



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**

**COVENTRY UNIVERSITY**

**LEARNING PROGRAMME RE-ACCREDITATION**

**BSC (HONS) CONSTRUCTION MANAGEMENT**

**AUGUST 2023**

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Appendix

HKCAAVQ Panel Membership

## 1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA878), 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 Coventry University (jointly as the Operator) to conduct a learning programme re-accreditation for BSc (Hons) Construction Management 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 Coventry University (the Operator) (with specifications under (c)) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme;
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ; and
- (c) Specifications of the Programme seeking accreditation status:

<b>Programme title (English and Chinese, if any)</b>	<b>Exit award title (English and Chinese, if any)</b>	<b>NCR Registration/ Reference Number<sup>1</sup></b>	<b>Mode of study</b>	<b>Programme length</b>	<b>Major(s) leading to distinctive awards</b>	<b>Claimed HKQF level</b>
BSc (Hons) Construction Management	BSc (Hons) Construction Management	252032	Part-time	14 months	N/A	5

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

## 2. HKCAAVQ'S DETERMINATION

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

### 2.2 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>	Coventry University
<b>Name of Award Granting Body</b>	Coventry University
<b>Title of Learning Programme</b>	BSc (Hons) Construction Management
<b>Title of Qualification(s) [Exit Award(s)]</b>	BSc (Hons) Construction Management
<b>Primary Area of Study and Training</b>	Architecture and Town Planning
<b>Sub-area (Primary Area of Study and Training)</b>	Construction Management
<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>	140
<b>Mode(s) of Delivery and Programme Length</b>	Part-time, 14 months
<b>Start Date of Validity Period</b>	1 January 2024
<b>End Date of Validity Period</b>	31 December 2027
<b>Number of Enrolment(s)</b>	Two enrolments per year
<b>Maximum Number of New Students</b>	100 students per year
<b>Address of Teaching / Training Venue(s)</b>	<p>(1) Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong</p> <p>(2) IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</p> <p>(3) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>(4) IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</p> <p>(5) IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories</p> <p>(6) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories</p> <p>(7) IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories</p>

	<p>(8) IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon</p> <p>(9) Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories</p> <p>(10) VTC Tower 27 Wood Road, Wan Chai, Hong Kong</p>
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## 2.4 Recommendation(s)

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

- 2.4.1 The Operator should conduct employment surveys for graduates of the Programme so as to better understand their career progression. (para. 4.1.10)
- 2.4.2 The Operator should review the process for identifying students who would benefit from additional English language support, particularly at the beginning of the Programme. (para. 4.2.8)
- 2.4.3 The Operator should review module reading lists to ensure that they are up-to-date and include the most recent editions. (para. 4.3.7)
- 2.4.4 The Operator should structure additional team meetings during the academic year to supplement those already scheduled. (para. 4.5.6)
- 2.4.5 The Operator should consider appointing an external advisor from a senior position in the industry to provide input to the Programme. (para. 4.7.6)

## 2.5 Advice

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

- 2.5.1 The Operator is advised to assess the potential development of Artificial Intelligence and the challenge such development will pose for the assessment of individual students in any new assessment regime. (para. 4.4.8)
- 2.5.2 The Operator is advised to consider incorporating the hiring of teaching staff at senior management level in the construction industry in future recruitment exercises. (para. 4.5.5)
- 2.6 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 Coventry University (CU) was given degree awarding status under the United Kingdom Further and Higher Education Act (1992). CU is also granted the authority to approve programmes conducted at an external institution.
- 3.3 The partnership between Coventry University (CU) and the Vocational Training Council (VTC) was first established in 2006 with a view to exploring collaboration opportunities initially to provide articulation pathways for the increasing number of part-time Professional Diploma graduates. After six years of collaboration, CU and SHAPE of the VTC renewed the Programme Approval Agreement in August 2012 for a term of six years to July 2018 and

renewed it again for another six years until July 2024. In AY2022/23, nine collaborative programmes accredited by HKCAAVQ are offered under this partnership in a range of disciplines including business administration, international marketing, graphic design, media, and human biosciences.

3.4 SHAPE, VTC and CU, jointly as the Operator, commissioned HKCAAVQ to conduct the Learning Programme Re-Accreditation of BSc (Hons) Construction Management (the Programme) in 2023. For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix**). A site visit was conducted at VTC Tower in Wan Chai, Hong Kong from 8-9 June 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 re-accreditation exercise.

3.5 In consideration of the Operator's track records established from previous accreditation exercises in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the Programme was not required:

Domain of Competence	Information Not Required
Learning, Teaching and Enabling Resources/ Services	Information on financial resources, physical resources and student support services is not required. But information on the programme specific physical resources is required.
Programme Approval, Review and Quality Assurance	Information on institute-wide QA processes and mechanisms is not required. But information on the specific quality assurance information for the Programme is required.

#### 4. PANEL'S DELIBERATIONS

*The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation*



*standards where no observations are made they are considered to be appropriately addressed by the Operator.*

#### 4.1 **Programme Objectives and Learning Outcomes**

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

4.1.1 The BSc (Hons) Construction Management (the Programme) is hosted by the School of Energy, Construction and Environment, Faculty of Engineering, Environment and Computing, CU, UK and operated by SHAPE, VTC, Hong Kong.

4.1.2 The current programme objectives (POs) of the Programme are as follows:

PO1	To ensure that the BSc (Hons) Construction Management Course maintains a position at the forefront of higher education in building by satisfying the requirements of the Construction Industry and Profession at both national and international levels
PO2	To provide an up to date curriculum which meets the needs of the Construction Management profession in order that graduates will succeed in chosen career directions
PO3	To allow the students enrolling on the course with a wide range of academic attainments to achieve their academic and personal development potential
PO4	To provide adaptability and flexibility for students to study on a full time, sandwich or part time basis and accommodate the changing circumstances of individuals by allowing them to vary their mode of study
PO5	To be of benefit to the community at large by providing graduates whose employment in the built environment, as well as other spheres of employment, is to the national and international good
PO6	To provide opportunities for students on undergraduate courses to study alongside colleagues from other

	construction related disciplines in integrated project work and other common modules which simulate the environment in which they will work upon graduation
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4.1.3 The Programme currently has the following programme learning outcomes (PLOs):

PLO1	Examine the main principles of building technology, design and performance. This will include legal, financial, social, technological aspects of the building during the inception, planning design, construction, use and redundancy phases.
PLO2	Analyse the multi-disciplinary nature of the construction process, the roles and responsibilities of the construction professionals and stakeholders, and a respect for the fellow team members in terms of both diversity and cultural values.
PLO3	Appraise and evaluate current issues in construction including sustainability, innovation and internationalisation.
PLO4	Knowledge and application of ethics and professionalism within the construction management role; Governance and corporate social responsibility in respect to procurement, finance and contractual processes and working practices.
PLO5	The ability to analyse, synthesise and evaluate key issues relating to construction management in a format appropriate to the audience.
PLO6	The ability to produce professional reports in accordance with published conventions and/or client expectations.
PLO7	Promotion of the safe working environments and practices in terms of legislation, management and personal responsibility.
PLO8	Evaluate and use a range of appropriate IT platforms for the efficient and appropriate completion of construction

	related tasks.
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4.1.4 The Operator provided the following information to the Panel to illustrate that the Programme continues to meet the relevant HKQF standards:

- (a) Mapping of PLOs to the POs;
- (b) Mapping of the modules to the PLOs;
- (c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (d) Mapping of the modules to the GLDs at QF Levels 4 and 5; and
- (e) Sample marked assessments and their associated assessment rubrics.

4.1.5 In order to reflect the nature of the Programme more accurately, refinements on POs have been proposed for AY2023/24 and onwards, details of which are as follows:

PO1	To maintain a position at the forefront of higher education in building by satisfying the requirements of the Construction Industry and Profession at both national and international levels ( <i>refinement</i> )
PO2	To provide an up to date curriculum which meets the needs of the Construction Management profession in order that graduates will succeed in chosen career directions ( <i>no change</i> )
PO3	To allow the students enrolling on the course with a wide range of academic attainments to achieve their academic and personal development potential ( <i>no change</i> )
PO4	To provide adaptability and flexibility for students to study part-time ( <i>refinement</i> )
PO5	To be of benefit to the community at large by providing graduates whose employment in the built environment, as well as other spheres of employment, is to the national and international good ( <i>no change</i> )
PO6	To provide opportunities for students with vastly different experiences in the building industry to benefit

	by sharing those experiences in integrated project work and other common modules which simulate the environment in which they will work upon graduation ( <i>refinement</i> )
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4.1.6 Having reviewed the refined POs proposed for AY2023/24 and onwards and the mapping of the current PLOs to the refined POs, the Panel considered that the proposed changes to POs are appropriate.

4.1.7 To illustrate the current market needs for graduates of the Programme and the estimated articulation needs of learners for the Programme, the Operator presented the following findings and figures.

#### Manpower demand

- (a) According to the VTC's Report of *2021 Manpower Survey for Building, Civil Engineering and Built Environment*, there was an increase in 6.8% of manpower at the professional / technologist level from 2017 to 2021. Riding on the annual growth rate to the actual manpower of 2021 for professional / technologist, the projected increase of manpower for 2022-2025 was expected to be 2.8% per annum.
- (b) The manpower demand was substantiated further by the *Construction Manpower Forecast* published by the Construction Industry Council (CIC) in February 2023. In the *Construction Manpower Forecast*, the estimated manpower demands based on construction expenditure forecast were compared with the current manpower supply. It was revealed that there would be a manpower shortage of 5-15% in 2023 and 15-20% in 2027 at the levels of professionals, technicians, site supervisory personnel and construction workers.

#### Articulation needs of learners

- (c) The Panel was informed that around 780 students are currently studying in the feeder programmes of the Programme, and they will graduate from their studies in the summer of 2023 and 2024. Further, there were about 300 graduates from the feeder programmes in previous years.

These graduates may plan to pursue further studies at degree level in part-time mode after joining the labour market for a few years for career aspirations or other reasons. In view of the above and the trend of applications and actual student intakes for the Programme from AY2019/20 to AY2022/23 (January 2023 cohort) as summarised below, the Operator anticipated that there would be ongoing demand for the Programme.

Academic Year	2019/20	2020/21	2021/22	2022/23 (January 2023 Cohort) <sup>#</sup>
Number of Applications*	201	153	190	85
* Figures as at 6 February 2023				
<sup>#</sup> Two cohorts (i.e. January and July) are offered every year.				

- 4.1.8 The employers whom the Panel met during the site visit expressed the view that there is a strong manpower demand in the construction industry in Hong Kong for first-degree holders in relevant fields. Taking into account the current market needs and articulation needs of learners, the Panel considered that there is a strong market demand for the Programme.
- 4.1.9 Regarding professional accreditation, the Panel noted that the Programme offered at SHAPE is accredited by the Chartered Institute of Building (CIOB), Chartered Association of Building Engineers (CABE), Hong Kong Institute of Project Management (HKIPM) and Hong Kong Institute of Construction Managers (HKICM), and that the Programme has been put on the list of degree programmes leading to the Member Class of the HKICM membership. The Panel was informed that while the Operator strongly encourages graduates of the Programme to apply for membership in relevant professional bodies, it does not keep a record of professional registration status of graduates of the Programme.
- 4.1.10 Apart from not keeping a record of professional registration status of graduates of the Programme, the Panel also noted that the Operator has not conducted employment surveys for graduates since the last accreditation. While recognising that the Programme is offered in part-time mode and that most of the students of the Programme are

currently working in the construction industry, the Panel considered that it would be helpful to know the career development of graduates of the Programme, which may be in their 5th year after graduation, and the extent to which graduates of the Programme join relevant professional bodies. In light of the above, the Panel **recommended** that the Operator should conduct employment surveys for graduates of the Programme so as to better understand their career progression.

- 4.1.11 In view of the above information and notwithstanding the recommendation given, the Panel considered that the POs can address the 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 The CU's admissions policy is set out in the CU's Regulations for the delivery of CU Undergraduate (Mode E) awards at SHAPE. The target students and minimum admission requirements for the Programme are as follows:

Target Students	Graduates from relevant VTC Higher Diploma (HD), Professional Diploma (PD) programmes or equivalent
Minimum Admission Requirements	<p>1. <u>Accreditation of Prior Learning</u></p> <p>Graduates of the following feeder VTC programmes:</p> <ul style="list-style-type: none"> <li>• HD in Building Studies*<sup>#</sup></li> <li>• HD in Civil Engineering*<sup>#</sup></li> <li>• HD in Surveying*<sup>#^</sup> PLUS a pass in the bridging module <i>Land Surveying for Construction Management</i></li> </ul> <p>OR</p> <p>Graduates, with at least three years of relevant work experience, of the following VTC PD programmes awarded with either merit or distinction:</p>

	<ul style="list-style-type: none"> <li>• Professional Diploma in Construction Management</li> <li>• Professional Diploma in Construction Site Supervision PLUS a pass in the bridging modules <i>Construction Law for Construction Management</i><sup>^</sup> and <i>Land Surveying for Construction Management</i><sup>^</sup></li> </ul> <p>2. <u>English Language Entry Requirements</u> All candidates should have attained a minimum overall International English Language Testing Systems (IELTS) score of 6.5 or equivalent. Holders of VTC HD or PD (at merit or distinction) taught and assessed in English are considered to have met this requirement.</p> <p>3. <u>Mathematics Entry Requirements</u> All candidates must be able to demonstrate competence equivalent to a HKCEE Grade E or HKDSE Level 2 in Mathematics. Applicants from the approved VTC feeder programmes are considered to have met this requirement.</p>
Applicants from Non-Feeder Programmes	<p>Non-feeder applicants holding equivalent qualifications or experience will be considered on a case-by-case basis.</p> <p>Applicants who are not from the approved VTC feeder programmes should have successfully completed an HD, an Associate Degree (AD) or a PD (at merit or distinction) taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.5 or equivalent.</p> <p>Applicants must be able to demonstrate competence equivalent to an HKCEE Grade E or HKDSE Level 2 in Mathematics.</p>
<p>* <i>HD programmes using the Hong Kong Diploma of Secondary Education Examination (HKDSE) results or equivalent as general admission requirements.</i></p>	

*# HD programmes using the Hong Kong Certificate of Education Examination (HKCEE) / Hong Kong Advanced Level Examination (HKALE) results or equivalent as general admission requirements.*

*^ Bridging modules can be waived through modular exemption by relevant prior study.*

- 4.2.2 The Panel was informed that non-feeder applicants possessing an alternative qualification equivalent to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) Level 5 qualification, such as an HD or an AD award, in a cognate subject with related background knowledge and skills are considered on a case-by-case basis by the CU Link Tutor. Such applicants are considered on the basis of their prior qualifications, work experience and proficiency in English and Mathematics to ensure that they meet the entry requirements of the Programme offered at SHAPE. The CU Link Tutor makes the final decision in admitting applicants holding non-feeder qualifications. The criteria used in evaluating non-feeder applicants are, firstly, the level of qualification and its relevance and secondly, the work experience possessed by the applicants.
- 4.2.3 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications.
- 4.2.4 The Panel noted that with the programme structure being changed from AY2023/24 and onwards (Paragraphs 4.3.2 to 4.3.4), the mapping documents of the feeder programmes have been updated. Having reviewed the revised mapping documents of the feeder programmes, the Panel considered that graduates of the feeder programmes are deemed to have sufficient prior knowledge and academic competence for enrolment into the Programme adopting the revised programme structure.
- 4.2.5 The Operator informed the Panel that the actual yearly student intake and admission statistics of students via various entry routes since the last accreditation are as follows:



Academic Year	2019/20	2020/21	2021/22	2022/23 (January 2023 Cohort) <sup>#</sup>
Actual Yearly Student Intake*	59	77	93	49
Number of Students Admitted via Feeder Entry	57	71	90	48
Number of Students Admitted via Non-feeder Entry	2	5	3	1
Number of Students Admitted via Non-standard Entry	0	1	0	0
* Figures as at 6 February 2023				
<sup>#</sup> Two cohorts (i.e. January and July) are offered every year.				

- 4.2.6 In the coming four academic years from AY2023/24, the Operator is to maintain the maximum number of new students per year at 100 and with two enrolments per year. Having reviewed the number of students enrolled in the Programme since the last accreditation and taking into account the staffing and physical resources, the Panel considered that the proposed maximum number of students is appropriate.
- 4.2.7 The Panel reviewed the profiles of students admitted to the Programme since the last accreditation and noted that the majority of students were admitted via the feeder entry, and only one student was admitted via non-standard entry.
- 4.2.8 The Panel noted that the Programme is designed to be taught and assessed in English. Most of the students have previously studied on and passed the feeder programmes, which are also designed to be taught and assessed in English. However, the Panel recognised the challenge for students to work in English at the final year of a programme at degree level. It is important that students who may need additional English language support are identified (or that

students can self-identify for additional English language support needs) at the beginning of the Programme via the use of diagnostic / self-diagnostic tools provided by the Operator, so that students may receive additional support from SHAPE. As such, the Panel **recommended** that the Operator should review the process for identifying students who would benefit from additional English language support, particularly at the beginning of the Programme.

- 4.2.9 In consideration of the above and the information in the accreditation documents including the retention rate and graduation rate of the Programme, notwithstanding the recommendation given, the Panel formed the view that the minimum admission requirements and student selection process of the Programme have been aptly designed to recruit students with 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 Programme is a top-up programme offered at SHAPE with 140 HKQF credits in total. The Programme is offered in part-time mode with the normal programme length of 14 months.
- 4.3.2 A periodic review on the Programme conducted by the host school of the Programme at CU led to refinements of the POs (Paragraph 4.1.5) and changes to the curriculum. Details of the changes to the curriculum are summarised as follows.
- (a) Introducing a new module *Construction Project Management 1* to replace the current module *Project and Cost Management*;
  - (b) Introducing a new module *Construction Project Management 2* to replace the current module *Construction Resource and Quality Management*; and
  - (c) Revamping the current 20-credit module *Research Dissertation* module to 30 credits by embedding the current 10-credit *Research Practice and Communication* module.

4.3.3 These changes have been implemented in the home programme since September 2020. The same changes will be implemented in the Programme offered at SHAPE starting from AY2023/24 (January Cohort).

4.3.4 The current and the revised programme structure to be implemented from AY2023/24 (January Cohort) are depicted below.

Current Programme Structure

Module Title (All Modules are Mandatory)	HKQF Credits	Contact Hours	Non-Contact Hours	Total Notional Learning Hours (NLHs)
Project and Cost Management	20	24	176	200
Contract Management	20	24	176	200
Group Project 3	20	24	176	200
Research Dissertation	20	24	176	200
Research Practice and Communication	10	12	88	100
Construction Resource and Quality Management	20	30	170	200
Sustainability and Innovation in Construction	20	27	173	200
Academic Writing 3: Writing Skills for Dissertation and Research Project	10	24	76	100
Sub-total:	<b>140</b>	<b>189</b>	<b>1211</b>	<b>1400</b>

Revised Programme Structure (from AY2023/24 (January Cohort))

Module Title (All Modules are Mandatory)	HKQF Credits	Contact Hours	Non-Contact Hours	Total Notional Learning Hours (NLHs)
Construction Project Management 1	20	24	176	200
Contract Management	20	24	176	200
Group Project 3	20	24	176	200
Research Dissertation	30	36	264	300
Construction Project Management 2	20	30	170	200

Sustainability and Innovation in Construction	20	27	173	200
Academic Writing 3: Writing Skills for Dissertation and Research Project	10	24	76	100
Sub-total:	<b>140</b>	<b>189</b>	<b>1211</b>	<b>1400</b>

4.3.5 Using January Cohort as an illustration, the module delivery sequences of current programme structure for AY2022/23 (January Cohort) and revised programme structure for AY2023/24 (January Cohort) are summarised in the tables below.

AY2022/23 (January Cohort)			
Period	Modules		
February 2023 – May 2023	Research Practice and Communication	Research Dissertation	/
April 2023 – June 2023	Academic Writing 3: Writing Skills for Dissertation and Research Project		
June 2023 – September 2023	Project and Cost Management		
September 2023 – November 2023	Construction Resource and Quality Management		
November 2023 – January 2024	Contract Management		
January 2024 – March 2024	Sustainability and Innovation in Construction		Group Project 3

AY2023/24 (January Cohort)			
Period	Modules		
January 2024	/	Research Dissertation	/
February 2024 – May 2024	Academic Writing 3: Writing Skills for Dissertation and Research Project		
May 2024 – August 2024	Construction Project and Management 1		Group Project 3
August 2024 – October 2024	Construction Project Management 2		
October 2024 – December 2024	Contract Management		
December 2024 – February 2025	Sustainability and Innovation in Construction		

4.3.6 The Panel also reviewed the following information provided by the Operator.

- (a) CU-SHAPE Programme Handbook (AY2023/24)
- (b) Descriptors (AY2022/23) of the following modules:
  - Project and Cost Management
  - Contract Management
  - Group Project 3
  - Research Dissertation
  - Research Practice and Communication
  - Construction Resource and Quality Management
  - Sustainability and Innovation in Construction
  - Academic Writing 3: Writing Skills for Dissertation and Research Project
- (c) Descriptors of the new / revised modules (AY2023/24 and onwards) of the following:
  - Construction Project Management 1
  - Contract Management
  - Group Project 3
  - Research Dissertation
  - Construction Project Management 2
  - Sustainability and Innovation in Construction

- Academic Writing 3: Writing Skills for Dissertation and Research Project
- (d) Overview of learning and teaching methods
- (e) Overview of assessment methods and corresponding weightings
- (f) The set of information mentioned in Paragraph 4.1.4

4.3.7 Upon a review of the module descriptors, the Panel noted that some of the module reading lists appear to be dated, examples of which are the reading lists of the modules *Contract Management* and *Construction Project Management 2*. The Panel considered that students should be provided with up-to-date module reading lists to assist them in finding relevant and latest information on the module topics. In view of the above, the Panel **recommended** that the Operator should review module reading lists to ensure that they are up-to-date and include the most recent editions.

4.3.8 In consideration of the above information, notwithstanding the recommendation given, the Panel formed the view that the structure and content of the Programme are appropriately designed 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 Programme is delivered in different forms, including lectures, tutorials and workshops. The maximum number of learners is 60 for lectures / workshops, and 40 for tutorials / practice (role play) / external visit. The project supervisions will be conducted individually.

4.4.2 The Operator provided to the Panel the information on programme structure and delivery sequences as mentioned in Paragraphs 4.3.4 and 4.3.5.

4.4.3 The Programme is jointly delivered by CU and SHAPE teaching staff. CU teaching staff deliver 24 hours out of the total teaching hours and the remaining hours are delivered by the SHAPE teaching staff. The SHAPE teaching staff are responsible for the contextualisation of the

teaching materials to suit the local context, if necessary, with samples of teaching materials provided by CU.

4.4.4 With regard to the assessment of the Programme, the Operator provided to the Panel the following:

- (a) CU's Guidance for the Design of Undergraduate Assessment, Faculty Assessment and Feedback Procedure and Assessment Tariff;
- (b) SHAPE Student Handbook (AY2022/23);
- (c) External Examiner Reports (AY2019/20 to AY2021/22); and
- (d) Sample marked assessments and their associated assessment rubrics.

4.4.5 SHAPE teaching staff are responsible for setting assessment briefs as well as marking the assessments of the respective modules. All assessment briefs and marking schemes, and samples of marked student scripts are vetted and moderated by CU.

4.4.6 The pass mark for all modules is 40%.

4.4.7 The graduation requirements for the Programme offered at SHAPE are an achievement of 140 HKQF credits and a pass in all the modules of the Programme.

4.4.8 The student assessment methods of the Programme at SHAPE will be revised for AY2023/24 and onwards following the revamp of programme content and structure. The Panel noted that the Programme will discontinue the use of formal examinations starting from AY2023/24. The Operator explained that (a) examinations often put students under pressure but do not effectively assess students' learning; and (b) the assessment methods to be adopted by the Programme can offer a wide range of opportunities to test students' ability to work under pressure (such as in presentations and phase tests) while at the same time, allow students to demonstrate their ability to develop, discuss, argue and defend complex concepts supported with rigorous and in-depth research (such as in coursework). While recognising that not all modules currently use formal examinations in summative student assessment, the Panel **advised** the Operator to assess the potential development of Artificial Intelligence and the challenge such development will pose for the assessment of individual students in any new assessment regime.

- 4.4.9 In consideration of the above information, 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 Programme is managed by one SHAPE Programme Coordinator (PC), one SHAPE Deputy PC, and one CU Link Tutor who all work together to oversee the quality of programme delivery.
- 4.5.2 The CU Link Tutor is responsible for monitoring the delivery and quality assurance of the Programme. The CU Link Tutor discharged his/her role to ensure that students enrolled at SHAPE on the Programme approved by CU are taught and assessed appropriately in terms of pedagogies, content and level as well as the comparability of academic standards between the provisions of different collaborations.
- 4.5.3 The SHAPE PC is responsible for managing the daily operation and monitoring the quality of programme delivery, and acts as the main liaison with the CU Link Tutor. He reports to the respective Head of Collaborative Degree Programmes (CDPs) who is responsible for the overall management of all collaborative programmes under their purview. The Head of CDPs reports to the Academic Director (AD) of the respective academic discipline of the VTC.
- 4.5.4 The SHAPE Deputy PC, who reports to the SHAPE PC, is responsible for overseeing the academic aspect of the Programme, liaising with the CU Link Tutor, and coordinating with SHAPE teaching staff for programme delivery and quality monitoring issues.
- 4.5.5 A team of 16 part-time current SHAPE teaching staff and one full-time current CU teaching staff in total will share the teaching of the Programme in the coming four academic years. The Panel reviewed the curricula vitae of the SHAPE teaching staff and considered that they have the relevant qualifications and experience to teach the



Programme. The Panel, however, holds the view that including seniors from the industry can further enhance students' understanding of the latest trends and developments in the construction industry and therefore **advised** the Operator to consider incorporating the hiring of teaching staff at senior management level in the construction industry in future recruitment exercises.

- 4.5.6 The Programme is taught in Hong Kong by mainly SHAPE part-time faculty, which brings the challenge of staff co-ordination, collective discussion of related matters and team building. The Panel noted that apart from informal discussion of the Programme Team, Programme Committee meetings are held twice a year to collect views of SHAPE teaching staff on the operations of the Programme. The Panel was also informed of the low staff turnover since the last accreditation and this is to be commended. To further ensure that the part-time staff teaching on the Programme liaise, co-operate and act as a team, the Panel **recommended** that the Operator should structure additional team meetings during the academic year to supplement those already scheduled.
- 4.5.7 On staff development, SHAPE teaching staff are provided with staff development activities on pedagogy and research skills at the institutional level. To cater for programme specific needs, staff induction and training activities are conducted to update SHAPE teaching staff about the policies and expected standards of CU and details as well as requirements of the Programme. To review the effectiveness of staff induction and staff development activities, at the institutional level, SHAPE collects views of SHAPE teaching staff who attended the staff development training workshops offered by SHAPE and the Centre for Learning and Teaching of the VTC through workshop questionnaires. Attendees' feedback is reviewed by SHAPE Central Office for future planning of centralised staff development / induction activities of SHAPE. At the programme level, the SHAPE PC and Deputy PC evaluate the effectiveness of staff development / induction activities organised within the review period with each of the SHAPE teaching staff during annual staff appraisals. The SHAPE PC and Deputy PC discuss with SHAPE teaching staff on potential staff training needs where relevant training sessions can be arranged in future.
- 4.5.8 Arising from a recommendation from the last accreditation on "CU should work closely with SHAPE to ensure that CU's expertise in pedagogy is shared with the part-time staff of SHAPE and utilised in the delivery of the Programme.", the Panel noted from the accreditation documents that CU and SHAPE have worked closely

to ensure the expertise in pedagogy of CU is shared with SHAPE staff including part-time teaching staff. CU offered staff development activities to the SHAPE teaching staff such as training sessions on “Third Marking Practice” and “Integration of BIM Elements in Group Project” in 2020, as well as “Assessment Design and Pre-moderation of Assessment” in 2021 and “Post-moderation” in 2022 respectively, so as to help improve the pedagogy skills and techniques of SHAPE teaching staff in providing student feedback.

- 4.5.9 In consideration of the above information, notwithstanding the recommendation and advice above, the Panel was of the view that the Operator has adequate staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of the Programme. There are also 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 In consideration of the Operator’s track records established from previous accreditation exercises and in accordance with HKCAAVQ’s Differentiation Approach, the Programme is considered to have met the Financial Resources, Physical Resources and Student Support Services aspects of the accreditation standard.
- 4.6.2 The Operator provided to the Panel the information on teaching and learning resources for the Programme, including the list of specialised facilities and the current and projected utilisation rate of the facilities; and library holdings, e-resources and information on the e-learning platform of CU and SHAPE.
- 4.6.3 A physical tour was arranged by the Operator to the Panel introducing the campus, facilities and equipment of the offering site at VTC Tower (Wan Chai). The Panel considered that the computer laboratory available for students at SHAPE, and the software that students can use for their studies and coursework are adequate and appropriate. The students and graduates whom the Panel met also expressed positive comments on the overall resources provided in the Programme.

- 4.6.4 In consideration of the above information, the Panel was of the view that the Operator provided appropriate and necessary resources to support the delivery 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 In consideration of the Operator's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the Programme is considered to have met the institution-wide Programme Approval, Review and Quality Assurance aspects of the accreditation standard.
- 4.7.2 All collaborative provisions are subject to CU's cycle of Collaborative Periodic Review, which takes place on a six-year cycle. The latest review with SHAPE CU's Partnership Approval and Review Panel undertook a Collaborative Periodic Review of the Programme offered at SHAPE in January 2023. The outcome of the aforementioned review in 2023 was an approval for the provision for the Programme offered at SHAPE for a further six-year period.
- 4.7.3 With respect to the monitoring and reviewing of the development and 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 since the last accreditation:
    - Quality Assurance Committee for Collaborative Degree Programmes of SHAPE
    - Discipline Academic and Quality Assurance Committees of SHAPE
    - Programme Committee Meetings
    - Staff-Student Liaison Meetings
  - (b) Reports / findings of the following:
    - Collaborative Course Quality Enhancement and Monitoring Reports
    - External Examiners' Reports

- Student Feedback Questionnaire (SFQ) Summary Results at module and programme levels.

- 4.7.4 Having reviewed the above documents and met with representatives from the Operator, the Panel considered that the Operator had the quality assurance mechanisms in place for the approval, periodic review, and on-going monitoring of the Programme.
- 4.7.5 The Panel noted that the SFQ results for some of the modules appeared to be on the low side. To illustrate its follow-up on the less satisfactory SFQ results, the Operator used an example of SFQ results for the module *Group Project 3* which were less satisfactory at 3.53 and 3.33 for Cohorts 17 (January 2020 Intake) and 18 (July 2020 Intake) respectively to illustrate that the quality of module delivery had subsequently been improved arising from a consultation provided by the CU Link Tutor for the corresponding SHAPE Module Leader with detailed discussions on the task expectations and CU's coursework samples. The SFQ results of the module concerned increased significantly to 4.94 for Cohort 19 (January 2021 Intake).
- 4.7.6 The Panel noted that there is no External Advisor specific to the Programme. Whilst recognising the input from those academic staff currently working in the industry, the Panel considered that feedback on the Programme obtained from an external advisor from a senior position in the industry could add a new dimension to the review of the Programme. In light of the above, the Panel **recommended** that the Operator should consider appointing an external advisor from a senior position in the industry to provide input to the Programme.
- 4.7.7 In consideration of the above, the Panel formed the view that a quality assurance system is in place to monitor and review the development and performance of the Programme.

## **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 HKQF 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 HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

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JoH/AnC/TiF/amc

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

**Learning Programme Re-accreditation for  
BSc (Hons) Construction Management**

**8 - 9 June 2023**

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