



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**

FEBRUARY 2026

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1105), 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) 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, VTC 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 determination 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
BSc (Hons) Architectural Technology and Design	BSc (Hons) Architectural Technology and Design	252831	Full- time	1 year	5
			Part- time	1.5 years	5
BEng (Hons) Electronic and Computer Engineering	BEng (Hons) Electronic and Computer Engineering	252822	Full- time	1 year	5
			Part- time	1.5 years	5

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 BSc (Hons) Architectural Technology and Design and BEng (Hons) Electronic and Computer Engineering programmes meet the stated objectives and HKQF standard 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 Programme 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	BSc (Hons) Architectural Technology and Design	BEng (Hons) Electronic and Computer Engineering
Title of Qualifications [Exit Awards] ^Intermediate Exit Award	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 of Delivery and Programme Length	Full-time, 1 year Part-time, 1.5 years	
Start Date of Validity Period	1 September 2026	
End Date of Validity Period	31 August 2030	
Number of Enrolment	One enrolment per year	
Maximum Number of New Students	Full-time, 30 per year Part-time, 50 per year	Full-time, 20 per year Part-time, 60 per year
Address of Teaching Venue	<ol style="list-style-type: none"> 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 the continuous improvement of both programmes.

- 2.4.1 The Operator should continue to review and strengthen respective admission strategies to improve the student intakes for both full-time and part-time modes of study. (Para. 4.2.8)
- 2.4.2 The Operator should continue to review and strengthen the Programmes in response to evolving labour market needs informed by systematic feedback from graduates of both full-time and part-time modes of study, as well as respective industry practitioners. (Para. 4.7.5)
- 2.5 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 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. A full Partnership Review has been conducted in

AY2024/25 before the renewal of the Academic Agreement, which shall run for five years from 1 September 2025 to 31 August 2030. As of December 2025, the Operator has 11 top-up bachelor's degree programmes accredited by HKCAAVQ, including the BSc (Hons) Architectural Technology and Design (BScATD), and BEng (Hons) Electronic and Computer Engineering (BEngECE) programmes, both of which were first accredited in 2018 and re-accredited in 2022.

- 3.4 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 in Appendix). A site visit was conducted by the Panel on 10 – 12 December 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.3, April 2025)* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.5 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 During the validity period since the last accreditation exercise, there have been no changes to the programme aims (PAs) and programme learning outcomes (PLOs) of the BScATD programme. However, the BEngECE programme had sought HKCAAVQ's approval for substantial changes to programme objectives and learning outcomes, programme structure and content, as well as learning, teaching and assessment with effect from September 2024. The Panel was given to understand that the PAs and PLOs of the BEngECE programme had remained unchanged since the aforementioned substantial changes approved in August 2024.

BScATD

4.1.2 The PAs of the BScATD programme are:

- PA1 To instil in each student an understanding and enthusiasm for Architectural Technology and Design;
- PA2 To provide an intellectually stimulating environment for learning and understanding;
- PA3 To integrate the conceptual understanding of technology and design realisation;
- PA4 To reflect upon, evaluate and discuss aspects of technological design;
- PA5 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;
- PA6 To use knowledge of scientific principles and materials properties to develop and design productive solutions to technological problems within defined constraints;
- PA7 To consider the 'buildability', sustainability and performance of building design solutions within legal, ecological, economic and technological constraints;
- PA8 To provide an environment for personal and skills development, the development of team-working skills for the construction industry and a multidisciplinary ethos;
- PA9 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;
- PA10 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

PA11 To identify and evaluate research and innovation needs in buildings.

4.1.3 The PLOs of the BScATD programme continue to be categorised under four domains. Graduates of the Programme are expected to be able to achieve the following:

A. Knowledge and Understanding

- A1 To demonstrate an understanding of the essential facts, concepts and theories relating to architectural design and its relationship to technology.
- A2 To understand the principles of building structure and construction including the properties of materials.
- A3 To be aware of the nature of building fabric and systems as modifiers of the physical environment in providing a sustainable environment.
- A4 To analyse the performance of a building from a technical and functional perspective and recognise their inter-relationship.
- A5 To understand the relevant statutory frameworks and other constraints and gain an appreciation of the legal principles of practice pertaining to construction contracts.
- A6 To understand the role of the parties to the building development process and to gain an appreciation of other professional perspectives.

B. Intellectual Skills

- B1 To analyse a problem and evaluate critically, evidence and alternative points of view.
- B2 To interpret, analyse and communicate qualitative and quantitative data.
- B3 To synthesise ideas and information from a variety of sources in reaching judgements about issues, problems and solutions.
- B4 To demonstrate the ability to question and evaluate current theories and practice.
- B5 To initiate and execute research and subsequently analyse and exploit the findings.

C. Subject/Professional/Practical Skills

- C1 To apply knowledge of structure, construction, materials and environmental performance in building design.
- C2 To apply the principles of good practice to design and the design process, including use of CAD and design systems.

- C3 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.
- C4 To appreciate the health and safety responsibilities associated with specific aspects of the built environment.
- C5 To be able to apply experimental method, including laboratory investigations, to the analysis of technical problems.
- C6 To be able to observe, describe and record information about building design and condition accurately.
- C7 To interpret plans and three dimensional diagrams accurately.

D. Transferable Skills and Other Attributes

- D1 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.
- D2 To demonstrate an understanding of the conventions of architectural drawing.
- D3 To appreciate the limitations and use of computers and apply IT to the context of learning and building technology and design.
- D4 To have acquired skills in the use and processing of physical quantities and numerical data.
- D5 To demonstrate an appreciation of the importance of inter-professional and collaborative working, and develop respect for other people's perspective.
- D6 To develop the skill of independent learning.

BEngECE

4.1.4 The PAs of the BEngECE programme are:

- PA1 To support graduates to develop the necessary skills to be able to work as an effective member of a multidisciplinary team, as a graduate electronic and computer engineer across the engineering sector.
- PA2 To support undergraduates in acquiring the knowledge and understanding of scientific principles and methods necessary to underpin an education in engineering.
- PA3 To instil the requisite academic knowledge, skills and preparation for progression to study for higher degrees in appropriate engineering disciplines.

- PA4 To provide insight into, and practical skills in, the creation and maintenance of complex engineering products and will explore the environmental impact of engineering.
- PA5 To develop and demonstrate an ability to integrate their knowledge and understanding of core subject material in order to solve a substantial range of engineering problems, including ones of a complex nature either individually or as part of a team.
- PA6 To develop and demonstrate an understanding of the competencies and social responsibilities required by a professional engineer in the workplace and society. As a consequence, students will be able to critically appraise the value and effectiveness of future engineering innovations in the field in terms of business improvement and environmental sustainability.

4.1.5 Graduates of the BEngECE programme are expected to be able to achieve the following PLOs:

- PLO1 Apply scientific and mathematical principles necessary to underpin electrical and electronic engineering and mathematical methods, computational methods and tools and notation used in the evaluation, integration and analysis of electrical, electronic and computer engineering problems.
- PLO2 Use systems incorporating digital hardware, software, communication, processing algorithms, interfacing circuits and parameter sensing and actuating devices.
- PLO3 Plan, design, model and build electronic and computer engineering systems and be able to specify and assess technical designs.
- PLO4 Apply advanced problem-solving skills and technical knowledge, using a systems approach, to establish rigorous and creative solutions that are fit for purpose for all aspects of the problem including production, operation, maintenance and disposal.
- PLO5 Demonstrate a critical awareness of manufacturing, financial and marketing implications of design proposals.
- PLO6 Pursue independent study, undertake enquiry into novel and unfamiliar concepts and implement change in an engineering environment.
- PLO7 Communicate and operate effectively, professionally and ethically either as individuals or as members of a team.

PLO8 Make considered judgements and decisions on complex engineering issues in which not all facts and consequences are accurately known.

4.1.6 The Operator provided the Panel with the following updates on the professional recognitions of the Programmes:

BScATD

- (a) The programme delivered by SHAPE in Hong Kong qualifies for the Hong Kong Construction Industry Council (CIC) Building Information Modelling (BIM) Manager Certification scheme. Graduates are eligible to apply for an Associate membership and Professional membership of the Hong Kong Institute of Building Information Modelling (HKIBIM), respectively, upon their graduation and after obtaining the required year of related local practical experience in BIM projects.
- (b) While the home programme is re-accredited by the Chartered Institute of Architectural Technologists (CIAT) in the UK, the Programme Team indicated that, following past practice and consideration, the programme delivered by SHAPE will not seek the CIAT accreditation in HK.

BEngECE

- (c) At the time of the last re-accreditation exercise, both the home programme and the Programme delivered by SHAPE were accredited by the Institution for Engineering and Technology (IET) as partially meeting the Engineering Council academic requirements for Chartered Engineers. The Engineering Council introduced new requirements, known as Accreditation of Higher Education Programmes version 4 (AHEP4), before the IET accreditation of the Programme delivered by SHAPE lapsed. In order to align with the new requirements, a programme review is required for both the home programme and the Programme delivered by SHAPE. The Operator thereby decided to seek IET re-accreditation for the revised home programme prior to considering possible re-accreditation of the SHAPE delivery. The accreditation visit by IET for the home programme is scheduled for January 2026. The Panel was given to understand that the Programme Team does not intend to pursue the IET accreditation for the SHAPE delivery in light of current levels of interest among HK students.

4.1.7 To demonstrate that the graduates have effectively achieved the PAs and PLOs of the Programmes and that the Programmes also continue to meet the HKQF standards at Level 5, the Operator provided the Panel with the following information for each programme:

- (a) Mappings of the PAs against the PLOs, the PLOs against the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (b) Mappings of modules to be delivered by SHAPE in HK against the PLOs and the GLDs at HKQF Level 5;
- (c) Module specifications which include module learning outcomes, syllabus outline, learning and teaching methods, and assessment methods and weighting;
- (d) External Examiners (EEs) reports during the validity period;
- (e) Samples of marked students' scripts of high, medium and low performance with corresponding rubrics of three selected modules for each programme, including the module *Procurement and Contract Law* (for BScATD) and *Digital Signal Processing* (for BEngECE) respectively; and
- (f) Summary information collected from graduates during the validity period.

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

- (a) The PAs and PLOs of both programmes are aligned and relevant to the needs of the industries.
- (b) The sample assessment tasks and graded students' work of both programmes demonstrated the attainment of learning outcomes at HKQF Level 5.
- (c) The feedback given in the EEs reports is positive in general in relation to the attainment of intended learning outcomes.
- (d) The Panel noted that, in accordance with the prevailing practice in VTC, SHAPE conducts a formal employment survey to collect employment information from graduates of full-time programmes only. Further to the recommendation from the last

accreditation exercise, the Programme Teams attempted to solicit feedback from graduates of part-time programmes during the validity period through informal channels. Though the response rate was relatively low, the Panel was provided with examples, through discussions with graduate representatives and examples of job titles collected via the informal graduate survey, showing that graduates are taking up jobs relevant to the PLOs of the Programmes.

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

4.1.9 In consideration of the above, the Panel concluded that the Programmes address the needs of the relevant industries 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 for the BScATD and BEngECE programmes with effect from AY2026/27 are as follows:

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	<p>1. <u>Accreditation of Prior Learning</u> Candidates must hold the following academic qualifications of the VTC:</p> <p>For entry into BScATD</p> <ul style="list-style-type: none"> ▪ HD in Building Technology with Interior Design ▪ HD in Building Technology and Interior Design ▪ HD in Architectural Studies ▪ HD in Architectural Technology and Design ▪ HD in Architectural Design and Technology

	<p>For entry into BEngECE</p> <ul style="list-style-type: none"> ▪ HD in Digital Electronics and Embedded System Design ▪ HD in Computer and Information Engineering ▪ HD in Internet and Multimedia Engineering ▪ HD in Computer Engineering ▪ HD in Electronic and Communications Engineering ▪ HD in Computer and Electronic Engineering+ ▪ HD in Computer and Data Engineering[^] <p>+ <i>For students who enrolled in the HD in Computer and Electronic Engineering programme before AY2023/24, students are required to achieve a pass in the enrichment module 'Engineering Mathematics with Applications'.</i></p> <p>[^] <i>HD feeder programme introduced starting from AY2026/27</i></p> <p>2. <u>English Language Entry Requirement</u></p> <ul style="list-style-type: none"> ▪ 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 Programmes. ▪ VTC HD graduates² are considered to have met the English language requirements for entry to the top-up Programmes in Hong Kong.
<p>Non-standard / Special / Alternative Admission Requirements and Arrangements</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Hold a relevant post-secondary qualification (equivalent to an HD or Associate Degree awarded by

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

	<p>an education institution in Hong Kong); and</p> <p>2. Meet the English language requirements:</p> <ul style="list-style-type: none">▪ 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 Programmes.
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4.2.2 The VTC HD programmes listed above are feeder programmes. The Panel noted that while there had been no substantial change to the minimum admission requirements and the list of feeder HD programmes for BScATD, UWE had formally approved the following changes in the list of feeder programmes for BEngECE:

- (a) Addition of *HD in Computer and Data Engineering* as a new feeder programme: 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 BEngECE.
- (b) Removal of the enrichment module '*Engineering Mathematics with Applications*' from the existing feeder programme, *HD in Computer and Electronic Engineering*: UWE had reviewed and approved that the revised syllabus for the '*Engineering Mathematics*' module of the feeder programme sufficiently covers the necessary content, which is sufficiently mapped to the revised programme structure of BEngECE.

4.2.3 The Panel reviewed the profiles of students admitted to the BScATD programme from the non-feeder and non-standard entry routes. For non-feeder entrants, it was observed that most of them held HD qualifications from other local institutions. For non-standard entrants, it was noted that their overall academic portfolio and working experience had been reviewed by the Programme Team. For the BEngECE programme, while applications from candidates without feeder qualifications were received, following review by the UWE Link Tutor, they were found not to meet the requirement of 240 credits of Accredited Learning at UWE's years 1 and 2 studies. As a

result, no students were admitted through non-feeder or non-standard entry routes. The Panel was given to understand that UWE reviewed all 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 to safeguard learning and teaching quality and thereby uphold 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 BScATD Programme through the non-standard 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	BScATD		BEngECE	
	From	To	From	To
Full-time	60	30	30	20
Part-time	60	50	60 (remain unchanged)	

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 Nevertheless, the Panel discussed with the representatives of the Programme Teams during the site visit the observations about student admission, the importance of widening the pools of feeder programmes, and the improvement needed in the number of new students for the Programmes. While the Operator's plans for improving student intakes were noted, given that the number of applications for the Programmes had been on a downward trend and the full-time mode of study for the Programmes had not been offered since the last accreditation, the Panel **recommended** the Operator should continue to review and strengthen the respective admission strategies to improve the student intakes for both full-time and part-time modes of study.
- 4.2.9 Notwithstanding the recommendation above, 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 continue to be top-up degree programmes with 120 HKQF 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 HKQF credits.
- 4.3.2 During the validity period since the last accreditation exercise, there have been no changes to the programme structure and content of the BScATD programme. Meanwhile, the BEngECE programme had sought HKCAAVQ's approval for substantial changes to its programme structure and content effective from September 2024. After the substantial changes approved in August 2024 with the introduction of new modules, namely *Professionalism for Engineers, Control Systems Design, Power Electronics and Embedded Systems Development 1*, it was noted that all modules in the Programme are core modules. The Panel was given to understand that the BEngECE

programme structure and content remain unchanged since the aforementioned substantial changes.

4.3.3 The structures of the Programmes are summarised in the following tables:

BScATD

Module Title	Contact Hours	Non-contact Hours	Total Notional Learning Hours	HKQF Credits
Technology and Design Studio 3	108	342	450	45
Collaborative Practices in Building Information Management & Modelling	72	228	300	30
Conserving Buildings and Places	36	114	150	15
Energy Management and Performance Evaluation	36	114	150	15
Procurement and Contract Law	36	114	150	15
Total	288	912	1,200	120

BEngECE

Module Title	Contact Hours	Non-contact Hours	Total Notional Learning Hours	HKQF Credits
Group Design & Integration Project	36	114	150	15
Engineering Project	30	270	300	30
Professionalism for Engineers	36	114	150	15
Digital Signal Processing	36	114	150	15
Control Systems Design	36	114	150	15
Embedded Systems Development 1	36	114	150	15
Power Electronics	36	114	150	15
Total	246	954	1,200	120

4.3.4 The content of the modules is contextualised and approved by UWE for delivery by SHAPE in Hong Kong to fit the needs and 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 in Para. 4.1.7. The Panel also reviewed the following information and data regarding the structure and content of the Programmes:

- (a) Programme specifications of the Programmes;
- (b) Module Reports of five modules of the BScATD programme delivered in AY2023/24;
- (c) Module Reports of six modules of the BEngECE programme delivered in AY2023/24;
- (d) Module grade distribution of AY2021/22 to AY2023/24;
- (e) Award classification of graduation years 2022 to 2025 (for BScATD) and 2023 to 2025 (for BEngECE)
- (f) Samples of teaching materials;
- (g) Summary results of Student Feedback Questionnaires (SFQs) for Collaborative Degree Programmes and Module Evaluation Questionnaires (MEQs) conducted for 2022 and 2023 intake; and
- (h) Meeting minutes of programme-related committees from 2021/22 to 2024/25 (for BScATD) and from 2022/23 to 2024/25 (for BEngECE).

4.3.5 From the summary of all the module assessments where contextualisation is prevalent for the BScATD programme and the list of topics available for the *Engineering Project* module of 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 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 Programmes are appropriate and can enable students to achieve the stated learning outcomes and meet the programme objectives.

4.3.7 Nevertheless, it was observed that the overall programme structure and content of the BScATD programme remained the same since it was first accredited in 2018. The Panel was given to understand, from the Programme Team's response to initial comments and the discussions at the site visit, that the use of emerging technologies in construction will be enhanced in the BScATD programme to ensure that the programme structure and content will continue to align with future needs and evolving market trends. Also, the Panel observed from the discussions with representatives of industry practitioners as well as current students and graduates of both Programmes during the site visit that they were keen to provide feedback and insight for programme enhancement, including but not limited to the latest market needs and their experience with the programme structure and content. The Panel was of the view that the continuous review and strengthening of programme structure and content in response to evolving market and student needs is essential to the long-term development of both programmes . In this regard, alongside the observations and discussions stated in Paras. 4.7.3 and 4.7.4, the Panel stipulated a recommendation in Para. 4.7.5.

4.3.8 In view of the above information, the Panel considered that the Operator has effectively maintained the quality of the Programmes at the relevant standards and enabled students to achieve the objectives and intended learning outcomes of the Programmes. However, the Panel proposed its recommendation in Para. 4.7.5 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 Both programmes employ various learning and teaching methods, such as lectures, tutorials, seminars, workshops, laboratory/studio sessions, and independent learning, to facilitate students' achievement of the programme objectives and learning outcomes. The Panel noted that the maximum class size for both programmes is 90 for lectures, 30 for tutorials, seminars, workshops, and laboratory/studio sessions; and, 15 (for BScATD) and 30 (for BEngECE) for project supervision.

- 4.4.2 Both UWE and SHAPE conduct teaching for both programmes. For BScATD, students received 54 hours of face-to-face delivery for four out of five modules in the Programme from UWE teaching staff. The *Procurement and Contract Law* module is solely delivered by SHAPE teaching staff. For BEngECE, while all students 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 *Engineering Project* module.
- 4.4.3 Having reviewed the information as listed in Para. 4.3.4 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. Nevertheless, the Panel shared with the Programme Team during the site visit that the provision of practical experience in the local context would enrich students' learning and enhance students' employability. The Panel hence **advised** the Operator to provide students with activities and practical experience in the local context where possible.
- 4.4.4 On assessment, the Panel was provided with the *Assessment and Feedback Operational Guide* alongside the documentary evidence as listed in Paras. 4.1.7 and 4.3.4. The Panel also noted summaries of major issues on learning, teaching and assessment together with the follow-up actions for the Programmes. For example, BScATD students expressed that they encountered difficulties in the examination of the *Procurement and Contract Law* module. The Programme Team, together with the teaching staff, provided students with timely support and the examination pass rate of the module improved as a result. For BEngECE, the passing rate of students was relatively low in the *Digital Signal Processing* module. The Panel reviewed the assessment materials and noted that the teaching schedule was adjusted to better balance students' workload from the AY2024/25 intake. The substantial changes approved in August 2024 with respect to the assessment methods of the modules in BEngECE were also noted.
- 4.4.5 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 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 UWE Link Tutors and the SHAPE Programme Coordinators continue to collaboratively provide academic leadership of the BScATD and BEngECE programmes, while the final decisions on programme management rest with UWE. Following the prevailing practice, the UWE Link Tutors communicate with and provide 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 continue to provide suggestions for contextualisation of the module content.
- 4.5.2 On staffing, profiles of individual management and teaching staff members of UWE and SHAPE for the BScATD and BEngECE programmes, as well as the number of teaching staff from UWE and SHAPE to support the proposed maximum yearly student intake in the upcoming five years, were provided to the Panel. It was noted that staffing for both programmes continues to be reviewed on an ongoing basis via feedback from quality assurance and feedback mechanisms, such as the Module Reports, MEQs, Staff Student Liaison meetings (SSLMs) and Programme Committee meetings. The Panel also discussed with the programme management and teaching staff during the site visit their roles and responsibilities in the programmes, as well as the collaboration between the UWE and SHAPE teams in developing the module content and delivering the learning and teaching activities.
- 4.5.3 Regarding staff development, the Panel reviewed the 2025/26 and 2026/27 staff development plans, as well as information on staff participation in staff development activities in 2023/24 and 2024/25. The Panel noted different categories of development activities, including pedagogy, enhancement of subject knowledge, industry update and quality assurance. The Panel was given to understand that SHAPE continues to encourage staff to attend internal and external training, including seminars, conferences, workshops and exhibitions organised by professional organisations in respective

industries. For teaching staff of the BScATD programme, professional development opportunities were provided by the Construction Industry Council and The Hong Kong Institute of Building Information Modelling to keep them abreast of the latest trends in technology development and industry demands. For the BEngECE programme, the Programme Team shared that teaching staff will undertake a module-enhancement workshop organised by UWE to examine ways to integrate increased use of practical teaching approaches into module delivery to enhance student preparation for assessment on the *Digital Signal Processing* Module.

- 4.5.4 In consideration of the 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 2023/24 and 2024/25 and the budget estimation for 2025/26 to 2027/28 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) for the BEngECE programme, and was given presentations on the physical resources at IVE (Morrison Hill) for the BScATD programme, as well as on online resources provided by both UWE and SHAPE. The Panel was also provided with a list of specialised facilities for the modules of both programmes, along with the capacity of the facilities, current and projected utilisation rates, and the major hardware and software provided. During the site visit, the Panel was informed that the Programme Teams plan to deliver full-time mode of both programmes at IVE (Sha Tin) and that the Operator will closely review the availability of the teaching venues and necessary programme-specific facilities to ensure comparable learning experience among full-time and part-time students.
- 4.6.3 Upon reviewing the profiles of students admitted to the BScATD programme from the non-feeder and non-standard entry routes, the

Panel observed that not all students acquired foundation knowledge in programme-specific software, such as Revit for the BIM before admission to the Programme. While students' performance provided to the Panel were satisfactory in general, the Panel was of the view that foundation knowledge in programme-specific software are of paramount importance and hence the Panel **advised** the Operator to continue keeping the needs of students from different background under review and provide additional support on software, particularly for students from non-feeder programmes in the commencement of their study, as appropriate.

- 4.6.4 To conclude, the Panel formed the view that the provision of learning, teaching and enabling resources by the Operator for the BScATD and BEngECE programmes is 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 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 was provided with the following information regarding on-going monitoring and review of the Programmes alongside those listed in Paras. 4.1.7 and 4.3.4:

- (a) Academic Agreement between UWE and SHAPE;
- (b) UWE Partnership Programme Reports for AY2023/24;
- (c) Minutes, Terms of Reference and composition of the Industry Advisory Committee (IAC) for BScATD and the Industrial Liaison Committee for Electronic and Computer Engineering (ILCECE) for BEngECE
- (d) Templates of SFQs and MEQs; and
- (e) Retention Rates and Graduation Rates for the two programmes from AY2021/22 to AY2023/24.

- 4.7.2 Having reviewed the accreditation documents and discussed with internal and external stakeholders, the Panel considered that quality assurance mechanisms are in place at UWE and SHAPE to monitor

and review the quality of the BScATD and BEngECE programmes on an ongoing basis through various indicators such as retention rate, graduation rate, and award classifications. Also, as evident from 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, the Panel considered that the operation of the two programmes since the last re-LPA has been generally effective.

- 4.7.3 The Panel also noted the Programme Teams' attempts to solicit feedback from graduates of part-time modes of studies during the validity period through informal channels. While the Panel noted the prevailing practice that SHAPE only conducts a formal employment survey to collect employment information from graduates of full-time programmes, the Panel was of the view that statistics of employment information of both full-time and part-time graduates are useful to inform programme development and enhancement. During the site visit, the Programme Teams shared the difficulties in collecting part-time graduates' responses, and the Panel was given to understand that both full-time and part-time graduates' feedback and employment information will continue to be gathered in respective mechanisms. The Panel also discussed with the representatives of current students and graduates and noted that the Programme Teams and teaching staff provide feedback when possible and collect their feedback in various channels.
- 4.7.4 In terms of the mechanism to solicit insight and feedback from the industry, the IAC and ILCECE were established in February 2023 and July 2025 for the BScATD and BEngECE programmes respectively in response to the recommendation from the last accreditation exercise. During the site visit, the Panel discussed with the representatives of the IAC and ILCECE the latest market needs as well as possible industry support for programme enhancement. For example, an industry-related site visit was suggested to enrich students' practical learning experience within the Programmes.
- 4.7.5 Taking the observations and discussions stated in Paras. 4.3.7, 4.7.3 and 4.7.4 into consideration, the Panel **recommended** that the Operator should continue to review and strengthen the Programmes in response to evolving labour market needs informed by systematic feedback from graduates of both full-time and part-time modes of study, as well as respective industry practitioners.
- 4.7.6 In conclusion, the Panel considered that the Operator has effectively 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.

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 HKQF 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 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.

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16 February 2026
JoH/CQ/PsL/jof

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

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

10 - 12 December 2025

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