, independent problem-solving skills as well as good communication and teamwork skills required in the planning, development, design, construction, and occupancy stages so that they can work effectively in a multi-disciplinary project;4. To strengthen students' commitment to understand the importance of ethical and societal considerations, including those related to health, safety and sustainable built environment; and5. To build up students' leadership skills with national and international visions in their professional surveying career, and lifelong learning attitude. |
| Programme Intended Learning Outcomes | <p>On completion of the Programme, graduates will be able to:</p> <ol style="list-style-type: none">1. Demonstrate an informed understanding of the subjects of surveying, and in the skilful realisation of principles, processes and tools necessary for the practice of surveying;2. Employ practice and research methodologies to deal with technological and theoretical issues in surveying, and synthesise knowledge and skills for complex and strategic solutions;3. Adopt an all-rounded legal, environmental, social and cultural, economic, ethical and technical approach to surveying practice; |

| | |
|-----------------------------------|--|
| | <p>4. <u>BS, GP and PD Stream*</u>: Apply professional knowledge and skills learned to perform the professional roles and tasks at planning, development, construction and asset management phases of the building life cycle, and demonstrate in-depth understanding of social responsibility for a sustainable future;</p> <p><u>QS and PFM Stream**</u>: Apply professional knowledge and skills learned to perform the professional roles and tasks at pre- and post- construction, and property/facility management phases of the building life cycle, and demonstrate in-depth understanding of social responsibility for a sustainable future;</p> <p>5. <u>BS, GP and PD Stream*</u>: Manage the development, construction and asset management projects with professional attitudes, knowledge and skills, as well as competence, effectiveness, and good leadership;</p> <p><u>QS and PFM Stream**</u>: Manage the construction cost and property/facility management projects with professional attitudes, knowledge and skills, as well as competence, effectiveness, and good leadership;</p> <p>6. Communicate and negotiate effectively with fellow professionals and stakeholders by utilising verbal and written communication skills, as well as other soft skills; and</p> <p>7. Formulate a professional development plan for career growth and/or further studies.</p> <p>* Building Services, General Practice and Planning & Development ** Quantity Surveying and Plant & Facility Management</p> |
| <p>Education Pathways</p> | <p>Graduates of the Programme will have the opportunities to further their studies in taught or research postgraduate programmes on construction project management, housing management, construction law and dispute resolution, international real estate, urban design and regional planning, etc. at local or overseas universities.</p> |
| <p>Employment Pathways</p> | <p>Graduates of the Programme will be capable of assuming supervisory and technical duties in the real estate and construction industry in both private and public sectors. Graduates will have the potential to assume positions such as assistant surveyors, valuers and building inspectors in consultant firms; graduate surveyors and assistant project managers for developers; and assistant construction managers for contractors, etc.</p> |

| | | | |
|--|---|--|----------------------------------|
| Minimum Admission Requirements | The Programme follows the Institute's General Entrance Requirements as follows: | | |
| | Standard Entry Route | | *Non-Standard Entry Route |
| | Local Qualification | Non-local Qualification | |
| <u>HKDSE</u> Level 3 in <ul style="list-style-type: none"> Chinese Language English Language Level 2 in <ul style="list-style-type: none"> Mathematics Liberal Studies 1 Elective Subject or an Applied Learning Subject <u>HKALE</u> Grade E in <ul style="list-style-type: none"> AS Chinese Language & Culture/ AL Chinese Literature/Grade D in a HKCEE language other than Chinese and English, and AS Use of English, and 1 AL or 2 AS subjects, and 5 HKCEE subjects, including Chinese Language and English Language | <u>Mainland China</u> <ul style="list-style-type: none"> A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and A score above 100 out of a maximum of 150 for both Chinese Language and English Language <u>Other Non-local Qualifications</u> <ul style="list-style-type: none"> Equivalent HKDSE qualifications including Level 3 in English | <ul style="list-style-type: none"> To be determined by the Faculty Dean on a case-by-case basis Students admitted through the non-standard entry route (local and non-local qualification) should not be more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year | |
| Year 3 Entry | | | |
| <ul style="list-style-type: none"> Hold a VTC Higher Diploma in Surveying or related areas; and Pass an admission interview | | | |
| *Applicants who do not meet the standard general and programme-specific entrance requirement are considered under Non-Standard Entry Route. | | | |
| Operator | Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院 | | |

**Graduate Profile of Bachelor of Science (Honours) in
Information and Communications Technology**

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| Qualification Title | Bachelor of Science (Honours) in Information and Communications Technology 資訊及通訊科技（榮譽）理學士 |
| Qualification Type | Bachelor Degree |
| QF Level | 5 |
| Primary Area of Study / Training | Computing and Information Technology |
| Other Area of Study/Training | Not Applicable |
| Programme Objectives | <p>The Programme Objectives are:</p> <ol style="list-style-type: none">1. To equip students with a solid foundation and up-to-date knowledge and skills in information and communications technology that will prepare them for professional careers in the information and communications technology industry;2. To develop students' professional competence in applying information and communications technology for the provision of professional computer services in software development and game applications, and solution formulation for technical system problems;3. To develop students' problem-solving skills in software design, operation and maintenance of information systems, as well as good communication skills for working effectively in the information and communications technology discipline;4. To strengthen students' commitment and awareness of ethical and societal considerations, including those related to public health, safety and environmental sustainability; and5. To develop students' abilities to keep abreast of developments in the information and communications technology profession, and to pursue independent and lifelong learning. |
| Programme Intended Learning Outcomes | <p>On completion of the Programme, graduates will be able to:</p> <ol style="list-style-type: none">1. Apply knowledge in mathematics, software programming, computer networking, multimedia web development and database to address complex problems in the context of the information and communications technology; |

| | <ol style="list-style-type: none"> 2. Identify, analyse and solve operational and abstract problems in a range of software systems and game applications in the field of information and communications technology; 3. Develop and evaluate relevant strategies for system design and implementation according to user requirements, hardware architecture, and software development platforms with contemporary information and communications technologies; 4. Conduct technical research in the field of information and communications technology for solution formulation and recommendation for improvement; 5. Cope with and manage the contemporary advancement related to information and communications technology development in dynamic environments; 6. Communicate and work effectively with different stakeholders in the information and communications technology industry; and 7. Reflect on professional responsibilities with lifelong learning attitude and stay abreast of contemporary issues regarding public health, safety, financial, legal, environmental, ethical and societal considerations for benefitting society in an all-round manner. | | | | | | | | |
|--|--|--|--|---------------------------|---------------------|-------------------------|--|--|--|
| Education Pathways | <p>Graduates of the Programme will have the opportunities to further their studies in postgraduate degree programmes on computer science, advanced information systems, software technology, information technology management, etc. at local or overseas universities.</p> | | | | | | | | |
| Employment Pathways | <p>Graduates of the Programme will be capable of assuming positions as software engineers, game software developers, network engineers, systems administrators and technical supports.</p> | | | | | | | | |
| Minimum Admission Requirements | <p>The Programme follows the Institute's General Entrance Requirements as follows:</p> <table border="1" data-bbox="443 1442 1417 2024"> <thead> <tr> <th colspan="2" data-bbox="443 1442 1126 1503">Standard Entry Route</th> <th data-bbox="1126 1442 1417 1599" rowspan="2">*Non-Standard Entry Route</th> </tr> <tr> <th data-bbox="443 1503 802 1599">Local Qualification</th> <th data-bbox="802 1503 1126 1599">Non-local Qualification</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1599 802 2024"> <u>HKDSE</u> Level 3 in <ul style="list-style-type: none"> • Chinese Language • English Language Level 2 in <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning </td> <td data-bbox="802 1599 1126 2024"> <u>Mainland China</u> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) </td> <td data-bbox="1126 1599 1417 2024"> <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be </td> </tr> </tbody> </table> | Standard Entry Route | | *Non-Standard Entry Route | Local Qualification | Non-local Qualification | <u>HKDSE</u> Level 3 in <ul style="list-style-type: none"> • Chinese Language • English Language Level 2 in <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning | <u>Mainland China</u> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) | <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be |
| Standard Entry Route | | *Non-Standard Entry Route | | | | | | | |
| Local Qualification | Non-local Qualification | | | | | | | | |
| <u>HKDSE</u> Level 3 in <ul style="list-style-type: none"> • Chinese Language • English Language Level 2 in <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning | <u>Mainland China</u> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) | <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be | | | | | | | |

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| | <p>Subject</p> <p><u>HKALE</u></p> <p>Grade E in</p> <ul style="list-style-type: none"> AS Chinese Language & Culture/ AL Chinese Literature/Grade D in a HKCEE language other than Chinese and English, and AS Use of English, and 1 AL or 2 AS subjects, and 5 HKCEE subjects, including Chinese Language and English Language | <p>or equivalent; and</p> <ul style="list-style-type: none"> A score above 100 out of a maximum of 150 for both Chinese Language and English Language <p><u>Other Non-local Qualifications</u></p> <ul style="list-style-type: none"> Equivalent HKDSE qualifications including Level 3 in English | <p>more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year.</p> |
| | <p>Year 3 Entry</p> <ul style="list-style-type: none"> Hold a VTC's Higher Diploma in the relevant streams in the Information Technology discipline; and Pass an admission interview <p>*Applicants who do not meet the standard general and programme-specific entrance requirement are considered under Non-Standard Entry Route.</p> | | |
| <p>Operator</p> | <p>Technological and Higher Education Institute of Hong Kong, Vocational Training Council</p> <p>職業訓練局 - 香港高等教育科技學院</p> | | |

Graduate Profile of Bachelor of Arts (Honours) in Retail Management

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| Qualification Title | Bachelor of Arts (Honours) in Retail Management 零售管理（榮譽）文學士 |
| Qualification Type | Bachelor Degree |
| QF Level | 5 |
| Primary Area of Study / Training | Business & Management in Specific Industries |
| Other Area of Study/Training | Not Applicable |
| Programme Objectives | <p>The Programme Objectives are:</p> <ol style="list-style-type: none">1. To equip students with a solid foundation of knowledge and skills in retail management and related practices, which will prepare them to assume junior managerial roles in the retail industry;2. To develop students' abilities in management to meet the emerging needs and development of the retail business environment in Hong Kong;3. To build up students' abilities in professional practice on work ethics, teamwork, communication, management, entrepreneurship, cultural awareness and other skills for addressing complex retail management challenges;4. To develop students' sensitivity to retail management issues and general business/management in Hong Kong, and their sense of responsibility towards the growth and betterment of the Hong Kong retail industry; and5. To strengthen students' abilities to keep abreast of developments in their chosen profession and to pursue independent and lifelong learning. |
| Programme Intended Learning Outcomes | <p>On completion of the Programme, graduates will be able to:</p> <ol style="list-style-type: none">1. Apply management knowledge and skills to address complex problems in retail operations;2. Formulate solutions to tackle the retail challenges to meet the growth and betterment of the Hong Kong retail industry;3. Perform management operations effectively, ethically and professionally across a variety of retail business environments; |

| | <p>4. Analyse and evaluate issues and trends related to the retail business for making appropriate managerial decisions;</p> <p>5. Communicate effectively with different target groups inside and outside the organisation to achieve communication objectives; and</p> <p>6. Reflect on personal career goals and social trends for their career development and lifelong learning.</p> | | | | | | | | |
|--|---|---|--|----------------------------------|----------------------------|--------------------------------|--|--|---|
| Education Pathways | <p>Graduates will have the opportunities to further their studies in taught or research postgraduate degree programmes on business administration, global retailing, retail service management, luxury retail management, etc. at local or overseas universities.</p> | | | | | | | | |
| Employment Pathways | <p>Graduates of the Programme are expected to be able to assume junior managerial positions in the retail industry and pursue a retail career in front line sales supervision, store operation management, sales and visual merchandising, merchandise buying, store planning and development, retail brand management, staff training and development, customer relationship management, and marketing with different types of retail business.</p> | | | | | | | | |
| Minimum Admission Requirements | <p>The Programme follows the Institute's General Entrance Requirements as follows:</p> <table border="1" data-bbox="443 1088 1422 2029"> <thead> <tr> <th colspan="2" data-bbox="443 1088 1126 1155">Standard Entry Route</th> <th data-bbox="1126 1088 1422 1256" rowspan="2">*Non-Standard Entry Route</th> </tr> <tr> <th data-bbox="443 1155 799 1256">Local Qualification</th> <th data-bbox="799 1155 1126 1256">Non-local Qualification</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1256 799 2029"> <p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language • English Language <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning Subject <p><u>HKALE</u></p> <p>Grade E in</p> <ul style="list-style-type: none"> • AS Chinese Language & Culture/ AL Chinese Literature/Grade D in </td> <td data-bbox="799 1256 1126 2029"> <p><u>Mainland China</u></p> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for both Chinese Language and English Language <p><u>Other Non-local</u></p> </td> <td data-bbox="1126 1256 1422 2029"> <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year. </td> </tr> </tbody> </table> | Standard Entry Route | | *Non-Standard Entry Route | Local Qualification | Non-local Qualification | <p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language • English Language <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning Subject <p><u>HKALE</u></p> <p>Grade E in</p> <ul style="list-style-type: none"> • AS Chinese Language & Culture/ AL Chinese Literature/Grade D in | <p><u>Mainland China</u></p> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for both Chinese Language and English Language <p><u>Other Non-local</u></p> | <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year. |
| Standard Entry Route | | *Non-Standard Entry Route | | | | | | | |
| Local Qualification | Non-local Qualification | | | | | | | | |
| <p><u>HKDSE</u></p> <p>Level 3 in</p> <ul style="list-style-type: none"> • Chinese Language • English Language <p>Level 2 in</p> <ul style="list-style-type: none"> • Mathematics • Liberal Studies • 1 Elective Subject or an Applied Learning Subject <p><u>HKALE</u></p> <p>Grade E in</p> <ul style="list-style-type: none"> • AS Chinese Language & Culture/ AL Chinese Literature/Grade D in | <p><u>Mainland China</u></p> <ul style="list-style-type: none"> • A score above the cut-off line for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and • A score above 100 out of a maximum of 150 for both Chinese Language and English Language <p><u>Other Non-local</u></p> | <ul style="list-style-type: none"> • To be determined by the Faculty Dean on a case-by-case basis • Students admitted through the non-standard entry route (local and non-local qualification) should not be more than 10% of the actual total student enrolment of all the programmes of the institution in the preceding academic year. | | | | | | | |

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| | <p>a HKCEE language other than Chinese and English, and</p> <ul style="list-style-type: none"> • AS Use of English, and • 1 AL or 2 AS subjects, and • 5 HKCEE subjects, including Chinese Language and English Language | <p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Equivalent HKDSE qualifications including Level 3 in English | |
| | <p>Year 3 Entry</p> <ul style="list-style-type: none"> • Hold a VTC's Higher Diploma in the business administration discipline or related areas; and • Pass an admission interview | | |
| | <p>*Applicants who do not meet the standard general and programme-specific entrance requirement are considered under Non-Standard Entry Route.</p> | | |
| <p>Operator</p> | <p>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</p> | | |