



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 NORTHUMBRIA AT NEWCASTLE

LEARNING PROGRAMME ACCREDITATION

BSC (HONS) COMPUTING

BSC (HONS) CONSTRUCTION MANAGEMENT

JUNE 2026

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Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA1144), 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 the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and University of Northumbria at Newcastle (NU) (jointly as the Operator) to conduct a Learning Programme Accreditation exercise with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the BSc (Hons) Computing (Non-local Courses Registry Registration No.: 253399) and the BSc (Hons) Construction Management (Non-local Courses Registry Registration No.: 253400) of the Operator meet the stated objectives and HKQF standards and can 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.

2. HKCAAVQ'S DETERMINATION

- 2.1 HKCAAVQ has determined that the BSc (Hons) Computing (BScCOM) meets the stated objectives and HKQF standard at Level 5, and can be offered as an accredited programme with a validity period of four years. The Operator shall, at the end of the third year after the commencement of the validity period, submit an annual report to HKCAAVQ to provide information on programme enhancement measures relevant to the accreditation standards.
- 2.2 HKCAAVQ has determined that the BSc (Hons) Construction Management (BScCM) meets the stated objectives and HKQF standard at Level 5, and can 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.

- 2.4 The determinations on the Programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院	
Name of Non-local Operator	University of Northumbria at Newcastle	
Name of Award Granting Body	University of Northumbria at Newcastle	
Title of Learning Programme	BSc (Hons) Computing	BSc (Hons) Construction Management
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Computing	BSc (Hons) Construction Management
Primary Area of Study and Training	A04 Computer Science and Information Technology	A01 Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	A0401 Computer Science and Information Technology	A0102 Construction Management
Other Area of Study and Training	N/A	
Sub-area (Other Area of Study and Training)	N/A	
HKQF Level	Level 5	Level 5
HKQF Credits	120	120
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 1.5 years	Part-time, 1.5 years

Start Date of Validity Period	1 September 2026	1 September 2026
End Date of Validity Period	31 August 2030	31 August 2030
Number of Enrolment(s)	Full-time: One enrolment per year Part-time: One enrolment per year	Part-time: One enrolment per year
Maximum Number of New Students	Full-time: 60 students per year Part-time: 60 students per year	Part-time: 90 students per year
Address of Teaching / Training Venue(s)	1. HKIIT 20A Tsing Yi Road, Tsing Yi Island, New Territories 香港資訊科技學院 新界青衣島青衣路 20A 號 2. HKDI and IVE (Lee Wai Lee) & HKIIT at IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories 香港知專設計學院及 香港專業教育學院 (李惠利) 及香港資 訊科技學院位於香港 專業教育學院 (李惠 利) 新界將軍澳景嶺路 3 號 3. IVE (Chai Wan) & HKIIT at IVE (Chai Wan) (offering site) 30 Shing Tai Road, Chai Wan, Hong Kong 香港專業教育學院 (柴灣) 及香港資訊 科技學院位於香港專 業教育學院 (柴灣)	1. HKDI and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories 香港知專設計學院及 香港專業教育學院 (李惠利) 新界將軍澳景嶺路 3 號 2. IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 香港專業教育學院 (柴灣) 香港柴灣盛泰道 30 號 3. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 香港專業教育學院 (黃克競) 九龍長沙灣荔枝角道 702 號 4. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories

	香港柴灣盛泰道 30 號 4. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 香港專業教育學院 (黃克競) 九龍長沙灣荔枝角道 702 號 5. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 香港專業教育學院 (葵涌) 新界葵涌興盛路 20 號 6. IVE (Kwun Tong) & HKIIT at IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 香港專業教育學院 (觀塘) 及香港資訊科技學院位於香港專業教育學院 (觀塘) 九龍觀塘曉明街 25 號 7. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 香港專業教育學院 (摩理臣山) 香港灣仔愛群道 6 號 8. IVE (Sha Tin) & HKIIT at IVE (Sha Tin) (offering site)	香港專業教育學院 (葵涌) 新界葵涌興盛路 20 號 5. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 香港專業教育學院 (觀塘) 九龍觀塘曉明街 25 號 6. IVE (Morrison Hill) (offering site) 6 Oi Kwan Road, Wan Chai, Hong Kong 香港專業教育學院 (摩理臣山) 香港灣仔愛群道 6 號 7. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 香港專業教育學院 (沙田) 新界沙田源禾路 21 號 8. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 香港專業教育學院 (青衣) 新界青衣島青衣路 20 號 9. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 香港專業教育學院 (屯門)
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	21 Yuen Wo Road, Sha Tin, New Territories 香港專業教育學院 (沙田) 及香港資訊 科技學院位於香港專 業教育學院 (沙田) 新界沙田源禾路 21 號 9. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 香港專業教育學院 (青衣) 新界青衣島青衣路 20 號 10. IVE (Tuen Mun) & HKIIT at IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 香港專業教育學院 (屯門) 及香港資訊 科技學院位於香港專 業教育學院 (屯門) 新界屯門青雲路 18 號	新界屯門青雲路 18 號 10. VTC Tower (offering site) 27 Wood Road, Wan Chai, Hong Kong 職業訓練局大樓 香港灣仔活道 27 號
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2.5 Recommendations

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

BScCM

- 2.5.1 The Operator should closely monitor the timetabling of the dissertation process and topic development to ensure that students have sufficient flexibility and support to complete their dissertation effectively. (Para. 4.3.6)

- 2.5.2 The Operator should ensure that all academic staff appointed to the new programme will ensure the quality of teaching across the Programme. In particular, the Operator should strengthen measures to enhance the involvement of the part-time staff and systematically monitor their performance (Para. 4.5.4)

Both Programmes

- 2.5.3 The Operator should review the admission requirements and associated supporting measures to ensure that they adequately reflect the expected standard of English proficiency, so that students are able to perform effectively in the Programmes and achieve learning outcomes comparable to those of the NU home programmes. (Para. 4.2.9)
- 2.5.4 The Operator should develop a systematic approach to assess students' English proficiency levels and provide targeted support, so that all students can meet the expected standards of the Programmes. (Para. 4.6.4)
- 2.5.5 The Operator should ensure that key minutes and related documentation clearly and systematically record substantive discussions of academic and operational matters, particularly those relating to programme design, implementation and continuous improvement. (Para. 4.7.3)
- 2.5.6 The Operator should establish regular and structured communication channels with industry stakeholders to systematically gather insights and incorporate up-to-date professional input into curriculum design, teaching content, and the overall programme review process, thereby supporting the continuous improvement of the Programmes. (Para. 4.7.4)
- 2.6 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) was established by the Vocational Training Council (VTC) in 2003 as one of its member institutions to manage and deliver collaborative degree programmes with overseas and local university partners.
- 3.2 The University of Northumbria at Newcastle (NU) was given degree awarding status under the United Kingdom Further and Higher Education Act (1992). NU is also granted the authority to approve programmes conducted at an external institution outside the United Kingdom (UK).
- 3.3 SHAPE and NU entered into a collaborative partnership since 2002, and obtained an Initial Evaluation (IE) status in 2011 to operate non-local programmes meeting HKQF standards at Level 5 starting from 1 September 2012.
- 3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for BSc (Hons) Computing and BSc (Hons) Construction Management. For this exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). 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. The site visit was conducted at IVE (Sha Tin) from 31 March to 2 April 2026.
- 3.5 In consideration of the track record of the Operator established from previous accreditation exercises, information on the following aspect of the Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Information Not Required
LPA-6 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 The BScCOM programme, hosted by the School of Computer Science, and the BScCM programme, hosted by the School of Architecture and Built Environment, both under the Faculty of Science and Environment at NU in the UK, are non-local programmes awarded by NU. These programmes are jointly delivered by SHAPE and NU in Hong Kong, mirroring the programme aims, programme learning outcomes and curriculum of their corresponding home programmes currently delivered in the UK. The Programme Aims (PAs) and Programme Learning Outcomes (PLOs) are as follows:

BScCOM

Programme Aims (PAs)

The aims of the BScCOM programme are to:

PA1	provide an academically rigorous and industry-relevant education in computing at honours level;
PA2	enhance students' abilities to apply and use contemporary software development practices, platforms, and collaboration tools;
PA3	cultivate students' critical awareness of data security,

	ethics, and governance in digital systems;
PA4	offer opportunities to study cutting-edge topics in computing including machine learning, big data, interaction design and cloud systems; and
PA5	prepare graduates with transferable skills and research abilities relevant for both employment and postgraduate study.

Programme Learning Outcomes (PLOs)

Upon completion of the BScCOM programme, students should be able to attain the following learning outcomes:

Knowledge and Understanding (KU)	
KU1	Demonstrate a sound understanding of the main body of knowledge for computing and be able to exercise critical judgement in the use of that knowledge.
KU2	Demonstrate a wide and critical understanding of user, professional, ethical, social, legal and economic issues and risks surrounding the design, development, operation, sustainability and maintenance of computing systems across a range of applied contexts.
KU3	Demonstrate wide-ranging critical knowledge and understanding of a range of computational and software engineering principles.

Intellectual / Professional Skills & Abilities (IPSA)	
IPSA1	Critically analyse and apply concepts, principles and practices of computing in the context of loosely defined scenarios, showing effective judgement and adaptability in the selection and use of tools and techniques.
IPSA2	Be able to demonstrate detailed judgement, critical thinking and problem solving skills to solve both well-specified and loosely defined problems, to create appropriate computational artefacts.
IPSA3	Demonstrate the ability to undertake problem identification and analysis to appropriately design, develop, test, integrate or deploy a complex computing system and any associated artefacts; understand the relationship between stages and be able to demonstrate related problem-solving and evidence-informed evaluative skills.

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA)

PVA1	Articulate critical independent thinking, justify your own opinion and recognise the need to challenge your and others' thinking.
PVA2	Communicate complex information, ideas, problems and their solutions in both written and oral form to both specialists and non-specialists.
PVA3	Demonstrate independent research and enquiry skills to direct your learning, making use of scholarly search methods and tools.
PVA4	Demonstrate the ability to work in a proactive and effective manner, including as a member of a team, making good use of tools and techniques to successfully communicate, manage tasks and plan projects with minimum guidance.
PVA5	Identify appropriate practices and effect principled solutions within a professional, legal and ethical framework to address core considerations – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake.

BScCM

Programme Aims (PAs)

The aims of the BScCM programme are to:

PA1	Be able to think independently, understand and justify their own opinions, and will recognise the need to challenge their thinking, and the thinking of others.
PA2	Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions which are sustainable and justifiable.
PA3	Value curiosity, collaboration and analysis as keystones in the creation of new knowledge and practice.
PA4	Be able to communicate effectively to diverse audiences utilising a range of formats and media.
PA5	Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical considerations.
PA6	Combine all of the above to support their future employability and long-term career prospects.

Programme Learning Outcomes (PLOs)

Upon completion of the BScCM programme, students should be able to attain the following learning outcomes:

Knowledge and Understanding (KU)	
KU1	Evaluate and apply a range of traditional and novel construction principles and project management techniques to successfully manage construction processes.
KU2	Evaluate proposed technologies, challenging these to achieve contemporary and innovative solutions for buildability, sustainability, inclusion, and quality criteria.
KU3	Analyse the role of change within construction organisations and projects and evaluate a range of techniques for managing individuals and teams.
KU4	Compare and appraise the use of digital technologies and information management and understand the emerging role of data-centric construction.
KU5	Identify, critically review and apply key literature within specific topic areas, and synthesise and summarise information from a variety of sources.

Intellectual / Professional Skills & Abilities (IPSA)	
IPSA1	Utilise a critical and evaluative approach to derive solutions while considering variables at the nexus of buildability, cost, health and safety, and sustainability in the construction sector.
IPSA2	Take responsibility for your own personal and professional development.
IPSA3	Demonstrate effective ability to plan and manage key processes of construction project management.
IPSA4	Identify and evaluate new and developing technologies for building systems, project and information management.

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA)	
PVA1	Demonstrate appropriate collaborative team-working, as well as effective interpersonal and leadership skills.
PVA2	Demonstrate curiosity and initiative in the creation of new knowledge and practice and address multidisciplinary problems within a local and global context.
PVA3	Demonstrate an ability to select and apply appropriate

	ethical research methods and make well considered decisions in complex and unpredictable contexts.
PVA4	Demonstrate cultural and ethical awareness in relation to the construction industry and its management within the wider society.

Both Programmes

- 4.1.2 To demonstrate that the programme learning outcomes meet the HKQF standard at Level 5, the Panel was provided with (a) mapping of the PLOs to PAs, (b) mapping of the PLOs to Generic Level Descriptors (GLDs) at HKQF Level 5, (c) mapping of the PLOs and modules, (d) mapping of the modules and GLDs, (e) Programme Specification, (f) Module Specification and (g) samples of learning and teaching materials and assessments.
- 4.1.3 During the site visit, the Panel noted that the registration of both programmes under the Non-Local Higher and Professional Education (Regulation) Ordinance (Cap. 493) had not yet been completed. The Operator subsequently provided the registration certificates for both programmes on 13 April 2026, four working days after the conclusion of the site visit, with Registration Number 253399 for the BScCOM and Registration Number 253400 for the BScCM. Upon review of the submitted documentation, the Panel acknowledged that both programmes have been successfully registered under Cap. 493.
- 4.1.4 The Panel noted that SHAPE is currently operating a BSc (Hons) Computing programme and a BSc (Hons) Construction Management programme in collaboration with another non-local operator, with validity periods end on 31 August 2027 and 31 December 2027 respectively. As the proposed BScCOM and BScCM programmes with NU are both scheduled to commence on 1 September 2026, the Panel was concerned about the potential overlap arising from the simultaneous offering of programmes in the same disciplines at SHAPE. The Operator clarified during the site visit that both existing programmes are being phased out and will not admit new students from 1 September 2026, thereby avoiding overlap with the proposed Programmes. The Operator further confirmed that resources for the existing and proposed programmes will be separately allocated, and that the resources designated for the proposed BScCOM and BScCM Programmes will remain intact.
- 4.1.5 The Panel expressed concern regarding how the proposed BScCOM Programme differentiates itself from the existing programme and

how it is positioned as distinctive from similar programmes in the market, particularly in terms of how prospective students and employers would be able to distinguish between them. The Operator explained that the proposed BScCOM Programme adopts a more project-based and practice-oriented approach, with a stronger emphasis on applied learning.

- 4.1.6 The Panel also raised concern regarding how the proposed BScCM Programme differentiates itself from the existing programme and other similar offerings in the market, particularly in justifying its market demand and enabling clear differentiation for students and employers. The Operator clarified that the proposed BScCM Programme is intended to distinguish itself through a stronger focus on digitalisation, the adoption of technology in construction management, and a more practice-oriented curriculum.
- 4.1.7 The Panel noted that SHAPE and NU have an established academic partnership with a proven track record in programme delivery, which demonstrates their ability to address both community and industry needs. While the Panel acknowledged the rationale for the Programmes and the collaboration, it emphasised that clear articulation of the distinctiveness of the proposed Programmes is essential to support their market positioning.
- 4.1.8 Although external stakeholders whom the Panel met during the site visit were able to clearly articulate the unique features of both Programmes and expressed strong support, highlighting their relevance to industry demands, such distinctiveness was not well communicated in the accreditation documentation. The Panel therefore **advised** the Operator to articulate more clearly the distinctive features of the Programmes, and to proactively explore opportunities to obtain certification and collaborate with relevant professional bodies, with a view to strengthen the market positioning and long-term sustainability of the Programmes.
- 4.1.9 In consideration of the information above and the discussion with various stakeholders, the Panel formed the view that the Programmes have objectives that addressed community, education and industry needs, and intended learning outcomes that meet the HKQF standard at 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.

BScCOM

- 4.2.1 As stated in the accreditation documents provided by the Operator, the Panel noted that the minimum admission requirements of the Programme are as follows:

Graduates from relevant VTC Higher Diploma (HD), or other programmes equivalent to HKQF Level 4
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1. <u>Accreditation of Prior Learning</u>
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Graduates of the following VTC feeder programmes:
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| <ul style="list-style-type: none">• HD in Applied AI*;• HD in AI and Mobile Applications Development*;• HD in AI and Smart Technology*;• HD in Cloud and Data Centre Administration*;• HD in Cybersecurity*;• HD in Data Science and AI*;• HD in Game Software Development*;• HD in Information and Communications Technology*;• HD in Software Engineering*; and• HD in Telecommunications and Networking*. |
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2. <u>English Language Entry Requirement</u>

(a) Graduates from the feeder programmes are deemed to have met the minimum English requirements set by NU.
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(b) Applicants holding post-secondary qualifications taught and assessed in English (including VTC's HD programmes) will be exempted from completing an English Language Test.

(c) The following applicants are also exempted from an English test:

(i) Applicants who have studied a UK degree overseas or by Distance Learning and who have successfully completed a minimum of 120 credits at Level 4 and 120 credits at Level 5 within the UK Higher Education Framework

(ii) Applicants who have studied in English medium at upper secondary and graduated with Advanced
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levels / International Baccalaureate / United States High School Diploma; and (iii) Applicants who have successfully completed a degree at a United States / Australian / Canadian university campus overseas. (d) For all other students, the English Language test requirement (minimum score) is: (i) International English Language Test System (IELTS): 6.0 (with 5.5 in each component); or (ii) equivalent.
Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements Applicants who do not meet the above minimum admission requirements will be classified as non-feeder admissions and will be considered on a case-by-case basis. Mapping of applicants' qualifications will be undertaken by the School of Computer Science of NU and supported by the SHAPE PC. Responsibility for approval or rejection of the application rests with NU PM. Applicants must meet the standard English requirements as stated above. VTC HD graduates are deemed to have met the English language requirement.

**HD programmes using HKDSE results or equivalent as general admission requirements.*

- 4.2.2 The Panel noted that all feeder programmes have been mapped against the criteria and characteristics set out in the QAA Subject Benchmark Statement for Computing (2022), and have been formally approved by the Associate Head of the School of Computer Science – International and Educational Partnerships and the Associate Pro Vice-Chancellor – International and Educational Partnerships of the Faculty of Science and Environment at NU. The mapping exercise was undertaken by the NU Partnership Manager (PM), with support from NU academic staff and the SHAPE Programme Coordinator (PC), to ensure that the learning experience on the VTC HD programmes selected is at an appropriate level and provides sufficient coverage of underpinning knowledge to adequately prepare the applicants for the modules to be studied in this Programme.
- 4.2.3 For all non-feeder applicants, the applications are referred to the NU PM for a decision. The Panel noted that these applications are

considered on a case-by-case basis according to their academic qualifications, English language proficiency and other requirements.

- 4.2.4 The Operator proposed a maximum annual intake of 60 full-time students and 60 part-time students. The Operator explained that the proposed intake has been determined with consideration of projected industry demand, surveyed student interest, and the number of graduates from relevant feeder programmes. Taking these supply and demand factors into account, the Panel considered an annual intake of 60 students for each mode of study to be appropriate.

BScCM

- 4.2.5 As stated in the accreditation documents provided by the Operator, the Panel noted that the minimum admission requirements of the Programme are as follows:

Graduates from relevant VTC Higher Diploma (HD), or other programmes equivalent to HKQF Level 4

1. <u>Accreditation of Prior Learning</u>
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Graduates of the following VTC feeder programmes:
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|---|
| <ul style="list-style-type: none"> • HD in Surveying*; • HD in Building Studies*; |
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2. <u>English Language Entry Requirement</u>

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| <p>(a) Graduates from the feeder programmes are deemed to have met the minimum English requirements set by NU.</p> <p>(b) Applicants holding post-secondary qualifications taught and assessed in English (including VTC's HD programmes) will be exempted from completing an English Language Test.</p> <p>(c) The following applicants are also exempted from an English test:</p> <ul style="list-style-type: none"> (i) Applicants who have studied a UK degree overseas or by Distance Learning and who have successfully completed a minimum of 120 credits at Level 4 and 120 credits at Level 5 within the UK Higher Education Framework (ii) Applicants who have studied in English medium at upper secondary and graduated with Advanced levels / International Baccalaureate / United States High School Diploma; and (iii) Applicants who have successfully completed a degree at a United States / Australian / Canadian university campus overseas. |
|--|

(d) For all other students, the English Language test requirement (minimum score) is: (i) International English Language Test System (IELTS): 6.0 (with 5.5 in each component); or (ii) equivalent.
Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements
Applicants who do not meet the above minimum admission requirements will be classified as non-feeder admissions and will be considered on a case-by-case basis. Mapping of applicants' qualifications will be undertaken by the School of Architecture and Built Environment in NU and supported by the SHAPE PC and DPC. Responsibility for approval or rejection of the application rests with the NU PM. Applicants must meet the standard English requirements as stated above. VTC HD graduates are deemed to have met the English language requirement.

**HD programmes using HKDSE results or equivalent as general admission requirements.*

- 4.2.6 The Panel noted that all feeder programmes have been mapped against the first two years of the home programme, and have been formally approved by the Associate Head of the School of Architecture and Built Environment – International and Educational Partnerships, and the Associate Pro Vice-Chancellor – International and Educational Partnerships of the Faculty of Science and Environment at NU. The mapping exercise was undertaken by the NU PM with support from the SHAPE PC and Deputy Programme Coordinator (DPC). The outcome of the mapping was subsequently submitted to the NU for approval. The objective of the mapping exercise carried out by NU is to ensure that the learning experience on the VTC HD programmes selected is at an appropriate level and provides sufficient coverage of underpinning knowledge to adequately prepare the applicants for the modules to be studied in this Programme.
- 4.2.7 For all non-feeder applicants, the applications are referred to the NU PM for a decision. The Panel noted that these applications are considered on a case-by-case basis according to their academic qualifications, English language proficiency and other requirements.

- 4.2.8 The Operator proposed a maximum annual intake of 90 part-time students. The Panel sought clarification on the feasibility of achieving this intake, noting that only two feeder programmes are currently identified and that industry demand has shown signs of decline in recent years. The Panel also noted from the tabled documents that the Higher Diploma in Civil Engineering has not been included in the list of feeder programmes, reducing the number from three to two, and raising concern that the proposed intake quota may be challenging to achieve. During the site visit, the Operator explained that the two remaining feeder programmes demonstrate a high degree of alignment with the proposed Programme, with approximately 80% of the curriculum mapped, whereas the Higher Diploma in Civil Engineering showed comparatively weaker alignment. The Operator further indicated that the two feeder programmes together produce more than 200 graduates annually, which is considered a sufficient pool to support the proposed intake. The Panel noted the explanation and considered the proposed intake to be appropriate in light of the justification provided.

Both Programmes

- 4.2.9 The Panel noted that, while the learning outcomes of the SHAPE-delivered programme are expected to be comparable to those of NU, students are expected to demonstrate a comparable and appropriate level of English proficiency to engage effectively with the curriculum and achieve the intended learning outcomes. The Panel further emphasised that learning and teaching of the Programmes are conducted in English as the medium of instruction, and that students are expected not only to read and learn, but also to reason in English throughout the Programmes. In this regard, the Panel expressed concern that the current admission requirement for feeder programmes, whereby a pass is sufficient for entry, may not adequately assure the required level of English proficiency. During the site visit, the Operator clarified that the admission requirements are aligned with those of the NU home programme, which similarly accepts HD graduates with a pass qualification. While noting the Operator's explanation, the Panel **recommended** that the Operator review the admission requirements and associated supporting measures to ensure that they adequately reflect the expected standard of English proficiency, so that students are able to perform effectively in the Programmes and achieve learning outcomes comparable to those of the NU home programmes.
- 4.2.10 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 admission (including mature students) should be capped at a maximum of 10% on a programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning 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.

- 4.2.11 In light of the recent incidents regarding fraudulent qualifications, the Panel noted from the Response to Initial Comments that the Operator has established procedures to verify the applicants' qualifications prior to enrolment.
- 4.2.12 Notwithstanding the recommendation above, the Panel considered that the minimum admission requirements, the student selection process, and the proposed maximum number of new students per year 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.

BScCOM

- 4.3.1 The Programme mirrors the structure of the corresponding one-year-top-up programme in the UK. The Programme comprises a total of 120 HKQF credits, equivalent to 1,200 hours of notional student learning, and is delivered through two semesters (full-time) and three semesters (part-time). The programme structure is as follows.

Programme Structure (Full-time mode)

Semester	Module Title	Core or Elective	Contact Hours	Non-Contact Hours	Notional Learning Hours	HKQF Credits
1	Computing Group Project	Core	36	164	200	20
1	Contemporary Methods of Software	Core	36	164	200	20

	Development					
1	Computing Project: Proposal	Core	36	164	200	20
2	Data Security and Governance	Core	36	164	200	20
2	Computing Project: Practical	Core	24	176	200	20
2	Big Data / Cloud Computing / Machine Learning	Elective	36	164	200	20
Total Number of HKQF Credits:						120

Programme Structure (Part-time mode)

Semester	Module Title	Core or Elective	Contact Hours	Non-Contact Hours	Notional Learning Hours	HKQF Credits
1	Computing Group Project	Core	36	164	200	20
1	Contemporary Methods of Software Development	Core	36	164	200	20
2	Data Security and Governance	Core	36	164	200	20
2	Computing Project: Proposal	Core	36	164	200	20
3	Computing Project: Practical	Core	24	176	200	20
3	Big Data / Cloud Computing / Machine Learning	Elective	36	164	200	20
Total Number of HKQF Credits:						120

4.3.2 During the site visit, the Panel reviewed samples of learning and teaching materials and observed that a considerable number of topics are covered within individual lectures or modules. The Panel queried whether the breadth of content might have implications for the depth and quality of student learning. The Operator explained that the wide range of topics is intentionally designed to equip students with the necessary knowledge and skills to undertake the project-based modules. Taking into account the Programme's emphasis on project-based learning as a key distinctive feature, the Panel considered this approach to be appropriate, as it supports students in developing a broad foundation that can be applied and integrated in their project work.

4.3.3 The Panel noted that three elective modules will be offered, namely Big Data, Cloud Computing, and Machine Learning, and sought clarification on the availability to students. The Operator explained that all three elective modules will be made available to each cohort

to ensure a broad range of choice, with a minimum enrolment threshold of 15 students required for an elective to be offered. The Panel enquired whether this threshold, in practice, might limit students' choice of electives. In response, the Operator clarified that a survey will be conducted in advance to gauge students' interests, with a view to informing the offering of elective modules and facilitating student choice.

BScCM

- 4.3.4 The Programme mirrors the structure of the final year of the corresponding home programme in the UK. The Programme comprises a total of 120 HKQF credits, equivalent to 1,200 hours of notional student learning, and is delivered through four semesters (part-time). The programme structure is as follows.

Programme Structure (Part-time mode)

Semester	Module Title	Core or Elective	Contact Hours	Non-Contact Hours	Notional Learning Hours	HKQF Credits
1	Management of People	Core	40	160	200	20
2	Construction Project Management and BIM 2	Core	40	160	200	20
3	Sustainable Construction Technology	Core	40	160	200	20
4	Data Centric Construction and Digitalisation	Core	40	160	200	20
2-4	Dissertation	Core	26	374	400	40
Total Number of HKQF Credits:						120

- 4.3.5 The Panel noted that only six hours will be allocated for project supervision in Dissertation. The Panel considered this to be rather limited in view of the depth and rigour expected of a dissertation or capstone project, particularly for part-time students who are balancing their studies with work commitments. In response to the Initial Comments and during the site visit, the Operator explained that the six hours refer specifically to the minimum scheduled face-to-face supervisory contact time between the student and the dissertation supervisor during the dissertation period. During the site visit, the Operator further clarified that this arrangement mirrors the NU home programme, which involves five meetings with students and is broadly comparable to the six-hour supervision. The Operator also explained that these six hours represent the formal scheduled

contact hours, and that students may receive additional guidance through other academic support arrangements as needed.

- 4.3.6 The Panel also reviewed the teaching plan for the Dissertation and noted that the project topic is identified in week 2, with the final topic confirmed at the end of Semester 2. This leaves only around ten weeks at that stage before Semester 3, during which students then have approximately six weeks to collect data and complete the dissertation in Semester 4. The Panel was concerned that, if students encounter difficulties during the process, the topic would already have been confirmed and may be difficult to change, though the Operator clarified that supervisors would provide continuous guidance and support to students throughout the process. In this regard, the Panel **recommended** that the Operator closely monitor the timetabling of the dissertation process and topic development to ensure that students have sufficient flexibility and support to complete their dissertation effectively.

Both Programmes

- 4.3.7 The Panel noted that the programme content delivered by SHAPE will be contextualised to address the needs of the local industry in Hong Kong. The contextualised materials will be prepared by the SHAPE Programme Teams and endorsed by the NU Partnership Manager to ensure alignment with the module and programme intended learning outcomes for implementation and delivery. Following endorsement of the revised materials, a module review meeting will be conducted to ensure ongoing academic oversight.
- 4.3.8 Notwithstanding the recommendation above, the Panel considered that the structure and contents of the Programmes are appropriate and would enable students to achieve the stated learning outcomes and meet the Programme Objectives.

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.

BScCOM

- 4.4.1 The Programme is jointly delivered by SHAPE and NU teaching staff with English as the medium of instruction. The learning and teaching activities include lectures, workshops, studios, tutorials, project-based learning, and self-study. The Programme Specification and Module Specification provided by the Operator include the information of each module such as module overview, module learning outcomes, module abstract, learning and teaching methods, contact hours and assessment methods.
- 4.4.2 The Operator provided the Panel with samples of learning and teaching materials and associated assessment criteria/rubrics, of the following modules:
- Cloud Computing
 - Machine Learning
 - Contemporary Methods of Software Development
- 4.4.3 In terms of assessment, the Programme adopts a range of methods, including development logs and videos, practical implementation, individual reports, reflective reports, portfolios, and viva. All modules will include both formative and summative assessments to support students' continuous improvement. However, the Panel noted that, as the Programme is largely project-based, students may require clearer guidance on how formative and summative assessments are applied across different modules, particularly in terms of their purposes, expectations, and feedback arrangements. The Panel therefore **advised** the Operator to clearly explain the assessment methods to students at the commencement of the Programme and to provide timely communication on how assessment and feedback will be implemented in each module.
- 4.4.4 In terms of teaching arrangements, the Panel noted that the Programme is offered in both full-time and part-time modes, and queried whether teaching students from both modes together might affect the learning experience through larger class sizes, multiple teaching sessions, or possible inconsistencies in delivery. The Operator clarified in its Response to Initial Comments and during the site visit that the full-time mode will be delivered during the daytime at IVE (Sha Tin), while the part-time mode will be delivered in the evening at IVE (Chai Wan). The two study modes will be operated and managed independently, with classes arranged separately for each group of students to ensure an appropriate learning experience and teaching consistency.

BScCM

- 4.4.5 The Programme is jointly delivered by SHAPE and NU teaching staff with English as the medium of instruction. The learning and teaching activities include lectures, seminars, project supervision, and self-study. The Programme Specification and Module Specification provided by the Operator include the information of each module such as module overview, module learning outcomes, module abstract, learning and teaching methods, contact hours and assessment methods.
- 4.4.6 The Operator provided the Panel with samples of learning and teaching materials and associated assessment criteria/rubrics, of the following modules:
- Construction Project Management and BIM 2
 - Sustainable Construction Technology
 - Dissertation
- 4.4.7 In terms of assessment, the Programme adopts a range of methods, including individual reports, group debates, group presentations, coursework, research proposals, and dissertations.
- 4.4.8 In terms of teaching arrangements, the maximum class size is 50 for lectures and 40 for seminars. The Panel queried how lectures and seminars would be delivered, particularly how two lectures and three seminars would be run concurrently or in parallel to accommodate a maximum cohort of 90 students. The Operator clarified in its Response to Initial Comments that, in order to manage the maximum cohort size effectively, lectures and seminars will be delivered in parallel. Multiple sessions will run concurrently, with different module tutors assigned, so that all students can be accommodated while maintaining teaching quality and accessibility.

Both Programmes

- 4.4.9 All modules are subject to internal and external moderation. Marking of assessments at SHAPE is first undertaken by the SHAPE module lecturer. A sample of student work is then moderated by the second marker from the Programme Team. A final mark is agreed by the team, and samples are forwarded to the NU Module Leader for further moderation. After internal moderation at SHAPE and NU, samples are sent to the External Examiners for external moderation and approval.

- 4.4.10 The graduation requirement for both programmes is an achievement of 120 QF credits and a pass in all the modules.
- 4.4.11 In consideration of the above information, the Panel formed the view that the learning, teaching and assessment activities designed for the Programmes were appropriate in delivering the programme content and assessing students' attainment of the intended learning outcomes.

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.

Both Programmes

- 4.5.1 The Operator provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:
- (a) Profiles of Programme Management and Potential Teaching Staff of SHAPE and NU;
 - (b) Staff Development Plan for the Programme Launch and for AY2026/27; and
 - (c) Approval process of SHAPE and NU on the appointment of teaching staff for the Programme.

BScCOM

- 4.5.2 The Programme is delivered jointly by teaching staff from NU and SHAPE. The Panel noted that the SHAPE team comprises 13 teaching staff, including seven full-time and six part-time staff, while the NU team comprises eight full-time teaching staff. NU teaching staff members will deliver 54 hours of teaching for the Programme, with the remaining teaching hours delivered by SHAPE teaching staff. During the teaching period, NU staff members will visit Hong Kong to conduct student and staff induction sessions as well as a series of lectures. The Panel noted that the composition of the teaching team reflects a strong commitment from both institutions to the Programme,

and **advised** the Operator to make better use of the expertise of the two teams and further strengthen collaboration between the NU and SHAPE teaching teams.

BScCM

- 4.5.3 The Programme is delivered jointly by teaching staff from NU and SHAPE. NU teaching staff members will deliver 36 hours of teaching for the Programme, with the remaining teaching hours delivered by SHAPE teaching staff. At the start of each semester, student and staff induction sessions will be conducted, and NU teaching staff members will visit Hong Kong during each teaching period to deliver a series of lectures. The Panel noted that the SHAPE team comprises 15 programme management and teaching staff, of whom only two are full-time teaching staff, including one SHAPE Programme Coordinator, while the NU team comprises nine full-time teaching staff.
- 4.5.4 The Panel noted that a relatively high proportion of the SHAPE teaching team is part-time staff. During the site visit, the Panel learned that the communication and delivery arrangement between NU and SHAPE is structured so that NU will provide the programme content, while the SHAPE team will contextualise the materials for local delivery. The contextualised content will then be reviewed and approved by NU before implementation, thereby helping to ensure alignment and consistency between the SHAPE and NU offerings. To maintain consistency across teaching staff at SHAPE, the Operator clarified that the Deputy Programme Coordinator will conduct class visits and provide feedback to monitor teaching delivery and adherence to programme standards. However, following discussions with the teaching staff during the site visit, the Panel remained concerned about the level of commitment and engagement of the part-time staff. The Panel therefore **recommended** that the Operator ensure that all academic staff appointed to the new programme will ensure the quality of teaching across the Programme. In particular, the Operator should strengthen measures to enhance the involvement of the part-time staff and systematically monitor their performance.

Both Programmes

- 4.5.5 In terms of staff development, NU will normally make several visits to SHAPE in each academic year to conduct student and staff induction, staff development sessions and deliver classes for students. SHAPE will organise training on learning and teaching

methodologies for staff to refresh and update their knowledge and skills in relevant areas. As part of the staff development policy and partnership, NU will engage SHAPE teaching staff in various ways, including sharing of teaching and assessment materials for contextualisation, providing updates on programme materials, conducting assessment moderations, providing support for programme management, and participating in Student-Staff Programme Committee Meetings.

- 4.5.6 Notwithstanding the recommendation above, the Panel formed the view that the programme leadership and staffing were appropriate and the staff development activities could ensure that teaching staff were up-to-date for 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.

BScCOM

- 4.6.1 The Operator provided the Panel with information on the learning, teaching, and enabling resources relevant to the delivery of the Programme, including specialised teaching facilities such as the Metaverse Innovation Centre, Mobile Apps Development Lab, Multimedia Laboratory, and Computer Laboratory (Web Development). In addition, students will have access to general facilities such as lecture theatres, classrooms, and computer laboratories. Supporting facilities include Learning Resources Centres (LRCs), the Centre for Independent Language Learning (CILL), gymnasium and sports facilities, canteens, and cafes. A campus tour of the general and programme-specific facilities was arranged for the Panel to review their adequacy in supporting the delivery of the Programme.
- 4.6.2 The Panel noted that the programme-specific facilities are located on the Sha Tin and Chai Wan campuses. The full-time mode will be delivered on the Sha Tin campus, while the part-time mode will be delivered separately on the Chai Wan campus, as stated in Para 4.4.4. The Panel queried whether students in both modes would have a comparable learning experience, particularly as the Programme is project-based and relies heavily on access to

specialised facilities and computer laboratories. The Panel also noted that some of the specialised and general facilities are shared with other programmes, and therefore sought clarification on their availability and accessibility for the Programme. The Operator clarified in the Response to Initial Comments that the Programme will make extensive use of computer laboratories, and that at least one computer laboratory at each campus, namely IVE (Sha Tin) and IVE (Chai Wan), will be exclusively reserved for the Programme. The Operator further explained that both full-time and part-time students will be able to access these laboratories for self-learning activities when classes are not in session. The Panel noted the arrangement and considered it appropriate in supporting the delivery of the Programme across both modes.

BScCM

- 4.6.3 The Operator provided the Panel with information on the learning, teaching, and enabling resources relevant to the delivery of the Programme, including general teaching facilities such as lecture theatres, classrooms, and computer laboratories. Supporting facilities include Learning Resources Centres (LRCs), the Centre for Independent Language Learning (CILL), gymnasium and sports facilities, canteens, and cafes. The site visit was conducted at IVE (Sha Tin), whereas the Programme will be delivered at VTC Tower and IVE (Morrison Hill). The Panel was provided with information on the software to be used and the utilisation rates of the relevant laboratories, which are equipped with industry-standard software such as Microsoft Project, Autodesk Revit, and Autodesk Navisworks essential for programme delivery.

Both Programmes

- 4.6.4 In terms of student support, and as stated in the recommendation in paragraph 4.2.9, the Panel noted the importance of ensuring that students should have sufficient English language proficiency to perform effectively in the Programmes. While the Panel noted that an English Enhancement Programme (EEP), run by SHAPE to enhance students' motivation and confidence in using English, is available, it observed that there is currently no established mechanism to identify students with weaker English proficiency, nor any programme-specific English language support tailored to their academic needs. The Panel therefore **recommended** that the Operator develop a systematic approach to assess students' English proficiency levels and provide targeted support.

- 4.6.5 Notwithstanding the recommendation above, the Panel considered that the Operator was able to provide learning, teaching and enabling resources that were appropriate and sufficient for 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.

Both Programmes

- 4.7.1 The Operator provided the Panel with the following information to demonstrate that the Programmes are monitored and reviewed on an on-going basis:
- (a) Quality assurance mechanism in programme development, programme management, and programme review;
 - (b) Mechanism on collection and follow-up of stakeholders' feedback;
 - (c) Overall roles and responsibilities on different aspects of the partnership between SHAPE and NU;
 - (d) Meeting minutes of relevant committees such as Academic Committee for Collaborative Degree Programmes (CDP AC), Management Committee for Collaborative Degree Programmes (CDP MC), Quality Assurance Committee for Collaborative Degree Programmes (CDP QAC); Discipline Academic and Quality Assurance Committee (DAQAC);
 - (e) Continuous Programme Performance Review (CPPR) Report Template;
 - (f) External Examiner Report Template;
 - (g) SHAPE student handbook;
 - (h) Collaborative Agreement signed between SHAPE and NU; and
 - (i) Variation Agreement signed between SHAPE and NU.
- 4.7.2 The Panel noted that NU, as the awarding body, retains overall responsibility for the quality and management of the Programmes. NU has been working closely with SHAPE on the delivery and management of the Programmes.
- 4.7.3 The Panel noted that the Operator has established a robust quality assurance system governing the reporting and oversight processes.

Upon reviewing the extracts of meeting minutes from the Academic Committee for Collaborative Degree Programmes and the Management Committee for Collaborative Degree Programmes, the Panel observed that while documentation of decisions is in place, there appears to be limited evidence of substantive discussion on programme development matters. In this regard, the Panel **recommended** that the Operator ensure that key minutes and related documentation clearly and systematically record substantive discussions of academic and operational matters, particularly those relating to programme design, implementation and continuous improvement.

- 4.7.4 The Operator emphasised that the Programmes are practice-oriented, and the Panel recognised the importance of active industry engagement in achieving this objective. During the site visit, the Operator explained that surveys will be conducted with graduates and their employers to gather feedback for programme evaluation. However, the Panel noted that meaningful industry engagement should extend beyond feedback collection, encompassing contributions to programme development, curriculum relevance, and continuous improvement of the Programmes. During the site visit, the external stakeholders whom the Panel met also highlighted the value of their involvement and expressed concern that there are currently no formal mechanisms or channels for them to provide structured input or advice. The Panel considered that establishing formal and systematic arrangements for industry engagement is important for the sustainability of collaboration in the long term, and therefore **recommended** that the Operator establish regular and structured communication channels with industry stakeholders to systematically gather insights and incorporate up-to-date professional input into curriculum design, teaching content, and the overall programme review process, thereby supporting the continuous improvement of the Programmes.
- 4.7.5 Notwithstanding the recommendations above, the Panel formed the view that the Operator has a comprehensive quality assurance system to monitor and review the development and performance of the Programmes on an on-going basis.

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: 100/15/16

5 June 2026

JoH/CQ/SiC/ivc/kil

Appendix 1

**School for Higher and Professional Education, Vocational Training Council
and University of Northumbria at Newcastle**

**Learning Programme Accreditation for
(i) BSc (Hons) Computing
(ii) BSc (Hons) Construction Management**

31 March – 2 April 2026

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