



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
ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY**

LEARNING PROGRAMME RE-ACCREDITATION FOR

**BACHELOR OF APPLIED SCIENCE
(CONSTRUCTION MANAGEMENT) (HONOURS)**

**BACHELOR OF ENGINEERING
(CIVIL AND INFRASTRUCTURE) (HONOURS)**

**BACHELOR OF ENGINEERING
(ELECTRICAL ENGINEERING) (HONOURS)**

**BACHELOR OF ENGINEERING
(MECHANICAL ENGINEERING) (HONOURS)**

MAY 2023

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA836), 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 the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and Royal Melbourne Institute of Technology (RMIT), jointly as the Operator, to conduct a learning programme re-accreditation (re-LPA) with the following Terms of Reference:

- (a) To determine whether the following programmes of the Operator meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and

Title of learning programmes	#NCR registration/ reference number
Bachelor of Applied Science (Construction Management) (Honours)	212256
Bachelor of Engineering (Civil and Infrastructure) (Honours)	211755
Bachelor of Engineering (Electrical Engineering) (Honours)	211110
Bachelor of Engineering (Mechanical Engineering) (Honours)	212248

#NCR stands for Non-local Courses Registry under the Education Bureau of the HKSAR Government

- (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 four Programmes, namely Bachelor of Applied Science (Construction Management) (Honours) (BAppScCM), Bachelor of Engineering (Civil and Infrastructure) (Honours) (BEngCI), Bachelor of Engineering (Electrical Engineering) (Honours) (BEngEE), and Bachelor of Engineering (Mechanical Engineering) (Honours) (BEngME) meet the stated objectives and HKQF standard at Level 5, and can continue to be offered as

accredited programmes with a validity period of five years from 11 September 2023 to 10 September 2028.

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 four Programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院			
Name of Non-local Operator	Royal Melbourne Institute of Technology			
Name of Award Granting Body	Royal Melbourne Institute of Technology			
Title of Learning Programme	Bachelor of Applied Science (Construction Management) (Honours)	Bachelor of Engineering (Civil and Infrastructure) (Honours)	Bachelor of Engineering (Electrical Engineering) (Honours)	Bachelor of Engineering (Mechanical Engineering) (Honours)
Title of Qualification(s) [Exit Award(s)]	Bachelor of Applied Science (Construction Management) (Honours)	Bachelor of Engineering (Civil and Infrastructure) (Honours)	Bachelor of Engineering (Electrical Engineering) (Honours)	Bachelor of Engineering (Mechanical Engineering) (Honours)
Primary Area of Study and Training	Architecture and Town Planning	Engineering and Technology	Engineering and Technology	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Construction Management	Civil Engineering	Electrical, Electronic and Mechanical Engineering and Services	Electrical, Electronic and Mechanical Engineering and Services
Other Area of Study and Training	Not applicable	Not applicable	Not applicable	Not applicable

Sub-area (Other Area of Study and Training)	Not applicable	Not applicable	Not applicable	Not applicable
HKQF Level	Level 5			
HKQF Credits	192			
Mode(s) of Delivery and Programme Length	Full-time, 2 years Part-time, 3 years			
Start Date of Validity Period	11 September 2023			
End Date of Validity Period	10 September 2028			
Number of Enrolment(s)	One enrolment per year			
Maximum Number of New Students	Full-time: 30 per year Part-time: 60 per year	Full-time: 30 per year Part-time: 120 per year	Full-time: 60 per year Part-time: 90 per year	Full-time: 30 per year Part-time: 70 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Address of Teaching / Training Venue(s)	<p>All Hong Kong Institute of Vocational Education (IVE) / Hong Kong Design Institute (HKDI) Campuses:</p> <p>(1) 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) HKDI and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories</p> <p>(4) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>(5) IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</p>			

	<p>(6) IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories</p> <p>(7) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories</p> <p>(8) IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories</p> <p>(9) IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon</p>
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2.4 Recommendations

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

- 2.4.1 The Panel **recommended** the Operator to prepare mid-term to long-term marketing strategies so as to ensure all Programmes can cater for the learners' needs and be sustainable. (Para 4.2.5)
- 2.4.2 The Panel **recommended** the Operator to regularly review the programme curriculum so as to ensure that industry updates are integrated into the curriculum. (Para 4.3.6)
- 2.4.3 The Panel **recommended** the Operator to provide further language training and support to enhance students' English language proficiency. (Para 4.4.5)
- 2.4.4 The Panel **recommended** the Operator to maintain a stable pool of local teaching staff by increasing the proportion of full-time staff to ensure the sustainability of all Programmes, so that students' learning would not be affected. (Para 4.5.7)
- 2.4.5 The Panel **recommended** the Operator to maintain a proper archive of assessment papers for complete documentation. (Para 4.7.4)

2.5 Advice

HKCAAVQ also offers the following advice for continuous improvement of all Programmes.

- 2.5.1 The Panel **advised** the Operator to increase academic-industry collaboration so that the latest industry development and practices could be introduced to students. (Para 4.1.7)
- 2.5.2 The Panel **advised** that, as a good practice, students should be well-informed of the professional recognition they could obtain upon graduation. (Para 4.1.8)
- 2.5.3 The Panel **advised** the Operator to develop new pedagogies to improve students' learning experience as well as to strengthen their communication, interpersonal and leadership skills. (Para 4.4.6)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to 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 2003 as a member institution of the Vocational Training Council (VTC). Its establishment was to manage and deliver collaborative degree programmes with overseas and local university partners.
- 3.2 The Royal Melbourne Institute of Technology (RMIT) was granted university status in 1992. RMIT is a self-accrediting public university that offers higher education, vocational education and pre-university study programmes across Australia. RMIT also delivers transnational programmes in partnership with offshore institutions, including SHAPE.
- 3.3 SHAPE and RMIT, jointly as the Operator, entered into a collaborative partnership in 2003 and obtained an Initial Evaluation (IE) status at HKQF Level 5 in 2014. The partnership is currently offering five accredited top-up degree programmes. The year 2023 marks the 20th anniversary of the collaboration. The partnership has renewed the

Collaborative Agreement, with the latest effect from 1 September 2020 to 31 August 2025, both dates inclusive.

- 3.4 The partnership commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation for the four Programmes. HKCAAVQ formed an expert Panel (See Appendix) for this exercise. Due to the outbreak of the COVID-19, the site visit was conducted via video-conference from 14 to 16 February 2023 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.5 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the four Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Information Not Required
LPA-6 Learning, Teaching and Enabling Resources/Services	Non-programme specific student support services Institute-wide financial and physical resources and their allocation mechanism
LPA-7 Programme Approval, Review and Quality Assurance	Institute-wide quality assurance mechanism

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 BAppScCM Programme is hosted by the School of Property, Construction and Project Management, College of Design and Social Context of RMIT. The BEngCI, BEngEE and BEngME Programmes are hosted by the School of Engineering, STEM College of RMIT.
- 4.1.2 Each Programme has its own set of programme objectives (POs) and programme learning outcomes (PLOs). Except for the BAppScCM Programme, the BEngCI, BEngEE and BEngME Programmes share an identical set of PLOs.
- 4.1.3 The POs and PLOs of the four Programmes remain unchanged since the previous re-LPA exercise in 2017. The POs and PLOs of both Melbourne and Hong Kong Programmes are identical. The POs and PLOs of each Programme are as follows:

BAppScCM Programme Objectives

The programme objectives are as follows:

PO1	Develop the skills and knowledge required to meet the industry need for specialisation. This program has been structured to develop student knowledge of the construction process in the wider social, environmental, regulatory, technical and economic contexts.
PO2	Critically engage with contemporary construction management theory, situating student learning in the wider industry context.
PO3	Critically evaluate and apply construction management concepts and methodologies. Students will develop their ability to formulate and justify evidenced based solutions to industry problems.
PO4	Develop specialised skills, which will be underpinned by their research and investigative skills, and their ability to critically assess the increasingly complex construction management industry and market.
PO5	Learn and apply discipline specific and interdisciplinary knowledge of construction management practice and principles to a range of organisational contexts and construction industry settings, that will enable students to contribute effectively to the management of the construction process. Students will develop the skills required to apply their theoretical and practice based knowledge to meet the needs of a range of stakeholders within the construction

	industry including contractors, developers and consultants.
PO6	Graduates of this program will be equipped with a sound knowledge of construction management strategies, production factors and the industrial environment within local and global contexts and will be able to independently analyse industry trends, current and emerging. Graduates will be adept in working independently and collaboratively, applying their well-developed cognitive and technical skills to address and respond to industry issues, scenarios, trends and problems.

BAppScCM Programme Learning Outcomes

Upon completion of the Programme, graduates should be able to:

PLO1	Determine and apply knowledge of complex construction management theory to their professional practice and/or further study.
PLO2	Professionally communicate to a range of audiences, demonstrating in depth knowledge of the discipline and of the needs of diverse construction management stakeholders.
PLO3	Apply logical, critical and creative thinking to analyse, synthesise and apply theoretical knowledge, and technical skills, to formulate evidenced based solutions to industry problems or issues.
PLO4	Utilise appropriate methods and techniques to design and/or execute a research based or professionally focused construction management project, demonstrating capacity for independent and collaborative learning, addressing real world industry issues.
PLO5	Collaborate effectively with others and demonstrate intellectual independence and autonomy to solve problems and/or address industry issues and imperatives.
PLO6	Critically examine and reflect on the profession, in local and/or global contexts, and question accepted interpretations and decision making.

BEngCI Programme Objectives

The programme objectives are as follows:

PO1	To develop a sustainability framework for engineering
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	decision making.
PO2	To develop personal and professional graduate capabilities in sustainability, problem-solving and decision-making, technical competence, communication and teamwork.
PO3	To encourage collaboration as a powerful way of helping students to be more effective learners, and staff to be more effective teachers.

BEngEE Programme Objectives

The programme objectives are as follows:

PO1	Provide learning experiences that provide graduates of this programme with the knowledge and skills essential for a professional career in electrical engineering.
PO2	To prepare students, upon graduation from the programme, to be ready to take up employment in the electrical engineering, power generation and distribution and related industries. The related industries include the aerospace, automotive, manufacturing, electronics, computing, resource, defence, and primary industries.

BEngME Programme Objectives

The programme objectives are as follows:

PO1	To provide students with the skills to become an employable and effective mechanical engineer within a national and international context.
PO2	To prepare students for a wide range of career possibilities by developing particular graduate attributes which will be of on-going benefit to students, industry and society as a whole.
PO3	To produce graduates who will have been prepared to practice as an effective, high-level engineer and demonstrate: <ul style="list-style-type: none"> 3.1 The ability to utilise fundamental knowledge and skills in mathematics and the sciences which underpin engineering. 3.2 Sound skills and appropriate understanding of disciplines relevant to mechanical engineering and its practice. 3.3 Suitable design skills, appropriate creativity, intellectual

	<p>discipline, and professional skills relevant to working with others.</p> <p>3.4 The ability to communicate students ideas in a way appropriate to students profession and to the wider community in general.</p> <p>3.5 The ability to learn in a self-directed way that will support professional extension in students working life and that will lead students to adapt through technological and social change.</p>
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BEngCI, BEngEE, and BEngME Programme Learning Outcomes

Upon completion of the Programme, graduates should be able to:

<u>Knowledge and Skill Base</u>	
PLO1	Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.
PLO2	Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline.
PLO3	In-depth understanding of specialist bodies of knowledge within the engineering discipline.
PLO4	Discernment of knowledge development and research directions within the engineering discipline.
PLO5	Knowledge of contextual factors impacting the engineering discipline.
PLO6	Understanding of the scope, principles, norms, accountabilities and bounds of contemporary engineering practice in the specific discipline.
<u>Engineering Application Ability</u>	
PLO7	Application of established engineering methods to complex engineering problem solving.
PLO8	Fluent application of engineering techniques, tools and resources.
PLO9	Application of systematic engineering synthesis and design processes.

PLO10	Application of systematic approaches to the conduct and management of engineering projects.
<u>Professional and Personal Attributes</u>	
PLO11	Ethical conduct and professional accountability.
PLO12	Effective oral and written communication in professional and lay domains.
PLO13	Creative, innovative and pro-active demeanour.
PLO14	Professional use and management of information.
PLO15	Orderly management of self and professional conduct.
PLO16	Effective team membership and team leadership.

4.1.4 The Operator provided the following to demonstrate how the four Programmes continue to meet the HKQF standard at Level 5:

- (a) Programme Guides, with specifications of POs, PLOs, programme structure, articulation and pathways, and entrance requirements;
- (b) Mapping of the PLOs against the POs;
- (c) Mapping of courses against the PLOs;
- (d) Mapping of the courses against the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (e) Course Guides of the courses, with specifications of course objectives, course learning outcomes (CLOs), teaching and learning activities, assessment tasks, teaching schedule, and list of references;
- (f) Samples of marked assessments and associated rubrics including the theses of *Research Practice 2* of BAppScCM Programme and final reports of *Engineering Capstone Project* of BEngCI, BEngEE, and BEngME Programmes indicating the performance levels of high (80 – 100%), medium (60 – 79%), and low (50 – 59%);
- (g) External Examiners Reports for BAppScCM Programme (AY2018/19 to AY2020/21) and External Examiners Moderation Reports for BEngCI, BEngEE and BEngME Programmes (AY2020/21); and

(h) Summaries of Full-time Graduates' Employment Surveys for BAppScCM Programme (in 2021) and those for BEngCI, BEngEE and BEngME Programmes (in 2020 and 2021).

4.1.5 When inquiring how students' achievements of PLOs would be measured, the Operator shared that students' achievement would be demonstrated by the alignment among the CLOs, assessment activities and PLOs, which are clearly presented in the Course Guides of individual courses under each Programme. In other words, students' achievement of learning outcomes would mostly be measured by assessment tasks. As such, the Operator would ensure that all assessments and associated rubrics are well-defined and could cover the proposed learning outcomes.

4.1.6 The Operator reported that the academic performance and the grade distribution between students in Hong Kong and Melbourne are comparable. Due to the effect brought by COVID-19, classes were delivered online.

4.1.7 The Panel discussed with employers and graduates the relevance of the four Programmes to the industry. Employers commented that the POs and PLOs had generally met the market needs. The graduates indicated that the programmes of study were helpful and would enhance their employability. The graduates further commented that, in order to better equip their job-readiness, it would be desirable to integrate the latest industry development and practices, such as Internet of Things (IoT), and Building Information Modelling (BIM) into the four Programmes. Having considered the above, the Panel **advised** the Operator to increase academic-industry collaboration so that the latest industry development and practices can be introduced to students.

4.1.8 The Panel noted from the accreditation documents that the four Programmes are recognised by various professional bodies:

BAppScCM Programme

Upon successful completion of the BAppScCM Programme, graduates are entitled to apply for membership/ chartership of the Hong Kong Institute of Surveyors (HKIS), the Chartered Institute of Building (CIOB), the Royal Institution of Chartered Surveyors (RICS), the Australian Institute of Quantity Surveyors (AIQS) and the Australian Institute of Building (AIB).

BEngCI, BEngEE, and BEngME Programmes

The three Programmes are fully accredited by the Engineers Australia (EA) and the Hong Kong Institution of Engineers (HKIE).

BEngEE Programme

Further to the discussion of the professional recognition, students and graduates of BEngEE Programme shared that they were informed of the licensing system under the Electrical and Mechanical Services Department (EMSD) during the programme orientation. Upon successful completion of the Programme, graduates are eligible to be registered as Electrical Workers under the EMSD. The Panel **advised** that, as a good practice, students should be well-informed of the professional recognition they can obtain upon graduation.

- 4.1.9 Taking the above observation into account, the Panel commented that the POs and PLOs of the four Programmes are clear and well-articulated. The four Programmes are considered to be achieved and the exit standard of the four Programmes at the HKQF Level 5 has continuously been met.

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 Panel noted that no changes were made to the minimum admission requirements of the BAppScCM Programme, except to align with the updated presentation of English language entry requirements in 2022 for BEngCI, BEngEE, and BEngME Programmes. The requirement of an average grade of C+ or better was removed. Changes presented below had been duly assessed and approved by HKCAAVQ in August 2022:

<u>From</u>	<u>To</u>
Applicants who have successfully completed a Higher Diploma in Civil Engineering/ Electrical Engineering/ Mechanical Engineering awarded by a Hong Kong Government-recognised Institute (or equivalent	Applicants who have successfully completed a Higher Diploma in Civil Engineering/ Electrical Engineering/ Mechanical Engineering awarded by a Hong Kong Government-recognised Institute (or equivalent

institution) approved by RMIT and have achieved an average grade of C+ or better.	institution) approved by RMIT.
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4.2.2 The Panel noted that the four Programmes provide articulation pathways to graduates of specific feeder programmes. The feeders had been approved by RMIT for enrolment into the four Programmes. The minimum admission requirements of each Programme are outlined below:

BAppScCM Programme

Graduates of the following programmes who have achieved an average grade of C+ or better:

Vocational Training Council:

- i. Higher Diploma in Building Studies
- ii. Higher Diploma in Surveying

The Hong Kong Polytechnic University:

- iii. Higher Diploma in Building Technology and Management (Surveying)
- iv. Higher Diploma in Building Technology and Management (Engineering)

City University of Hong Kong:

- v. Associate of Science in Construction Engineering and Management
- vi. Associate of Science in Surveying (Building Surveying)
- vii. Associate of Science in Surveying (Quantity Surveying)

BEngCI Programme

Applicants who have successfully completed a Higher Diploma in Civil Engineering awarded by a Hong Kong Government-recognised Institute (or equivalent institution) approved by RMIT.

BEngEE Programme

Applicants who have successfully completed a Higher Diploma in Electrical Engineering awarded by a Hong Kong Government-recognised Institute (or equivalent institution) approved by RMIT.

BEngME Programme

Applicants who have successfully completed a Higher Diploma in Mechanical Engineering awarded by a Hong Kong Government-recognised Institute (or equivalent institution) approved by RMIT.

English Language Entry Requirements for BAppScCM, BEngCI, BEngEE, and BEngME Programmes

Applicants are required to provide evidence of one of the following:

- IELTS 6.5 with no band lower than 6.0; or
- TOEFL (Internet Based Test – IBT): minimum overall score of 79 (with minimum of 13 in Reading, 12 in Listening, 18 in Speaking and 21 in Writing); or
- HKDSE score of 4 or more in English Language; or
- Successful completion of at least the equivalent of a two-year tertiary programme of at least AQF Level 5 within the past five years where English is the language of instruction and assessment; or
- Other equivalent qualifications as listed on the RMIT website.

4.2.3 With regard to student selection, both SHAPE and RMIT would abide by their contractual agreement. SHAPE is responsible for admitting students strictly in accordance with the admission requirements of RMIT and for assisting RMIT in enrolment of students. RMIT has the overall approval in determining the admission of the Programmes. The Programme Management also emphasised that for applicants who do not meet the minimum admission requirements, they would assess each application on a case-by-case basis. The Panel considered that the admission procedures were properly performed and monitored while they also took that such applications needed to have an entry qualification assessed to be equivalent to an Associate Degree / Higher Diploma in terms of the QF level and volume of learning.

4.2.4 The Panel reviewed the admission statistics of both full-time and part-time modes of each Programme from AY2018/19 to AY2022/23. The Panel observed that some of the approved feeder programmes would be phasing out and thus could affect the admission statistics to the Programmes. The Panel also noticed that no students were admitted to the full-time BEngCI Programme for AY2021/22 and AY2022/23; no students were admitted to the full-time BEngME Programme for AY2022/23.

4.2.5 The Programme Management clarified that they were aware of the discontinuation of the feeder programmes, particularly for those who would articulate to the BAppScCM Programme, as well as the drop in

the application and admission figures of the Programmes in general. The Operator had taken actions to explore other potential feeder programmes; however, these feeders could not be fully articulate to the top-up curricula. The Operator shared that they had received non-standard applications; however, these applicants were not able to demonstrate their capability to undertake the Programmes. The Operator highlighted that they would uphold the programme quality. Thus, they would only admit applicants who could demonstrate their capability to undertake the four Programmes. To ensure the sustainability of the four Programmes, the Operator would reposition its promotion strategies once the face-to-face situation resumes normal. Having considered the Operator's clarification, the Panel **recommended** the Operator to prepare mid-term to long-term marketing strategies so as to ensure all Programmes can cater for the learners' needs and be sustainable.

- 4.2.6 The Operator proposed the yearly maximum number of new students for the next five academic years below. The Panel considered the proposed maximum number of new students appropriate.

BAppScCM Programme

	2023/24	2024/25	2025/26	2026/27	2027/28
Full-time	30	30	30	30	30
Part-time	60	60	60	60	60

BEngCI Programme

	2023/24	2024/25	2025/26	2026/27	2027/28
Full-time	30	30	30	30	30
Part-time	120	120	120	120	120

BEngEE Programme

	2023/24	2024/25	2025/26	2026/27	2027/28
Full-time	60	60	60	60	60
Part-time	90	90	90	90	90

BEngME Programme

	2023/24	2024/25	2025/26	2026/27	2027/28
Full-time	30	30	30	30	30

Part-time	70	70	70	70	70
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4.2.7 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 aged 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 on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The Operator was informed that this policy applies to the Programmes upon their accreditation/ re-accreditation.

4.2.8 In consideration of the above, the Panel formed the view that the stipulated minimum admission requirements are clearly outlined and the selection criteria have been effective in recruiting students with the necessary knowledge and skills to undertake the Programmes.

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 four Programmes operated at SHAPE are top-up degree programmes, each carrying 192 QF credits. Each course carries 12 QF credits. The four Programmes are offered in full-time and part-time modes and operate on a trimester system.

BAppScCM Programme

The full-time mode of the Programme was introduced in AY2019/20. No changes were made to the curriculum since its previous re-LPA exercise in 2017. Students are required to complete all courses outlined below.

Course title	QF credits
Introduction to Construction Processes	12
Building Measurement and Estimating	12
Construction Contract Law	12
Cost Planning and Tendering	12
Construction, Planning and Design 2	12

Construction Contract Administration	12
Managing for Sustainability	12
Research Methods for the Built Environment	12
Construction Specialisation	12
Research Practice 1	12
Research Practice 2	12
Construction, Planning and Design 3	12
Building Science	12
Structures and Materials 2	12
Management and Leadership in Construction	12
Industrial Environment	12
Total	192

BEngCI, BEngEE and BEngME Programmes

The Operator made changes to the curricula of the three Programmes in 2019 and 2022 respectively to update the currency of the Programmes. The two curriculum changes had been assessed and approved by HKCAAVQ in August 2019 and August 2022 respectively. Students are required to complete all core courses and select the necessary number of elective courses from the list.

BEngCI Programme

Curriculum for Intakes 2019/20 to 2021/22	Curriculum for Intake 2022/23 and onwards	Rationale of changes
Core courses		
Analysis of Complex Structures	Analysis of Complex Structures	Unchanged
Geotechnical Engineering 2	Geotechnical Engineering 2	Unchanged
Engineering Practice 5 – Construction Management	Engineering Practice 5 – Construction Management	Unchanged
Concrete Structures 2	Concrete Structures 2	Unchanged
Stormwater Management	Stormwater Management	Unchanged
Engineering Practice 6 – Sustainable Infrastructure Design	Engineering Practice 6 – Sustainable Infrastructure Design	Unchanged
Transport Engineering 2	Transport Engineering 2	Unchanged
Catchment Water Management	Catchment Water Management	Unchanged
Steel Structures 2	Steel Structures 2	Unchanged
Long Span and High Rise Structures	Long Span and High Rise Structures	Unchanged
Research Methods for	Research Methods for Engineers	Unchanged

Engineers		
Infrastructure Management	Infrastructure Management	Unchanged
Engineering Capstone Project Part A	Engineering Capstone Project Part A	Unchanged
Geotechnical Engineering 3	Geotechnical Engineering 3	Unchanged
Engineering Capstone Project Part B	Engineering Capstone Project Part B	Unchanged
Elective Courses (choose one from below)		
Transport Engineering 3	Transport Engineering 3	Unchanged
Rock Mechanics	Rock Mechanics	Unchanged
Professional Engineering Experience	Professional Engineering Experience	Unchanged
/	Building Information Modelling	This new elective course is added to follow the onshore programme as well as to bring in the state-of-the-art Building Information Modelling (BIM) and advanced technologies of the Programme.

BEngEE Programme

Curriculum for Intakes 2019/20 to 2021/22	Curriculum for Intake 2022/23 and onwards	Rationale of changes
Core courses		
Communication Engineering 1	Communication Engineering 1	Unchanged
Signals and Systems 1	Signals and Systems 1	Unchanged
Electrical Plant	Electrical Plant	Unchanged
Engineering Design 3A	Engineering Design 3	This new course is added to follow the onshore programme by replacing the old Engineering Design 3A and 3B.
Engineering Design 3B		
Electrical Energy Conversion	Electrical Energy Conversion	Unchanged
Control Systems	Control Systems	Unchanged
Power System Analysis and Control	Power System Analysis and Control	Unchanged
Research Methods for Engineers	Research Methods for Engineers	Unchanged

Engineering Capstone Project Part A	Engineering Capstone Project Part A	Unchanged
Engineering Capstone Project Part B	Engineering Capstone Project Part B	Unchanged
Elective courses (choose six from below)		
Industrial Automation	Industrial Automation	Unchanged
Variable Speed Drives	Variable Speed Drives	Unchanged
Advanced Control Systems	Advanced Control Systems	Unchanged
Protection and High Voltage Engineering	Protection and High Voltage Engineering	Unchanged
Renewable Electrical Energy Systems	Renewable Electrical Energy Systems	Unchanged
Advanced Power Systems	Advanced Power Systems	Unchanged
Introduction to Electrical Building Design	Introduction to Electrical Building Design	Unchanged
Electronic Circuits	Electronic Circuits	Unchanged
Embedded System Design and Implementation	Embedded System Design and Implementation	Unchanged
Professional Engineering Experience	Professional Engineering Experience	Unchanged
/	Intelligent Systems	This new elective course is added to follow the onshore programme as well as to strengthen the comprehensiveness of the Programme
/	Smart Grids	This new elective course is added to follow the onshore programme as well as to bring in state-of-the-art technologies to the Programme

BEngME Programme

Curriculum for Intakes 2019/20 to 2021/22	Curriculum for Intake 2022/23 and onwards	Rationale of changes
Core courses		
Mechanics of Fluids and Solids 2	Mechanics of Fluids and Solids 2	Unchanged
Engineering Dynamics	Engineering Dynamics	Unchanged
Mechanical Vibration	Mechanical Vibration	Unchanged

Solid Mechanics 3	Solid Mechanics 3	Unchanged
Heat Transfer	Heat Transfer	Unchanged
Mechanical Design 2	Mechanical Design 2	Unchanged
Finite Element Analysis	Finite Element Analysis	Unchanged
Renewable Energy Systems	Renewable Energy Systems	Unchanged
Automatic Control	Automatic Control	Unchanged
/	Management of Mechanical Design and Research	This new elective course is added to follow the onshore programme as well as to strengthen the comprehensiveness of the Programme
Mechanics of Machines	Mechanics of Machines	Unchanged
Research Methods of Engineers	Research Methods of Engineers	Unchanged
Simulation and Optimisation in Engineering	/	This course is removed to follow the onshore programme
/	Thermal-Fluid System Design	This new elective course is added to follow the onshore programme as well as to strengthen the comprehensiveness of the Programme
Engineering Capstone Project Part A	Engineering Capstone Project Part A	Unchanged
Engineering Capstone Project Part B	Engineering Capstone Project Part B	Unchanged
Elective courses (choose one from below)		
Computational Fluid Dynamics	Computational Fluid Dynamics	Unchanged
/	Applied Heat and Mass Transfer	Changed from core to elective
Mechanical Design 3	/	This course is removed as the other courses are more relevant to the HK industry

/	Building Information Modelling	This new elective course is added to follow the onshore programme as well as to strengthen the comprehensiveness of the Programme
Professional Engineering Experience	Professional Engineering Experience	Unchanged

4.3.2 The Panel noted that some courses had been contextualised by adopting local codes so as to meet the local regulations. The students shared with the Panel that they had recognised this as the contextualisation of courses which is highly valued.

4.3.3 The Panel discussed with the members of the Programme Advisory Board (PAB) and the Industry Advisory Committee (IAC) regarding the relevancy of the Programmes to the industry. Members, who are also the employers and practitioners, would provide recommendations and advices to the Operator so as to encourage the Programmes to better meet with the local needs of the industry. The Panel shared that research methods are important. Also, the industrial trend would be towards digitalisation, and graduates would be expected to be familiar with the research methods and the knowledge of the Internet of Things for inspection and measurement. With the comments of the advisory members, the Panel formed the view that the Operator would need to incorporate recent technologies and knowledge into the curriculum.

BEngCI, BEngEE and BEngME Programmes

4.3.4 With regard to the curriculum design of the three Programmes, the Panel made reference to the comments on the re-accreditation conducted by the Hong Kong Institution of Engineers (HKIE) in 2022. The Panel noticed that the HKIE had specified the subject areas of Electric Vehicle (EV), Artificial Intelligence (AI), Building Information Modelling (BIM) and Machine Learning which should be incorporated into the curricula of BEngEE Programme. The Panel learned from the teaching staff that the course *Building Information Modelling* was introduced as an elective course from Intake 2022/23 for BEngCI and BEngME Programmes. The Panel then collected views from the students and graduates on this additional course, and learned that students would expect to have elective courses being changed to core courses to furnish them with the basic knowledge of BIM.

- 4.3.5 In terms of the integration of vocational training into the Programmes, the Panel collected views from the representatives of employers, students and graduates. The interviewees shared with the Panel that, in order to improve graduates' employability and job readiness, the existing curricula need to update their currency to enable students' job readiness. The Operator supplemented that specific skillsets would be considered in the curricula.
- 4.3.6 In consideration of the above discussion with the representatives and the Operator, the Panel **recommended** the Operator to regularly review the programme curriculum so as to ensure that industry updates are integrated into the curriculum. More elective courses can be offered to expose students to different kinds of knowledge within or beyond their discipline and to provide them with greater flexibility in terms of course selection.
- 4.3.7 When interviewing the students and graduates, the Panel learned that the Operator had provided ample support and resources to support students learning. Both teaching staff at SHAPE and RMIT would contact students through formal and informal channels.
- 4.3.8 Notwithstanding the above recommendation, the Panel considered that the content and structure of the four Programmes have been effective in enabling students to achieve the stated learning outcomes and the required standards.

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.

All Programmes

- 4.4.1 The medium of instruction (MOI) of the four Programmes is English. The Panel noted that students would be allowed to raise questions in Chinese where necessary.
- 4.4.2 The four Programmes employ a variety of teaching and learning activities including lectures, tutorials, laboratory sessions, workshops and projects.

4.4.3 The maximum class sizes for different teaching and learning activities of the four Programmes are presented below:

Teaching and Learning Activities	Maximum Number of Students			
	BAppScCM Programme	BEngCI Programme	BEngEE Programme	BEngME Programme
Lecture	80	120	150	60
Tutorial	40	40	40	40
Laboratory/ Workshop	N/A	35	35	35

4.4.4 The credit requirement for graduation remains unchanged since the previous re-LPA exercise in 2017. Students are required to complete 192 credit points following the programme structures described in Para 4.3.1. However, with the approval of the curriculum changes for the BEngCI, BEngEE and BEngME Programmes in August 2019, the 12-week full-time work experience requirement for these three Programmes was removed since the Intake 2019/20. For BEngME Programme, students are specially required to participate in the residential programme visit to RMIT Melbourne for one week to undertake laboratory work and participate in workshops, cultural familiarisation, site visits and other relevant learning activities. The Panel noted that the format of residential programme visit had been switched to online due to the pandemic.

4.4.5 The Panel discussed with different representatives the English language proficiency of students and graduates. The Panel observed from the HKIE's comments that students' English language proficiency, especially communication skills would need to be improved. The Panel learned that it is not mandatory for students to take the English Enhancement Programme, which aims to improve students' English language proficiency and academic writing skills. Representatives of Programme Management and teaching staff further shared that various channels were made available to enhance students' English Language proficiency, such as arranging additional English classes, one to one consultation and writing workshops. The Panel observed from the accreditation documents that students' presentation skill is rather weak. The employers commented that graduates' presentation skills would need to be strengthened as they would be required to present their work to clients where necessary. In consideration of the above observations, the Panel **recommended** the Operator to provide further language training and support to enhance students' English language proficiency.

- 4.4.6 During the discussion with the employers, the Panel learned that graduates are strong in problem solving and can demonstrate hands-on skills. However, employers commented that graduates might need further improvement in their interpersonal and teamworking abilities. On the other hand, representatives of employers and IAC shared with the Panel that, students would need to sharpen their technical skills and knowledge as the industry would turn to digitalisation. Having considered the comments from different representatives, the Panel **advised** the Operator to develop new pedagogies to improve students' learning experience as well as to strengthen their communication, interpersonal and leadership skills.
- 4.4.7 The Operator stressed that it is important to uphold the academic integrity. Students are required to submit their descriptive assignments including capstone projects and final year works through Turnitin to ensure their works are genuine and contains no external content. Students are well-informed of the significance and penalty of violating the academic integrity. The Panel considered that a mechanism is in place to avoid plagiarism and other academic misconducts.
- 4.4.8 The Panel followed up with the HKIE's comments on the monitoring measures of examination questions. The Operator responded that all examination questions would be set by RMIT Course Co-ordinators in consultation with SHAPE counterparts. RMIT had also established a register to collect all examination questions. There would be a counter-check so as to ensure that all questions would not be repeated by altering the parameters. The Panel considered that a mechanism is in place to ensure examination questions are properly designed.
- 4.4.9 The Panel discussed with the Operator the examination format. The Operator shared that they were mostly closed-book examinations before the pandemic. Due to the pandemic, the examinations were conducted online and thus the format was changed to open-book.
- 4.4.10 With regard to the discussion on project supervision, the Panel reviewed the students' work in the courses *Engineering Capstone Projects Part A* and *Part B*, and *Research Practice*. The Operator shared that students would design their topics. Project supervisors meet with students to ensure students' work are on the right track. For BAppScCM Programme, three 3-hour meetings in a trimester are arranged. For BEngCI, BEngEE and BEngME Programmes, there are three hours per week on average. Project supervisors would also

provide students with feedback for self-improvement prior to formal submission. Regarding whether students would be provided with any standard format for their projects and theses, as students might consider pursuing postgraduate studies, and that would be important for students to know the format of thesis writing, the Operator stated that there was no standard format for any formative assessment tasks. Instead, students would be given a list of necessary content which a professional project and dissertation should contain.

4.4.11 When interviewing the representatives of teaching staff, the Panel learned that the assessment moderator would also check the rubrics against the students' fulfilment of learning outcomes. The alignments are presented in the Course Guides of individual courses under each Programme.

4.4.12 In terms of the assessment moderation, the Operator stated that all the assignment and examination papers would be set by RMIT. For BAppScCM Programme, assessments are marked by RMIT and SHAPE teaching staff. For BEngCI, BEngEE and BEngME Programmes, assessments are in general marked by SHAPE teaching staff, except for some project assessments which are marked by both SHAPE and RMIT teaching staff independently. RMIT would conduct the assessment moderation so as to ensure the consistency of marking. Assessment results would then be reported to the RMIT's Central Registry. RMIT supplemented that the same moderation policy would apply to multiple locations. The Panel considered that the moderation policy is proper in ensuring the consistency of standing and marking.

BEngCI, BEngEE and BEngME Programmes

4.4.13 In order to align with the Melbourne Programmes, the Panel noted that adjustments were made to the teaching and learning methods and assessments. The types of assessment and weightings were slightly adjusted to better reflect students' attainment of learning outcomes. The updates had been assessed and approved by HKCAAVQ in August 2022.

4.4.14 Notwithstanding the above recommendation, the Panel held the view that the learning, teaching and assessment activities designed for the four Programmes are appropriate in programme delivery and assessment of students' attainment of 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.

All Programmes

- 4.5.1 The Panel reviewed the staff recruitment criteria from the Operator. SHAPE teaching staff should possess at least a Master's Degree and/or equivalent professional qualification, and a minimum of four years' relevant teaching/ work experience. RMIT teaching staff should possess a minimum of a relevant Master's Degree and preferably a Doctoral Degree. With regard to staff recruitment, SHAPE would look into the curriculum vitae of potential teaching staff, interviews would be arranged to select the best candidates for RMIT's approval. The Panel considered that the staff recruitment criteria and procedures are clearly outlined.
- 4.5.2 The Panel was provided with staffing information for each Programme below:
- (a) Curriculum vitae of programme management personnel as well as full-time and part-time SHAPE and RMIT teaching staff;
 - (b) List of staff development and induction activities for AY2020/21 and AY2021/22;
 - (c) Staffing plan to support the proposed maximum number of new students through AY2027/28; and
 - (d) Staff development plan.
- 4.5.3 The Panel discussed the work allocation between SHAPE and RMIT. SHAPE teaching staff will mainly deliver teaching based on the materials provided by RMIT; RMIT teaching staff would act as Programme Manager and Course Co-ordinator for the oversight of the operation and curriculum design. For BEngCI, BEngEE and BEngME Programmes, SHAPE will take up the first ten weeks of teaching; RMIT will then deliver the two-week intensive revision workshop so as to get students well-prepared for the final examination. For BAppScCM Programme, the teaching load between SHAPE and

RMIT teaching staff would be divided in half. For the courses *Research Method* and *Engineering Capstone Project Parts A and B*, lectures would be delivered by RMIT online and students would be supervised by SHAPE teaching staff and Hong Kong-based RMIT teaching staff. Both SHAPE and RMIT counterparts would keep close contact for matters concerning the programme operation and student learning.

- 4.5.4 SHAPE teaching staff would be required to teach at least two to three courses per year. The Programme Management would finalise the teaching assignment. The Panel learned that most of the part-time teaching staff at SHAPE are full-time staff at VTC. They have teaching duties at IVE. They are separately employed by SHAPE as part-time teaching staff.
- 4.5.5 With reference to the *Responses to Initial Comments*, the Panel noticed that the majority of RMIT teaching staff are full-time staff in all Programmes. In the contrary, none of the full-time SHAPE teaching staff was engaged in BEngCI and BEngME Programmes; only one full-time SHAPE teaching staff would be engaged in each of the BAppScCM and BEngEE Programmes. The Panel formed the view that there was an imbalance between the numbers of full-time and part-time SHAPE teaching staff. The Operator might largely rely on the interest and talent of part-time teaching staff. The Panel further discussed the hindrances due to the lack of full-time teaching staff as instability would affect students' learning. Students might not be able to have timely support from the teaching staff.
- 4.5.6 The Panel discussed the staff development plan with the representatives of Programme Management and teaching staff. The Panel learned that newly recruited teaching staff could have access to training in pedagogies. The Panel commented that in order to retain the talent pool, suitable rewards for teaching staff would be necessary.
- 4.5.7 Having considered the Operator's elaboration, the Panel **recommended** the Operator to maintain a stable pool of local teaching staff by increasing the proportion of full-time staff to ensure the sustainability of all Programmes, so that students' learning would not be affected.
- 4.5.8 The Panel reviewed the list of staff development activities in AY2020/21 and AY2021/22, which showed that a variety of staff development programmes and activities were conducted for teaching staff. The Operator expressed that information on a variety of staff development activities is regularly sent to teaching staff. The teaching

staff who met the Panel indicated that they found the training activities on offer were relevant, valuable and enhanced their delivery of the Programmes.

- 4.5.9 Based on the discussion with the representatives of the Operator and a review of the information obtained, the Panel considered that the Operator has a staffing plan and adequate staff development activities to support the delivery of the four Programmes.

4.6 **Learning, Teaching and Enabling Resources/Services**

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

All Programmes

- 4.6.1 The Operator provided the statement of income and expenditure for the years 2020/21 and 2021/22 for each Programme, as well as the financial projection for the years 2022/23, 2023/24 and 2024/25. Taking reference from the financial projection, there is a projected surplus for each Programme in the coming years. Based on the track records of the partnership between SHAPE and RMIT, it is considered that the Operator has adequate financial resources to support the delivery of the four Programmes.
- 4.6.2 The Panel reviewed the video clips and presentation materials of the programme-specific facilities and resources provided by the Operator. The students and graduates expressed that they could have access to a wide range of references in both RMIT e-library and VTC libraries. The Panel considered that the equipment items and special laboratories were sufficient to support the teaching activities of the four Programmes. When interviewing the students and graduates, the Panel learned that the Operator had provided sufficient support and resources to support students' learning.
- 4.6.3 In terms of the adequacy of facilities and equipment items to cater for students' learning, the students commented that the Operator had provided them with the needed. The Panel learned that teaching staff would help students learn from their experiments, including sourcing specific utensils or equipment. Upon the Panel's request, the Operator provided a list of consumables that would be used in the

laboratories. The Panel considered the list of consumables proper and adequate to support the teaching and students' learning.

- 4.6.4 In respect to the support for students' learning, the Programme Team shared that students were encouraged to do self-learning. RMIT would provide additional training to students on writing the final-year project properly. The Operator shared that the training was well-received by students.
- 4.6.5 During the site visit, the Panel discussed with the Operator the students' cautiousness on laboratory safety. The Operator stated that, in order to ensure laboratory safety, students would receive safety induction training and pass the safety quiz prior to the commencement of laboratory lessons. The Panel reviewed the guidelines and samples of online quizzes on laboratory safety, and considered that a safety-control mechanism is in place even though the guidelines seemed a little outdated. The Panel further commented that it would be better to have students mandatorily attend the safety sessions.
- 4.6.6 Apart from the safety guidelines, the Operator supplemented that, due to the pandemic, the laboratory classes had been conducted as online experiments. The Panel formed the view that students might receive fairly adequate practical or experimental skills.
- 4.6.7 When interviewing the students and graduates, the Panel learned that the Operator had provided ample support and resources to support students' learning. Both the teaching staff at SHAPE and RMIT would contact students through formal and informal channels. Teaching staff would post the programme updates and feedback to students through the e-platform Canvas.
- 4.6.8 Based on the information provided, the Panel considered that the Operator has adequate financial and physical resources to support the four Programmes. In addition, the resources are adequate for the proposed maximum number of new students in the four Programmes.

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

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

All Programmes

- 4.7.1 The Panel obtained the following information in regard to the quality assurance of the four Programmes:
- (a) Annual Programme and Improvement Reports for AY2020/21 and AY2021/22.
 - (b) Surveys would be conducted to collect student and graduate feedback on the courses and teaching quality.
 - (c) The Student-Staff Consultative Committee of student representatives and teaching staff has been established to gather students' views. The committee meetings would be held every trimester. Minutes would be documented for quality assurance purposes.
- 4.7.2 The Operator provided the Panel with the evidence of changes and modifications made to the Programmes for continuous improvement, including the minutes of relevant committees presenting that proposed changes had been approved by relevant committees at RMIT and SHAPE at all levels respectively.
- 4.7.3 The External Examiners shared with the Panel that they receive from the Operator sampled students' work and examination scripts, together with the associated marking schemes and assessment rubrics for selected courses every trimester. The External Examiners would provide comments on the Programmes subsequent to their review. The Panel learned that the Operator would take action to address the External Examiners' comments on assessment design. The External Examiners commented that Hong Kong students' academic performance are comparable to the Australian standard.
- 4.7.4 To ensure all assessments and moderation are duly and properly monitored by the Operator, the Panel opined that the tabled assessment samples were not substantiate enough to draw a meaningful conclusion. As such, the Panel had specially requested to review additional assessment materials of five core courses under each Programme. Subsequent to the review of the additional assessment materials, the Panel **recommended** the Operator to maintain a proper archive of assessment papers for complete documentation.

- 4.7.5 Notwithstanding the above recommendation, the Panel concluded that the Operator has appropriate mechanisms in place to monitor and review the performance of the four Programmes on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the 'Guidance Notes on Substantial Change to Accreditation Status' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<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 <http://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.

Appendix

**School for Higher and Professional Education,
Vocational Training Council
and
Royal Melbourne Institute of Technology**

**Learning Programme Re-accreditation for
Bachelor of Applied Science (Construction Management) (Honours)
Bachelor of Engineering (Civil and Infrastructure) (Honours)
Bachelor of Engineering (Electrical Engineering) (Honours)
Bachelor of Engineering (Mechanical Engineering) (Honours)**

14-16 February 2023

Panel Membership

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* Professor John Clifford Patterson was not able to join the site visit meetings due to urgent matters. With the special approval from the HKCAAVQ and the Operator's consent, Professor Thomas Ng has replaced Professor John Clifford Patterson as the Panel Chair.

** The Panel Secretary is also a member of the Accreditation Panel.

