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

BENG (HONS) BUILDING SERVICES ENGINEERING AND BSC (HONS) HEALTH AND SOCIAL CARE

JUNE 2025

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Appendix   HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1053), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and University of the West of England, Bristol (UWE) to conduct a Learning Programme Re-accreditation (Re-LPA) exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of SHAPE and UWE (jointly as the Operator) (with specifications below) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and

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

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration/ Reference Number [1]	Mode of study	Programme length	Claimed HKQF level
BEng (Hons) Building Services Engineering	BEng (Hons) Building Services Engineering	252610	Full-time	1 year	5
			Part-time	1.5 years	5
BSc (Hons) Health and Social Care	BSc (Hons) Health and Social Care	253136	Full-time	1 year	5
			Part-time	1.5 years	5

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[1] NCR Registration / Reference number: the number assigned by the Non-local Courses Registry (NCR) under the Non-local Higher and Professional Education (Regulation) Ordinance, to registered / exempted courses respectively.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, the BEng (Hons) Building Services Engineering programme meets the stated objectives and HKQF standard at Level 5, and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Subject to the fulfilment of the condition set out below, the BSc (Hons) Health and Social Care programme meets the stated objectives and HKQF standard at Level 5, and can continue to be offered as an accredited programme with a validity period of four years.

2.3 Validity Period

2.3.1 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.

2.3.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirement set out in Para. 4.3.7 by the specified deadline.

2.4 The determinations on the Programmes are specified as follows:

Name of 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	BEng (Hons) Building Services Engineering	BSc (Hons) Health and Social Care
Title of Qualifications [Exit Awards]	BEng (Hons) Building Services Engineering	BSc (Hons) Health and Social Care

Primary Area of Study and Training	Engineering and Technology	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Other Engineering, Related Technology and Services	Health Care
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
Industry	Electrical and Mechanical Services	Not applicable
Branch	Not applicable	
HKQF Level	Level 5	
HKQF Credits	120	
Mode of Delivery and Programme Length	Full-time, 1 year Part-time, 1.5 years	
Start Date of Validity Period	1 September 2025	
End Date of Validity Period	31 August 2029	
Number of Enrolment	One enrolment per year	
Maximum Number of New Students	Full-time, 40 per year Part-time, 80 per year	Full-time, 70 per year Part-time, 35 per year

Address of Teaching Venue	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

2.5   **Condition**

Requirement

For BSc (Hons) Health and Social Care

2.5.1   The Operator is to review and revise as appropriate (i) the assessment design, rubrics, and marking criteria of the modules of the Programme, including but not limited to *Dissertation Social Care* and *Leadership and Innovation*, and (ii) the mapping between the modules and Programme Learning Outcomes (PLOs), to ensure effective assessment of the Module Intended Learning Outcomes (MILOs) of the respective modules, accurate reflection of contributions of individual modules to the PLOs, and that the assessment of the modules adequately covered all PLOs. (Para. 4.3.7)

The Operator is to submit a report covering the following to HKCAAVQ on the fulfilment of the above requirement **on or before 24 April 2026**:

(a) findings of the review on the assessment of the modules, including but not limited to *Dissertation Social Care* and

Leadership and Innovation, and the mapping between modules and PLOs;

(b) the revised assessment design/rubrics/marking criteria for each applicable module together with the mapping between assessment and MILOs and any other relevant information showing effective assessment of all MILOs of the module;

(c) the revised mapping of the modules and the PLOs; and,

(d) relevant approval records of the review and revisions.

2.6 **Recommendations**

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

For BEng (Hons) Building Services Engineering

2.6.1 The Operator is recommended to consider reviewing and revising as appropriate the assessment mechanism, such as the use of rubrics and marking breakdown, to enhance the clarity and understanding of students' attainment of the MILOs and PLOs. (Para. 4.4.6)

2.6.2 The Operator is recommended to provide health and safety training as part of the student induction programme as in line with industry practice. (Para. 4.6.3)

2.6.3 The Operator is recommended to review and devise appropriate support to full-time students on practical experiences and industry exposure to support their study. (Para. 4.6.3)

For BSc (Hons) Health and Social Care

2.6.4 The Operator is recommended to consider reviewing and revising as appropriate the programme structure with formal incorporation of learning, teaching and assessment activities to demonstrate students' understanding of theory and practice to real life problems and enable students' contribution to the delivery of care throughout their study. (Para. 4.3.5)

2.6.5 The Operator is recommended to review the *Leadership and Innovation* module to ensure that the module title, aim, and content are aligned with the MILOs as well as PLOs. (Para. 4.3.5)

2.6.6   The Operator is recommended to enhance as appropriate the mechanism on how structured formative feedback on students' progression could be provided to students in each module and to ensure consistent and effective implementation of such mechanism. (Para. 4.4.7)

2.6.7   The Operator is recommended to review and strengthen programme coordination in programme management and delivery in Hong Kong, as well as UWE's role in monitoring the programme coordination to ensure effective oversight and the coherent delivery of the Programme. (Para. 4.5.4)

2.6.8   The Operator is recommended to strengthen staff development to ensure that the Hong Kong teaching team is sufficiently familiar with the Programme, including learning, teaching and assessment, and to strengthen teaching staff's support to students' use of English language. (Para. 4.5.4)

2.7   HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programmes continue to comply with the determinations and meet the relevant accreditation standards.

3.   INTRODUCTION

3.1   The School for Higher and Professional Education (SHAPE) is a member institution of Vocational Training Council (VTC), incorporated in 2006 as a limited company under the Companies Ordinance (Cap. 32). SHAPE collaborates with overseas university partners to offer top-up degree programmes covering a range of academic disciplines.

3.2   The University of the West of England, Bristol (UWE) gained university status in 1992 under the Further and Higher Education Act 1992. Currently, UWE offers 288 undergraduate programmes and 113 postgraduate programmes.

3.3   In 2014, the SHAPE and UWE collaborative partnership (the Operator) attained an Initial Evaluation (IE) status at HKQF Level 5 from HKCAAVQ. As of April 2025, the Operator has 11 top-up bachelor's degree programmes accredited by HKCAAVQ.

3.4   The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the BEng (Hons) Building Services Engineering (BEngBSE) and BSc (Hons) Health and Social Care (BScHSC) programmes. The BEngBSE and BScHSC programmes were first accredited in 2016 and 2021 respectively, while the BEngBSE programme underwent its first re-LPA exercise in 2020.

3.5   HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership in Appendix). A site visit was conducted by the Panel on 8 – 11 April 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

3.6   In consideration of the Operator's track record established from previous accreditation exercises and in accordance with the Differentiation Approach, information on the following aspects of the Programmes under review was not required:

Accreditation Standard	Information Not Required
Learning, Teaching and Enabling Resources/Services	Information on institute-wide financial resources and institute-wide student support services is not required.

4.   PANEL'S DELIBERATIONS

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

4.1 **Programme Objectives and Learning Outcomes**

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

4.1.1 There have been no major changes to the programme aims (PAs) of the Programmes during the validity period. The PAs are listed as follows:

BEngBSE

PA1 Develop the requisite science-based knowledge and analytical skills for the formulation of appropriate, effective and sustainable solutions to engineering problems;

PA2 Equip graduate engineers with the management skills and personal attributes needed to provide leadership in the work environment, to meet the challenges, and recognise opportunities presented in a Building Information Modelling context;

PA3 Give students the self-confidence and judgment needed to take leading roles in decision making;

PA4 Provide opportunities to enable engineering students to advance their creative instinct, and apply multi-dimensional thinking in design and problem solving;

PA5 Engender in students a sense of enquiry in all aspects of the subject, and provide tools to enable personal research to be undertaken in pursuit of answers to questions, and as a foundation to life-long learning;

PA6 Develop such practical competences as are necessary to participate in activity undertaken in the laboratory, the engineering workshop, and the workplace generally;

PA7 Enable students to demonstrate competent application of computer based skills, such as engineering simulations and encourage multi-perspective exploration and experimentation with related new technologies; and

PA8 Provide an understanding of the role played by the building services engineering professions within the context of economic, social and environmental concerns.

BScHSC

PA1 Provide the learner with a framework which will build their confidence as independent, lifelong and critically reflective learners including the provision of interprofessional

approaches to education which support collaborative and integrated health and social care delivery, to enhance the quality of the service user experience;

PA2   Develop the learners' professional skills, attitudes, ethical values and behaviours, which foster dignity and respect to service users and their families/careers;

PA3   Through a range of learning opportunities enable the learner to develop a sound knowledge, understanding and critical application to practice, of theoretical perspectives, social and health sciences, national/international guidelines for practice and policy. Supporting the development of higher order critical and analytical skills to examine a range of evidence which underpins their practice;

PA4   Foster inclusive and equitable approaches within health and social care practice, encouraging learners to critically reflect on social justice;

PA5   Enable the learner to develop resilience in order to adapt and respond positively to changes in practice and provide the learner with an opportunity to develop leadership skills for promoting safety and service improvement; and

PA6   Through a variety of teaching approaches for transformative learning, enable the learner to critically reflect and develop problem solving approaches.

4.1.2   The programme learning outcomes (PLOs) of the Programmes also remained unchanged during the validity period. They are grouped under four categories as listed below:

BEngBSE

A. Knowledge and Understanding
Upon completion of the Programme, students will demonstrate knowledge and understanding of:

A1   Characteristics of materials, plant and systems relevant to the field;

A2   The concepts and principles of sustainable development and environmental performance of buildings;

A3   The needs and behaviour of occupants, clients, and facilities managers in creating and maintaining usable sustainable environments;

A4   The procedures, parties and relationships involved in design, procurement and management in the built environment with regard to finance, law, quality control, and business practice;

A5   The social and ethical responsibilities of engineers working in the construction industry, and in the wider society;

A6   The framework of statutory regulation and codes of practice governing buildings and their engineering systems;

A7   The role of IT in supporting engineers and other construction professionals;

B. Intellectual Skills

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

B1   Apply reflective, critical, analytical and imaginative reasoning in the solution of non-routine technical problems;

B2   Appraise engineering plant and systems in terms of performance criteria, commercial value, life-cycle, O&M consideration, and end-user acceptability;

B3   Select and apply a range of analytical methods to define parameters and model physical phenomena;

B4   Evaluate commercial potential and limitations in a range of engineering activities to determine optimum solutions;

B5   Formulate persuasive arguments in support of concepts, results, ideas and beliefs;

B6   Communicate, and respond to, critical judgment of the student's and others ideas and perspectives;

C. Subject/Professional/Practical Skills

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

C1   Select and use scientific and technical equipment to undertake practical experimental investigations into building envelope and system characteristics;

C2   Select and use specialist applications software and analytical tools in the solution of problems and the production of designs;

C3   Perform all stages of the preparation of design proposals, including feasibility analysis, sketch and detailed design studies, financial evaluation, installation management, commissioning, and design realization feedback appraisal;

C4   Plan, appraise and schedule work to be undertaken in the design, development and construction of buildings and services;

C5   Maintain a professional approach in matters relating to self-appraisal, personal development, relationships with clients and colleagues, and be able to work effectively at all levels in a team to achieve collective goals;

C6   Demonstrate accepted standards of conduct and ethics with regard to the environmental, health and safety

responsibilities of a professional engineer working in industry;

D. Transferable Skills and Other Attributes

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

D1 Identify, access, research, manipulate and interpret data and information;

D2 Communicate information and ideas orally and using written documents, demonstrating competence with graphical techniques, and electronic media;

D3 Plan and execute appropriate research methods to illuminate answers and resolve questions;

D4 Engage effectively in inter-personal activity, demonstrate leadership and team-working qualities, chair meetings, record, review, summarise and evaluate arguments, recognise conflict and negotiate to reach optimal outcomes;

D5 Be adaptable to work productively, independently and in unfamiliar environments, and gain maximum benefit from available resources.

BScHSC

Knowledge and Understanding (KU)

KU1 The significance of the individual and their health and social care needs and how to support equality, dignity and respect, within holistic approaches to care.

KU2 Organisational culture within health and social care and drivers for service improvement.

KU3 How a range of perspectives inform health and social care practice, e.g. sociocultural, political, economic, environmental, legal and ethical.

KU4 Leadership and enterprise for implementing positive changes and service improvements.

KU5 Integrated health and social care and collaborative working and the application of this to support service users, families and careers.

Intellectual Skills (IS)

IS1 Demonstrate independent and integrated thinking, drawing from a range of disciplines and from practice experience/ industrial placement experience, in order to critically apply a coherent understanding of theory and practice to real life problems.

IS2 Evaluate critically evidence base for practice and types and sources of information which inform safe care and innovation for practice.

IS3 Reflect critically on professional judgments, limits of practice, feedback from others, in order to develop strategies for personal and professional learning.

Subject/Professional Practical Skills (SS)

SS1 Apply subject professional knowledge and skills to care.

SS2 Contribute to the delivery of care in an inter-professional framework, adopting integrated approaches to practice.

SS3 Reducing risk, enhancing a safe environment and protecting service users from avoidable harm.

Transferable Skills and Other Attributes (TS)

TS1 Take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts.

TS2 Use information technology (IT) to find, communicate and manage information.

TS3 Apply principles of effective communication and person centred care.

TS4 Develop capacity to be flexible and resourceful and adapt problem-solving to fit changing or unforeseen circumstances.

TS5 Demonstrate leadership and independent and autonomous working.

4.1.3 The Operator provided the following information in relation to the PAs and PLOs of each Programme:

(a) Mappings of PLOs against PAs;
(b) Mapping of PLOs against Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF);
(c) Mapping of the constituent modules of the Programme against PLOs;
(d) Samples of marked assessment scripts together with the assessment criteria of four and three selected modules including the module *Design Project* (for BEngBSE) and *Dissertation Social Care* (for BScHSC) respectively;
(e) Summary of Employment Survey for Full-time Graduates from 2020 to 2023 (for BEngBSE) and from 2022 to 2023 (for BScHSC); and
(f) External Examiner (EE) reports of the Programme during the validity period.

4.1.4 Having reviewed the above information and discussed with representatives of the Operator, the Panel made the following observations and comments:

(a) The Panel considered that the PAs and PLOs of the Programmes are aligned and relevant to the needs of the industries.

(b) For BEngBSE, the Panel commented that the sample assessment tasks and graded students' work demonstrated the attainment of learning outcomes at HKQF Level 5. For BScHSC, further to the review of the sample marked students' work, the Panel discussed with the Programme Team on how the modules contribute to students' attainment of all PLOs as suggested by the current mapping of modules against PLOs. Detailed observations and discussion are delineated in Para. 4.3.5 and 4.4.8.

(c) The Panel noted that the comments given in the EE reports are positive in general.

(d) The Panel noted examples, from discussions with representatives of the graduates and potential employers, as well as from the job titles of graduates shown in the Summary of Employment Survey for Full-time Graduates, that demonstrated graduates pursuing master's degree level studies in relevant fields and taking up jobs relevant to the PLOs of the Programmes.

(e) During discussions with representatives of graduates and employers, both groups expressed the view that the Programmes had equipped the graduates with the knowledge and skills required for their jobs.

4.1.5 In consideration of the above, the Panel concluded that the Programmes address the needs of the relevant industry and have appropriate PLOs that align with the PAs and correspond to the GLDs at HKQF Level 5.

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 of the Programmes are as follows:

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Candidates must hold the following academic qualifications of the VTC: **BEngBSE** • HD in Building Services Engineering (including a pass in the module Advanced Mathematics with Applications, or equivalent); OR • HD in Electrical Engineering AND Professional Diploma (PD) in Electrical and Mechanical Technology in Buildings; OR • HD in Mechanical Engineering AND PD in Electrical and Mechanical Technology in Buildings. **BScHSC** • HD in Integrated Social and Health Services*# • HD in Community Service Planning and Navigation*# • HD in Social Work*# • HD in Social Services and Community Education*# • HD in Elderly Care Services*# • HD in Play-based Learning*^ # HD programmes using HKCEE / HKALE results or equivalent as general admission requirements. * HD programmes using HKDSE results or equivalent as general admission requirements. ^ HD feeder programme introduced starting from AY2025/26 2. <u>English Language Entry Requirement</u> • All applicants should have attained 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 are considered to have met the English language requirements for entry to these two top-up Programmes in Hong Kong.)
Non-feeder / Special / Alternative Admission Requirements and Arrangements		**BEngBSE** ▪ Applicants holding qualifications equivalent to the VTC HD in Building Services Engineering (including a pass in the module Advanced Mathematics with Applications, or equivalent) are considered non-feeder applications and will be referred to the UWE Bristol Link Tutor for review and decision. **BScHSC** ▪ In addition to the recognised feeder VTC 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 hold a relevant post-secondary qualification (equivalent to a Higher Diploma or Associate Degree awarded by an education institution in Hong Kong). and Meet the English Language Entry Requirement: ▪ 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.

4.2.2 The VTC HD programmes listed above are feeder programmes. The Panel noted that the lists, which UWE had formally approved, included a new addition for BScHSC, and a mapping exercise had been carried out by UWE to ensure that the new feeder programme provided sufficient coverage of underpinning knowledge to prepare their graduates for articulation to BScHSC.

4.2.3 The Panel reviewed the profiles of students admitted from the non-feeder entry routes and noted that most of them held Associate Degree(AD)/HD qualifications from other local institutions. The Panel was given to understand that UWE reviewed the applicants' qualifications and approved their admission to the Programmes.

4.2.4   In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for non-local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admissions (including mature students) should be capped at a maximum of 10% on a programme basis of the actual number of new students for the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions of safeguarding learning and teaching quality and thereby upholding the credibility and recognition of the qualifications. The percentage is based on the sum of new student numbers across all years of study of the programme. The Operator confirmed that it will adhere to the cap on the number of non-standard admissions set out in this policy.

4.2.5   The Panel reviewed the profiles of all students admitted to the Programmes through the non-feeder entry route and concluded that the number of non-standard entries complied with the prevailing cap for this entry route.

4.2.6   Regarding the admission quotas, the Operator proposed updating the maximum number of new students for each Programme upon re-accreditation as follows:

Maximum number of new students per year	BEngBSE		BScHSC	
	From	To	From	To
Full-time	60	40	70 (remain unchanged)	
Part-time	120	80	70	35

4.2.7   Having reviewed the admission statistics, including the number of applicants and the actual number of students admitted, as well as the projected number of graduates from the feeder programmes, the Panel considered the proposed change appropriate.

4.2.8   In considering the above, and noting the overall satisfactory performance of students from the students' profile, the Panel formed the view that the admission requirements and admission process are appropriate.

4.3   **Programme Structure and Content**

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

4.3.1   The Programmes are top-up degree programmes with 120 QF credits and normal durations of one year for full-time mode and one and a half years for part-time mode. To graduate from each Programme, students are required to pass all modules totalling 120 QF credits.

4.3.2   While the programme structure and content of both Programmes remain unchanged, it is noted that the module delivery sequence of the part-time mode of the BScHSC programme has been updated since AY2023/24. Specifically, the module *Contemporary Issues in Working with Adults across the Lifecourse* was reallocated from Semester 3 to Semester 2. The Panel was given to understand that this change was made in response to students' feedback following the Operator's review and approval process.

4.3.3   The Panel reviewed the following information and data regarding the structure and content of the Programmes:

(a) Programme specifications of the Programmes;
(b) Module Specifications of all modules of the Programmes;
(c) Mappings of the modules of each Programme to PLOs;
(d) Mappings of the modules of each Programme to the GLDs at HKQF Level 5;
(e) Samples of teaching materials;
(f) Summary results of Standard Student Questionnaire for Collaborative Degree Programmes and Module Evaluation Questionnaires from 2020/21 to 2023/24 (for BEngBSE) and from 2023/24 to 2024/25 (for BScHSC);
(g) Meeting minutes of programme-related committees from 2020/21 to 2023/24 (for BEngBSE) and from 2021/22 to 2024/25 (for BScHSC); and
(h) Records of UWE's approval of the changes to the Programmes.

BEngBSE

4.3.4   Having reviewed the above information and data, as well as discussed with representatives of the Operator, the Panel formed the view that the structure and content of the Programme are appropriate

and can enable students to achieve the stated learning outcomes and meet the programme objectives.

BScHSC

4.3.5 Having reviewed the above information and data, relevant information about the change in module delivery sequence of the PT mode, and discussed with representatives of the Operator, the Panel made the following observations and comments with recommendations on specific aspects of the Programme:

(a) It is noted from the current mapping of modules against PLOs that all six modules in the Programme contribute to all PLOs. The Panel discussed with representatives of the Programme Team on how the learning, teaching and assessment activities of the Programme delivered in HK meet all PLOs and fully equip students to achieve all of the PLOs. For example, the Panel explored with the Programme Team and teaching staff on how students were given the opportunities to achieve PLOIS1 and PLOSS2 during their studies in the Programme. The Panel was given to understand that agency visits and guest lectures had been arranged while students were also encouraged to participate in volunteer work to apply understanding of theory and practice to real life problems as well as to contribute to the delivery of care. For continuous improvement of the Programme, the Panel was of the view that formal incorporation of the mentioned activities into the Programme together with formal assessment of students' knowledge and skills gained in such activities would provide more clarity on students' attainment of the PLOs. In this connection, the Operator is **recommended** to consider reviewing and revising as appropriate the programme structure with formal incorporation of learning, teaching and assessment activities to demonstrate students' understanding of theory and practice to real life problems and enable students' contribution to the delivery of care throughout their study.

(b) For the *Leadership and Innovation* module, the Panel commented that the focus of the module content and MILOs is in leadership skills to implement changes instead of innovation. It is also noted that there is no explicit element of innovation in the PLOs nor in the assessment of the module which is *"encouraging the development of leadership skills and implementing change to improve practice"*. The Operator is hence **recommended** to review the *Leadership and Innovation*

module to ensure that the module title, aim, and content are aligned with the MILOs as well as PLOs.

4.3.6 Following the review of the documents provided by the Operator, along with the observations and discussions with the representatives of the Programme Team and teaching staff of the Programme stated in Para. 4.3.5 and 4.4.8, the Panel was of the view that the current mapping of modules against PLOs, which suggested that all six modules in the Programme contribute to all PLOs is yet to be substantiated. In this regard, a condition is stipulated as follows:

Requirement

4.3.7 The Operator is to review and revise as appropriate (i) the assessment design, rubrics, and marking criteria of the modules of the Programme, including but not limited to *Dissertation Social Care* and *Leadership and Innovation*, and (ii) the mapping between the modules and Programme Learning Outcomes (PLOs), to ensure effective assessment of the Module Intended Learning Outcomes (MILOs) of the respective modules, accurate reflection of contributions of individual modules to the PLOs, and that the assessment of the modules adequately covered all PLOs.

The Operator is to submit a report covering the following to HKCAAVQ on the fulfilment of the above requirement **on or before 24 April 2026**:

(a) findings of the review on the assessment of the modules, including but not limited to *Dissertation Social Care* and *Leadership and Innovation*, and the mapping between modules and PLOs;

(b) the revised assessment design/rubrics/marking criteria for each applicable module together with the mapping between assessment and MILOs and any other relevant information showing effective assessment of all MILOs of the module;

(c) the revised mapping of the modules and the PLOs; and,

(d) relevant approval records of the review and revisions.

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 Programmes employ various learning and teaching methods, including lectures, tutorials, seminars, workshops and laboratory sessions.

4.4.2   The Panel reviewed the following documents in relation to learning and teaching:

(a) Module Specifications of all modules of the Programmes;
(b) Samples of teaching materials, including contextual materials;
(c) Module Reports from 2020/21 to 2022/23 (for BEngBSE) and from 2022/23 to 2023/24 (for BScHSC);
(d) Summary results of Standard Student Questionnaire for Collaborative Degree Programmes and Module Evaluation Questionnaires from 2020/21 to 2023/24 (for BEngBSE) and from 2023/24 to 2024/25 (for BScHSC);
(e) Minutes of the Programme Committee Meetings from 2020/21 to 2023/24 (for BEngBSE) and from 2021/22 to 2024/25 (for BScHSC); and
(f) Minutes of Staff Student Liaison Meetings (for BEngBSE) from 2020/21 to 2023/24 and Student Representative & Staff Forums (for BScHSC) from 2021/22 to 2024/25.

4.4.3   Having reviewed the above information and discussed the delivery of the modules with representatives of teaching staff, current students, and graduates, the Panel considered that the learning and teaching of the Programmes are effective in general.

4.4.4   On assessment, the Panel reviewed the following information:

(a) Samples of marked assessment scripts together with the assessment criteria and feedback to students of four and three selected modules including the module *Design Project* (for BEngBSE) and *Dissertation Social Care* (for BScHSC) respectively;
(b) Module Reports from 2020/21 to 2022/23 (for BEngBSE) and from 2022/23 to 2023/24 (for BScHSC);
(c) EE reports of the Programme during the validity period;

(d) Module grade distribution and award classification from 2020/21 to 2022/23 (for BEngBSE) and from 2021/22 to 2023/24 (for BScHSC); and

(e) the *Assessment and Feedback Operational Guide.*

BEngBSE

4.4.5 Having reviewed the above information, the Panel considered that the assessment tasks of the Programme were properly designed, and the completed assessments demonstrated students' achievement of learning outcomes pitched at HKQF Level 5. Furthermore, the sample work of the students, module grade distributions, and award classification distributions support the view that the overall performance of students in the Programme was satisfactory.

4.4.6 Notwithstanding, the Panel noted that the marking scheme includes a breakdown of each weighting in addition to the rubrics. During the site visit meetings, the Panel discussed with the representatives of the Programme Team and teaching staff of SHAPE and UWE in this regard. The Panel formed the view that such assessment mechanism may be further reviewed for continuous improvement of the Programme to enhance the overall understanding of students' achievement in a module. The Operator is therefore **recommended** to consider reviewing and revising as appropriate the assessment mechanism, such as the use of rubrics and marking breakdown, to enhance the clarity and understanding of students' attainment of the MILOs and PLOs.

BScHSC

4.4.7 The Panel was given to understand that the Programme follows UWE's *Assessment and Feedback Operational Guide*, and students are provided with feedback on assessments. Noting that all assessments in the Programme are summative assessments, the Panel discussed with the representatives of senior management of both SHAPE and UWE as well as the Programme Team during the site visit regarding how students may benefit from formative feedback on their progression throughout their study, which was currently being provided informally as per students' request or when the needs arise. For continuous improvement, the Operator is **recommended** to enhance as appropriate the mechanism on how structured formative feedback on students' progression could be provided to students in each module and to ensure consistent and effective implementation of such mechanism.

4.4.8   The Panel also discussed with the representatives of the Programme Team and teaching staff regarding the assessment design, rubrics, and marking criteria of the modules of the Programme, including *Dissertation Social Care* and *Leadership and Innovation.* For example, noting that the dissertation is primarily a literature review, the Panel commented that MILO2 *Demonstrate knowledge of the research process* and MILO3 *Demonstrate critical awareness of ethical issues and social research* of the *Dissertation Social Care* module were not fully assessed. For the *Leadership and Innovation* module, the Panel considered that students' achievement of MILO4 *Demonstrate an understanding of the broad economic structure of the Health and Social Care landscape and how this impacts on local finance and organisation at unit level* was yet to be made explicitly in the provided samples of marked students' work. Together with the observations and discussions stated in Para. 4.3.5, the Panel was of the view that further review and revision of the module assessments are necessary to substantiate the current mapping of assessments against MILOs and subsequently the mapping of modules against PLOs. Therefore, a condition is stipulated in Para. 4.3.7.

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   At UWE the Link Tutors, who report to the Dean and Head of School, exercises the function of a programme leader. At SHAPE, the Programme Coordinators (PCs) of the Programmes undertake day-to-day liaison with UWE on the Programmes. They are responsible for managing daily operation and monitoring the quality of programme delivery. The PCs report to the respective Head of Collaborative Degree Programmes, who in turn reports to the Academic Director (AD) of the respective discipline.

4.5.2   The Programmes are delivered jointly by UWE and SHAPE teaching staff, with the former responsible for delivering 54 hours of face-to-face teaching, and the remainder of the teaching being delivered by SHAPE teaching staff, including supervision of student projects. The Panel noted that many of the SHAPE part-time teaching staff of the

Programmes, including the PC of BScHSC, are full-time staff of VTC. Regarding the programme management workload of the PC, the Operator informed the Panel that SHAPE has other units to provide administrative support to the Programmes such as the SHAPE Local Offices for clerical support and the Quality Assurance & Accreditation Team of SHAPE Central Office and the Quality Enhancement and Accreditation Office of the VTC for support to quality assurance processes.

4.5.3 Regarding staff development, the Panel reviewed the 2024/25 and 2025/26 staff development plans, as well as information on staff participation in staff development activities in 2022/23 and 2023/24. The Panel noted different categories of development activities, including pedagogy, enhancement of subject knowledge, industry update and knowledge of quality assurance. During the site visit meetings with the Programme Team and staff representatives, the Panel was introduced to the mandatory attendance of new teaching staff for the Induction Teacher Programme and mandatory training requirements for current teaching staff. The Panel was of the view that these measures are of paramount importance to upholding consistent competency of the teaching staff of the Programmes. Therefore, the Operator is **advised** to continue ensuring that the completion of the Induction Teacher Programme for new teaching staff remains mandatory and the mandatory training requirements for existing staff are met.

BScHSC

4.5.4 Having reviewed the teaching staff profiles and discussed with the Programme Team and staff representatives, the Panel made the following observations and comments, with recommendations for the Programme:

(a) The Panel was given to understand that the current PC, who is concurrently part-time staff of SHAPE and full-time staff of VTC, is not only responsible for the programme management and teaching of the Programme but also engaged in other programmes. During the meetings with the Programme team and teaching staff representatives, the Panel discussed the implementation and effectiveness of the current programme coordination for the Programme delivered in Hong Kong. The Panel was of the view that the effectiveness of the programme coordination across SHAPE and UWE for the Programme delivery in Hong Kong is imperative to the continuous improvement of the Programme. Thereby, the Operator is

recommended to review and strengthen programme coordination in programme management and delivery in Hong Kong, as well as UWE's role in monitoring the programme coordination to ensure effective oversight and the coherent delivery of the Programme.

(b) During the meeting with student and graduate representatives, the Panel observed that students' confidence in using English could be improved. In this connection and further to the discussion and advice stated in Para. 4.5.3, given all teaching staff of SHAPE for the Programme are part-time, the Panel considered that a strategic approach to staff development, including the enhancement of teaching staff's support to students' use of English language, would facilitate the continuous improvement of the Programme in the long run. The Operator is hence **recommended** to strengthen staff development to ensure that the Hong Kong teaching team is sufficiently familiar with the Programme, including learning, teaching and assessment, and to strengthen teaching staff's support to students' use of English language.

4.5.5   Notwithstanding the recommendations above, the Panel concluded that there are adequate and qualified staff and adequate staff development activities to support the quality delivery of the Programmes.

4.6   **Learning, Teaching and Enabling Resources/Services**

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

4.6.1   On financial resources, the income and expenditure statements for 2022/23 and 2023/24 and the budget estimation for 2024/25 to 2026/27 of the Programmes indicate that the Programmes ran a surplus in each of the past two years and are expected to continue to have a surplus in the coming three years.

4.6.2   Regarding physical resources, the Panel toured the facilities at IVE (Sha Tin), and was given presentations on online resources provided by both UWE and SHAPE. The Panel was also provided with a list of specialised facilities for the modules of the Programmes, along with the capacity of the facilities, current and projected utilisation rates, and the major hardware and software provided.

BEngBSE

4.6.3 Having reviewed the learning, teaching and enabling resources, the Panel made the following observations and comments with recommendations for the Programme:

(a) The Panel visited a number of facilities, including Building Services Laboratory and Electrical Engineering and Testing Laboratory, and was given to understand that health and safety training is not provided to students prior to their use of these facilities in the Programme. During the discussions with the Programme Team and teaching staff representatives, the Panel was informed that students had in general received relevant training in respective feeder programmes. Notwithstanding, the Panel shared the industry practice and expressed that the provision of up-to-date health and safety training is important to laboratory users' health and safety. The Operator is therefore **recommended** to provide health and safety training as part of the student induction programme as in line with industry practice.

(b) The Panel noted that there is currently one field visit and three guest lectures by industry practitioners arranged for students in the Programme, and discussed with the Programme Team the sufficiency of the support to students in gaining practical experiences and industry exposure as stated in the PAs. The Panel was given to understand that most of the admitted students, who are studying part-time, possessed experiences in BSE and hence the existing arrangement suffice. Given that the Programme continues planning to admit both full-time and part-time students, the Panel considered that the different backgrounds and needs of full-time students shall be taken into consideration in the long run. In this connection, the Operator is **recommended** to review and devise appropriate support to full-time students on practical experiences and industry exposure to support their study.

BScHSC

4.6.4 The Panel was given to understand that agency visits and guest lectures had been arranged and students were encouraged to participate in volunteer work to apply their understanding of theory and practice to real life problems as well as to contribute to the delivery of care. As delineated in Para. 4.3.5, the Panel shared with the Operator its view, in addition to the current student support services, on potential formal incorporation of the mentioned activities

into the Programme and recommended the Operator to review the Programme structure and content accordingly.

4.6.5   Further to the discussions and recommendation stated in Para. 4.5.4 where the Panel commented that students' confidence in using English could be improved, the Operator is **advised** to reflect on how students can be more effectively encouraged and supported to engage with and use the English language support provided by UWE and SHAPE throughout their study in the Programme.

4.6.6   Despite the above recommendations for continuous improvement of the Programmes, the Panel formed the view that there are adequate resources and services to support the delivery of the Programmes.

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

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

4.7.1   The Panel reviewed the following information regarding on-going monitoring and review of the Programmes:

(a) Summary results of Standard Student Questionnaire for Collaborative Degree Programmes and Module Evaluation Questionnaires from 2020/21 to 2023/24 (for BEngBSE) and from 2023/24 to 2024/25 (for BScHSC);
(b) Minutes of the Programme Committee Meetings from 2020/21 to 2023/24 (for BEngBSE) and from 2021/22 to 2024/25 (for BScHSC);
(c) Minutes of Staff Student Liaison Meetings (for BEngBSE) from 2020/21 to 2023/24 and Student Representative & Staff Forums (for BScHSC) from 2021/22 to 2024/25;
(d) Summary of Employment Survey for Full-time Graduates from 2020 to 2023 (for BEngBSE) and from 2022 to 2023 (for BScHSC);
(e) EE reports of the Programme during the validity period; and
(f) Partnership Programme Reports on the Programmes from 2020/21 to 2022/23 (for BEngBSE) and from 2021/22 to 2023/24 (for BScHSC).

4.7.2   Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel considered that

processes for on-going monitoring of the Programmes are in place, as evident from, among other sources, a summary table for each of the Programmes provided by the Operator listing the issues identified from various feedback channels, follow-up-actions taken, and evaluation of the actions taken. Industry advisors to the Programmes also informed the Panel that the Programme Teams regularly contacted them for advice.

4.7.3   The Panel observed that only full-time graduates are required to complete an employment survey subsequent to their graduation from the Programme. While noting that this conforms to the established practice of the VTC, the Panel opined that a similar survey of part-time graduates could be valuable to the continuous improvement of the Programme. The Operator is therefore **advised** to explore and devise a mechanism to gather comprehensive feedback from part-time graduates, as this would provide valuable insights into their experience and career development.

BEngBSE

4.7.4   During the meetings with representatives of senior management and the Programme Team, it is noted that the UK Programme has sought professional accreditation from the Chartered Institution of Building Services Engineers and the Engineering Council. The Panel discussed with the Operator the competitiveness of the HK Programme and the graduates which may be enhanced through professional recognition. The Panel was given to understand that the Operator will continue to explore the way forward in this regard and may undergo a separate exercise with relevant professional bodies for the HK Programme to seek professional accreditation within the industry.

4.7.5   In consideration of the above, the Panel concluded that the quality assurance procedures have been effective in the on-going monitoring and review 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 (https://www.elegislation.gov.hk) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at https://www.hkqf.gov.hk.

5.3   **Qualifications Register**

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

5.3.2   Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/35/14
20 June 2025
JoH/CQ/PsL/rol

School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol <u>**Appendix**</u>

**Learning Programme Re-accreditation for
(i) BEng (Hons) Building Services Engineering (BEng-BSE)
(ii) BSc (Hons) Health and Social Care (BSc-HSC)**

8 – 11 April 2025

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