

THE HONG KONG INSTITUTION OF ENGINEERS

**SUBMISSION FOR
ACCREDITATION OR REACCREDITATION OF
AN ENGINEERING HIGHER DIPLOMA OR EQUIVALENT PROGRAMME
TO MEET THE HKIE'S ACADEMIC REQUIREMENTS FOR
ASSOCIATE MEMBERSHIP AT THE SYDNEY ACCORD LEVEL**

Submitted by

Name of the higher education institution

Faculty/Campus:

Department(s):

Programme(s):

Date of Visit:

Signed By:

Dean/Head of Department

Date _____

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GUIDANCE NOTES

FOR

COMPLETION OF THE HKIE SUBMISSION FORMAT

This submission format is designed to assist academic departments in the preparation of their submission for a professional accreditation exercise and the Visiting Teams in the assimilation of the information required.

The information requested is set out below and references the HKIE's Professional Accreditation Handbook for Engineering Higher Diploma and Equivalent Programmes. It is strongly recommended that this handbook should be studied carefully before completion of the submission format.

Contents

The submission format is set out as follows:

- Part 1 : General information related to the higher education institution
- Part 2 : General information related to the department
- Part 3 : Information related to the engineering higher diploma or equivalent programme – general
- Part 4 : Information related to the engineering higher diploma or equivalent programme – criteria specific

Part 2 is required for each department and Part 3 and Part 4 should be completed for each programme for which accreditation was requested.

To avoid duplication of information and effort, provide information only once and thereafter clearly state under which heading it is to be found.

Completion

The submission format is provided in soft copies. Please enter the response after the description of information required in each clause and complete the tables.

Please do **not** change the wording, sequence or format of the sections, clauses, headings or tables.

Seven copies of the submission should be sent to the HKIE in hard copy and in CD ROMs at **least six weeks before** the visit. Major attachments should be placed at the end of the appropriate section of the completed submission format.

Three copies of the latest edition of the calendar/prospectus should also be included with the submission format.

PART 1

GENERAL INFORMATION

RELATED TO THE HIGHER EDUCATION INSTITUTION

1.1 Vice Chancellor/President/Principal/Director

Title:

Name:

1.2 Dean/Vice-Principal/Academic Director

Name:

Date of appointment:

1.3 Structure of the higher education institution

Provide details of the organisational structure of the higher education institution including its major academic and administrative components. An organisational chart may be attached if appropriate.

1.4 Funding

Describe the funding arrangements for the higher education institution.

PART 2
GENERAL INFORMATION
RELATED TO THE DEPARTMENT

Note: A copy of this section should be completed and submitted for each department hosting a programme being accredited.

2.1 Structure of the Department hosting the programme

Provide details of the major organisational structure of the Department including its major academic administrative components. An organisational chart may be attached if appropriate.

2.2 Administrative Responsibilities

Describe the authority of the Dean/Principal/Vice-Principal/Academic Director/Head of Department and others within the Department who hold the ultimate responsibility for the programme(s) to be accredited.

2.3 Other Departments/Supporting Units

Provide details and describe the relationship with other Departments/Supporting Units that provide courses.

PART 3

INFORMATION RELATED TO THE

ENGINEERING HIGHER DIPLOMA OR EQUIVALENT PROGRAMME – GENERAL

Note: A copy of this section should be completed and submitted for each programme being accredited.

3.1 Title of the programme

Please use the name as specified in the calendar/prospectus.

3.2 Programme structure

Mode of operation :(Full Time/ Part Time)

Other (please specify):

3.3 Starting date and date of last major revision

Date of first intake of students:

Date of last major revision:

Date the HKIE notified of revision:

3.4 Other Information

Please provide other information which is considered relevant to the accreditation exercise.

3.5 Future Plans

Provide details for the future plans and budget for the programme.

3.6 Previous accreditation/validation record

Date on which last professional accreditation exercise took place:

Outcome of the exercise:

Please provide a copy of the report and decision letter of the last accreditation exercise.

3.7 Amendments to the programme

Please provide details of any changes made to the programme since the last professional accreditation exercise.

PART 4

INFORMATION RELATED TO THE ENGINEERING

HIGHER DIPLOMA OR EQUIVALENT PROGRAMME – CRITERIA SPECIFIC

Note: A copy of this section should be completed and submitted for each programme being accredited.

4.1 Aims and Objectives

Provide details of the programme educational objectives and their relationship to the higher education institution, college, department and programme mission statements. Provide details of the following:

- The applicable institutional, college, departmental, and programme Mission Statements and documents where they are published.
- The Programme Educational Objectives and state where these are published.
- How the Programme Educational Objectives are consistent with the Mission of the higher education institution, in the form of a matrix below.

Relationship of Programme Objectives to Higher Education Institution Mission

Programme Objectives	Higher Education Institution Mission Elements							
	1	2	3	4	5			
1								
2								
3								
4								
5								
6								

* Please mark “X” to the appropriate boxes in the above matrix to indicate their relationship.

- The Programme outcomes that describe what students are expected to know and to do by the time of graduation. These must include (**Note 1**):

- (a) an ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly-defined* engineering technology activities
- (b) an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies
- (c) an ability to conduct standard tests and measurements; to conduct, analyse, and interpret experiments; and to apply experimental results to improve processes
- (d) an ability to design systems, components, or processes for broadly-defined* engineering technology problems appropriate to programme educational objectives
- (e) an ability to function effectively in a project, as a member or leader on a technical team, in multi-disciplinary environment
- (f) an ability to identify, analyse, and solve broadly-defined* engineering technology problems
- (g) an ability to communicate effectively to engineers and others regarding broadly-defined* engineering technology activities
- (h) an understanding of the need for and an ability to engage in self-directed continuing professional development
- (i) an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity
- (j) a knowledge of the impact of engineering technology solutions in a societal and global context with particular reference to the environment and sustainable development
- (k) a commitment to quality, timeliness, and continuous improvement

(Broadly-defined activities are those that involve a variety of resources, that involve the use of new processes, materials, or techniques in innovative ways, and that require a knowledge of standard operating procedures.)*

Note 1: The graduate attributes are reproduced from the HKIE accreditation criteria for engineering higher diploma and equivalent programmes. The interpretation of these graduate attributes should be made in accordance with the requirements of the Sydney Accord, including the range of problem solving and range of engineering activities, and a copy of the Sydney Accord Graduate Attributes and Professional Competencies is enclosed at the end of the Professional Accreditation Handbook For Engineering Higher Diploma And Equivalent Programmes.

If the programme under consideration has different set of outcomes than the above, please present

- (i) the list of programme outcomes
 - (ii) the matching between these outcomes to the HKIE required outcomes
- Present the relationship between the programme educational objectives and programme outcomes in the form of a matrix below.

Relationship of Programme Outcomes to Programme Objectives

PROGRAMME OUTCOMES	PROGRAMME OBJECTIVES						
	1	2	3	4	5		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

* Please mark “X” to the appropriate boxes in the above matrix to indicate their relationship.

Present the measurement dimension of each programme outcome

- (1)
- (2)
- (3)

Example:

Ability to communicate effectively (Graduate attribute)

Measurement Dimension

- 1) An ability to comprehend and write effective reports on broadly-defined* engineering technology activities.
- 2) An ability to comprehend and write clear design documentation on broadly-defined* engineering technology activities.
- 3) An ability to make effective presentations on broadly-defined* engineering technology activities to the engineering community and the society at large.
- 4) An ability to give and receive clear instructions on broadly-defined* engineering technology activities.

(iv) Provide curriculum details using the format below for each year of the programme.

a **Curriculum Details**

4.3.2 Year _____

Course/Module/Subject (Indicate core subject and options)	Timetabled work in hours per week		No of teaching weeks	Total hours	Total credits	Assessment Components and their weightings	Academic staff member responsible for the course/ module/ subject
		Tut					
Lect							
Total:							

4.3.2 b

Curriculum Details

Course/Module/Subject	Term	Hours			Indicate the number of credits in the programme contributed to the following curriculum contents		
		Lect	Lab/Tut	Other	Mathematics and Computing	Engineering Subjects	Complementary Studies
Total:							

4.3.2 c

Design Elements

Please provide details of the courses/modules/subjects in the programme which exhibit elements of engineering design.

Course/Module/Subject Title	Design content in course work	Design Project(s)	Design content in Laboratories

Please mark "X" to indicate the presence of the specific elements in the course/module/subject.

4.3.2 d **Projects**

Please provide details of the use of project work within the programme.

Outline the arrangements for project allocation in final year.

Please make available for the Visiting Team examples of projects representing the range of topics covered and the marking, including details showing how the final project mark was achieved.

Please provide a list of project titles and marks (or grades) in the table below **for the most recent year available.**

Title	Supervisor	Student	Mark/Grade

4.3.2 e **Practical Training**

Please describe the form of provision made for the practical training of students, whether they are offered in the form of workshop training, internship or industrial attachment.

For the last three years, please indicate the proportion of graduates who have:

	Year of graduation		
Received practical training			
Did not receive practical training			

Provide details of the nature of the practical training received.

4.3.2 f **The Award**

Provide details of the classification of the award.

What are the conditions for the award of:

- Distinction
- Credit
- Pass

Please indicate, for each of the past five years, the number of awards in the table below, and the total number of students who were admitted to the corresponding first year of the programme.

		Year of Graduation				
The total number of students admitted to the programme in the corresponding first year						
The total number of students admitted to the programme in the corresponding second and subsequent years						
The number of these students graduating with	Distinction					
	Credit					
	Pass					
The number of these students leaving the programme						
The number of these students who are still studying in the programme						

4.4 Academic Staff

4.4.1 Identify the programme director/leader and describe in detail his/her responsibilities.

4.4.2 Describe the composition, size, credentials, experience, and workload of the academic staff that support this programme.

4.4.3 Describe the competencies of the academic staff and how they are adequate to cover the curricular areas of the programme.

4.4.4 Please provide information on the number of staff within the Department.

Staff	Academic Year		
Full-time Academic			
Part-time Academic			
Full-time office/administration			
Part-time office/administration			
Full-time technical			
Part-time technical			
Teaching assistant (hours)			
Other support staff			
TOTAL			
Academic staff on sabbatical leave			
Total establishment academic staff			
Number of academic staff vacancies			

For the full time academic staff, please provide the distribution of age demographics.

Age	Grade/Rank of Position			
below 30				
31-40				
41-50				
51-60				
above 60				

4.4.5 Part-time Staff

Describe how the part-time staff are supervised and evaluated in relation to the delivery of the required course content, competence in teaching and availability to students.

4.4.6 Academic Staff Vitae

For each academic staff member in the Department and other servicing Departments who are supporting the programme, complete a copy of the form below. A curriculum vitae may be submitted provided it supplies all the information requested on the form.

Name: _____ **Present Position:** _____

Date: a) joining the higher education institution b) present appointment

Academic Qualifications

Degree University/Institution Date

Member of the HKIE

Other Professional Qualifications

Sabbatical Leave/Industrial Attachment/Other Activities Supporting Professional Development

Year Organisation Location

Courses/modules/subjects taught in the past three years

Present teaching courses/modules/subjects and student contact hours per course/module/subject per year

Number of student projects supervised

Completed (last 3 years)

In progress

Publications

Number (last five years)

Number (lifetime)

Consultancy/Outside Work

Number in progress

Total (last five years)

Funding

Research

Non research

In progress

Total (last five years)

Professional/Scholarly Activity

Provide a brief description of main areas of interest - technical and research interests, offices held in professional and technical organisations etc.

Industrial and related experience

Provide a brief resume.

Signed: _____
Member of Academic Staff

Date: _____

4.4.7 **HKIE Membership and Other Professional Qualifications**

Please provide information on the percentage of academic staff members who are members of the HKIE _____%.

Please provide information on the percentage of academic staff members who are members of relevant professional bodies _____%.

4.4.8 **Publications**

- (i) Please provide brief details of externally sponsored research and development and/or consultancy work undertaken by the Department during the last three years. As an alternative to completing this section, copies of the departmental report can be sent if available.

Title	Sponsoring Organisation	Names of academic staff primary involved	Total value of contract and period of contract

4.4.9 **Academic Staff Development**

Describe the policy for ensuring the continued teaching competence and the professional development of the teaching staff. In addition, describe the policy on:

Sabbatical Leave/Industrial Attachment
Research and Development
Consultancy

4.4.10 **Support Staff**

Please list all technical, laboratory and other support staff giving their positions, qualifications and brief details of their experience. Differentiate between permanent (P) and part-time (PT) staff. An additional page may be used as required.

Name	Qualifications	Experience

4.4.11 Development

Please provide details of any proposed development, change in staff, new equipment, new facilities, etc, within the programme.

4.5 Resources

4.5.1 Space

Detail the programme facilities available and indicate any limitations that impact the ability to achieve the programme's desired outcomes. Include information for the following:

- Lecture halls
- Laboratories and equipment (stating the courses/modules/subjects that are relevant for the corresponding laboratories and equipment listed)
- Offices
- Student work areas

4.5.2 Computer Facilities

Provide details of the computer facilities available for the programme. Specify any limitations that impact the ability to achieve the programme's desired outcomes.

4.5.3 Library Facilities

Provide details of the library facilities available for the programme. Specify any limitations that impact the ability to achieve the programme's outcomes. Include information on the adequacy of the collections and information services as it relates to the programme's desired outcomes. Include the process used to ensure that the facilities available will be prepared to meet the changing nature of the programme's needs.

4.5.4 Finance

Detail the process used to establish the programme budget. Provide evidence of the continuity of support for the programme. Include both institutional and other funding sources.

(i) Committed to teaching and teaching support

Year				
Category				
Operating: Teaching Office supplies Other Maintenance				
Equipment (Specify) Maintenance				
Capital (Specify)				
Others / Acquisitions				
Total HK\$				

Discuss the adequacy of the budget in achieving the programme's desired outcomes. Address at least the following areas:

- Facilities and equipment
- Academic staff development
- Library and information resources
- Support personnel

4.6 Assessment

Provide details of process used to assure an effective quality assurance system. Describe both the internal and external processes used.

Include at least the following:

- (a) The list of Programme Constituencies.

- (b) The process used for establishing and revising Programme Outcomes.

- (c) How the Programme Outcomes lead to the achievement of the Programme Educational Objectives.

- (d) Describe the relationship of the curriculum to the Programme's desired outcomes.

- (e) Describe any processes that document periodically the degree to which the intended programme outcomes are attained. Describe the level of achievement of intended programme outcomes relative to the desired levels of those outcomes. Present evidences on measurement of programme outcomes through courses/modules/subjects assessment or other activities.

- (f) Describe the information and processes commonly used in making decisions regarding programme improvements.

- (g) Describe actions taken to improve the programme since the last general review. Indicate why, i.e., the basis for taking action, and when each action was implemented and the results of the implementation.

- (h) Provide details of any advisory committees. Indicate their structure, how often they meet, and the purpose relative to setting and/or evaluating desired programme objectives and outcomes.

- (i) If external examiners are used as part of the assessment process, provide details on how often they visit the department and the objectives of their visits. If they are used as an independent assessment of the programme to which desired programme outcomes are met, how they are included in the process that establish the requirements. Please attach copies of the external examiner's reports for the past three years.

4.7 **Entry Levels**

4.7.1 **Admission Requirements**

Specify minimum requirements on the basis of which admission has been made over the last five years. Explain the basis for setting these standards.

4.7.2 **Student Numbers**

Please provide the total number of students in each year of the programme:

Year 1	Year 2	Year 3 (if applicable)	Total

4.8 **Development**

Describe how the programme incorporates the requirements of society and the profession. Describe how the programme responds to local and international requirements.