



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 LINCOLN**

**LEARNING PROGRAMME ACCREDITATION**

**BA (HONS) INTERIOR ARCHITECTURE AND DESIGN**

**January 2021**

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Appendix      HKCAAVQ Panel Membership

## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA665), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School for Higher and Professional Education, Vocational Training Council and University of Lincoln (jointly as the Operator) to conduct a learning programme accreditation for BA (Hons) Interior Architecture and Design, Non-local Courses Registry Registration No.: 253121 with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of School for Higher and Professional Education, Vocational Training Council and University of Lincoln (the Operator) (Para. 2.1) meets the stated objectives and HKQF standards and can be offered as an accredited programme; 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 BA (Hons) Interior Architecture and Design programme meets the stated objectives and HKQF standard at Level 5, and can be offered as an accredited programme with a validity period from 1 September 2021 to 31 August 2025.

### **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:

<b>Name of Local Operator</b>	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
<b>Name of Non-local Operator</b>	University of Lincoln
<b>Name of Award Granting Body</b>	University of Lincoln
<b>Title of Learning Programme</b>	BA (Hons) Interior Architecture and Design
<b>Title of Qualification(s) [Exit Award(s)]</b>	BA (Hons) Interior Architecture and Design
<b>Primary Area of Study and Training</b>	Arts, Design and Performing Arts
<b>Sub-area (Primary Area of Study and Training)</b>	Design and Other Creative Industries
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>HKQF Level</b>	Level 5
<b>HKQF Credits</b>	120
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 1 year
<b>Start Date of Validity Period</b>	1 September 2021
<b>End Date of Validity Period</b>	31 August 2025
<b>Number of Enrolment(s)</b>	One enrolment per year

<b>Maximum Number of New Students</b>	60 students per year
<b>Address of Teaching / Training Venue(s)</b>	<p>All Hong Kong Institute of Vocational Education (IVE) / Hong Kong Design Institute (HKDI) Campuses:</p> <p>HKDI and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories <i>(Offering Site of BA(Hons) Interior Architecture and Design)</i></p> <p>IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong</p> <p>IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</p> <p>IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</p> <p>IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories</p> <p>IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories</p> <p>IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories</p> <p>IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon</p>

## 2.4 Recommendations

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

- 2.4.1 The Operator is to closely monitor the performance of students, especially those who are admitted from the two feeder HD programmes, in order to determine the impact upon prior learning and the entry standard in relation with the attainment of the PILOs of the Programme. (Para.4.2.5)
  - 2.4.2 The Operator is to review the effectiveness of the planned contextualisation arrangement of teaching materials for the Hong Kong programme. (Para. 4.4.5)
  - 2.4.3 The Operator is to ensure that the stipulated moderation processes of the Programme are fully implemented. (4.4.8)
  - 2.4.4 The Operator is to consider setting up some means and measurements of engaging both cohorts of students (Hong Kong and UK) in a shared and comparable student experience. For example, through the creation of a shared virtual learning environment or similar community platform. (Para. 4.6.4)
  - 2.4.5 The Operator is to closely monitor and ensure that physical resources such as studios and workshops necessary for learning and assessment are readily available to the BAIAD student throughout their course of study. (Para.4.6.7)
  - 2.4.6 The Operator is to ensure that appropriate mechanisms are in place at programme level in order that the BAIAD Programme can respond to changes in community and industry needs. (Para.4.7.8(a))
  - 2.4.7 The Operator is to create and develop a mechanism whereby the learning outcomes and objectives take into account the local Hong Kong and Greater Bay Area needs with regard to the appropriate contextualisation of the programme delivery in SHAPE, VTC. (Para.4.7.8(b))
- 2.5 HKCAAVQ will subsequently satisfy itself 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 fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 The School for Higher and Professional Education (SHAPE) was established in September 2003 as a member institution of the Vocational Training Council (VTC). In AY2020/21, SHAPE collaborates with 13 overseas university partners to offer 50 top-up degree programmes covering a range of academic disciplines.
- 3.2 The University of Lincoln (UoL) (previously known as the University of Humberside and the University of Lincolnshire and Humberside) gained its university status in 1992 under the Further and Higher Education Act 1992 and adopted the present name of University of Lincoln in 2001.
- 3.3 UoL and SHAPE first entered into a collaborative partnership in September 2010 and attained an Initial Evaluation (IE) status at HKQF Level 5 effective from 1 September 2014. The partnership is currently operating two top-up degree programmes in Hong Kong. The top-up degree programme covered by this exercise is the third programme which is proposed to be operated by the Operator in Hong Kong.
- 3.4 For this Learning Programme Accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix 1). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conference from 12-13 November 2020 to reduce social contacts. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1, April 2019) was the guiding document for the Operator and the Panel in conducting this exercise.

#### 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 BA (Hons) Interior Architecture and Design (BAIAD) is hosted by the Lincoln School of Design, College of Arts of UoL, UK and operated by SHAPE, VTC, Hong Kong. The Programme was developed with reference to both internal and external benchmarks and frameworks including the UK Quality Assurance Agency for Higher Education (QAA), Framework for Higher Education Qualifications (FHEQ), the quality framework and assessment standards/ regulations of UoL.

4.1.2 The Programme Aims (PAs) are:

PA1	To prepare students to enter the professional practice of interior architecture and design and/or postgraduate education. Personal development is emphasized to initiate an ethos of life-long learning;
PA2	To prepare students to design interior spaces which address practical and theoretical concerns, as the product of research-engaged design. The process involves identifying and understanding a problem; providing a viable solution; and communicating the results;
PA3	To enable students to design three-dimensional adaptations of the built-environment. This includes responding to the host building on three levels of complexity and permanence: installation; insertion; and intervention. This is contextualised in an understanding of interiors practice as a spatial design discipline within the built-environment;
PA4	To enable students to design interiors which contribute to the cultural well-being of the individual within society. Interiors are situated in a reciprocal relationship between artefact and culture;



PA5	To employ research-engaged teaching to deliver a student-led curriculum. Knowledge production is characterized by a community of practice which incorporates the research, scholarship, and professional practice of academics in the process of learning; and
PA6	To provide a broader understanding of design as contextualised by time and place within an international paradigm.

4.1.3 The Programme Learning Outcomes (PLOs) are categorised under four domains, namely (a) Knowledge and Understanding, (b) Subject Specific Intellectual Skills, (c) Subject Specific Practical Skills and (d) Transferable Skills and Attributes. On successful completion of the Programme, students are expected to be able to achieve the following PLOs:

Knowledge and Understanding (KU)

A student will have knowledge and understanding of:	
KU1	A variety of design concerns (including anthropological, cultural, relational, spatial, volumetric, typological, material, functional and aesthetic aspects) which are appraised and synthesized to inform appropriate outputs;
KU2	The design intentions, processes, concepts, contexts and methods of dissemination which are synthesised to produce interior outputs of varying complexity and scale;
KU3	The environments, processes, structures, construction methods, materials, fixtures, and furnishings which are selected and used to develop ideas and outputs;
KU4	Observation, investigation, enquiry, conceptualization, design development, visualization, and/or making; and
KU5	Research-engaged learning as self-initiated activity and/or in response to set briefs.

Subject Specific Intellectual Skills (IS)

On successful completion of the Programme, a student will be able to:	
IS1	Explore interior architecture and design as a self-directed form of enquiry and demonstrate the methods and ethics of design research;
IS2	Understand and demonstrate the significance of the critical heritage and visual narratives which provide the

	cultural context of interior architecture and design;
IS3	Apply the physical principles which govern spatial environments as contexts, to design viable interiors;
IS4	Integrate creative and technical knowledge of interior architecture and design in a range of scales from strategic decisions to detail resolution, and in a range of contexts from the local to the international; and
IS5	Appraise information from a range of information types and from a variety of authoritative sources; formulate reasoned arguments; provide evidence and support for design decisions; and communicate these in a professional and scholarly manner.

Subject Specific Practical Skills (PS)

On successful completion of the Programme, a student will be able to:	
PS1	Design appropriate interventions in response to existing built fabric on a range of scales and complexities to include installation, insertion, and intervention as modes of interior production;
PS2	Produce design proposals as the synergy between utility and experience, or between function and content;
PS3	Describe design proposals in a variety of traditional and new media. This includes sketches; orthographic & three-dimensional drawings; technical drawings; electronic drawings & models; analogue drawings, maquettes & models; animations; contract documentation; written specifications; and verbal instructions;
PS4	Apply creative and technical knowledge in the development of design proposals;
PS5	Demonstrate awareness of the professional context of interior architecture and design: including the design process; the market; intellectual property issues; heritage & conservation; public liability; ethics; and professional conduct. This includes taking appropriate steps to safeguard innovation, to prevent infringement of the rights of others, entrepreneurship, and the commercialization of design services.

Transferable Skills and Attributes (TS)

On successful completion of the Programme, a student will be able to:	
TS1	Exercise self-management skills to manage workloads and meet deadlines;
TS2	Respond to change and uncertainty through resilient practice;
TS3	Integrate the critical judgements of others; recognize personal strengths & needs; and demonstrate personal development planning;
TS4	Engage in collaborative practice by applying interpersonal, social, negotiation, and leadership skills to cooperate with others in a team to carry out projects;
TS5	Critically explore and contribute to contemporary debate.

4.1.4 The Operator provided the following findings/figures by government departments, statutory body and SHAPE, on recruitment websites and the recent development plan of the HKSAR Government to show the existing needs for graduates of the BAIAD programme:

(a) Manpower need

- Retail: According to the Hong Kong Trade Development Council (HKTDC), from 2017 to 2018, the total number of tourists and the total tourism expenditure were increased by 11.4% and 10.3% respectively. The blooming tourism industries in recent years have created opportunities for the interior architecture and design in retail outlets as well as tourism-related design such as hotels, which are regularly refurbished.
- Food and beverage: Information from the HKSAR Census & Statistics Department showed that the value of total receipts of the restaurants sector stood at \$119.5 billion in 2018, up by 6.0% over 2017. The value of total purchases by restaurants increased by 4.7% to \$38.0 billion in the same period. Interior architecture and design has an important role in creating new values to business process, production and services.
- Corporate: According to the Economic & Trade information provided by the HKTDC on 11 October

2018, Hong Kong is popular for hosting regional headquarters or representative offices for multinational companies to manage their businesses in the Asia Pacific, particularly in the mainland China. Based on a government survey, as of June 2014, there were 3,784 regional headquarters (RHQs) and regional offices (ROs) in Hong Kong representing their parent companies abroad, increased by 6% from five years before, and that provide opportunities for corporate interior architecture and design for the design industry.

(b) Community need

- The Hong Kong Property Review released by the Hong Kong Special Administrative Region (HKSAR) Rating and Valuation Department in June 2020 showed that there was an increased number of sale and purchase agreements for domestic property sales by 4.5% from 2019 to 2020 though impacted by the social unrests and COVID-19 in the territory. It is trusted that domestic growth in property market will create demands for interior architecture and design in the industry.

(c) Employer need

- On the website of cpjobs.com in June 2020, a total of 752 jobs for interior design were advertised and the minimum academic qualification for those relatively senior or higher posts is a bachelor degree. On the Linked-in website, there are 274 vacancies for interior design professionals that require a relevant bachelor degree.
- According to the website of the HKTDC in June 2020, there is a total of 820 interior design consultancy companies in Hong Kong for different industries including clubs and bars, department stores, factories, educational institutions and hospitals. This indicated a strong demand on manpower in different sectors of interior architecture or interior design.
- The Greater Bay Area is a regional home to about 70 million people and contributes to 12% of China's GDP. It is believed that the recent government Development Plan for Guangdong-Hong Kong-Macao Greater Bay

Area (GBA) will provide huge potential opportunities for Hong Kong interior designers and contribution and share of the Hong Kong interior design firms.

- (d) Student need
  - Details findings are depicted under Section 4.2.

4.1.5 The following mappings were provided to the Panel to demonstrate the alignment of the components across the Programme:

- (a) Consolidated summary of the contribution of modules of BAIAD programme to PLOs; and
- (b) Mapping of modules against the Generic Level Descriptors (GLDs) at QF Level 5

4.1.6 Having reviewed the information provided and meeting with the Operator, the Panel is of the view that the PAs and PLOs are clear and they all fall within the premise and scope of the spatial discipline and its focus on interior architecture and design.

4.1.7 After considering the above information, the Panel considered that the POs address community, education and/or industry needs, and the PLOs meet the relevant HKQF standards.

## 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 Student admission to the BAIAD programme is implemented in accordance with the UoL Admissions Policy. SHAPE is responsible for admitting students strictly in accordance with the admission requirements stated in the next paragraph and for assisting UoL in enrolment of students. UoL is responsible for making the final decision on admission of the Programme.

4.2.2 The admission requirements for the programmes are as follows:

(a)	<p><u>Feeder Programmes</u></p> <ul style="list-style-type: none"> <li>▪ HD in Interior Design*</li> <li>HD in Architectural Design*</li> </ul>
(b)	<p><u>Non-feeder Qualifications</u></p> <p>Applicants holding equivalent qualifications or experience will be considered on a case-by-case basis according to UoL's policy on the Accreditation of Prior Learning (APL). Applicants with non-feeder qualifications have to attend an interview.</p>
(c)	<p><u>English Language Entry Requirement</u></p> <p>Applicants have to possess proficiency in English language at IELTS 6.0 (with a minimum of 5.5 for each element), or equivalent. VTC HD graduates** are considered to have met the English language requirement.</p>
<p>* HD programmes using HKDSE results or equivalent as general admission requirements.</p> <p>** VTC HDs are delivered and assessed in English. Students holding VTC HD qualifications are recognised by UoL to have met the English Language Entry Requirement.</p>	

4.2.3 Mappings of the two VTC higher diploma feeder programmes to curriculum of the BAIAD programme were provided to the Panel to demonstrate their relevance.

4.2.4 The Panel reviewed the template of admission interview and was also informed that applicants from non-feeder programmes are required to submit a portfolio for assessing their capability.

4.2.5 Having reviewed the information provided by the Operator, the Panel considered that with graduates of the two feeder programmes as main source of admission and BAIAD students only have one year to complete the programme, it is important to assure the attainment of PILOs of the Programme is appropriately facilitated. The Panel therefore RECOMMENDS the Operator is to closely monitor the performance of students, especially those who are admitted from the two feeder HD programmes, in order to determine the impact upon prior learning and the entry standard in relation to the attainment of the PILOs of the Programme. (Para.2.4.1)

4.2.6 The yearly maximum numbers of new students proposed for the Programme in the coming five years are as follows.

<b>Academic Year</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>BAIAD programme</b>	60	60	60	60	60

4.2.7 The Operator provided the Panel with the Summary and Findings of HD Students (potential applicants to the BAIAD programme) Survey on the Demand of Further Study in Interior Design. According to the document, 60% (totalling 78 students) and 50% (totalling 40 students) in 2020 and 2019 respectively showed a strong preference of further studies for a higher qualification that is related to their current HD study in interior design. The response rate in 2020 was 85%.

4.2.8 The Operator also provided the following estimated number of graduates of the VTC feeder programmes from AY2020/21 to AY 2022/23.

<b>Programme Title (Code)</b>	<b>Estimated No. of Graduates</b>		
	<b>AY 2020/21</b>	<b>AY 2021/22</b>	<b>AY 2022/23</b>
<b>HD in Interior Design (DE114504)</b>	180	180	180
<b>HD in Architectural Design (DE114501)</b>	60	60	60
<b>Total:</b>	240	240	240

4.2.9 Having considered the staffing (Section 4.5 below), physical resources (Section 4.6 below) and the estimated number of graduates of VTC feeder programmes, the Panel considered that the yearly maximum numbers of 60 students are appropriate.

4.2.10 Notwithstanding the recommendation above, the Panel formed the view that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes are appropriate for recruitment of learners with the necessary skills and knowledge to undertake the programme.

### 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 BAIAD programme operated at SHAPE as a top-up programme with full-time mode of delivery. The normal duration is one year. The Programme comprises four modules carrying a total of 120 HKQF credits.

4.3.2 The Operator provided the following to illustrate the programme content and structure:

- (a) *Programme Specifications;*
- (b) Modules to be offered in Hong Kong;
- (c) *Module Specifications* which list out the synopsis, intended module learning outcomes, outline syllabus, teaching and learning, and assessment methods of individual modules; and
- (d) *Samples of teaching and learning materials of the four modules of the Programme.*

4.3.3 The Programme mirrors the structure of the final year of the corresponding home programme in the UK, and the structure and delivery sequence are depicted in the table below.

<b>Semester</b>	<b>Module Title</b>	<b>HKQF Credits</b>
<b>Semester 1</b>	Interior Design Process 3.1: Strategic Definition and Brief (INT3175M)	30
<b>Semester 1 &amp; 2</b>	Research Process 3: Design Exegesis (INT3179M)	30
	Interior Design Process 3.2: Concept and Design Development (INT3176M)	30
<b>Semester 2</b>	Interior Design Process 3.3: Technical Design and Communication (INT3177M)	30
	Total:	120



4.3.4 After reviewing the documents and information provided, the Panel formed a view that the programme structure and content of the four modules provide a platform and space for guiding the students to demonstrate autonomous application of skills learned prior in final year of undergraduate degree studies, in particular for interior architecture and design programmes.

4.3.5 Based on the above information, the Panel formed the view that the structure and content of the learning programme are 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.

#### 4.4 Learning, Teaching and Assessment

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

4.4.1 The BAIAD programme employs a range of teaching and learning activities such as lecture, seminars (critiques/ discussions), studios (tutorials/ guided project supervisions), as well as self-guided independent learning.

4.4.2 The maximum class sizes for different teaching activities are set as follows:

<b>Learning and Teaching Method</b>	<b>Maximum Class Size</b>
(a) Lectures	60
(b) Seminar (Critique / Discussion)	15
(c) Studio (Tutorial / Project Supervision)	15

4.4.3 The Panel was provided with the following documents and information regarding the teaching and learning of the Programme:

- (a) *Programme Specifications;*
- (b) Modules to be offered in Hong Kong;

- (c) *Module Specifications* which list out the synopsis, intended module learning outcomes, outline syllabus, teaching and learning, and assessment methods of individual modules; and
- (d) Samples of teaching and learning materials of the four modules of the Programme.

4.4.4 Concerning the teaching materials for the Hong Kong programme, the Panel noted in the accreditation document that there will be contextualisation of teaching materials by SHAPE teaching staff to suit local context. The Operator plans to integrate local elements on Hong Kong's as well as China's cultures into the Programme; and will also incorporate the statutory requirements for construction such as ordinances, regulations, technical memoranda and code of practice according to the requirements of the Hong Kong Buildings Department for students to handle their interior architecture and design projects within the local context.

4.4.5 The contextualised materials will be scrutinised by the SHAPE Programme Coordinator (PC) before the modules are delivered. SHAPE Teaching Staff will also share their pedagogical approaches on programme delivery during the Programme Committee, which is formed by the UoL Link Tutor, SHAPE PC and SHAPE Teaching Staff, to further improve the contextualisation of the Programme. During the discussion with representatives of potential teaching staff, the home teaching staff informed the Panel that they know about the planned contextualisation of teaching materials in the Hong Kong programme and shared that they will be happy to participate in the process when deemed appropriate. The Panel considered that the planned contextualisation arrangement of teaching materials for the BAIAD programme is appropriate. The Panel also formed a view that the involvement of home teaching staff in addition to UoL Link Tutor during the contextualisation process would be beneficial to the Programme. In light of the information reviewed and discussions with the Operator, the Panel RECOMMENDS that the Operator is to review the effectiveness of the planned contextualisation arrangement of teaching materials for the Hong Kong programme. (Para.2.4.2)

4.4.6 Regarding the assessment of the Programme, the Panel observed that the UoL Assessment Policy is outlined in the General Assessment Regulations under the University's Undergraduate Regulations. The assessment requirements for students on the top-up degree programmes at SHAPE are identical to those for the home programmes at UoL.

- 4.4.7 The Programme adopt several assessment methods including report, presentation and project. The Panel reviewed samples of student assessments of the four modules from the home programme, including projects, together with associated marking schemes, assessment rubrics and examples of individual feedback; and the Panel considered that they are appropriate and commensurate with the intended learning outcomes at HKQF Level 5.
- 4.4.8 Regarding the setting, marking and moderation of assessment tasks The Panel noted in the accreditation documents that UoL will undertake the setting of assessments, and SHAPE Teaching Staff will participate in the double-marking of assessments; and all assessment scripts of students will be submitted to UoL for moderation. During the discussion with representatives of potential teaching staff, the Panel observed that some of them are well aware about the moderation of assessment scripts is a standard procedure in UoL and a minimum percentage of assessment scripts to be sent for moderation is usually stipulated for individual programmes. They also shared with the Panel that they believe the BAIAD programme will implement the moderation process according to UoL's requirements though at present, they are not certain about the details of the moderation processes to be implemented in the BAIAD programme, such as how many percentage of assessment scripts is planned to be sent to UoL for moderation. The Panel therefore RECOMMENDS that the Operator is to ensure that the stipulated moderation processes of the Programme are fully implemented. (Para.2.4.3)
- 4.4.9 To ensure comparability between the home and Hong Kong programmes, UoL will, whenever possible, appoint the same External Examiner (EE) to moderate the assessment tasks designed for the Hong Kong and UK programmes. The EE will examine the assessment work submitted by the students and the marks and feedback provided. The Panel also reviewed the profile of the EE of the UK programme and considered the EE possesses the appropriate qualifications and experience necessary for the role.
- 4.4.10 The graduation requirement for the BAIAD programme is an achievement of 120 QF credits and a pass in all the modules of the Programme.
- 4.4.11 Notwithstanding the recommendation above, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate for delivering the programme

content and assessing the 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.*

- 4.5.1 The BAIAD programme is managed by the respective SHAPE Programme Coordinators and the UoL Link Tutor who work together to ensure effective operation. The SHAPE Programme Coordinator is responsible for managing and monitoring the programme operation, overseeing the academic aspect of the Programme, liaising with the UoL Link Tutor and coordinating with SHAPE Teaching Staff for programme delivery and quality monitoring issues. The UoL Link Tutor, usually also exercising the function of Programme Leader of the Hong Kong programme, is responsible for oversight and monitoring the operations of the Programme.
- 4.5.2 At module level, the UoL Module Tutors have academic oversight of modules, and are responsible for the development of both the content and the delivery of the modules, coordination and organisation of assessment, and quality assurance procedures of the modules; while the SHAPE Module Tutors are responsible for the delivery and assessment of the modules. They are responsible to the SHAPE Programme Coordinator. The Operator informed the Panel that SHAPE Module Tutors are expected to maintain regular contacts with their counterparts at UoL to ensure that all information, such as module content, learning and teaching activities, and student assessment, are shared and that problems, if any, are identified and resolved timely.
- 4.5.3 The Panel noted that the Programme is delivered jointly by UoL and SHAPE teaching staff. The number of teaching hours to be delivered by UoL and SHAPE for the respective modules are as follows:

<b><u>Module</u></b>	<b><u>No. of Teaching Hours</u></b>	
	<b><u>by</u></b>	
	<b><u>UoL</u></b>	<b><u>SHAPE</u></b>
Interior Design Process 3.1: Strategic Definition and Brief (INT3175M)	42	46
Interior Design Process 3.2: Concept and Design Development (INT3176M)	42	46
Interior Design Process 3.3: Technical Design and Communication (INT3177M)	40	48
Research Process 3: Design Exegesis (INT3179M)	32	16
	Total: 156	Total: 156

4.5.4 The appointment criteria for SHAPE teaching staff are normally at least a Master Degree, and/ or equivalent professional qualification and a minimum of four years' relevant teaching / working experience. These requirements are in line with UoL appointment requirements. The Operator also provided examples of professional qualifications which are deemed acceptable such as those granted by the Hong Kong Institute of Architects (HKIA) and Hong Kong Interior Design Association.

4.5.5 The Panel reviewed profiles of the programme management and potential Hong Kong and home teaching staff, and the modules tentatively assigned to them. The Panel considered that their qualifications and experience of the teaching staff are commensurate with the BAIAD programme. The Panel was also provided with the staffing plan and recruitment plan for the Programme. The recruitment of Hong Kong teaching staff will commence in March 2021 and will be completed in June 2021. The Panel considered the recruitment plan for hiring Hong Kong teaching staff is appropriate. The numbers of teaching staff planned for the Programmes are as follows:

<b>SHAPE teaching staff</b>	<b>UoL teaching staff</b>
Full-time: 1	Full-time: 4
Part-time: 5	Part-time: 2

4.5.6 The Panel was informed that SHAPE teaching staff will also perform the role of project supervisor with fifteen students in a group for 4-6 hours per week loading.

- 4.5.7 The annual staff appraisal of SHAPE teaching staff are to be conducted by the responsible SHAPE Programme Coordinator of the Programme to consider goals for the forthcoming year, including any development needs or opportunities. Appraisals of home teaching staff are to be conducted annually according to the UoL's policy by a trained appraiser.
- 4.5.8 Concerning the staff development, the Panel was provided with a staff development plan, local and joint, for programme launch and AY2021/22. The Panel noted that the plan includes activities on induction and training, as well as activities aiming to familiarise teaching staff with the Programme, and activities related to developments on pedagogy, research and respective professional areas.
- 4.5.9 The Operator also presented to the Panel some examples on how they provide professional development support to individual staff; for instance, all full-time home teaching staff are eligible for 222 hours per annum to undertake scholarly, research, and professional practice improvement activities and outcomes.
- 4.5.10 The Panel was informed that the SHAPE Programme Coordinators and the UoL Link Tutor maintain a single contact point between the University and SHAPE for all matters related to the programme. Nevertheless, the Panel noted that members from UoL such as home teaching staff for the Hong Kong programme and EE will have opportunities to exchange with the Hong Kong programme team and to engage with students during their stay in Hong Kong. The Panel observed that the Hong Kong teaching staff to be engaged will be mostly in a part-time capacity while some of the potential home teaching staff, mostly full-time, are already involved in the teaching of the home programme; the Panel therefore formed a view that the Hong Kong teaching staff may not be fully familiar with the Programme at the initial stage of their participations. Having met with potential UoL teaching staff of the Programme, the Panel noted that in addition to their teaching load at UoL and requirements for scholarly research, they will also have to travel to Hong Kong to deliver the BAIAD programme and engage with the students. Having considered the above information, the Panel formed a view that though the planned support and development opportunities for teaching staff of the Programme are deemed sufficient, to develop a sense of joint ownership with the Programme and the fellow teaching team, SHAPE and UoL, will be beneficial for the delivery of the Programme. The Panel therefore

ADVISES the Operator to provide support to teaching staff, SHAPE and UoL, Part-time and Full-time, in order that all teaching staff feel part of one team with a parity of working conditions and workload expectations in particular the balance of teaching and research.

- 4.5.11 Based on the above information, the Panel considered that the Operator has adequate programme leader(s), teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. And the staff development scheme and activities are adequate to ensure that staff are kept updated for the quality delivery of the programme.

#### 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 The Panel was provided with information on the e-Learning Platform and the Library holdings and e-resources which support the learning, teaching and assessment activities of the Programme.
- 4.6.2 The Panel noted that students will have access to SHAPE's Learning Resources Centres (LRCs) of all the IVE/ HKDI campuses where physical and electronic resources and library services are available. SHAPE will also assign all students with dedicated Computer and Network Accounts (CNAs) which can access to the Student Web-based Services for general information about their study including class and examination timetables, general notices and forms and for reserving campus facilities. The programme-related learning materials provided by the home programme will also be uploaded onto the online learning platform at SHAPE for review by students.
- 4.6.3 To serve as supplementary platform to CNAs, BAIAD students will also have access to UoL's e-library and relevant online guides and support separately. UoL's Library staff will also provide support to SHAPE's LRC staff with regard to the use of these mentioned resources.
- 4.6.4 In light of the above mentioned, the Panel is of the view that considering the Hong Kong programme mirrors the final year of the home programme and UoL teaching staff are highly involved in the

delivery of the Hong Kong programme, it is considered ideal for Hong Kong and home students in the UK to gain a sense of being part of a single cohort. However, the Panel observed that at present, plan on connecting students of the Hong Kong and home programme is in early stage of development. Also, with regard to the current increasing needs for more online teaching and engagement with students, planned or contingent due to unforeseen situations such as pandemic, the use of shared virtual learning environments (VLEs) and remotely accessible software tools and platforms, might be a good way of responding to the possible situations arise. Hence, the Panel RECOMMENDS that the Operator is to consider setting up some means and measurements of engaging both cohorts of students (Hong Kong and UK) in a shared and comparable student experience. For example, through the creation of a shared virtual learning environment or similar community platform. (Para.2.4.4)

- 4.6.5 The Panel was provided with information on physical resources, list of computer software, list of programme specialised facilities and equipment with utilisation rates for AY2021/22 to AY2024/25, and the mapping between the specialised facilities/ equipment/ software and the four modules of the Programme that require extensive usage of the mentioned specialised resources.
- 4.6.6 Arising from the format of the site visit, namely via video conferencing, the Panel was given a PowerPoint presentation and video tour introducing the campus and facilities and equipment, general and programme specialised, of the offering site at Tseung Kwan O, New Territories.
- 4.6.7 The Panel noted that the campus accommodates home-based design studios and specialised computer laboratories and workshop for students of BAIAD and other study programmes in relevant disciplines to work on the development of their projects and assignments such as drawings and model making. The Panel observed that the home-based design studios are also used for timetabled programme activities as well as for students' self-study. The Operator informed the Panel that another interior and architecture design undergraduate programme offering on the same campus with the same number of student intake is going to phase out in 2021, and committed that the existing resources for the phasing out programme will be re-allocated to the BAIAD programme. The Panel also reviewed the computer laboratories and equipped software for the Programme. The Panel formed a view that the physical resources planned for the delivery of the



Programme are adequate and up-to-date. Having considered the information provided and discussions with the Operator, the Panel RECOMMENDS that the Operator is to closely monitor and ensure that physical resources such as studios and workshops necessary for learning and assessment are readily available to the BAIAD student throughout their course of study. (Para.2.4.5) As informed by the Operator, the existing software are mainly equipped for utilisation on campus, the Panel therefore ADVISES the Operator to consider the formal adoption of software licenses for a remotely accessible software hub in order the students are appropriately supported when engaging in blended learning or learning activities at home.

- 4.6.8 For students at risk such as those who are not attending taught sessions, struggling with their studies, or missing deadlines, they will be identified and handled through the Personal Tutoring system.
- 4.6.9 The student support services at SHAPE are provided by the SHAPE (Central Office) and the Student Development Office (SDO). The Operator provided the Panel with the *UoL-SHAPE Programme Handbook* and the *SHAPE Student Handbook*, which covers relevant information about the Programme and support services available for students. The Panel noted that a range of student support services are available for students such as English enhancement, counselling service, financial assistance and sports facilities.
- 4.6.10 Regarding the financial resources, the Operator provided to the Panel the *Statement of Income and Expenditure 2020-21 to 2022-23* for the BAIAD programme. To further illustrate the projected surplus/ deficit at different scenarios of student enrolment, the Operator provided to the Panel in the Response to Panel's Initial Comments the projected income and expenditure for scenarios where enrolment falls short by 30% and 50% of the target intake. The Operator also informed the Panel regarding the minimum student number for the programme to be financially viable and the mechanism to deal with under-enrolment of the Programme.
- 4.6.11 Notwithstanding the recommendations above, the Panel is of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programmes.

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

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

4.7.1 An overview of the relevant quality assurance system by UoL and SHAPE in developing, approving, monitoring and reviewing for the BAIAD programme was provided in the Accreditation Documents.

4.7.2 For the development and approval of the BAIAD programme, the Operator provided to the Panel the documentary evidence showing that the Programme had gone through the stipulated approval process and approved by the UoL's Academic Affairs Committee, the ultimate approval authority for programme validation.

4.7.3 Regarding the on-going monitoring of the Programme, the Panel noted that annual monitoring will be conducted, and a UoL Annual Programme Monitoring Report will be prepared and to be reviewed through the respective committee structures of UoL and SHAPE. Periodic Academic Review by UoL will also be conducted to assure the quality of programmes delivered by collaborative partners including SHAPE.

4.7.4 The Operator also provided information on the following mechanism and the relevant templates which will be adopted for programme review purposes internally and externally:

(a) The Mechanism for collecting feedback for the BAIAD programme is depicted below:

<b>Event</b>	<b>Stakeholders</b>
Module Evaluation Survey	▪ Students
Module Report	▪ Programme Management ▪ Teaching Staff
Student-Staff Forum	▪ Programme Management, ▪ Teaching Staff ▪ Students
Sub-Subject Committee Meeting	▪ Programme Management ▪ Teaching Staff ▪ Students
External Examiner Reporting	▪ External Examiner

(b) The following templates were provided:

- Annual Programme Monitoring Report;
- Student Module Evaluation Survey;
- Report on Academic Visit by the SHAPE;

Employment Survey of Graduates of Full-time Programme of the SHAPE; and

- Survey of Employers' Views on Graduates of SHAPE (Full-time Programmes).

4.7.5 The *Collaboration Agreement* between the UoL and SHAPE for the BAIAD programme was signed and commenced on 1 September 2019 to 31 August 2024. Regarding the responsibilities of home institution and local operator in the quality assurance of the Programmes, the Panel noted that there is a clear delineation provided in the signed Agreement.

4.7.6 After meeting with representatives of senior management, programme management and teaching staff from UoL and SHAPE, the Panel noted that they demonstrated a shared understanding of the relevant QA processes of the Programme. And the Panel believes that the noted understanding that shared among the senior management and programme team can be used for practical enhancement of the BAIAD programme and the collaboration.

4.7.7 In addition to meeting the representatives of teaching staff, the Panel also met with and potential employers. The teaching staff representatives shared with the Panel that as designers, there are always needs to collaborate with working partners internationally. The employer representatives expressed the need for interior architecture and design students to start to understand the market before commencing their career in the industry. One of the potential employers also shared that more than seventy percent of the projects in their company locate in Mainland China including those in the Greater Bay Area; therefore, they require their employees to have professional perspectives beyond Hong Kong.

4.7.8 Based on the above information and in light of the potential employment opportunities for graduates of the Programme mentioned under Section 4.1, the Panel formed a view that the Operator should continue to work together in making the

Programme meets the community and industry needs in both Hong Kong and Greater Bay Area, and also in the international contexts. Therefore, the Panel RECOMMENDS that

- (a) The Operator is to ensure that appropriate mechanisms are in place at programme level in order that the BAIAD Programme can respond to changes in community and industry needs. (Para.2.4.6)
- (b) The Operator is to create and develop a mechanism whereby the learning outcomes and objectives take into account the local Hong Kong and Greater Bay Area needs with regard to the appropriate contextualisation of the programme delivery in SHAPE, VTC. (Para.2.4.7)

4.7.9 The Operator informed the Panel that the BAIAD programme has been successfully registered under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) since November 2020 with Registration No.: 253121.

4.7.10 Notwithstanding the recommendations above, the Panel concluded that the development and performance of the Programme has been monitored and reviewed 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.

## **5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT**

### **5.1 Variation and withdrawal of this Accreditation Report**

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

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer

meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

## 5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

### 5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <http://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: 100/40/03  
22 January 2021  
JoH/SF/VT/vt/et

**School for Higher and Professional Education, Vocational Training Council and  
University of Lincoln**

**Learning Programme Accreditation for  
BA (Hons) Interior Architecture and Design**

**12 – 13 November 2020**

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**HKCAAVQ Report No.: 20/181**