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

ACCREDITATION REPORT

SCHOOL FOR HIGHER AND PROFESSIONAL EDUCATION, VOCATIONAL TRAINING COUNCIL

AND

UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) ARCHITECTURAL TECHNOLOGY AND DESIGN

BENG (HONS) ELECTRONIC AND COMPUTER ENGINEERING

JULY 2022

Table of Contents

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA782), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and the University of the West of England, Bristol (UWE), jointly as the Operator, to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference.

(a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592) to determine whether the following programmes of the Operator meet the stated objectives and Hong Kong Qualifications Framework (HKQF) standards and can continue to be offered as accredited programmes from the date as specified in the accreditation report, where appropriate;

- BSc (Hons) Architectural Technology and Design
  Non-local Courses Registry Registration No: 252831

- BEng (Hons) Electronic and Computer Engineering
  Non-local Courses Registry Registration No: 252822, and

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Architectural Technology and Design (BScATD) programme and the BEng (Hons) Electronic and Computer Engineering (BEngECE) programme meet the stated objectives and HKQF standards at Level 5 and can continue to be offered as accredited programmes with a validity period of four years.

2.2 **Validity Period**

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

2.3 The determinations on the programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院	
Name of Non-local Operator	University of the West of England, Bristol	
Name of Award Granting Body	University of the West of England, Bristol	
Title of Learning Programme	BSc (Hons) Architectural Technology and Design	BEng (Hons) Electronic and Computer Engineering
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Architectural Technology and Design	BEng (Hons) Electronic and Computer Engineering
Primary Area of Study and Training	Architecture and Town Planning	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Architecture, Construction and Town Planning	Electrical, Electronic and Mechanical Engineering and Services
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
HKQF Level	Level 5	
HKQF Credits	120	

Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 1.5 years	
Intermediate Exit Award(s)	Not applicable	
Start Date of Validity Period	1 September 2022	
End Date of Validity Period	31 August 2026	
Number of Enrolment(s)	One enrolment per year	
Maximum Number of New Students	Full-time, 60 per year Part-time, 60 per year	Full-time, 30 per year Part-time, 60 per year
Address of Teaching / Training Venue(s)	1. Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 2. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 3. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 4. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 5. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 6. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 7. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 8. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 9. Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories	

2.4 Recommendations

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

BEngECE and BScATD

2.4.1 The Operator should conduct graduate surveys for all students (for both full-time and part-time students) in order to identify the latest market needs for graduates' competence and the scope of the modules and curriculum. (Para 4.1.10)

2.4.2 The Operator should establish a formal mechanism to collect feedback from the industry, such as (i) forming an industry consultative group with regular and documented meetings, (ii) arranging meetings with industry partners and employers on a formalised and regular basis and (iii) exploring ways to solicit the industry inputs for disseminating the information at the programme level among teaching staff. (Para 4.1.11)

2.4.3 The Operator should develop more effective and targeted strategies to improve the student intakes for full-time and part-time students of both programmes. (Para 4.2.6)

BEngECE

2.4.4 The Operator should keep exploring proactive ways to identify potential difficulties or concerns which may lead to the withdrawal of students. (Para. 4.4.8)

BScATD

2.4.5 The Operator should set up a mechanism to update the latest requirement of the industry and develop strategies to allow adjustment in the programme structure to ensure that the programme structure and content align with the future needs and the evolving market trend. (Para 4.3.8)

2.5 Advice

HKCAAVQ offers the following advice for continuous improvement of both programmes.

BEngECE and BScATD

2.5.1 The Operator is advised to adopt a proactive approach across the programmes in providing industry networking and collaboration opportunities to students in both programmes. (Para. 4.7.4)

BEngECE

2.5.2 The Operator is advised to consider including more elective modules, so that students can have a wider breadth and depth of knowledge and skills necessary for their career development and employability, which also contribute to the sustainable growth of the BEngECE programme. (Para. 4.3.7)

2.5.3 The Operator is advised to review the existing assessment structure and content so that students' soft skills, such as presentation skills, communication skills, problem-solving skills and English language skill, can be assessed, which is also required in the TS1 of the PLOs. (Para. 4.4.9)

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

3. INTRODUCTION

3.1 SHAPE, established in 2003, is a member institution of VTC. Before the establishment of SHAPE and since 1999, VTC has been offering top-up degree programmes in collaboration with overseas universities. As of Academic Year (AY) 2021/22, SHAPE is offering 49 top-up degree programmes that the HKCAAVQ accredits as meeting the QF standards at Level 5. These programmes cover a range of professions through collaboration with 11 established partner universities.

3.2 UWE has a long history of delivering vocational and higher education in the southwest of England. In 1976, a number of educational institutions merged to form the Bristol Polytechnic. In 1992, UWE Bristol was granted degree awarding status under the United Kingdom (UK) Further and Higher Education Act and became “the University of the West of England”. As of February 2022, UWE has a student population of over 30,000 students studying on campus in Bristol, plus a further 7,000 students studying in collaborative programmes within the UK and overseas. UWE offers 236 undergraduate programmes and 131 postgraduate programmes to students through four faculties and twelve schools or departments.

3.3 UWE and SHAPE entered into a collaborative partnership in July 2010. In November 2013, HKCAAVQ granted the partnership of UWE and SHAPE with the Initial Evaluation (IE) status to operate non-local programmes at HKQF Level 5 from 1 September 2014. In AY2021/22, the partnership operates six top-up degree programmes in Hong Kong, including the BSc (Hons) Architectural Technology and Design (BScATD) programme and the BEng (Hons) Electronic and Computer Engineering (BEngECE) programme, both of which HKCAAVQ first accredited in 2018.

3.4 A full Partnership Review has been conducted in AY2019/20 before the renewal of the Academic Agreement, which shall run for five years from 1 June 2020 to 31 May 2025.

3.5 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) for the BScATD and BEngECE programmes. HKCAAVQ formed an expert Panel for this Re-LPA exercise (Panel Membership at **Appendix**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video conference from 27 to 29 April 2022 to reduce social contact. HKCAAVQ’s Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

3.6 In consideration of the Operator’s track record established from previous accreditation exercises, information on the following aspects of the BScATD and BEngECE programmes was not required in accordance with HKCAAVQ’s Differentiation Approach:

#	Accreditation Standard	Information not Required
BScATD		
1	Programme Leadership and Staffing[#]	Information on staff development for BScATD is not required.
2	Learning, Teaching and Enabling Resources/Services*	Information on "Financial Resources" and "institute-wide enabling resources/ services" is not required.
BEngECE		
3	Learning, Teaching and Enabling Resources/Services*	Information on "Financial Resources" and "institute-wide enabling resources/ services" is not required.

 # information on programme-specific staff development for the BEngECE programme is required.
** information on programme-specific enabling resources/ resources for both programmes is required.*

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The BScATD programme is hosted by the Department of Architecture and the Built Environment, Faculty of Environment and Technology of UWE, while the BEngECE programme is hosted by the Department of Engineering Design and Mathematics, Faculty of Environment and Technology of UWE. Both programmes were developed with reference to the "Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Quality Assurance Agency for Higher Education, UK (QAA) Subject Benchmark Statements".

4.1.2 The Panel noted that the Programme Aims (PAs) and Programme Learning Outcomes (PLOs) of the BScATD and BEngECE programmes had remained unchanged since the last LPA.

BScATD

4.1.3 The PAs of the BScATD programme are:

PA-1	To instil in each student an understanding and enthusiasm for Architectural Technology and Design;
PA-2	To provide an intellectually stimulating environment for learning and understanding;
PA-3	To integrate the conceptual understanding of technology and design realisation;
PA-4	To reflect upon, evaluate and discuss aspects of technological design;
PA-5	To identify and encourage the essential features of good integrated design and practice (including the use of computers in the design, production and management processes), through observed current good practice and historical precedents and practice;
PA-6	To use knowledge of scientific principles and materials properties to develop and design productive solutions to technological problems within defined constraints;
PA-7	To consider the 'buildability', sustainability and performance of building design solutions within legal, ecological, economic and technological constraints;
PA-8	To provide an environment for personal and skills development, the development of team-working skills for the construction industry and a multidisciplinary ethos;
PA-9	To motivate and equip graduates to meet the challenges of change in the industry, for example, resulting from globalisation, the emphasis on sustainability, rising client expectations and changing organisational strategies;
PA-10	To develop each student's analytical and creative skills and encourage the development of mature and independent judgement, leading to effective decision making and synthesising skills; and
PA-11	To identify and evaluate research and innovation needs in buildings.

4.1.4 The PLOs of the programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Intellectual Skills, (c) Subject or Professional Skills, and (d) Key Skills. Graduates of the programme are expected to be able to achieve the following PLOs:

Knowledge and Understanding (KU)	
KU1	To demonstrate an understanding of the essential facts, concepts and theories relating to architectural design and its relationship to technology.
KU2	To understand the principles of building structure and construction including the properties of materials.
KU3	To be aware of the nature of building fabric and systems as modifiers of the physical environment in providing a sustainable environment.
KU4	To analyse the performance of a building from a technical and functional perspective and recognise their inter-relationship.
KU5	To understand the relevant statutory frameworks and other constraints and gain an appreciation of the legal principles of practice pertaining to construction contracts.
KU6	To understand the role of the parties to the building development process and to gain an appreciation of other professional perspectives

Intellectual Skills (IS)	
IS1	To analyse a problem and evaluate critically, evidence and alternative points of view.
IS2	To interpret, analyse and communicate qualitative and quantitative data.
IS3	To synthesise ideas and information from a variety of sources in reaching judgements about issues, problems and solutions.
IS4	To demonstrate the ability to question and evaluate current theories and practice.
IS5	To initiate and execute research and subsequently analyse and exploit the findings.

Subject or Professional Skills (PS)	
PS1	To apply knowledge of structure, construction, materials and environmental performance in building design.
PS2	To apply the principles of good practice to design and the design process, including use of CAD and design systems.
PS3	To create appropriate design solutions in a variety of contexts which are also technically competent and viable building design solutions of quality which meet client’s requirements.
PS4	To appreciate the health and safety responsibilities associated with specific aspects of the built environment.
PS5	To be able to apply experimental method, including laboratory investigations, to the analysis of technical problems.
PS6	To be able to observe, describe and record information about building design and condition accurately.
PS7	To interpret plans and three dimensional diagrams accurately.

Key Skills (KS)	
KS1	To be able to communicate design solutions through a variety of media and with a variety of stakeholders in the development process and construction industry.
KS2	To demonstrate an understanding of the conventions of architectural drawing.
KS3	To appreciate the limitations and use of computers and apply IT to the context of learning and building technology and design.
KS4	To have acquired skills in the use and processing of physical quantities and numerical data.
KS5	To demonstrate an appreciation of the importance of inter-professional and collaborative working, and develop respect for other people's perspective.
KS6	To develop the skill of independent learning.

BEngECE

4.1.5 The PAs of the BEngECE programme are:

PA-1	To ensure students gain a sound knowledge and understanding of the fundamental principles governing the behaviour of electronic, digital and embedded systems and of the related mathematics.
PA-2	To ensure students are capable of analysing the behaviour of complex electronic, digital electronic or embedded systems.
PA-3	To enable students to demonstrate a capacity for innovative and creative design and be able to draw on knowledge of fundamental principles and proven systems to further develop existing systems and to generate new systems which meet required specifications.
PA-4	To provide students with a broad knowledge and understanding of engineering theory, practices and applications and enable them to use advanced techniques of analysis, synthesis and implementation in the field of electronic and computer engineering.
PA-5	To present students with a platform to develop the ability, interest and motivation to conduct independent study and keep abreast of future changes in technology and engineering practices.
PA-6	To enable students to develop the ability to work in a largely unsupervised way to undertake an individual research project and present the findings in a professional manner.
PA-7	To provide students with necessary skills and competencies to communicate clearly, concisely and persuasively with individuals and groups, using a professional standard of English, both orally and in writing.

4.1.6 The PLOs of the programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Intellectual Skills, (c) Subject or Professional Skills, and (d) Key Transferable Skills and Other Attributes. Graduates of the programme are expected to be able to achieve the following PLOs:

Knowledge and Understanding (KU)	
KU1	Demonstrate knowledge and understanding of scientific principles and methodology necessary to underpin electronic and systems engineering; and to enable appreciation of its scientific and engineering context in support of understanding of future developments and technologies.
KU2	Demonstrate understanding of mathematical principles necessary to underpin electrical and electronic engineering and mathematical methods, tools and notations used in the analysis and solution of electrical and electronic engineering problems, number systems and their applications.
KU3	Show understanding of electronic components, digital circuits and logic families and demonstrate an ability to characterise them; together with an ability to use combinatorial and sequential logic circuits, HDL systems and techniques, and basic computer structure (microcomputer and DSP) for use within real-time applications.
KU4	Demonstrate knowledge and understanding of program design, implementation concepts, together with implementation and integration methods, and notations.
KU5	Understand the commercial, ethical, economic and legal context of engineering processes, including sustainable development, risk management, health and safety and environmental legislation.
KU6	Demonstrate knowledge and understanding of principles of operating systems, Real time systems, and Distributing computing.

Intellectual Skills (IS)	
IS1	Demonstrate an understanding of the need for a high level of professional and ethical conduct in engineering.
IS2	Develop and demonstrate the ability to investigate and define a problem and identify constraints including environmental and sustainability limitations, health and safety and risk assessment issues.
IS3	Demonstrate skills to critically analyse and review available literature relevant to the subject disciplines.

IS4	Demonstrate the competencies involved in problem identification, analysis, design and development of a computer system, together with relevant and appropriate documentation.
IS5	Show an understanding of a range of problem solving and evaluation skills, together with an ability to marshal supporting evidence in favour of the chosen approach.
IS6	Demonstrate competencies and the ability to understand issues relating to the marketing of products and the management processes associated with their design and manufacture.

Subject or Professional Skills (PS)	
PS1	Select and apply appropriate quantitative methods and computer software tools for the evaluation, analysis and solution of electronic and systems engineering problems and situations.
PS2	Apply experimental methods in the laboratory relating to engineering design, manufacture and testing.
PS3	Use relevant design, test and measurement equipment.
PS4	Undertake practical testing of design ideas through laboratory work or simulation with technical analysis and critical evaluation of results.
PS5	Apply engineering techniques taking account of environmental, industrial and commercial constraints.

Transferrable Skills and other attributes (TS)	
TS1	To communicate using professional standards of English, both orally and in writing, including, for instance, the results of technical investigations, to peers and/or to “problem owners”.
TS2	To manage his or her own time; to meet deadlines.
TS3	To work with others, being aware of the benefits and problems which teamwork can bring, having gained insights into the problems of team-based systems development.
TS4	To use software in the context of problem-solving investigations, and to interpret findings.
TS5	To express problems in appropriate notations.
TS6	To gain experience of, and to develop skills in, learning independently of structured class work, including the use of on-line facilities to further self-study.
TS7	To read and to use literature sources appropriate to the discipline to support learning activities.

4.1.7 In terms of professional recognition, the Operator provided the Panel with the following update on the status:

(a) The UWE BEngECE top-up degree offered by SHAPE was successfully accredited by the Institution of Engineering and Technology (IET) in the UK in June 2018 with a team visiting Hong Kong to assess that the teaching and learning package, marked student assignments, tests and examination scripts, and to ensure that the laboratory resources of the VTC HD programmes and the BEngECE programme delivered by SHAPE are comparable to those of the UWE BEngECE programme in the UK. As decided by the IET in the UK, there is no need to conduct a similar accreditation visit unless, for example, there is a major change to the curriculum or admission requirements. Graduates of SHAPE enjoy the same status as graduates in the UK. Furthermore, after completing an accredited MSc degree, graduates of SHAPE can be admitted to the HKIE as corporate members through the Washington Accord and Reciprocal Recognition Agreement (RRA)[1].

(b) Due to the COVID-19 pandemic, the initially planned re-accreditation by the IET for the BEngECE programme had to be postponed, with the validity period extended for one year. Since the current extension of validity only covers the BEngECE students at SHAPE up to the AY2021/22 intake, the representatives of the senior management of the Operator confirmed that, before getting the re-accredited status, they would not claim the professional recognition of the BEngECE programme on their coming prospectus.

(c) The BScATD programme delivered by SHAPE was recognised by the Hong Kong Institute of Building Information Modelling (HKIBIM) with a validity period from 2019 to 2024. Graduates of the BScATD are eligible to apply for the Professional member of HKIBIM. The BScATD programme offered in the UK has been re-accredited with the Chartered Institute of Architectural Technologists (CIAT) in the UK. However, the Programme Team of SHAPE indicated that, since they considered local professional bodies such as HKIBIM more applicable to Hong Kong students, the BScATD programme delivered by SHAPE did not seek the CIAT accreditation in Hong Kong.

[1] Refer to the *Responses to Initial Comments*

4.1.8 To demonstrate that the graduates have effectively achieved the PAs and PLOs of the BScATD and BEngECE programmes and that the programmes also continue to meet the HKQF standards at Level 5, the Operator provided the following information for each programme in the accreditation document to the Panel:

(a) Mapping tables of the PAs against the PLOs, and the PLOs against the Generic Level Descriptors (GLDs) at HKQF Level 5;

(b) Mapping tables of modules of the top-up curriculum offered at SHAPE against the PLOs and the GLDs at HKQF Level 5;

(c) Specifications of the modules of these two programmes, offered at SHAPE, which include summary information such as module learning outcomes, syllabus outline, reading list, teaching and learning methods, and assessment methods and weighting;

(d) Reports from the External Examiners (EEs) of the programmes since the last accreditation (AY2017/18 to AY2019/20);

(e) Samples of marked students' scripts of high, medium and low performance with associated assessment rubrics of three modules from each programme, including the *Energy Management and Performance Evaluation* for BScATD and the *Individual Project* for BEngECE; and

(f) Summary information on Employment Survey conducted in 2020 for graduates of the full-time mode of the programmes.

4.1.9 Having reviewed the above information and the comments of the external examiners, the Panel made the following observations:

(a) The POs and PILOs of both programmes are aligned and relevant to the needs of the industry.

(b) The sample assessment tasks and graded students' work of both programmes had demonstrated the attainment of learning outcomes at HKQF Level 5.

(c) The general feedback given in the EE reports of both programmes is positive in relation to the attainment of intended learning outcomes.

(d) Graduate survey results of the BEngECE (full-time) programme showing graduate destinations are commensurate with the

Programme Aims. The employment rate is high, and the jobs secured in the industry are appropriate for the degree qualification.

(e) No employment survey has been conducted for the part-time mode of the BEngECE programme, according to SHAPE's policy (see paragraph 4.1.10 below).

(f) No employment survey has been conducted for the BScATD (both full-time and part-time modes) programme since the last accreditation.

4.1.10 During the site visit, the Panel discussed the absence of employment survey with the Programme Teams for the full-time and part-time graduates of the BScATD programme and part-time graduates of the BEngECE programme. The Panel was told that SHAPE has the policy to conduct the employment survey for graduates of the full-time mode only and not the part-time mode of the programmes. The Programme Team of SHAPE elaborated that since part-time students are already working full-time during their studies, they did not consider conducting an employment survey for these part-time students necessary. Both Programme Teams indicated that, to monitor whether the programmes serve the needs of the industry, they would solicit feedback from these part-time working students and the part-time teaching staff as they are experienced full-time industry practitioners. Considering the statistics of employment information of students and graduates are useful to validate whether the jobs secured by the graduates are appropriate for the degree qualification and whether the PAs and PLOs are correctly pitched and fit-for-purpose, the Panel **recommended** the Operator to conduct graduate surveys for all students (for both full-time and part-time students) in order to identify the latest market needs for graduates' competence and the scope of the modules and curriculum.

4.1.11 Based on the information collected from the Operator and discussion with the representatives at the site visit, the Panel had the following observations regarding the market needs of the programmes:

(a) For the BEngECE programme, the Operator indicated that since most of the teaching staff are existing industry practitioners, their input and sharing will be sought to cultivate a community of practice in teaching, learning and professional knowledge among staff members. However, during the discussion with external stakeholders, the Panel noted that while UWE has an industry advisory committee in the UK, there is no formal meeting or engagement between SHAPE and external stakeholders in Hong Kong. The community of practice mentioned by the BEngECE

team is not a formal entity of SHAPE but rather a peer network for experience sharing without formal implementation procedures. The Panel also observed that the roles of external advisors in the programme development and quality assurance system are unclear.

(b) For the BScATD programme, the Panel noticed that the Programme Team relied on the informal feedback solicited from the part-time working students and the part-time teaching staff (who are also experienced full-time industry practitioners). There are no formal procedures on how the feedback will be followed up. During the discussion with the senior management, external stakeholders and teachers, the Panel also noted that there is also no formal meeting or engagement between SHAPE and the industry stakeholders in Hong Kong.

The Panel also considered factors such as:

- the positioning of the programmes,
- competencies required of graduates, and
- the relevancy and currency of the PAs and PLOs in addressing students' articulation needs and the urgent demand of industry needs.

The Panel, therefore, **recommended** the Operator should establish a formal mechanism to collect feedback from the industry, such as, (i) forming an industry consultative group with regular and documented meetings, (ii) arranging meetings with industry partners and employers on a formalised and regular basis and (iii) exploring ways to solicit the industry inputs for disseminating information at the programme level among teaching staff.

4.1.12 In light of the above evidence gathered and reviewed by the Panel, the Panel formed the view that the BScATD and BEngECE programmes have demonstrated success in facilitating the graduates in achieving the PAs and PLOs at the appropriate standard. The Panel proposed its recommendations in support of the Operator's further development of the programmes.

4.2 Learner Admission and Selection

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

4.2.1 The minimum admission requirements for the two programmes are outlined in the tables below:

BScATD

Target Students	**Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent**
Minimum Admission Requirements	1. Feeder Programmes Graduates of the following feeder VTC HD programmes: o HD in Building Technology with Interior Design o HD in Building Technology and Interior Design o HD in Architectural Studies o HD in Architectural Technology and Design o HD in Architectural Design and Technology 2. English Language Entry Requirements At least an overall IELTS score of 6.5 with 5.5 in each component; or an overall IELTS score of 6.0 with 6.0 in each component; or equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme. VTC HD graduates[2] are considered to have met the English language requirements of this top-up Programme in Hong Kong.

[2] VTC HDs are accredited by the HKCAAVQ as meeting QF Level 4 standards. The medium of instruction is English and students need to pass all modules in order to graduate.

Applicants from Non-Feeder Programmes	In addition to the recognised VTC feeder HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by UWE Bristol. In such cases, applicants will be expected to 1. Hold a relevant post-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and 2. Meet the English language requirements: o At least an overall IELTS score of 6.5 with 5.5 in each component; OR o an overall IELTS score of 6.0 with 6.0 in each component; OR o equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme.

<u>BEngECE Programme</u>

Target Students	**Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent**
Minimum Admission Requirements	1. <u>Feeder Programmes</u> Graduates of the following feeder VTC HD programmes: o HD in Digital Electronics and Embedded System Design o HD in Computer and Information Engineering o HD in Internet and Multimedia Engineering o HD in Computer Engineering o HD in Electronic and Communications Engineering o HD in Computer and Electronic Engineering (including a pass in the enrichment module 'Engineering Mathematics with Applications')

	2. <u>English Language Entry Requirements</u> At least an overall IELTS score of 6.5 with 5.5 in each component; or an overall IELTS score of 6.0 with 6.0 in each component; or equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme. VTC HD graduates[3] are considered to have met the English language requirements of this top-up Programme in Hong Kong.
Applicants from Non-Feeder Programmes	In addition to the recognised VTC feeder HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by UWE Bristol. In such cases, applicants will be expected to 1. Hold a relevant post-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and 2. Meet the English language requirements: o At least an overall IELTS score of 6.5 with 5.5 in each component; OR o an overall IELTS score of 6.0 with 6.0 in each component; OR o equivalent. Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme.

[3] VTC HDs are accredited by the HKCAAVQ as meeting QF Level 4 standards. The medium of instruction is English and students need to pass all modules in order to graduate.

4.2.2 The Panel noted that, except for the inclusion of the Higher Diploma in Computer and Electronic Engineering as a feeder programme for the AY2021/22 intake of the BEngECE programme, there had been no substantial change to the minimum admission requirements and the lists of feeder HD programmes for the two programmes.

4.2.3 In terms of the student selection process, it is noted that applicants are assessed with reference to their academic qualifications and English proficiency for admission. The UWE Link Tutor assesses the applications and makes final decisions on admissions. The Panel noted that the majority of students in both programmes are recruited from HD graduates of VTC's "feeder programmes" approved by UWE. These "feeder programmes" are mapped with the programme curriculum to ensure students possess the requisite knowledge to undertake the top-up curriculum offered at SHAPE. Applicants graduating from other relevant HDs or Associate Degrees (ADs) or having other equivalent qualifications are individually assessed by UWE for admission. Since the last LPA, the percentages of students holding non-feeder qualifications from other local HDs and ADs range from 3% to 11% (from AY2018/19 to AY2020/21) for the BScATD programme. However, no non-feeder applicant was admitted since AY2018/19 for the BEngECE programme. For all non-feeder applicants, their applications are referred to the UWE Link Tutors for a decision. The UWE Link Tutor reviews the qualifications of the applicants and decides whether they meet the minimum of 240 credits of Accredited Learning at UWE's years 1 and 2 studies. All applicants must satisfy all of the pre-requisite requirements for the programmes.

4.2.4 In line with the general expectation of the self-financed operators in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the percentage of non-standard entry will be capped on a programme basis at a maximum of 5% of the actual number of new students of the year. Standard entry includes the admission of graduates of non-feeder programmes who hold alternative qualifications deemed equivalent to a UK FHEQ Level 5 qualification or a VTC Higher Diploma in a cognate discipline with a volume comparable to a VTC Higher Diploma. The Operator confirmed its adherence to the 5% cap of non-standard admission of the programmes starting from the next validity period.

4.2.5 The Operator provided the actual admission figures of the two programmes since the last accreditation and the proposed maximum number of new students in the coming years. The Panel had the following observations about the student admission and enrolment.

(a) For the BEngECE programme, the Panel noted that the Operator proposed to reduce the maximum number of new students for the part-time mode from 90 to 60, with the maximum number of students for the full-time mode remaining unchanged at 60 students. The Panel noted that the enrolment numbers of students in the BEngECE programme were generally lower than the proposed annual targets. The actual student intake was less than 50% of the applicants in AY2019/20 (for both full-time and part-time modes) and AY2021/22 (for the part-time mode). Besides, due to the small number of applications, there were no new intakes for full-time and part-time students in AY2020/21, and the part-time mode of study was not offered in AY2018/19. The Operator explained that this was partly due to the situation that non-feeder programme applicants, such as, those from the Associate in Engineering of local institutes, did not meet the entry requirement of UWE after module mapping.

(b) For the BScATD programme, the Panel noted that the number of applicants was also generally below the proposed annual targets and the number of student intakes (for the part-time mode) was below the break-even numbers. The Panel noted that there had been no student intake to the BScATD (full-time) programme for three years from AY2018/19 to AY2020/21 due to the small number of applicants. The Operator explained there had been consistently high market demand for Building Information Modelling (BIM) practitioners with HD qualifications in recent years. Students who decided to opt for BIM as their career would be more willing to engage in a full-time job. They could start gaining the three-year full-time working experience required to apply for the Construction Industry Council Certified BIM Coordinator (CCBC) qualification by starting to work earlier. At the site visit, the Operator indicated that while there has been a strong market demand for BIM managers, they considered the BScATD programme has a comparative advantage over other programmes in the market, as it takes only 18 months to complete. Students can go into the employment market immediately after graduation.

4.2.6 Considering the programmes have to rely heavily on the applicants from feeder programmes, the Panel expressed the need to reassess the demand for the programmes in the coming years amid the impact of application numbers due to the COVID-19 pandemic. The Operator understood the Panel's concern and agreed to reduce the maximum number of students from 60 to 30 for full-time students of the BEngECE programme and from 90 to 60 students for both full-time and part-time modes of the BScATD programme. The Operator reassured the Panel

that they would keep identifying relevant HD programmes as new feeder programmes for UWE's assessment and consideration. However, while the Panel considered that the proposed reduction of the programmes is appropriate, the Panel **recommended** the Operator should develop more effective and targeted strategies to improve the student intake of full-time and part-time students of both programmes.

4.2.7 In consideration of the above, the Panel formed the view that the student admission to the programmes is appropriate in general. The Panel proposed its recommendation in support of the Operator's further development of the programmes.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.3.1 In the accreditation documents, the Panel noted that the Operator had made some changes in the programme structures and assessment methods of some modules since the 2018 LPA. The following table summarises these changes.

Module (Programme)	**Change/ Modification**	**Commencement year in Hong Kong**
BEngECE		
Individual Project	The assessment component was changed to add value to the learning experience of the students.	AY2021/22
BScATD		
Technology and Design Studio 3	The module was extended to span over three semesters.	AY2020/21
Conserving Buildings and Places	The assessment components have been changed to improve the student experience and to enhance contextualisation.	AY2019/20

4.3.2 The collaborative BEngECE and BScATD programmes offered by SHAPE mirror the structures of the one-year top-up programmes in the UK. To be eligible for the Honours award, students are required to complete 120 credits[4] as set out in the curriculum of each programme. The 120 credits of study are approximately equivalent to 1,200 hours of student learning efforts. The normal duration of the programmes is one year in the full-time mode and 1.5 years in the part-time mode.

4.3.3 The structures of the programmes are summarised in the following tables.

(a) BEngECE

Module Title	**Core or Elective**	**Credits**
Group Design & Integration Project	Core	15
Individual Project	Core	30
Business Environment	Core	15
Digital Signal Processing	Core	15
Internet of Things Engineering	Core	15
Embedded Systems Development	Elective^	30
Control and Automation		
Total		120

^ BEngECE students at SHAPE could choose to study one module from one of two pathways: Embedded Systems Development or Control and Automation.

(b) BScATD

Module Title	**Core or Elective**	**Credits**
Technology and Design Studio 3	Core	45
Collaborative Practices in Building Information Management & Modelling	Core	30
Conserving Buildings and Places	Core	15
Energy Management and Performance Evaluation	Core	15
Procurement and Contract Law	Core	15
Total		120

[4] The credit of the UWE programme is equivalent to the Hong Kong Qualifications Framework (QF) credit in that one credit consists of 10 notional learning hours.

4.3.4 When the Panel reviewed the tables showing the distribution of notional learning hours of different learning and teaching activities of the programmes, the Panel observed that the ratios of overall contact hours to non-contact hours for the programmes were 1:3.9 and 1:3.2, respectively.

4.3.5 The content of the modules is contextualised for the delivery by SHAPE in Hong Kong, with approval by UWE, to fit the needs and the latest developments of the local industry in Hong Kong. To demonstrate the effectiveness of the programmes in enabling students to achieve the objectives and intended learning outcomes, the Operator provided the Panel with documentary evidence as listed previously in Para 4.1.8. From the summary of all the module assessments where contextualisation is prevalent for the BScATD programme and the list of topics available for the module *Individual Project* for the BEngECE programme, the Panel noted that both programmes maintain a balance of learning of different cultures and codes in multiple geographic areas.

4.3.6 The Panel reviewed the following information and data regarding the content and structure of the programmes:

(a) Module Reports of six modules of the BEngECE programme (delivered in AY2018/19 and AY2019/20) and two modules delivered in the first semester of AY2021/22;

(b) Module Reports of five modules of the BScATD programme (delivered from AY2018/19 to AY2020/21);

(c) Grade distribution and award classification of AY2018/19 to AY2020/21;

(d) Mappings of the modules to the PLOs of the programmes;

(e) Mappings of the modules of the programmes to the GLDs;

(f) Module specifications of the modules of the programmes; and

(g) Tables showing the changes/ enhancements implemented during the validity period since the last LPA.

<u>BEngECE</u>

4.3.7 The Panel noted that full-time students could choose two to four out of ten electives in the home programme, and part-time students could choose two to three out of nine electives. For BEngECE students at

SHAPE, they can only choose one out of two pathways, *Embedded Systems Development* or *Control and Automation*. The SHAPE Programme Team considered these two modules the most suitable electives for the local students. However, when the Panel reviewed the curriculum and teaching materials, they noticed that the course content does not include crucial subjects in IC designs, power electronics, telecommunications, mobile communication and software design. While understanding the programme is tight, for the sustainable growth of the programme, the Panel **advised** the Operator to consider including more elective modules, so that students can have a wider breadth and depth of knowledge and skills necessary for their career development and employability, which also contribute to the sustainable growth of the BEngECE programme.

BScATD

4.3.8 In the submission documents, the Operator presented the module *Technology and Design Studio 3* as evidence to demonstrate the achievement of various PLOs and PAs. At the site visit, the Panel sought clarification about the integration and coherence of programme modules. The teaching team indicated that the module could bring all knowledge to students. The Design Portfolio (as a capstone project) allows students to integrate what they have learned in this module. However, the Panel noticed that the portfolios presented by the students could not demonstrate such integration. With regards to programme content, while understanding that BIM-related module is most likely to be the closet to local market needs, the Panel was of the view that there should be a process to update the latest requirements of the industry and adjust the curriculum accordingly. The Panel **recommended** the Operator should set up a mechanism to update the latest requirement of the industry and develop strategies to allow adjustment in the programme structure to ensure that the programme structure and content align with the future needs and the evolving market trend.

4.3.9 In view of the above information, the Panel considered that the Operator has effectively maintained the quality of the BScATD and BEngECE programmes at the relevant standards and enabled students to achieve the objectives and intended learning outcomes of the programmes. The Panel proposed its recommendation and advice in support of the Operator's further development of the programmes.

4.4 Learning, Teaching and Assessment

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

4.4.1 The BScATD and BEngECE programmes employ various learning and teaching methods to facilitate students' achievement of the programme objectives and learning outcomes. These methods include, for example, lectures, tutorials, seminars, workshops, laboratory/studio sessions, and independent learning. The Panel noted that the maximum class size for both programmes is 90 for lectures and 30 for tutorials, seminars, workshops, and laboratory/studio sessions.

4.4.2 Both UWE and SHAPE conduct teaching for both programmes. The purpose of these lectures is to introduce the content of the modules and provide the students with a clear understanding of the modules' intended learning outcomes and forms of assessments. All BScATD students received 54 hours of face-to-face delivery at the programme level from UWE teaching staff. While all BEngECE students also received a total of 36 hours of face-to-face delivery at the programme level from UWE teaching staff, UWE provides a further 18 hours of face-to-face teaching to support the module *Individual Project.*

4.4.3 In terms of assessment, the following table summarised the range of methods adopted in the programmes.

Programme	Assessment methods
BEngECE	Research proposal, group project, examination, laboratory-based project, group review meeting and presentation, individual viva, observed code review, etc.
BScATD	Design portfolio, technical report, examination, BIM model, group presentation, conservation report, essay, etc.

4.4.4 The Panel was provided with the assessment scheme and samples of marked student scripts and student projects for each programme. The Operator also provided the Panel with the grade distribution of individual modules, award classification of graduates and reports by EEs since the last LPA. The Panel also noted the Operator had a mechanism to monitor assessment standards, such as pre/post moderation of assessments and double marking. Except for two modules of the BEngECE programme (mentioned in paragraph 4.4.8 below), the Panel

was of the view that the overall student performance of the programmes was of acceptable standard.

4.4.5 The Panel noted that the programmes collected feedback on the effectiveness of learning, teaching and assessments through various channels, including Staff-Student Liaison Meetings (SSLMs) and Module Feedback Surveys (MFSs) at the end of each module and External Examiners. Students also can provide feedback on academic and operational issues, and concerns at the Staff Student Liaison meetings (SSLMs) held every semester or through informal daily interaction with teaching staff. The feedback from students via SSLMs and MFSs surveys indicates that the learning, teaching and assessment activities of the BScATD and BEngECE programmes were appropriate, and the level of support was adequate.

4.4.6 The Panel noted that to ensure that the standard of achievement of students is comparable to that expected of a similar UK degree, the UWE has appointed the same EEs of the home programmes in the UK to oversee the SHAPE programmes. The duties of the EE for non-local provision are the same as those of an EE for UWE home programmes. Before the COVID-19 pandemic and social unrest, the EEs visited Hong Kong once or twice each year. During the visit, they scrutinise student work, attend Examination Boards, meet with the SHAPE Programme Coordinator and teaching staff, and provide direct and timely feedback on the standard of the student work and quality of the provisions. Despite having no physical visit in the last two years, the EEs have been fully involved in all aspects of the QA process like pre-and post-assessment moderations and scrutinising samples of student works archived on SharePoint. The EEs also provide comments on the standards of the programmes in the annual EE reports.

4.4.7 During the discussion with the representatives of the students and graduates, the Panel had an opportunity to understand their views towards the programme structure, assessment load, and supports provided by the Operator for the programmes and noted that students of the programmes were generally satisfied with the delivery of their respective programme. Besides, the Panel noted that the assessment mechanism and students' academic performance are closely monitored to ensure that the assessment tasks set for students remain at an appropriate standard and in line with what pertains to UWE.

4.4.8 For the BEngECE programme, the Panel noted that the failure rates of the modules *Individual Project* and *Digital Signal Processing* in AY2019/20 (full time) were high, reaching 43% and 46%, respectively. The Panel also noted that there had been a high percent of re-study and

drop-out rate in the full-time mode. The Operator responded that the performance of the full-time cohort in AY2019/20 was affected by the COVID-19 and social unrest. To address the issues of these two modules, the Operator has taken proactive actions. All current students and new intakes were briefed clearly about the module requirement, reminded to put extra effort into their studies, and encouraged to communicate with the lecturer through formal and informal channels if they have encountered difficulty. The Operator reassured at the site visit that the Programme Team would closely monitor the performance of students and the effectiveness of support for students' learning through various means. During the discussion with teaching staff, the Panel noticed that the awareness of actions taken after collecting student feedback from formal channels such as Module Feedback Survey (MFS) varied among teaching staff. Although the Operator has a system to identify the key issues to assess the needs to enhance support to students to reduce the drop-out rate, there is no earlier monitoring system to identify the students' needs. The Panel considered the current approach in reducing the drop-out rate relatively reactive. The Panel **recommended** the Operator should keep exploring proactive ways to identify potential difficulties or concerns that may lead to the withdrawal of students.

4.4.9 In the meeting with the external stakeholders of the BEngECE programme, one external member indicated the growing importance of students to acquire certain soft skills, such as, presentation skills, communication skills, and problem-solving skills, for their career development/employment. The Panel concurred with the external member's view, and **advised** the Operator to review the existing assessment structure and content so that students' soft skills, such as presentation skills, communication skills, problem-solving skills, English language skills, required in the TS1 of the PLOs, can be assessed.

4.4.10 In view of the information gathered in the accreditation documents and site visit discussions, the Panel concluded that the learning, teaching and assessment activities designed for the BScATD and BEngECE programmes have effectively delivered the programme content and assessed students' attainment of the intended learning outcomes. The Panel proposed its recommendation and advice in support of the Operator's further development of the programmes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

4.5.1 The Panel noted that the UWE Link Tutors and the SHAPE Programme Coordinators collaborate to provide academic leadership of the BScATD and BEngECE programmes to ensure effective programme delivery, while the final decisions on programme management rest with UWE. The UWE Link Tutor communicates with and provides guidance to teaching staff from SHAPE assigned as module tutors on module content, learning and teaching activities, and academic support to students to ensure programme delivery at SHAPE is at a standard comparable to that at UWE. SHAPE module tutors may also suggest local materials to contextualise the module content.

4.5.2 The Panel was provided with profiles of individual management and teaching staff members[5] of UWE and SHAPE in AY2021/22 of the BScATD and BEngECE programmes and the number of teaching staff from UWE and SHAPE to support the proposed maximum yearly student intake in the upcoming five years (AY2022/23 to AY2026/27). Each SHAPE teaching staff member delivers one module per semester on average, meaning that he/ she delivers three or six contact hours per week depending on the QF credit value of the module.

4.5.3 Staffing is reviewed on an ongoing basis via feedback from quality assurance and feedback mechanisms, such as class visits conducted by the SHAPE Programme Coordinator, MFSs, SSLMs and Programme Committee meetings to ensure that high professional standards are maintained.

4.5.4 During the site visit, the Panel also discussed with the programme management and teaching staff about their roles and responsibilities in the programmes, as well as their collaboration in developing the module content and delivering the learning and teaching activities. The Panel also noted that during the COVID-19 pandemic, many teaching and learning activities of both programmes moved to online delivery. Teaching staff devoted extra time and efforts to tutoring students after

[5] The Operator also provided CVs of the teaching staff of both programmes.

online lectures, discussing projects with students and keeping close contact with students through emails and other social media applications. The Panel was of the view that teaching staff at UWE and SHAPE were able to maintain strong relationships with students based in Hong Kong, which enhanced their learning experience in the programmes.

4.5.5 The Operator also provided the following programme-specific information to the Panel:

(a) The BScATD programme is delivered jointly by the UWE and SHAPE teaching staff, who are responsible for 19% and 81% of the contact hours, respectively. A total of 17 UWE and SHAPE management and teaching staff have been assigned to deliver the programme with clear specific roles and responsibilities. The Panel noted that two out of 11 SHAPE teaching staff and one out of six UWE teaching staff have doctoral qualifications. The average score of the MFSs of different modes of study from AY2018/19 to AY2020/21 was 3.7 to 4.4 (highest score: 5; lowest score: 1). Some SHAPE teaching staff also take up the role of project supervisor and supervise at most 15 students.

(b) The BEngECE programme is delivered jointly by the UWE and SHAPE teaching staff, who are responsible for 22% and 78% of the contact hours, respectively. A total of 11 UWE and SHAPE management and teaching staff have been assigned to deliver the programme with clear specific roles and responsibilities. The Panel noted that three out of five SHAPE teaching staff and all UWE teaching staff have doctoral qualifications. The average score of the MFSs of different modes of study from AY2018/19 to AY2020/21 was 3.2 to 4.9 (highest score: 5; lowest score: 1). Some SHAPE teaching staff also take up the role of the project supervisor and supervise at most ten students.

(c) In regards to the staff development of the BEngECE programme, the Panel was told that SHAPE would continue to encourage staff to attend training workshops, webinars and seminars on pedagogy provided by the Centre for Learning and Teaching (CLT) of the VTC. The teaching staff are also recommended to participate in the seminars/technical visits/symposiums/conferences for professional development to keep abreast of the latest trend in technology development and industry demands, such as, the Hong Kong Electronics Symposium, Smart City Conference, and International Conference on Electronics and Signal Processing.

4.5.6 In consideration of the above, the Panel was of the view that the qualifications, experience and expertise among staff from UWE and SHAPE are sufficient to support the management and delivery of the BScATD and BEngECE programmes.

4.6 Learning, Teaching and Enabling Resources/Services

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

4.6.1 On financial resources, the Panel was provided with the actual income and expenditure for AY2019/20 and AY2020/21, and budget estimates for AY2021/22 to AY2023/24. The Panel noted that the programmes ran a surplus in each of the past two years. The Operator also expects the programmes to continue to have a surplus in the coming three years.

4.6.2 On programme-specific activities, the Panel noted that the delivery of the BScATD programme utilises facilities at the offering site, namely IVE (Morrison Hill), and the delivery of the BEngECE programme utilises facilities located at the offering site, namely IVE (Sha Tin). Students have access to various types of general and specialised teaching and learning facilities and support at these offering sites. General teaching facilities include lecture theatres, classrooms, seminar and tutorial rooms, and computer laboratories. Key support facilities include the Learning Resources Centers (LRCs) and the Centre for Independent Language Learning (CILL). From the examples of enhancement over the past three years, the Panel noted that the Operator has a system in place to collect information and feedback on physical resources. Since 2018, SHAPE and UWE have jointly reviewed and enhanced the physical resources to ensure the adequacy and quality of Programme delivery are maintained and can cater for the planned student intakes in the coming years.

4.6.3 The Panel was provided with the information on programme-specific and specialised facilities and equipment in these campuses, including the current and projected utilisation rates of the specialised facilities. As the site visit was conducted via video conference, instead of a physical visit to the campuses, the Operator gave a presentation of the specialised facilities and online learning resources available at SHAPE and UWE to the Panel. The Operator also informed the Panel that, at the commencement of an academic year, UWE provides an induction session for students which covers, among others, basic information on

the programmes, academic regulations, and UWE's student support services, such as the UWE library system and the Blackboard learning platform. Students are also provided with the SHAPE Student Handbook, which contains essential information about studying at SHAPE.

4.6.4 After reviewing student support activities in AY2019/20 and AY2020/21, the Panel found that various workshops for English Enhancement on, for example, academic writing and presentation skills had been arranged for students. During the discussion with the representatives of the graduates and students about their learning experience, the Panel noted that the graduates and students had positive views towards the learning resources and support services provided by the Operator and were satisfied with the support provided by the Operator. The Panel also noted that during the COVID-19 pandemic, when the campuses were closed, the Operator made special arrangements for students to loan out specialised equipment to complete their assignments/projects.

4.6.5 To conclude, the Panel had the view that the provision of learning, teaching and enabling resources by the Operator for the BScATD and BEngECE programmes are adequate and appropriate.

4.7 Programme Approval, Review and Quality Assurance

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

4.7.1 The Operator provided to the Panel the following information to demonstrate that the two programmes are monitored and reviewed on an ongoing basis:

(a) Academic Agreement between UWE and SHAPE;

(b) SHAPE Partnership Review Report 2020;

(c) Summary of Employment Survey of full-time graduates of the BEngECE programme;

(d) Minutes of Programme Committee Meetings from AY2018/19 to AY2020/21;

(e) Minutes of Staff Student Liaison Meeting from AY2018/19 to AY2020/21;

(f) UWE Annual Programme Reports from AY2018/19 to AY2020/21;

(g) Module reports of both programmes as listed in paragraph 4.3.6;

(h) Template of the Module Feedback Survey;

(i) Standard Student Questionnaire for Collaborative Degree Programme;

(j) External Examiner Reports from AY2018/19 to AY2020/21;

(k) Retention Rate, Pass Rate and Graduation Rate for the two programmes in AY2018/19 and AY2019/20.

4.7.2 The Panel noted that there are quality assurance mechanisms in place at UWE and SHAPE to monitor and review the quality of the BScATD and BEngECE programmes on an ongoing basis. The quality standard of the programmes is monitored through various indicators such as the number of applications, number of enrolments, retention rate, graduation rate, and degree award classifications. Based on the figures provided by the Operator in the accreditation documents on the indicators mentioned above, the Panel considered that, except for the high drop-out rates of the BEngECE programme mentioned in paragraph 4.4.8 above, the operation of the BScATD and BEngECE programmes since the last LPA is considered as effective generally.

4.7.3 The BScATD and BEngECE programmes are also subject to regular internal reviews. The SHAPE Programme Coordinators, with the support from the UWE Link Tutor, prepare Module Reports and Annual Programme Reports (APRs) for monitoring of modules and programmes of the SHAPE provision. The Module Reports review data on student performance and student feedback at the module level and consider comments by the EEs. The APRs consolidate data on student performance derived from the Module Reports, summarise feedback from students and teaching staff, address issues raised in the EE Reports and assess progress on the previous year's action plan. The APRs also include examples of good practices and issues to be addressed in the format of an updated action plan. The Panel was provided with APRs of the BScATD and BEngECE programmes from AY2018/19 to AY2020/21.

4.7.4 In terms of engagement with the industry, while the Panel acknowledged the use of teaching staff's own professional network to provide students with more industry exposure, the Panel was of the view that the programmes could be improved with a more enhanced learning experience, by having more systematic and concerted efforts at the programme level, or even across the two programmes or among other programmes. Moreover, the Panel heard from employers and students/graduates during respective discussions at the site visit that they would welcome more opportunities in the future for industry networking and joint projects. Considering the above observations, the Panel **advised** the Operator to adopt a proactive approach in providing industry networking and collaboration opportunities to students in both programmes.

4.7.5 In conclusion, the Panel considered that the Operator has monitored and reviewed the development and performance of the BScATD and BEngECE programmes on an ongoing basis to ensure the effectiveness of the programme delivery and relevant activities. The Panel proposed its advice in support of the Operator's further development of the programmes.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

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

'*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

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

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

5.2 Appeals

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

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

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

5.2.4 Please refer to Cap. 592A (http://www.legislation.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 HKQF website at http://www.hkqf.gov.hk.

5.3 Qualifications Register

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at https://www.hkqr.gov.hk for recognition under the HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated

with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/35/08
30 June 2022
JoH/AnC/AmL/jnl

Appendix

School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol

Learning Programme Re-accreditation
(i) BEng (Hons) Electronic and Computer Engineering
(ii) BSc (Hons) Architectural Technology and Design

27 - 29 April 2022

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