



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 CENTRAL LANCASHIRE

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) ARCHITECTURAL STUDIES

JULY 2023

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA865), 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 Central Lancashire (jointly as the Operator) to conduct a learning programme re-accreditation for BSc (Hons) Architectural Studies with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programme of School for Higher and Professional Education, Vocational Training Council and University of Central Lancashire (the Operator) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and

BSc (Hons) Architectural Studies
Non-local Courses Registry, Registration Number: 252562(3)

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Architectural Studies (BSAS) meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of 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 Central Lancashire
Name of Award Granting Body	University of Central Lancashire
Title of Learning Programme	BSc (Hons) Architectural Studies
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Architectural Studies
Primary Area of Study and Training	Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	Architectural, Construction and Town Planning
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
HKQF Level	Level 5
HKQF Credits	240
Mode(s) of Delivery and Programme Length	Full-time, 2 year
Start Date of Validity Period	9 October 2023
End Date of Validity Period	8 October 2027

Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	40 students per year
Address of Teaching / Training Venue(s)	<p>All Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI) Campuses:</p> <ol style="list-style-type: none">1. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories (Offering site of BSc (Hons) Architectural Studies)2. IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong3. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon4. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong5. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories6. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories7. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories8. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon9. HKDI and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories

2.4 Recommendations

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

- 2.4.1 The Operator should develop a comprehensive Staffing Plan to ensure a smooth transition to the full-time studies, as a new delivery mode of study, to ensuring that there are sufficient staffing resources to meet the needs of the students. (Para.4.5.6)
 - 2.4.2 The Operator should continuously monitor the effectiveness of the new mode of delivery, such as students' workload, their achievement of learning outcomes and the support provided. (Para. 4.7.5)
 - 2.4.3 The Operator should put in place a mechanism for monitoring different cohorts of students to identify gaps in learning, address them to enhance the quality of the student learning outcomes, such as benchmarking students' English proficiency level with that of the students in similar programmes offered by the Operator. (Para. 4.7.6)
- 2.5 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

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 AY2022/23, SHAPE collaborates with nine overseas university partners to offer 48 accredited top-up degree programmes at HKQF Level 5 covering a range of academic disciplines.
- 3.2 The University of Central Lancashire (UCLan) gained its university status in 1992 under the Further and Higher Education Act (1992) of

the United Kingdom. Being a university that focuses on offering collaborative study programmes in different countries, UCLan has a student body from 120 nationalities and a network of some 125 partnerships.

- 3.3 In 2012, the SHAPE-UCLan collaborative partnership, jointly as an Operator, obtained from HKCAAVQ the Initial Evaluation status at HKQF Level 5. The institutional agreement between UCLan and SHAPE was renewed in March 2021 with a 5-year validity period. In AY2022/23, SHAPE and UCLan jointly operate four HKCAAVQ-accredited bachelor degree programmes at HKQF level 5. The collaboration agreement for the BSAS programme was renewed in September 2019 with a 5-year validity period.
- 3.4 For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix). The site visit was conducted via video-conferencing on 18-19 May 2023. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

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

- 4.1.1 The BSc (Hons) Architectural Studies is hosted by the Grenfell-Baines Institute of Architecture, School of Engineering, Faculty of Science and Technology, UCLan, UK and SHAPE, VTC, Hong Kong.
- 4.1.2 The Programme Aims (PAs) and Programme Learning Outcomes (PLOs) to be continuously implemented from AY2023/24 are presented below.

Programme Aims

Knowledge and Understanding (KU)	
PA1	Develop students' ability to draw on knowledge and skills from the human and physical sciences, the humanities, and the fine and applied arts.
PA2	Address the accommodation of all human activity in all places, under all conditions, understanding our place within differing physical, historical, cultural, social, political and virtual environments.
PA3	Propose forms and methods of transformation of our built environment and how this can be done through engagement with the spaces, buildings, cities and landscapes in which we live.
PA4	Provoke debate, encourage diversity and develop advances in the subject.
PA5	Develop students' knowledge and understanding of 'place' and 'sense of place' via climatic, geographical, physical, material, cultural and other analytical study.
PA6	Apply their analytical skills to projects, both locally and regionally as well as having the ability to interpret and transfer their skills nationally and internationally; and
PA7	Broaden students' horizons beyond architecture so that they may understand, reflect, develop and have the ability to draw upon relevant information and material from associated disciplines such as art, history, town and country planning, landscape architecture, interior design, building sciences and architectural technologists and from society at large.

Programme Learning Outcomes

A. Knowledge and Understanding	
A1	Comprehend the history and theories of architecture and the related arts, technologies and human sciences.
A2	Appreciate the fine arts as an influence on the quality of architectural design.
A3	Comprehend urban design, planning and the skills involved in the planning process.
A4	Value the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.
A5	Recognise the profession of architecture and the role of the

	architect in society, in particular in preparing briefs that take account of social factors.
A6	Employ the methods of investigation and preparation of the brief for a design project.
A7	Realise the structural design, constructional and engineering problems associated with building design.
A8	Identify physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against climate.
A9	Recognise the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
A10	Know the alternative materials, processes and techniques that apply to architectural design and building construction.
A11	Comprehend the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances.

B. Subject-Specific Skills	
B1	Conceptualise, investigate and develop the design of 3-D objects and spaces.
B2	Create architectural designs that integrate social, aesthetic and technical requirements.
B3	Conceive architectural designs on a specific site within the broader landscape and context of urban planning.
B4	Research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances.
B5	Work in an interdisciplinary environment and collaborate with others.
B6	Meet users' requirements within the constraints imposed by cost factors and building regulations.
B7	Form considered judgements about the spatial, aesthetic, technical and social qualities of design within the scope and scale of a wider environment.
B8	Reflect upon and relate their ideas to a design and to the work of others.
B9	Produce designs that demonstrate the integrative relationship of structure, building materials and construction elements.
B10	Produce designs that demonstrate an understanding of the integrative relationship between climate, service systems and energy supply.
B11	Exercise informed and reflective judgment in the

	development of sustainable design.
B12	Use the conventions of architectural representation.
B13	Use a wide range of visual, written and verbal techniques in order to communicate architectural designs and ideas.
B14	Select and use various media in order to communicate to the intended interest group.
B15	Select and use appropriate design-based software and multimedia applications.
B16	Listen and engage in informed dialogue.
B17	Work collaboratively within an interdisciplinary environment.
B18	Respond to a broad constituency of interests and to the social and ethical concerns of the subject.

C. Thinking Skills	
C1	Evaluate and synthesise a wide range of subject specific knowledge.
C2	Research, reflect on, iterate and integrate specific subject-based knowledge and apply these to design projects.
C3	Take account of conceptual, contextual, ethical and material considerations in the realisation of space or form.
C4	Self criticise one's own work, undertake peer reviews and reflective learning.

D. Other Skills Relevant to Employability and Personal Development	
D1	Communicate effectively with other people using visual, graphic, written and verbal means.
D2	Work autonomously in a self-directed manner, thereby developing the practices of reflection and of lifelong learning.
D3	Work in teams.
D4	Manage time and work to deadlines.
D5	Use digital and electronic communication techniques.
D6	Analyse problems, and use innovation, logical and lateral thinking in their solution.
D7	Be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

4.1.3 The Operator also provided the following information to the Panel to illustrate that the Programme continues to meet the QF standard at Level 5:

- (a) Mapping of PLOs to the PAs;
- (b) Mapping of the modules to the PLOs;

- (c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at QF Level 5;
- (d) The set of information mentioned in Paragraphs 4.4.4.

4.1.4 The Operator also provided the Panel with the following information showing how the BSAS programme could address the community, education and industry needs:

Professional Recognition

- (a) The home BSAS programme is recognised and validated by the Royal Institute of British Architects (RIBA) in the UK. All RIBA-validated programmes are subject to review by an RIBA Visiting Board (the Board) to ensure that professional body requirements and standards are being met. As part of the RIBA's process of validating the BSAS programme offered at SHAPE, the Hong Kong Programme was visited by the Visiting Board of the RIBA in November 2017. The Board made the recommendation to the RIBA Education Committee to validate the Programme in February 2018.
- (b) Currently, the BSAS programme is fully validated by the RIBA and BSAS students automatically obtain a RIBA Part I exemption upon graduation. An RIBA re-validation event was conducted in late February 2023 to seek renewal of validity for another 5-year cycle. The Operator updated the Panel that the Board is now finalising the comments and drafting the report, and the final report is scheduled to be issued publicly in June 2023.

Articulation pathways

- (c) Students who completed the BSAS programme at SHAPE may consider furthering their professional career in architecture by studying a professional postgraduate degree accredited by the Hong Kong Institute of Architects (HKIA). The graduates could also articulate to the Master of Architecture (MArch) programme at UCLan or relevant postgraduate programmes at overseas universities. In previous years, a few graduates have been admitted to master programmes in architecture in Hong Kong and Australia.

Employment information of BSAS graduates at SHAPE

- (d) According to the graduate employment information of 2021 and 2022 collected, the employment rates were 100% in both

years and the majority of the graduates worked in related fields of architectural and interior design.

Industry and student demand for the coming five years

(e) The Operator noted a continuous demand for architecture graduates in the Hong Kong job market. It was reported that several major infrastructure projects are underway in Hong Kong, such as the Initiatives on Land Development and over HK\$100 billion of annual capital works expenditure in the Chief Executive's 2022 Policy Address. The Operator also expected an ongoing demand for capable architectural professionals that provide ample job opportunities in the construction industry. For example, upon the recent development in the Greater Bay Area, job opportunities for positions, such as architects, architectural assistants, designers, BIM specialists, technicians and draftsmen, are expected.

4.1.5 Having met with the external stakeholders of the Programme, the Panel formed the view that the Programme would benefit by having an external advisory committee made up of stakeholders from the industry, and therefore, the Panel **ADVISED** the Operator to consider establishing an industry advisory committee so that the Programme will be able to address the industry needs in a timely manner.

4.1.6 After considering the above information, the Panel considered that the programme has POs that address community, education and/ or industry needs, and the PILOs that 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 The UCLan's policy of student admissions is set out in the *Admissions Policy and Applicant Complaints Procedure*. The minimum admission requirements for the BSAS programme will be revised from AY2023/24 with one feeder programme, HD in Architectural Design and Technology, removed. The Panel was also

informed that in April 2020, a new feeder programme, namely HD in Architectural Technology and Design, was approved by UCLan's Collaborative Sub-committee for admission since AY2020/21 and added. The Operator provided the Panel with the relevant approval document and mapping document of the new feeder programme.

Minimum Admission Requirements	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
	1. <u>Accreditation of Prior Learning</u> Graduates of the following feeder VTC programmes: <ul style="list-style-type: none"> • HD in Architectural Studies* • HD in Architectural Technology and Design*
	2. <u>English Language Entry Requirements</u> For applicants where English is not their first language or where English is not the language of instruction and assessment of their diploma/ degree, an English proficiency at International English Language Testing Systems (IELTS) 6.0 or equivalent is required. VTC HD graduates are exempted from the English language requirement.
Applicants from Non-Feeder Programmes	Applicants holding equivalent qualifications or experience (in terms of relevant credits and competency) will be considered on a case-by-case basis according to UCLan's admission policy. For applicants where English is not their first language or where English is not the language of instruction and assessment of their diploma/ degree, they also have to possess a proficiency in English language at IELTS 6.0 or equivalent. (VTC HD graduates are exempted from the English language requirement.)
* HD programmes using HKDSE results or equivalent as general admission requirements.	

4.2.2 The Operator informed the Panel that upon the proposed change of delivery mode (details mentioned in Para. 4.3), applicants with qualifications such as a relevant Higher Diploma/ Associate Degree at QF Level 4 major in interior design, landscape architecture or design related to spatial quality would usually be deemed acceptable as non-feeder entrances for the Programme.

4.2.3 The Panel reviewed the profiles of students admitted to the Programme during the validity period and noted that there was a total of 10 non-feeder entrances from AY2020/21 to AY2022/23, such as graduates of a Higher Diploma, an Associate Degree or a Bachelor's programme in the fields of architecture or interior design.

- 4.2.4 In the coming five academic years from 2023/24, the Operator proposed to maintain the yearly maximum number of new students at 40 for the newly implemented full-time delivery mode and one enrolment per year.
- 4.2.5 In consideration of the above information, 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 effectively recruit 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 BSAS is a top-up programme with 240 HKQF credits in total. The Programme is currently delivered in a part-time mode where the programme length is normally two years.
- 4.3.2 The Operator informed the Panel that during the validity period, they received a suggestion from the students on the feasibility of offering a full-time top-up architectural degree. This suggestion has been further discussed and considered by UCLan and SHAPE at the programme management level and followed by a survey of the existing top-up degree students and potential graduates of feeder programmes in the summer of 2022. The survey results informed that 95% of the surveyed HD students (18 out of 19 respondents) and 67% of the surveyed students and graduates of the BSAS top-up programme (26 out of 39 respondents) indicated their preference for a full-time top-up programme. In view of the demand from graduates of the feeder programmes for further study, and the student application and enrolment records in the past few years, and with the approval granted by the UCLan's University Review Panel, the Operator now proposed to change the programme delivery mode from part-time to full-time starting from AY2023/24.
- 4.3.3 The same programme structure and module delivery sequence will continue to implement from AY2023/24 onwards and is as presented below.

Year	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total Notional Learning Hours (NLHs)
1	Architectural Design 2a	40	160	240	400
	Architectural Design 2b	40	160	240	400
	Building Technology 2	20	60	140	200
	Architectural History and Theory 2	20	60	140	200
2	Architectural Design 3a	40	160	240	400
	Architectural Design 3b (Design Thesis)	40	160	240	400
	Architectural History and Theory 3	20	60	140	200
	Professional Studies	20	50	150	200
Sub-total:		240	870	1530	2400

4.3.4 The Panel also reviewed the following information provided by the Operator:

- (a) The Programme Specification AY2022/23 and AY2023/24 and onwards;
- (b) the full set of module descriptors of the Programme; and
- (c) the set of information mentioned in Paragraphs 4.1.3 and 4.4.4.

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 BSAS programme employs a range of learning and teaching methods, and the maximum class sizes for individual methods are 80 for typical lectures and 40 for typical tutorials/ seminars/ workshops.

- 4.4.2 The Operator provided to the Panel the information on programme structure and delivery sequences already mentioned in Paragraph 4.3.3.
- 4.4.3 The UCLan teaching staff and SHAPE teaching staff share the delivery of the Programme on an approximate ratio of 30/70 as the basis. And the division of labour between UCLan and SHAPE teaching teams is presented as follows:
- (a) At the programme level, the Course Committee Meetings would be held to discuss and review the operation of the Programme. The SHAPE Programme Coordinator (PC) would convey the student survey's results and the views collected from the UCLan Course Leader (CL) and the External Examiners (EEs) regarding teaching quality and learning support to the teaching staff concerned for review and identifying areas for improvement.
 - (b) At the module level, the UCLan CL and Module Leaders are responsible for developing the module handbooks and learning and teaching materials, leading and directing the modules and also delivering the key lectures and project briefings of the BSAS programme at SHAPE. They are also responsible for contextualisation, setting the assessments and moderation of student work, and would work closely with SHAPE teaching staff who deliver the modules, mark assessments, provide guidance to students in doing their projects and serve on the Course Committee. The SHAPE teaching staff, on the other hand, are responsible for the delivery and assessment of the modules. They are responsible to the SHAPE PC and share information such as module content, learning and teaching activities, and student assessment with the UCLan CL.
- 4.4.4 With regard to the assessment of the Programme, the Operator provided the Panel with the following:
- (a) The UCLan Assessment Handbook;
 - (b) SHAPE Student Handbook (AY2022/23);
 - (c) Studio Design Briefs of the final year of study;
 - (d) External Examiner Reports (AY2019/20 to AY2021/22); and
 - (e) Sample marked assessments at high, average and low grades and their associated assessment rubrics / criteria of the following modules:
 - Building Technology 2
 - Architectural History and Theory 3

- Professional Studies
- Architectural Design 3b (Design Thesis)

- 4.4.5 The Panel reviewed the samples of the assessments of the “Architectural History and Theory 3” module tabled and observed that many of the assessments reviewed had not followed the correct protocol and format for referencing as required. The Panel **ADVISED** the Operator to provide instructions for formal academic writing to the students regarding referencing and citations within their coursework to ensure quality academic writing and to avoid potential risk of plagiarism.
- 4.4.6 The Panel also reviewed the Studio Design Briefs of the final year of study tabled and observed that the translation from the conceptual stage to the construction design stage should be more articulated, with in-between stages of iterations to test the plans and viabilities. The Panel, therefore, **ADVISED** the Operator to include the documentation of the design process and to put more emphasis on the articulation of plans and relevant aspects of spatial interrelationships.
- 4.4.7 In the assignments and briefs provided along with the samples of marked assessments of the *Architectural History and Theory* (AHT) module, the Panel noted that (a) the required readings in the AHT module are considerably demanding for students, relative to the minimum level of English language required for admission (IELTS 6.0) and for the VTC HD graduates (the feeder entrances) who are exempted from this requirement, and (b) that the understanding derived from assigned readings are not often reflected in the written assignment work. The Panel therefore **ADVISED** the Operator to review the level of difficulty of the assigned readings in History and Theory courses and to strengthen the correlation of readings to written assignment work.
- 4.4.8 The graduation requirements for the BSAS programme at SHAPE is “An achievement of 240 credits at Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) levels 5 and 6 with a pass in each of its eight modules”. The first 120 credits at FHEQ level 4 of the 3-year home programme have been mapped by the feeder programmes of VTC which has been approved through the articulation agreement established in the partnership agreement between UCLan and SHAPE.

- 4.4.9 The Panel formed the view that the learning, teaching and assessment activities designed for the Programme effectively deliver the programme content and assess 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 BSAS programme is managed by a team comprising one UCLan Course Leader (CL), one SHAPE Programme Coordinator (PC) and one SHAPE Deputy Programme Coordinator (DPC), who all work together to oversee the quality of programme delivery.
- 4.5.2 This team of three together with five UCLan and six SHAPE teaching staff are sharing the teaching of the Programme. One UCLan Module Leader (ML) and under specific situations, an additional UCLan Module Tutor as well are assigned to each module of the Programme, and the SHAPE PC, DPC and teaching staff are also playing the role of a Module Tutor to individual modules. The respective duties of the UCLan and SHAPE teaching teams and the relevant division of labour between the two parties are stated in Paragraph 4.4.4 above.
- 4.5.3 The Panel reviewed the profiles of the programme management team and teaching staff which included the specific areas of knowledge/ experience/ expertise of individual teaching staff showing commensuration with their assigned teaching duties. The Panel considered that they have relevant qualifications and experience to manage and teach the Programme.
- 4.5.4 Each SHAPE teaching staff is usually assigned to deliver one module per semester and with an average weekly teaching load of four hours, project supervision hours inclusive.
- 4.5.5 The Panel met with the programme management and the teaching team and discussed the newly proposed full-time mode of study for the Programme. The management informed the Panel that they

were planning to recruit more teaching staff to support the new full-time mode. When the Panel met with the Hong Kong teaching staff, they mentioned there would be additional staff but had very little knowledge about what was proposed.

- 4.5.6 The Panel was concerned that the Operator might find it difficult to appoint teaching staff willing to deliver the day-time classes for the new full-time mode. However, according to the representatives the Panel met, it appeared that the existing preparation of staffing for the new full-time mode has not been fully developed to ensure that sufficient staffing resources to service the new full-time mode of the Programme will be available before the commencement of AY2023/24. The Panel, therefore, **RECOMMENDED** the Operator that they should develop a comprehensive Staffing Plan to ensure a smooth transition to the full-time studies, as a new delivery mode of study, to ensuring that there are sufficient staffing resources to meet the needs of the students. (Para.2.4.1)
- 4.5.7 The Panel also noted that the professional development activities offered at UCLan, UK for the home teaching staff could be beneficial to their peer colleagues in the Hong Kong programme, and therefore **ADVISED** that to keep the programme delivery up-to-date and with quality, the Operator could consider developing similar thematic activities based on those offered at home or could jointly develop activities for the whole teaching team of the Hong Kong BSAS programme.
- 4.5.8 The Panel considered that the Operator has adequate programme leaders, teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. It is also considered that there are adequate staff development schemes and activities 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 Operator provided to the Panel the information about the learning, teaching and enabling resources in supporting the learning, teaching and assessment activities of the Programme, including the

list of specialised facilities for the Programme, the e-learning platform provided and the library holdings with e-resources relevant to the Programme.

- 4.6.2 The Panel was also provided with the information on major student support activities for the Programme in AY2020/21 and AY2021/22, such as guest lectures/ talks by practitioners, group visits to architecture shows of other local institutions, workshops on computer software, English academic writing and reading, and curriculum vitae writing & job interview skills.
- 4.6.3 The Operator gave a presentation to the Panel via video-conferencing, introducing the campus and programme specialised facilities and equipment of the offering site at Tsing Yi.
- 4.6.4 For financial resources, the Operator provided the Panel with the following information, and the Panel observed from the financial information that there is a projected surplus for the Programmes in the coming two years:
 - (a) The Statement of Income and Expenditure for FY2020/21 to FY2021/22.
 - (b) The Statement of Estimated Income and Expenditure for FY2022/23 to FY2024/25.
 - (c) The approval of financial projection from FY2025/26 to FY2027/28 by SHAPE's Board of Directors is not available until Feb/Mar 2024.
- 4.6.5 The Panel is of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programme.

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 With respect to the monitoring and reviewing of the performance of the Programme, the Operator provided the following information with regard to the quality assurance of the Programme:

- (a) Extracts of Minutes of the following Committees/ Meetings held during the validity period:
 - Academic Committee for Collaborative Degree Programmes of SHAPE
 - Quality Assurance Committee for Collaborative Degree Programmes of SHAPE
 - Discipline Academic and Quality Assurance Committee for Collaborative Degree Programmes
 - Course Committee Meeting
 - Staff-Student Liaison Committee Meeting
- (b) Reports/ findings of the following:
 - UCLan Periodic Review Report
 - Annual Continuous Course Enhancement Reports (AY2019/20 to AY2020/21) for collaborative provision (UK and International) completed by UCLan
 - Module Evaluation Questionnaire results of all modules commenced
 - External Examiner Annual Reports (AY2019/20 to AY2021/22)
 - Overseas Students Satisfaction Survey 2022

4.7.2 Having reviewed the above documents and discussed with internal and external stakeholders of the Programme, the Panel had the following observations:

- (a) The quality assurance procedures for monitoring and reviewing the performance of the Programme complied with and conducted on an ongoing basis.
- (b) There were records showing that sufficient channels, both formal and informal, are available for obtaining feedback from different stakeholders internally and externally.
- (c) The Operator has taken remedial/ follow-up actions in response to the feedback mentioned in (b).
- (d) The Operator has continuously monitored and reviewed the development and performance of the Programme so as to ensure that it is kept up-to-date and in line with industry standards and expectations.
- (e) The following performance indicators were monitored during the validity period. No major issues have been reported.
 - Number of applications;

- Number of enrolments;
 - Retention rates;
 - Graduation rates;
 - Module grade distribution and award classification; and
 - Employment rates of graduates.
- 4.7.3 According to the UCLan programme team whom the Panel met, by comparing the programme length and workload between the BSAS programme at home and in Hong Kong, they view the Hong Kong BSAS as a full-time study programme rather than a part-time one.
- 4.7.4 In the meeting with the current students and graduates, the Panel noted that most of them hold a full-time job during their study period in the BSAS programme. Regarding the part-time learning experience in the Programme, the representatives shared that they will be able to transfer the learned knowledge and skills into their daily jobs but acknowledged that the workload in the Programme is/ was not easy to handle. Some of them also shared that they might not be able to seek assistance from the technicians and other supporting services as they needed support in the evening on weekdays.
- 4.7.5 Based on the above information and the proposed change of delivery mode from part-time to full-time in the schedule set, the Panel expected that while most of the challenging situations experienced could improve, with a major change in the delivery mode from part-time to full-time studies, the Panel **RECOMMENDED** that the Operator should continuously monitor the effectiveness of the new mode of delivery, such as students' workload, their achievement of learning outcomes and the support provided. (Paragraph 2.4.2)
- 4.7.6 In light of the Operator's responses to the Panel's initial comments on the systemic monitoring of students' English proficiency in different study cohorts along and the concerns over the students' English proficiency raised in Paragraph 4.4.7, which would affect the effectiveness of students' learning, the Panel **RECOMMENDED** that the Operator should put in place a mechanism for monitoring different cohorts of students to identify gaps in learning, address them to enhance the quality of the student learning outcomes, such as benchmarking students' English proficiency level with that of the students in similar programmes offered by the Operator. (Paragraph 2.4.2)
- 4.7.7 Based on the documentation reviewed and the discussions with various stakeholders during the site visit, the Panel considered that the development and performance of the Programme have been monitored and reviewed on an on-going basis to ensure that the

Programme remain current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the relevant 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 <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: 100/17/07

27 July 2023

JoH/AnC/VT/vt/amc

Appendix

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

**Learning Programme Re-accreditation for
BSc (Hons) Architectural Studies**

18 - 19 May 2023

Panel Membership

Panel Chair

Emeritus Professor Joan COOPER
Commissioner
Tertiary Education Quality and Standards
Agency
AUSTRALIA

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Registrar
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