



# Accreditation of Architectural Programmes

## Criteria and Procedures

The Hong Kong Institute of  
Architects and  
Architects Registration Board, HKSAR

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## Foreword

Accreditation of an architectural programme is a voluntary quality assurance process in which the programme concerned is evaluated and validated by a third-party peer review group against a set of established defined standards, in order to ensure the graduates acquire the minimum essential skills, knowledge and competency for entry to the professional practice of architecture.

In 1999, the Hong Kong Institute of Architects (HKIA) and the Architects Registration Board, HKSAR (ARB) jointly established criteria and procedures for accreditation of architectural programmes in local universities. This accreditation establishes the academic standards appropriate for admission to the HKIA and for registration as an architect in Hong Kong under The Architects Registration Ordinance.

The HKIA, through its Board of Educational Affairs (BEaA), oversees matters relating to architectural education, accreditation of architectural programmes, recognition of non-local architectural and related education systems and professional qualifications.

Since 1 January 2018, HKIA has become a signatory to the Canberra Accord, a multilateral agreement between signatories with established systems for the accreditation of architectural education programmes, to operate within internationally accepted guidelines for good practice. [This underlies the international recognition of the HKIA/ARB accreditation/ validation system in architectural education, which facilitates the portability of education credentials between signatory countries or territories.](#)

For continuous quality assurance of the HKIA/ARB accreditation system, all aspects of the accreditation system, including the validation criteria and procedures, are kept under regular review to benchmark the standards with international norms and to ensure that the best practices are followed.

The detailed quality assurance procedures for the HKIA/ARB accreditation system are listed in **Appendix H**.

This current edition of the HKIA / ARB accreditation system documents was approved by both the Council of the HKIA and the ARB to supersede the September 2021 revision. It takes effect for all accreditation procedures and validation visits scheduled to take place on or after [January 2026](#), except [for the interim reviews or visits under the previous terms of accreditation.](#)

## 1.0 Introduction

### 1.1 Purposes of Accreditation

- a) To ensure the educational quality and standards of existing and proposed architectural programmes, with the view of continuously improving and enhancing the relevance, value and effectiveness of the architectural profession in Hong Kong.
- b) To set the academic qualification standards appropriate for admission to the Hong Kong Institute of Architects (HKIA) as a member and for registration with the Architects Registration Board, HKSAR (ARB) as an architect in Hong Kong under The Architects Registration Ordinance.
- c) To establish a quality assurance mechanism to ensure the architectural programmes accredited are substantially equivalent to those of other Canberra Accord signatories in terms of satisfying the academic requirements for the practice of architecture at the professional level.

Accreditation is not for a school, department or faculty. It is for the specific architectural programme only.

While the conditions and accreditation criteria are specified in the documents, the HKIA and the ARB encourage the programmes to develop unique learning and teaching strategies to achieve the standards required, as long as there is a robust evaluation process for assessing students' achievement with clear documentation of the results.

### 1.2 Architectural Programmes

Architectural education, when structured to attain professional recognition, normally can be in two parts, that is, an initial-level pre-professional architectural programme, and an advanced-level professional architectural degree programme; or take the form of a single degree programme.

Irrespective of the study route, a degree from a HKIA/ARB accredited or recognised professional architectural programme is a prerequisite for admission to the HKIA/ARB Professional Assessment for HKIA membership and registration with the ARB as an architect in Hong Kong.

The period of academic studies to the end of an architectural degree programme appropriate for registration as an architect in Hong Kong, either in two parts, or as a single degree programme, should always be equivalent to a minimum of FIVE years of full-time study recognised by the HKIA and the ARB.

The initial-level pre-professional architectural degree programmes, and the advanced level professional architectural degree programmes will be assessed under the same accreditation procedures established in this document.

If the initial-level pre-professional architectural programme is being considered for accreditation, it shall be regarded as stand-alone programmes, with their own terminal requirements and recognitions.

### 1.3 Learning Objectives and Outcomes

Architecture is the integration of social, cultural, aesthetic, technical, and professional knowledge and judgments

While knowledge, comprehension and application are the core learning objectives for the pre-professional programmes, the learning outcomes of the professional architectural degree programmes are expected to embody these three elements together with the capability to research, analyse and explore critical issues, and to produce solutions through architectural design.

However, the future of the profession depends not only on the technical and intellectual competency of the graduates, but also on the mature development of each individual. The profession needs graduates to be open-minded, flexible, creative, adaptable and able to work with people and in teams.

Education should aim at the development of the whole person. [Graduates should also be able to act ethically and to embrace the social responsibilities for the natural environment, public health, safety and wellbeing of the community.](#)

### 1.4 Glossary

*The Architects Registration Board, HKSAR (ARB):*

The ARB is the *statutory* body established under The Architects Registration Ordinance (Chapter 408), responsible for the registration of architects in Hong Kong.

*The Hong Kong Institute of Architects (HKIA) :*

The HKIA is a *body corporate* governed by The Hong Kong Institute of Architects Incorporation Ordinance (Chapter 1147), which is a professional organisation with the objectives for raising the standard of architecture in Hong Kong and for establishing the standards of professional architectural services offered by the members of the HKIA.

*HKIA / ARB Accreditation Board :*

HKIA / ARB Accreditation Board means the Council of the Hong Kong Institute of Architects and the Architects Registration Board.

*Programme :*

The sequence of courses taken to qualify for the degree or award in which a student is enrolled, e.g. Bachelor of Architecture or Master of Architecture.

*School / Department / Faculty:*

The entity, i.e. School, Department or Faculty within a tertiary institution that delivers the accredited architectural programme.

*Validation :*

The means of granting approval or recognition to a course or programme or a combination of courses which have been tested to produce results of a minimum acceptable standard when compared to set criteria (i.e. outcome related).

*Advisory Visit:*

The voluntary advisory visit is intended for new architectural programme(s) that are to be considered for validation by HKIA/ARB.

*Validation Visit :*

The visit to School / Department / Faculty undertaken by a Visiting Board appointed by the BEdA of the HKIA for the purpose of validating the relevant Programme.

*Visiting Board :*

A team of qualified and approved experts or professionals appointed by the BEdA of the HKIA who undertakes the Validation Visit.

*HKIA / ARB Appeal Board :*

A board appointed by the Council of the HKIA and the ARB to hear appeals from School / Department / Faculty against the recommendations of a Visiting Board.

## **2.0 Validation Process – An Overview**

### **2.1 Validation Procedures**

- a) For initial validation or continuing validation (i.e. revalidation) of the relevant programme, a written application shall be made by the Head of the School / Department / Faculty to the Chair of the Board of Educational Affairs (BEA) of the HKIA. This application shall be made a minimum of ONE year before the Validation Visit.
- b) Self-assessment of the Programme by the School / Department / Faculty, in the form of a written report, must be submitted to the Chair of the BEA at least TWO months before the Validation Visit.
- c) A Visiting Board of appropriately qualified and approved experts / professionals shall be appointed by the BEA of the HKIA before coordinating a Validation Visit to the School / Department / Faculty.
- d) Any conditions, recommendations or judgments about the Terms of Accreditation will be made in a written report prepared by the Visiting Board.
- e) The School / Department / Faculty will be given the opportunity to respond to the written report.
- f) The HKIA / ARB Accreditation Board will endorse the written report made by the Visiting Board.

### **2.2 Outcomes – Terms of Accreditation**

Programmes seeking initial or Continuing Accreditation by the HKIA and the ARB may receive one of the following three Terms of Accreditation appropriate to the performance of the Programme.

#### **a) Unconditional Terms of Accreditation**

Where the Programme has achieved the necessary standard and met all the HKIA and the ARB accreditation requirement, accreditation is granted unconditionally for a term of FIVE years.

The same term of FIVE years may also be granted to Programmes with minor deficiencies listed by the HKIA / ARB Accreditation Board, with the caveat that recommendations for corrections and improvements in the Programme by the School / Department / Faculty are implemented within an agreed period of time.

In either case, the continuing accreditation for an architectural programme is dependent upon satisfactory interim reviews being submitted to the HKIA / ARB Accreditation Board at intervals as set out in this accreditation. The number and intervals shall be determined by the Visiting Board, and in no case be less than ONE interim review within the accreditation period.

b) Conditional Term of Accreditation

Where a Programme falls below the HKIA and the ARB's standards of accreditation, and the intention for rectification is clear and attainable, the School / Department / Faculty may receive a Conditional Term of Accreditation. The Validation Board will set out specific terms and conditions to be implemented by the School / Department / Faculty to address the specific deficiencies or concerns identified.

The Conditional Term of Accreditation may be granted for THREE years or a period as decided by the HKIA / ARB Accreditation Board.

If a new Programme contains all the major components and resources but needs additional development, it may also receive a Conditional Term of Accreditation for THREE years or a period as decided by the HKIA / ARB Accreditation Board.

In either case, continuing the Conditional Accreditation for an architectural programme is dependent upon the satisfactory interim review report being submitted to the HKIA / ARB Accreditation Board at intervals as set out in this accreditation. The number of intervals shall be determined by the Visiting Board, and in no case be less than ONE interim review within the accreditation period.

c) Refusal or Withdrawal of Accreditation

Where a Programme suffers from serious deficiencies in achieving the standards of accreditation by the HKIA and the ARB, the HKIA / ARB Accreditation may be refused or withdrawn.

The School / Department / Faculty may reapply for validation of the specific Programme thereafter, upon the expiry of TWO years.



### **2.3 Appeals**

The School / Department / Faculty may seek to appeal the Visiting Board's recommendation.

Such appeal shall be addressed to the President of the HKIA and the Chairman of the ARB, who will submit to the Council of the HKIA and the ARB to appoint a Joint HKIA/ARB Appeal Board to review the case.

The decision of the Appeal Board shall be final.

### **2.4 Fees for Validation Process**

As a general principle, the School / Department / Faculty shall bear the cost of the Validation incurred by the HKIA and the ARB.

The prescribed charge shall also include accommodation, meals, travelling and commuting charges and expenses incurred by the Visiting Board (except invited observers) for the Validation Visit. Payment shall be made by the School / Department / Faculty to the HKIA at least THREE months before the Validation Visit.

The Validation Visit will not be conducted if the prescribed charge is not settled in time.

### 3.0 Validation Strategy and Criteria

#### 3.1 Validation Strategy

The validation process shall be evidence-based to review the following:

##### 1) Admission

###### (a) Pre-professional Programme

In general, the School / Department / Faculty should have an entrance level which should not be below university entry or its equivalent.

###### (b) Professional Programme

When students enter or re-enter the programme after completion of a pre-professional degree, the School / Department / Faculty should have a documented system for a thorough and equitable evaluation of the students' prior academic coursework related to satisfying the HKIA / ARB accreditation criteria, and for determining the study gaps which the admitted students have to fill up during their studies in the professional programme.

For the purpose of validation of the professional degree, the School / Department / Faculty shall provide the following documentary records:

- i) Assessment of students' academic achievement related to satisfying the HKIA / ARB accreditation criteria for the pre-professional degree level, and identify their respective deficient study gaps, upon admission to the professional programme;
- ii) Recommendation by the School / Department / Faculty on the appropriate measures to mitigate the identified study gaps in i) above for each admitted student;
- iii) Records of the recommended mitigation measures being implemented by students during their studies in the remaining professional programme.

For both the pre-professional and the professional degree programmes, the School / Department / Faculty should note that any changes in the admission criteria of students are considered as major changes to the accredited programmes and shall follow the procedures and requirements under clause 5.2 below.

## 2) Architectural Programme

The strategy for the validation of architectural programmes is based on the following considerations relative to the validation criteria set out in Appendix A:

- (a) the validity of the School / Department / Faculty's statement of objectives and the specific Programme in meeting the HKIA and the ARB's validation requirements, and their relevance to the social, cultural, academic and professional contexts, both locally and regionally.
- (b) the structure and contents of the Programme relative to the statement of objectives for the Programme.
- (c) the Programme's standards as evidenced in students' work, shall be assessed to determine:
  - whether the Programme is meeting its objectives;
  - the strength and weakness of the Programme and the School / Department / Faculty; and
  - whether the lowest pass standard is adequate in meeting the validation criteria for the Programme and, if not, to determine the remedial measures which the School / Department / Faculty needs to undertake.

## 3.2 Accreditation Criteria

The detailed descriptions of the accreditation criteria are set out in **Appendix A**, as follows:

- (a) Appendix A1 School / Department / Faculty
- (b) Appendix A2 Accredited Professional Programme
- (c) Appendix A3 Accredited Pre-professional Programme

## 4.0 Validation Visit

### 4.1 Management Process for Validation Visit

The following table outlines the timing, activities and responsibilities associated with the Validation Visit.

When	What	Who
Minimum of TWELVE months before the visit.	Application to the BEdA of the HKIA for Validation or Revalidation	Head of the School / Department / Faculty
Minimum of FOUR months before the visit	Formation of the Visiting Board	BEdA of the HKIA
Minimum of TWO months before the visit	Submission of the Programme Report to the BEdA of the HKIA	Head of the School / Department / Faculty
Within TWO weeks after the visit	Preliminary Visiting Report	Chairman of the Visiting Board
Within TWO months after the visit	Final Visiting Board Report to the HKIA / ARB Accreditation Board for decision	Chairman of the Visiting Board

### 4.2 Self-assessment by the School / Department / Faculty Prior to Validation Visit

The School / Department / Faculty must produce a self-assessment report of the Programme (Programme Report) on how the specific Programme meets the goals and objectives of the HKIA and the ARB for accreditation. The Programme Report should embody the criteria for Validation.

The School / Department / Faculty shall submit it in advance so that it could be reviewed by the Visiting Board prior to the visit.

The Programme Report should include the contents set out in **Appendix B**.

#### 4.3 Formation and Composition of Visiting Board

The Visiting Board is jointly appointed by the HKIA and the ARB, in consultation with and by the mutual consent of the School / Department / Faculty involved.

The Visiting Board shall be composed of the following:

- (a) The BEdA Chairman of the HKIA or an HKIA Member, nominated by him / her;
- (b) One HKIA Member, nominated by BEdA;
- (c) Two ARB or ex-ARB members, nominated by the ARB; and
- (d) Two academics/practitioners from outside Hong Kong (at least one should be familiar with China and / or the region.).

Visiting Board members should be chosen for their demonstrated objectivity and experience in academia, accreditation procedures or professional practice. To ensure the broadest variety of backgrounds and experiences, academics / practitioners from outside Hong Kong will be appointed. [However all Visiting Board members must either have past experience in HKIA/ARB validation of architectural programme, or relevant validation experience to Canberra Accord accreditation requirements.](#)

One member of the Visiting Board, [with past experience as Visiting Board member for at least two sessions of HKIA/ARB validation of professional architectural programme](#), will be nominated by the BEdA of the HKIA as the Board Chairman, who shall be responsible for :

- (a) Negotiating the date for the visit with the School / Department / Faculty;
- (b) Reviewing the Programme Report submitted by the School / Department / Faculty and identifying any areas requiring additional information or any other changes to the Programme Report;
- (c) Reviewing the findings of the relevant Advisory Visit Report provided and bringing to the attention of the Visiting Board any important items that need to be addressed;
- (d) Developing the agenda for the visit in coordination with the School / Department / Faculty;
- (e) Leading the pre-visit preparation meeting with Visiting Board members;
- (f) Ensuring the Visiting Board's general compliance with the procedures and appropriate standards of conduct during the visit;
- (g) Chairing the discussions and deliberations of the Visiting Board

- during the visit;
- (h) Preparing the preliminary Visiting Board Report and issuing this preliminary report to the Head of School / Department / Faculty for review;
  - (i) Completing the final Visiting Board Report with the signatures of all Visiting Board members including any observers; and
  - (j) Submitting the final Visiting Board Report to the HKIA / ARB Accreditation Board for endorsement.

In addition, up to two Members may be invited by the ARB or the BEdA of the HKIA to join as non-voting observers. As directed by the Visiting Board Chairman, the observers are encouraged to offer comments and advice to the Visiting Board but should not participate in the Visiting Board's decisions.

#### **4.4 Visiting Board's preparation for Validation Visit**

The Visiting Board will decide, on the basis of the Programme Report and the Validation Visit, whether or not the specified Programme meets the requirements and standards set by the HKIA and the ARB.

#### **4.5 School / Department / Faculty's Preparation for Validation Visit**

The Visiting Board visits the School / Department / Faculty for THREE days and must be provided access to the administration, facilities, faculty, students and alumni.

The specified programme must exhibit its studio projects and have available samples of all students' products. The work shown must include 2 numbers in the highest range of marks, 2 numbers in the average range of marks and a minimum of 3 numbers of the lowest passes for each year of the course. The full curriculum must be presented.

Relevant staff from these courses shall be available for interview by the Visiting Board.

#### **4.6 Programme for Visiting Board Visit**

The model programme for a Validation Visit is enclosed in **Appendix C**.

#### **4.7 Visiting Board Report and Recommendations**

Within TWO weeks from the last day of the Validation Visit, the Chairman of the Visiting Board will compile a preliminary Visiting Board Report, containing the findings and recommendations of the Visiting Board, and send this preliminary report to the Head of School / Department / Faculty for correction of any factual inaccuracies.

Within TWO months from the last day of the Validation Visit, the Chairman of the Visiting Board shall complete the final Visiting Board Report, with the endorsement and signatures of all Visiting Board members, including any observers.

The Visiting Board Report format is enclosed in **Appendix D**.

#### **4.8** Approval of Visiting Board Report

The final Visiting Board Report, including the conditions and / or recommendations for the Terms of Accreditation, shall be presented to the HKIA / ARB Accreditation Board for endorsement.

The HKIA / ARB Accreditation Board shall either

- (a) Accept the recommendation on the Terms of Accreditation as stated in the Visiting Board Report; or
- (b) Reject the recommendation of the Visiting Board Report and substitute new Terms of Accreditation (in which the HKIA / ARB Accreditation Board shall give in writing their reasons for so doing).

#### **4.9** Procedure for Appeals

Should a School / Department / Faculty seek to appeal against the recommendations of the Visiting Board, it must do so in writing to the President of the HKIA within TWENTY working days of receipt of the Visiting Board Report that is being appealed against.

The appeal submission must indicate the basis for the appeal and enclose relevant documentation that the School / Department / Faculty believes should be considered. Grounds for appeal should relate only to procedural matters, i.e. where agreed procedures have not been followed, and which may consequently have influenced the recommendations of the Visiting Board.

The Joint HKIA / ARB Appeal Board shall be jointly appointed by the Council of the HKIA and the ARB. It shall comprise THREE members with two HKIA Council members and one ARB member, none of whom shall have any recent involvement in the School / Department / Faculty, the Validation Visit or the formation of any subsequent recommendations. One of the members will be named as the Board Chair.

The Appeal Board shall review all related matters and decide whether or not the appeal is to be upheld or not. The decision of the Appeal Board shall be binding and final.

All outlay costs related to the appeal incurred by the HKIA and the ARB shall be borne by the School / Department / Faculty.

**4.10 Confidentiality**

All Visiting Board members, including the observers, must maintain strict confidentiality with respect to materials reviewed, interviews conducted and deliberations made within the Visiting Board.

Before the accreditation decision is announced by the HKIA / ARB Accreditation Board, the HKIA, the ARB and the School / Department / Faculty are prohibited from making either the Programme Report or the Visiting Board Report available to any associated organisations or the public.

**4.11 Conflicts of Interest**

The HKIA and the ARB are committed to conducting the validation process in an objective and bias-free manner and seek to avoid any real or perceived conflicts of interest in the Validation procedures, deliberations and decisions.

The HKIA and the ARB will not appoint an individual to a Visiting Board if it appears that the individual has a real or perceived conflict of interest that would raise doubt as to that individual's objectivity regarding the Validation.

All conflicts, real or potential, must be disclosed to the Chairman of the Visiting Board and the Head of School / Department / Faculty at least THIRTY days before the Validation Visit begins, in order to determine whether specific action should be taken.



## 5.0 Validation of New Programmes and Programme Changes

### 5.1 New Programmes

The School / Department / Faculty planning to offer new Programmes in Architecture that are to be considered for Validation is advised to approach the BEdA of the HKIA for consultation at an early stage, either before implementation or in the early years of operation.

The HKIA may offer, solely at its own discretion, a preliminary visit (Advisory Visit) to the School / Department / Faculty, to give advice on the preparation of submissions for a new Programme for Initial Validation.

The size and the membership of an Advisory Visit shall be determined by the HKIA depending upon the circumstances and purpose of the visit. Normally the number of visiting members will be not less than three.

Such a visit is purely advisory and is not intended to give any form of Validation in principle nor should it make any report which might compromise the position of the ensuring Visiting Board for the initial validation.

All outlay costs related to an Advisory Visit incurred by the HKIA shall be borne by School / Department / Faculty. The cost shall include accommodation, meals, travelling and commuting charges, and expenses incurred by the HKIA for visiting members of the Advisory Visit.

Guidelines for the Advisory Visit are enclosed in **Appendix E**.

### 5.2 Major Changes to Accredited Programmes

Where major changes to an existing Programme are planned, the School / Department / Faculty shall approach the BEdA of the HKIA for consultation and advice on reviewing plans to meet Validation and Recognition requirements.

Major changes to an existing Programme mean significant changes in :

- (a) The underpinning philosophy of the Programme;
- (b) The existing content of subjects within a Programme (such as the initial level being replaced by general education requirements, major new contents, etc); and / or
- (c) A significant reduction in human, physical and / or financial resources.

## 6.0 Continuing Accreditation

As a mandatory condition for all accredited programmes, the School / Department / Faculty is required to prepare and submit to the BEdA Interim Reviews Report at the intervals specified in the Terms of Accreditation in the last Visiting Board Report or as imposed by the HKIA / ARB Accreditation Board. The number of intervals shall in no case be less than ONE interim review within the accreditation period.

The Interim Review Report proforma is enclosed in **Appendix F**.

If the School / Department / Faculty fails to do so in time, or if the BEdA finds the Interim Reviews to be unsatisfactory, the HKIA / ARB Accreditation Board shall appraise the situation and shall determine what action needs to be undertaken to ensure that the accreditation remains valid. If the recommended actions are not complied with, accreditation may be withdrawn by the HKIA / ARB Accreditation Board.

## 7.0 Public Information

To ensure the accountability and the accuracy of the information provided to the students and the public, as well as for the distinction between accredited and non-accredited architectural programmes, all institutions offering an HKIA/ARB accredited degree programme must include the exact statement listed in **Appendix G** for the official School/Department/Faculty documents, such as prospectus and the admission information for each HKIA/ARB accredited programme, as well as the official website of the School/Department/Faculty for public access.

## **Appendix A - Validation Criteria**

### **A1 School / Department / Faculty**

- A1.1** Normally the School / Department / Faculty should be in or associated with an institution of higher academic learning, preferably of a University standard which can provide the wide range of studies required for the education and training of an architect.
- A1.2** The organisation of the School / Department / Faculty should allow for flexibility in the development of the Programme to meet the changing needs of architectural education. The School / Department / Faculty should have an identifiable management structure that ensures highly qualified architectural expertise is central in its leadership and decision-making processes.
- A1.3** The School / Department / Faculty should have the necessary facilities and financial support to achieve the physical, library, research and computing contexts in which it can attain its objectives.
- A1.4** There should be evidence the School / Department / Faculty is involved in developing an understanding of the environmental problems of its community and that it is endeavouring to make significant contributions to their solutions through the study of real problems.
- A1.5** The staff profile should be of a high level of academic attainment and teaching ability and should provide the necessary range of specialist skills together with academic and practical experience.

The School / Department / Faculty should encourage continuing research by staff or involvement in appropriate practice. Research may be founded on practice project work or related to building construction, environmental concerns, social / design / aesthetic or historical aspects of architecture. Staff should be proficient in research techniques as well as in the training of students in research techniques necessary for the practice of architecture.

- A1.6** In general, the School / Department / Faculty should have an entrance level which should not be below University entry or its equivalent. When students enter or re-enter the programme after completion of a pre-professional degree, the School / Department / Faculty should have a documented system for a thorough and equitable evaluation of students' prior academic coursework related to satisfying the HKIA / ARB accreditation criteria, and for determining the study gaps which

the admitted students have to fill up during his studies in the remaining programme.

**A1.7** The School / Department / Faculty needs to have systems for self-evaluation and peer review conducted at regular intervals, including review panels, critiques involving teachers from other schools, practising architects and visiting lecturers.

**A1.8** Where appropriate, the School / Department / Faculty should facilitate staff and student exchanges with other schools, promote study visits, and exhibitions of work and take part in international competitions.

## **A2 Accredited Professional Programme**

The framework of the performance criteria, which sets down the minimum competency required of a graduate from a HKIA/ARB accredited architectural education programme, is organised under:

- A2.1 Societal Studies;
- A2.2 Technical Knowledge;
- A2.3 Design;
- A2.4 Practice; and
- A2.5 Skills.

Moreover, graduates of the professional programmes are expected to have the capability to research, explore and analyse critical issues, and to produce architectural solutions through architectural design.

The performance criteria are stated in terms of the level of accomplishment:

- (a) Awareness
  - Capable of retrieving relevant knowledge.
  - Focusing on recognising, recalling, and reproducing basic facts, definitions, rules, method, processes, terms, and concepts.
- (b) Understanding
  - Capable of comprehending and assimilating the meaning of information.
  - Focusing on interpreting, summarising, paraphrasing, and presenting ideas rather than just repeating them.
- (c) Ability
  - Capable of applying knowledge in new situations or different contexts.
  - Focusing on connecting theoretical knowledge with practical implementation. Choosing the appropriate processes, methods, and techniques to solve new problems.

## **A2.1 SOCIETAL STUDIES**

### **(a) Social Studies**

- i) *Awareness* of philosophy, politics, and ethics as these are related to architecture.
- ii) *Awareness* of the theories and methods of inquiry that seeks to show the relationship between human behaviour and the physical environment.
- iii) *Awareness* of the relevant codes, regulations and standards for planning, design, construction, health, safety and use of built environments.
- iv) *Understanding* of the social context in which built environments are procured, of ergonomic and space requirements and issues of equity and universal access.
- v) *Ability* to act with knowledge of society, and to work with clients and users that represent society's needs.
- vi) *Ability* to develop a project brief through definition of the needs of society users and clients, and to research and define contextual and functional requirements for different types of built environments.

### **(b) Cultural and Artistic Studies**

- i) *Awareness* of the links between architecture and other creative disciplines.
- ii) *Understanding* of Chinese and Western history and modernism in architecture, landscape and urban design and the cultural, socio-economic, climatic and technological factors that have shaped and sustained them.
- iii) *Understanding* of the national, regional and local vernacular traditions in architecture, landscape and urban design, and the heritage issues in the built environment.
- iv) *Understanding* the implications of the UN Sustainable Development Goals for architecture education.
- v) *Ability* to act with knowledge of the fine arts as an influence on the quality of architectural design.

- vi) *Ability to act with knowledge of historical and cultural precedents in local and world architecture.*
- (c) **Environmental Studies**
  - i) *Awareness of the history and practice of landscape architecture, urban design, as well as regional and national planning and their relationship to local and global demography and resources.*
  - ii) *Understanding of the life cycle of materials, issues of ecological sustainability, environmental impact, design for reduced use of energy, conservation and waste management, as well as passive systems and their management.*
  - iii) *Understanding of the architects' responsibilities with respect to the social, economic and environmental sustainability in architecture and urban design.*
  - iv) *Awareness of the management of natural systems taking into account natural disaster risks.*
  - v) *Ability to act with knowledge of natural systems and built environments.*

## **A2.2 TECHNICAL KNOWLEDGE**

- (a) **Structural, and Construction Material**
  - i) **Geotechnical Systems**  
*Awareness of the impact of geotechnical conditions on construction.*
  - ii) **Structural Systems**  
*Understanding of the principles of structural behaviour in withstanding gravity and lateral forces, and the range and appropriate applications of contemporary structural systems.*
  - iii) **Building Envelope Systems**  
*Understanding of the basic principles that inform the design of building envelope systems in controlling energy use, thermal comfort, water penetration, light filtration and air exchange.*

- iv) Building Materials  
*Understanding* of the principles, conventions, standards, applications and restrictions pertaining to the manufacture and use of construction materials, components and assemblies.
  
- (b) Building Services and Environmental Systems
  - i) Building Services Systems  
*Understanding* of the basic principles that inform the design of safe, healthy and low carbon building **services systems**, including MVAC, plumbing & drainage, electrical, vertical **transportation, communication**, security and fire protection systems.
  
  - ii) Environmental Systems  
*Understanding* of the basic principles that inform the design of environmental systems and green / sustainable architecture, including sustainable sites, energy and atmosphere, indoor environmental quality, materials and resources conservation, and water efficiency.
  
- (c) Building Health and Safety Systems
  - i) Understanding of the basic principles of and architect's responsibility for health and wellness.
  
  - ii) Understanding of design for safety during construction and maintenance in the entire building life cycle.
  
  - iii) Understanding of the principles of fire safety systems, including fire engineering approach.
  
- (d) Building Integration, Assembly and Construction Studies
  - i) Climate Impact  
*Understanding* of the impact of climate on urban and architectural design and construction.
  
  - ii) Integration of Technical Design  
*Understanding* of the processes of technical design and the integration of structure, construction technologies and building services systems into a functionally effective whole in building design.

- iii) **Construction Realisation**  
*Awareness* of the role of technical documentation and specifications in design realisation, and of the processes of construction, cost, planning and control.
- iv) **Technical Innovation and Evolution**  
*Ability* to act with innovative technical competence in the use of building techniques and the understanding of their evolution.

### **A2.3 DESIGN**

- (a) **Design Studies**
  - i) *Awareness* and experimentation of design theory and methods.
  - ii) *Awareness* of design precedents and architectural criticism.
  - iii) *Understanding* of design procedures and processes.
  - iv) *Ability* to engage imagination, think creatively, innovate and provide design leadership.
  - v) *Ability* to gather information, define problems, apply analyses and critical judgement, and formulate strategies for action.
- (b) **Design Competency**
  - i) *Ability* to think three-dimensionally in the exploration of design and to work effectively across scales.
  - ii) *Ability* to reconcile divergent factors, integrate knowledge and apply skills in the creation of a design solution, and to demonstrate the capacity to integrate disparate areas of knowledge through design.
  - iii) *Ability* to assemble a comprehensive programme for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.



- iv) *Ability* to produce a comprehensive design project informed by a programme, up to schematic design with consideration of structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as appropriate; and to assess the completed project with respect to the programme's design criteria.
- v) *Ability* to respond to natural and built site characteristics in the development of a programme and design of a project.
- vi) *Ability* to make technically precise descriptions and technical documentation of a proposed design for purposes of review and construction.

## A2.4 PRACTICE

- (a) Architects' Leadership Role  
*Understanding of the leadership role of architects in the creation of the built environment, from project inception, design, and design administration to building contract administration, post-occupancy evaluation and facility management.*  
*Understanding of the potential roles of architects in new areas of activity and in an international context.*
- (b) Practice Organisation and Management  
*Understanding of business principles and their application to the development of built environments, project management and the functioning of a professional consultancy.*
- (c) Services Procurement and Delivery  
*Understanding of different forms of procurement of architectural services, and the types of documentation required to deliver competent and responsible professional services.*
- (d) Building Economics and Cost Control  
*Understanding of the fundamental workings of the construction and development industries, such as finance, real estate investment and facilities management.*
- (e) Legal Responsibilities
  - i) *Understanding of the architects' legal responsibilities where registration, practice and building contracts are concerned.*
  - ii) *Understanding of architects' legal responsibilities with respect to public health and safety; property rights; building / planning*

ordinances; building codes; handicapped accessibility and other factors affecting building design, construction and architecture practice.

- (f) **Professional Ethics.**  
*Understanding of professional ethics and codes of conduct as they apply to the practice of architecture.*
- (g) **Statutory Compliance**  
*Understanding of the role of the architect in responding to public health, safety and welfare conditions under the statutory codes.*
- (h) **Social Responsibilities**  
*Understanding of the role of the architect in responding to conflicts and/or natural disasters.*

## **A2.5 SKILLS**

- (a) **Research Skills**  
*Understanding of systems of evaluation, that use manual and/or electronic means for performance assessments of built environments.*  
  
*Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.*
- (b) **Critical Thinking Skills**  
*Ability to make a comprehensive analysis and evaluation of a building, building complex or urban space*
- (c) **Collaborative and Participatory Skills**  
*Ability to work in collaboration with other professionals in an interdisciplinary team setting.*
- (d) **Communication Skills**  
*Ability to speak and write effectively on subject matters contained in the curriculum in English, apart from a mother tongue.*  
  
*Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modelling and evaluation.*
- (e) **Presentation Skills**  
*Ability to utilize manual, electronic, digital, graphic and model-making capabilities to explore, develop, define and communicate a design proposal.*

### **A3 Accredited Pre- Professional Programme**

The framework of the performance criteria, which sets down the minimum competency required of a graduate from a HKIA/ARB accredited architectural education programme, are organized under:

- A3.1 Societal Studies;
- A3.2 Technical Knowledge;
- A3.3 Design;
- A3.4 Practice; and
- A3.5 Skills.

The performance criteria are stated in terms of the level of accomplishment:

- (a) Awareness  
Capable of retrieving relevant knowledge: focusing on recognising, recalling, and reproducing basic facts, definitions, rules, methods, processes, terms, and concepts.
- (b) Understanding  
Capable of comprehending and assimilating the meaning of information: focusing on interpreting, summarizing, paraphrasing, and presenting ideas rather than simply repeating them.
- (c) Ability  
Capable of applying knowledge in new situations or different contexts: focusing on connecting theoretical knowledge with practical implementation, choosing the appropriate processes, methods, and techniques to solve new problems.

#### **A3.1 SOCIETAL STUDIES**

- (a) Social Studies
  - i) *Awareness* of philosophy, politics, and ethics as these are related to architecture.
  - ii) *Awareness* of the theories and methods of inquiry that seeks to show the relationship between human behavior and the physical environment.
  - iii) *Awareness* of the relevant codes, regulations and standards for planning, design, construction, health, safety and use of built environments.
  - iv) *Awareness* of the social context in which built environments are procured, of ergonomic and space requirements and issues of equity and universal access.

(b) Cultural and Artistic Studies

- i) *Awareness* of the links between architecture and other creative disciplines.
- ii) *Awareness* of Chinese and Western history and modernism in architecture, landscape and urban design and the cultural, socio-economic, climatic and technological factors that have shaped and sustained them.
- iii) *Awareness* of the national, regional and local vernacular traditions in architecture, landscape and urban design, and the heritage issues in the built environment.
- iv) *Awareness* the implications of the UN Sustainable Development Goals for architecture education.
- v) *Understanding* of the fine arts as an influence on the quality of architectural design.
- vi) *Understanding* of historical and cultural precedents in local and world architecture.

(c) Environmental Studies

- i) *Awareness* of the history and practice of landscape architecture, urban design, as well as regional and national planning and their relationship to local and global demography and resources.
- ii) *Awareness* of the life cycle of materials, issues of ecological sustainability, environmental impact, design for reduced use of energy, conservation and waste management, as well as passive systems and their management.
- iii) *Awareness* of the architects' responsibilities with respect to the social, economic and environmental sustainability in architecture and urban design.

## A3.2 TECHNICAL KNOWLEDGE

- (a) Structural, and Construction Material
  - i) Geotechnical Systems  
*Awareness* of the impact of geotechnical conditions on construction.
  - ii) Structural Systems  
*Awareness* of the principles of structural behaviour in withstanding gravity and lateral forces, and the range and appropriate applications of contemporary structural systems.
  - iii) Building Envelope Systems  
*Awareness* of the basic principles that inform the design of building envelope systems in controlling energy use, thermal comfort, water penetration, light filtration and air exchange.
  - iv) Building Materials  
*Awareness* of the principles, conventions, standards, applications and restrictions pertaining to the manufacture and use of construction materials, components and assemblies.
- (b) Building Services and Environmental Systems
  - i) Building Services System  
*Awareness* of the basic principles that inform the design of safe, healthy and low carbon building services systems, including MVAC, plumbing & drainage, electrical, vertical transportation, communication, security and fire protection systems.
  - ii) Environmental Systems.  
*Awareness* of the basic principles that inform the design of environmental systems and green / sustainable architecture, including sustainable sites, energy & atmosphere, indoor environmental quality, materials & resources conservation and water efficiency.
- (c) Building Health and Safety Systems
  - i) *Awareness* of the basic principles of and architect's responsibility of health and wellness.

- ii) *Awareness* of design for safety during construction and maintenance in the entire building life cycle.
  - iii) *Awareness* of the principles of fire-safety systems, including fire engineering approach.
- (d) Building Integration, Assembly and Construction Studies
  - i) Climate Impact  
*Awareness* of the impact of climate on urban and architectural design and construction.
  - ii) Integration of Technical Design  
*Awareness* of the processes of technical design and the integration of structure, construction technologies and building services systems into a functionally effective whole in building design.

### **A3.3 DESIGN**

- (a) Design Studies
  - i) Awareness of design theory and methods.
  - ii) Awareness of design precedents and architectural criticism.
  - iii) Awareness of design procedures and processes.
  - iv) Ability to engage imagination, think creatively, innovate and provide design leadership.
  - v) Ability to gather information, define problems, apply analyses and critical judgement, and formulate strategies for action.
- (b) Design Competency
  - i) Ability to think three-dimensionally in the exploration of design and to work effectively across scales.
  - ii) *Ability* to reconcile divergent factors, integrate knowledge and apply skills in the creation of a design solution, and to demonstrate the capacity to integrate disparate areas of knowledge through design.

- iii) *Ability to produce a comprehensive design project informed by a programme, up to schematic design with consideration of structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as appropriate; and to assess the completed project with respect to the programme's design criteria.*
- iv) *Ability to respond to natural and built site characteristics in the development of a programme and design of a project.*

#### **A3.4 PRACTICE**

- (a) **Architects' Leadership Role**  
*Understanding of the leadership role of architects in the creation of the built environment, from project inception, design, and design administration to building contract administration, post-occupancy evaluation and facility management.*
- (b) **Practice Organization and Management**  
*Awareness of business principles and their application to the development of built environments, project management and the functioning of a professional consultancy.*
- (c) **Services Procurement and Delivery**  
*Awareness of different forms of procurement of architectural services, and the types of documentation required to deliver competent and responsible professional services.*
- (d) **Building Economics and Cost Control**  
*Awareness of the fundamental workings of the construction and development industries, such as finance, real estate investment and facilities management.*
- (e) **Legal Responsibilities**
  - i) *Awareness of the architects' legal responsibilities where registration, practice and building contracts are concerned.*
  - ii) *Awareness of architects' legal responsibilities with respect to public health and safety; property rights; building / planning ordinances; building codes; handicapped accessibility and other factors affecting building design, construction and architecture practice.*

- (f) Professional Ethics  
*Awareness of professional ethics and codes of conduct as they apply to the practice of architecture.*
- (g) Statutory Compliance  
*Awareness of the role of the architect in responding to the public health, safety and welfare conditions under the statutory codes.*
- (h) Social Responsibilities  
*Awareness of the role of architects in responding to conflicts and/or natural disasters.*

### **A3.5 SKILLS**

- i) Research Skills  
*Understanding of systems of evaluation, that use manual and/or electronic means for performance assessments of built environments.*  
  
*Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.*
- ii) Critical Thinking Skills  
*Ability to make a comprehensive analysis and evaluation of a building, building complex or urban space.*
- iii) Collaborative and Participatory Skills  
*Ability to work in collaboration with other professionals in an interdisciplinary team setting.*
- iv) Communication Skills  
*Ability to speak and write effectively on subject matters contained in the curriculum in English, apart from a mother tongue.*  
  
*Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modelling and evaluation.*
- v) Presentation Skills  
*Ability to utilize manual, electronic, digital, graphic and model-making capabilities to explore, develop, define and communicate a design proposal.*



## **Appendix B - Criteria for Programme Report Prior to Visit**

### **B1 Mission and Objectives**

These are specific to the particular region and cultural / social contexts. The Programme Report should outline how these objectives relate to :

- (a) the academic context - the institution and / or School / Department / Faculty in which the Programme is offered;
- (b) the student body - how the students may contribute and evaluate the Programme from curricular to administrative matters;
- (c) HKIA / ARB - the objectives of the HKIA and the ARB for accreditation,
- (d) the profession - involvement of the profession in shaping and participating in the Programme; and
- (e) the society - the impact and relation of the Programme to the society.

### **B2 Self-assessment / Appraisal**

- (a) This requires that the School / Department / Faculty evaluates its own progress according to its own stated objectives within the framework of the HKIA and the ARB for accreditation;
- (b) response to last Validation Visit if applicable; and
- (c) internal procedures for input from students, faculty, the profession, external examiners, etc. Mechanisms for responding to these inputs and for regular reviews of the organization, the curriculum, teaching, etc.

### **B3 Curriculum and structure**

Organization by year with a detailed listing of each course with requirements, teaching methods, grading methods, etc. How the courses relate to and fulfill the objectives of the HKIA and the ARB for accreditation. A matrix showing how the criteria are met in the curriculum is required.

Where pre-professional degree top-up courses form part of the submission the detached curricula and structures of the courses should be benchmarked to a standard two parts degree programme.

### **B4 Students**

Admission criteria and standards and how they compare to the national / regional and other professional schools. Number of students admitted etc. Monitoring of student progress - advancement, graduation, etc.

### **B5 Staff**

A complete list of School / Department / Faculty and support staff - secretarial, technical. Full time staff / student ratio. Opportunities and policies for enrichment and advancement.

**B6 Facilities**

Description and plans of physical facilities - classrooms and studios, offices, critique and exhibition areas, libraries, computer laboratories, workshops, etc.

**B7 Information resources**

Size and extent of collection - books, periodicals, slides, CD-ROM, trade literature, material samples, etc. Opening hours and support services.

**B8 Research**

Projects undertaken and policy for promotion of research efforts both at staff and student levels.

**B9 Other activities**

Activities related to the profession and the community, for example, guest lectures, exhibitions, exchange programmes, travel, conferences, symposiums, etc

**B10 Financial**

Budget, scholarships, grants, financial aid, etc. should be clearly set out. Financial arrangement of the operating budget should be clearly presented to assure the Visiting Board that there are adequate resources to run the programme throughout the period of Accreditation. Where outside institutions are involved in the provision of the degree programme, contracts with these outside institutions should be available for perusal.

**B11 Changes**

Changes in any of the above curriculum, staffing, facilities, budget, contracts, etc. since last Validation Visit, if applicable.

**B12 Appendix of the Programme Report should include the following :**

- (a) Visiting Report from previous Validation Visit, if applicable;
- (b) Advisory Visit Report if applicable;
- (c) Course descriptions of all courses offered by the Programme (one page maximum for each course); and
- (d) School / Department / Faculty resumes with educational and professional qualification - courses taught, research and publications, administrative duties etc (two pages maximum).

## Appendix C - Model Programme for Visiting Board Visit (with suggested duration)

Day 1 (Off-site)	Day 2	Day 3	Day 4
	<p><i>(0.5 hours)</i> Informal discussions with Head of School and Programme Leaders / Coordinators. Review of visit schedule.</p> <p><i>(0.5 hours)</i> Meeting with President, or Vice Chancellor of the University or School of Higher Education.</p> <p><i>(1 hour)</i> General presentation of the School by Head of School.</p> <p><i>(2 hours)</i> Presentation of studio work and orientation of exhibition of students work. Observations in progress.</p> <p><i>(1 hour)</i> Lunch with Head of School and Programme Leaders / Coordinators.</p> <p><i>(1 hour)</i> Visit to School facilities, exhibition of research activities and public lecture series.</p> <p><i>(1 hour)</i> Meeting with External Reviewers. Views on role of external reviewers and effectiveness to be invited. Responses on matters identified to be sought.</p> <p><i>(2 hours)</i> Review of students design portfolios by Visiting Board.</p> <p><i>(1.5 hours)</i> Campus Visit.</p> <p><i>(2 hours)</i> Dinner with Alumni</p>	<p><i>(0.5 hours)</i> Informal discussions with Head of School and Programme Leaders / Coordinators.</p> <p><i>(1.5 hours)</i> Presentation of core subjects curriculum by teaching staff and Q&amp;A.</p> <p><i>(1 hour)</i> Visiting Board continues private inspection of student design work, course curriculum &amp; exam papers.</p> <p><i>(1 hour)</i> Meeting with student representatives. Responses on matters identified to be sought. Representatives invited to express their views towards the School</p> <p><i>(1 hour)</i> Lunch with student representatives.</p> <p><i>(0.5 hours)</i> Private meeting of Visiting Board to review the progress</p> <p><i>(1 hour)</i> Meeting with Faculty members. Responses to matters identified to be sought. Other matters which require reflections by Visiting Board to be invited.</p> <p><i>(3 hours)</i> Private meeting of Visiting Board to review the progress.</p>	<p><i>(0.5 hours)</i> Informal discussions with Head of School.</p> <p><i>(0.5 hours)</i> Meeting with Dean of Faculty.</p> <p><i>(2 hours)</i> Private meeting of Visiting Board.</p> <p><i>(1 hour)</i> Final meeting with Head of School. Advice and observations of Visiting Board to be related by Chairman. Chairman of Visiting Board summarizes findings.</p> <p>Finish of visitation.</p>
<p><i>(3 hours)</i> Private meeting of Visiting Board for training and briefing for members of the Visiting Board.</p>			

## Appendix D - Visiting Board Report Format

Cover page

CONFIDENTIAL

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The Hong Kong Institute of Architects

Architects Registration Board, Hong Kong Special Administrative Region

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### REPORT OF THE VISITING BOARD

**Validation of the Degree Programme of** <Name of Institution>

<Title of course>

DATE OF REPORT	< Date >
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# 1 Backgrounds

## 1.1 Programmes under Validation

### 1.1.1 Hosting School / Faculty / Institution

<name of School/Faculty>

<name of institution>

### 1.1.2 Programme

- <title of degree>

- <Nos.> years full time <pre-professional/ professional> <undergraduate/ postgraduate> programme

### 1.1.3 Awarding Body

<name of institution conferring the degree>

### 1.1.4 <Head/Director> of <Department / School / Faculty> of Architecture

<name of Head/ Director>

### 1.1.5 Existing Accreditation Status

Non - HKIA/ARB Accredited Programme

<or>

HKIA/ARB Accredited Programme, with accreditation due to expire on <Date>

### 1.1.6 Validation Status

Initial Validation

<or>

Re-validation, with last HKIA/ARB validation visit in <Year>

## 1.2 Validation Criteria and Procedure

### 1.2.1 Accreditation Body

The Hong Kong Institute of Architects ( "HKIA" ) and Architects Registration Board HKSAR ( "ARB" )

### 1.2.2 Criteria and Procedures for Validation

"The HKIA/ARB Accreditation of Architectural Programmes Criteria and Procedures" <Date> edition ( "HKIA/ARB Accreditation Document" ).

## 1.3 Visiting Team

### 1.3.1 Visiting Board Members

For example

Name	Qualification/Position/Contact e-mail	Representation
Mr. Chris MAK Nam (Chair)	<Education Qualifications> <Position in HKIA> <Position/Working Organization> <Contact Email>	HKIA
Ms. Eliza HO Chin	<Education Qualifications> <Position in HKIA> <Position/Working Organization> <Contact Email>	ARB

Prof. ZHANG Wei Yi	<Education Qualifications> <Position in Representing Organization> <Position/Working Organization> <Contact Email>	Mainland Representative
Mr. John Wood	<Education Qualifications> <Position in Representing Organization> <Position/Working Organization> <Contact Email>	Overseas Representative

### 1.3.2 Observers

For example

Name	Qualification/Position/Contact e-mail	Representation
Dr. Peter EVANS	<Education Qualifications> <Position in Representing Organization > <Position/Working Organization> <Contact Email>	< Organization >

### 1.3.3 Recording Secretaries

For example

Name	Position	Representation
Ms. HON Mei Mei	Senior Manager, HKIA	HKIA / ARB
Ms. WONG Yuk Fan	Administrative Officer, HKIA	

### 1.3.4 Declarations

<Declarations made by Visiting Board member on potential conflict of interest, if any, and the corresponding decision of the Visiting Board>

## 1.4 Validation Visit

### 1.4.1 Dates of Validation Visit

<Date> to <Date>

### 1.4.2 Format of Visit

The Visiting Board members <Names> and the observers <Names> attended the validation visit in person.

<and/or>

The Visiting Board members <Names> and the observers <Names> participated online via Zoom.

## 2 Findings of Visiting Board

### 2.1 School/Department/Faculty

With reference to Appendix A - Validation Criteria under the HKIA/ARB Accreditation Document, the Visiting Board finds the follows:,

- A1.1 *The School should be in or associated with an institution of higher academic learning preferably of a university standard which can provide the wider range of studies required for the education and training of an architect.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.2 *The organisation of the School should allow for flexibility in the development of the program to meet the changing needs of architectural education. The School should have an identifiable management structure that ensures highly qualified architectural expertise is central in its leadership and decision-making processes.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.3 *The School should have the necessary facilities and financial support to achieve the physical, library, research and computing contexts in which it can attain its objectives.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.4 *There should be evidence the School is involved in developing an understanding of the environmental problems of its community and that it is endeavouring to make significant contributions to their solutions through the study of real problems.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.5 *The staff profile should be of a high level of academic attainment and teaching ability and should provide the necessary range of specialist skills together with academic and practical experience. The School should encourage staff to carry out research or involvement in appropriate practice. Research may be found on practice project work or related to building construction, environmental concerns, social/design/aesthetic or historical aspects of architecture. Staff should be proficient in research techniques as well as in the training of students and research techniques necessary for the practice of architecture.*

The Board is <satisfied/not satisfied > that the standard requisites are met.



- A1.6 *The School should have an entrance level which should not be below university entry or its equivalent, for the undergraduate or postgraduate programme as appropriate. The School should have a thorough and equitable process for evaluation and admission of students. Appropriate standards for articulation of the admitted student's prior education experience to match the required HKIA/ARB accredited programme criteria, and for determining the study gaps which the admitted students have to fill up during his studies in the remaining programme should be established, implemented and well documented.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.7 *The School needs to have a system for self-evaluation and peer review conducted at regular intervals, including review panels, critics involving teachers from other schools, practicing architects and visiting lecturers.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

- A1.8 *That School should facilitate staff and student exchange with other schools, promote study visits, and exhibitions of work and take part in international competitions.*

The Board is <satisfied/not satisfied > that the standard requisites are met.

## **2.2 Accredited Programme**

With reference to Appendix A - Validation Criteria under the HKIA/ARB Accreditation Document, the Visiting Board finds the programme and the curriculum as follows:

### **A2.5 Societal Studies**

The Board is <satisfied/not satisfied > that the standard requisites are met.

### **A2.6 Technical Knowledge**

The Board is <satisfied/not satisfied > that the standard requisites are met.

### **A2.7 Design**

The Board is <satisfied/not satisfied > that the standard requisites are met.

## A2.8 Practice

The Board is <satisfied/not satisfied > that the standard requisites are met.

## A2.9 Skills

The Board is <satisfied/not satisfied > that the standard requisites are met

# 3 Recommendations from Visiting Board

## 3.1 Recognition Status

The Visiting Board recommends HKIA and ARB to grant recognition of <title of course> offered by < name of institution > for a period of FIVE years, with effect from 1 January <Year>

<or>

The Visiting Board recommends HKIA and ARB to grant conditional recognition of <title of course> offered by < name of institution > for a period of <THREE or less> years, with effect from 1 January <Year>

The conditions for recognition include < Details as appropriate >

<or>

The Visiting Board recommends HKIA and ARB to refuse the application for <recognition/continued recognition>.

## 3.2 Interim Review <For recommended recognition only>

For continuing accreditation of <title of course>, the School is required to submit an Interim Review Report on the accredited programme to HKIA Board of Educational Affairs ( “BEdA” ) for review, upon the completion of the academic year < specified the year(s) >.

The Interim Review Report shall be delivered to HKIA premises no later than 31 July of the specified year(s).

A total of <Nos.> Interim Review Report(s) is/are required within the recommended accreditation period.

The Interim Review Report shall be made in the prescribed format, including the actions taken by the School in response to the advice of the Visiting Board as stated in the Visiting Board Report.

If the School fails to submit the Interim Review Report at the prescribed interval or if BEdA finds the Interim Review Report to be unsatisfactory, the HKIA / ARB Accreditation Board shall appraise the situation and determine the appropriate action(s) to be undertaken to ensure that the Accreditation remains valid, which may include, but not limited to, an ad-hoc Review Visit by HKIA/ARB

**3.3 Major Changes to Accredited Programme** <For recommended recognition only>

The School shall inform BEdA immediately on any proposed major changes of the validated courses within the accreditation period, including

- Significant changes in the underpinning philosophy of the courses
- Significant changes in the contents of subjects within the programmes
- Significant reduction in human, physical and/or financial resources

**3.4 Advice**

The Visiting Board has the following advice for the School on areas where development or improvement is desirable. < Details as appropriate >

**3.5. Concluding Comments**

Overall appraisal of the School / Faculty / Institution and the programme.  
< Details as appropriate >

Signed

---

<Name>

Chair, HKIA/ARB Visiting Board (On behalf of the Visiting Board)

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<Name>

Head of School

(Acknowledgement of the report on behalf of the School and confirming matters of fact are correctly stated.)

## 4 Commentary

### 4.1 Programme Report

- **Self-appraisal by the School**  
Essential points arising from the self-appraisal, including the mission and vision of the School/Faculty/Institution and the achievement of the Programme.  
<As required>
- **Significant Developments since Last Validation Visit**  
<As required>
- **Response to last HKIA/ARB Visit Report**  
Evidence of the developments in response to advice given in the last HKIA/ARB < Advisory Visit / Validation Visit > Report,  
<As required>

### 4.2 Curriculum and Structure

- **Courses by Year**

For Example

**<Title of pre-professional course> = Total Credit Units 78 units**

**YEAR 1 - Total Credit Units = 9 units**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH1004	Introduction to Architecture	3 units
	Non-architecture course	3 units

**YEAR 2 - Total Credit Units = 22 units (Core Courses)**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH2041	Introduction to Architectural Design I	5 units

**YEAR 3 - Total Credit Units = 22 units (Core Courses)**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH3028	Architectural Design Studio I	5 units

**YEAR 4 - Total Credit Units = 19 unit (Core Courses) + 6 units (Elective Courses)**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH4145	Architectural Design Studio III	5 units
ARCH4404	Studies in Building Technology	3 units
<or>		

**<Title of professional course> - Total Credit Units 52 units (Include Elective**

## **Courses 9 units)**

### **YEAR 1 (Core Courses)**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH5151	Architectural Design Studio I	6 units

### **YEAR 2 (Core Courses)**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH6133	Thesis Project	8 units

### **Elective Courses**

COURSE CODE	COURSE NAME	CREDIT UNIT
ARCH5131	Studies in Design Theory	3 units

#### **4.2.2.1 Commentary on the course**

Refer to the students' works portfolios, minimum 3 examples of the lowest pass, 2 examples of the average range of marks and 2 examples in the highest range of marks each for every thesis projects, assignments and examination scripts for each year.

Comments on

- Clarity, validity and achievement of course objectives
  - Quality and coverage of the syllabus
  - Balance and integration between design / non-design work;
  - Progression within Programme/s/Course;
  - Assessment methods, relative weightings, standards achieved (commenting separately on examinations, course work, dissertations, design projects – as appropriate);
  - Teaching methods and learning outcomes;
  - Practical training arrangements and research.
- < Comments as appropriate >

#### **4.2.2.1.1 Commentary on Societal Studies**

- a) Human Behaviour
  - b) Sustainable Development
  - c) Accessibility
  - d) Chinese and Western History and Modernism
  - e) National and Regional Traditions
- < Comments as appropriate >

#### **4.2.2.1.2 Commentary on Technical Knowledge**

- a) Structural Systems
- b) Building Services Systems
- c) Environmental Systems
- d) Building Envelope Systems

- e) Life Saving Systems
- f) Building Materials and Assemblies
- g) Building Systems Integration
- < Comments as appropriate >

#### **4.2.2.1.3 Commentary on Design**

- a) Programme Preparation
- b) Comprehensive Design
- c) Site Conditions
- d) Formal Ordering Systems
- e) Fine Arts
- f) Technical Documentation
- < Comments as appropriate >

#### **4.2.2.1.4 Commentary on Practice**

- a) Architects' Leadership Role
- b) Ethics and Professional Judgement
- c) Practice Organisation and Management
- d) Building Economics and Cost Control
- e) The Legal context
- f) Legal responsibilities
- g) Building Codes Compliance
- h) Agreements and Documentation
- < Comments as appropriate >

#### **4.2.2.1.5 Commentary on Skills**

- a) Collaborative and Participatory Skills
- b) Verbal and Writing Skills
- c) Graphic Skills
- d) Research Skills
- e) Critical Thinking Skills
- < Comments as appropriate >

### **4.3 Faculty / Staff**

Full time staff to student ratio. Teaching and research. Involvement of practitioners, specialist lecturers, etc on a part-time basis. Any special strengths or other comments raised in the meeting by staff which are not covered elsewhere in the report.

< Comments as appropriate >

### **4.4 Students**

Any relevant points arising from the documents provided or from meetings, with the students which are not covered elsewhere. Comments based on student statistics.

< Comments as appropriate >

### **4.5 Alumni**

Appraisal of the programmes in respect of professional career path.

< Comments as appropriate >

#### **4.6 Space, Facilities and Equipment**

##### **- Design Studio**

Facilities and Capacity. Interdisciplinary exchange and accessibility to common facilities & resources.

< Comments as appropriate >

##### **- Workshop**

Facilities and Opening hours.

< Comments as appropriate >

##### **- Architectural Library**

Book collections and volumes. Opening hours of library facilities. Reading desk and facilities.

< Comments as appropriate >

##### **- Laboratory**

Technical/ environmental/ Digital Design Lab. Facilities and accessibility.

< Comments as appropriate >

#### **4.7 Information Resources**

Online learning, video conference, Wi-Fi and IT capabilities. Digital hardware and software

< Comments as appropriate >

#### **4.8 Finance**

Funding/Donations/Scholarship/research grant to students and staff.

Whether the budget can sustain the cost of the programme.

< Comments as appropriate >

#### **4.9 Admission**

Admissions criteria, procedure and arrangements. Articulation for admitted students' preparatory education background to match the required accredited programme criteria. Admissions Statistics.

< Comments as appropriate >

#### **4.10 Quality Assurance System**

Clear and structured self-evaluation system in place for the quality assurance and enhancement procedure. External examiner and review arrangements.

< Comments as appropriate >

#### **4.11 External Activities**

Student Exchange Programme/Design Competition/Study Visits/Community Engagement.

< Comments as appropriate >

## **5 Attachments**

### **5.1 Documentations provided by School prior to Visit**

<List all documents>

For example:

- (a) Programme Report <date> prepared by School
- (b) Last < Visiting Board Report/Advisory Visit> Report
- (c) Interim Report(s) since last validation visit

### **5.2 Supplements provided by School during Visit**

<List additional information>

For example:

- (d) A range of recent final year thesis documents.
- (e) Examination papers, student scripts and examination results for all subjects.
- (f) Additional handouts / assignments etc, for subjects.
- (g) Timetable for the current semester.
- (h) Library guide & library holdings on architectural books / serials on architectural topics.

### **5.3 Students' work exhibited during Visit**

For example:

- (i) Comprehensive general exhibition of design work for each year in the courses.
- (j) A range of portfolios of students work covering 2 numbers in the highest range of marks, 2 numbers in the average range of marks and a minimum of 3 numbers of the lowest pass grades for the various subjects.
- (k) An exhibition of graduating thesis projects.



## 5.4 Programme of Visit

For example

Day 1	Day 2	Day 3	Day 4
15 July 2020 (Wed)	16 July 2020 (Thur)	17 July 2020 (Fri)	18 July 2020 (Sat)
<b>Off site Pre-meeting</b>	<b>Validation Visit</b>		
	<b>9:00 - 9:30</b> Introductory Meeting with School Leadership Team and review of visit schedule	<b>9:00 - 9:30</b> Informal discussions with School Leadership Team	<b>9:00 – 9:30</b> Informal discussions with School Leadership Team
	<b>9:30 - 10:00</b> Meeting with Vice Chancellor of University	<b>9:30 – 11:00</b> Presentation of core subject's curriculum by teaching staff	<b>9:30 - 12:00</b> Private meeting of Visiting Board
	<b>10:00 - 11:30</b> General presentation by School Director and Programme Leaders	<b>11:00 - 12:00</b> Review of student portfolios by Visiting Board	
	<b>11:30 - 13:00</b> Presentation of studio work and orientation of exhibition of students works	<b>12:00 - 13:00</b> Meeting with student representatives.	<b>12:00 - 13:00</b> Final meeting with School Director and Programme Leaders
	<b>13:00 - 14:00</b> Lunch	<b>13:00 – 14:30</b> Lunch	<b>13:00</b> End of visit
	<b>14:00 - 15:30</b> Visit to school facilities	<b>14:30 - 15:30</b> Meeting with Faculty/staff	
<b>15:30 - 18:30</b> Private meeting of Visiting Board	<b>15:30 - 16:30</b> Meeting with External Examiners	<b>15:30 - 18:30</b> Private meeting of Visiting Board	
	<b>16:30 - 18:30</b> Review of student design portfolios by Visiting Board		
	<b>18:30 - 19:30</b> Meeting with Alumni		

## **Appendix E – Guidelines for Conducting Advisory Visit**

### **E1 Introduction - Advisory Visit**

- E1.1** As outlined in the “HKIA and ARB Accreditation of Architectural Programmes Criteria and Procedures January 2026” (the HKIA/ARB Accreditation Document), the Advisory Visit is intended for architectural programmes that are to be considered for initial validation by HKIA/ARB. It does not apply to revalidation cases.
- E1.2** An Advisory Visit is offered as an option to the programme provider applying for HKIA/ARB validation of either a pre-professional architectural programme and/or professional architectural programme.
- E1.3** An Advisory Visit is preferably conducted at least TWELVE months prior to the initial validation visit for the architectural programme concerned, so as to allow sufficient time for the programme provider to adjust/improve the programmes, if considered necessary.
- E1.4** Such a visit is purely advisory and not intended to give any form of validation in principle nor should it oblige or compromise any ensuing HKIA/ARB Visiting Board for the subsequent validation visit.

### **E2 Charges for Advisory Visit**

- E2.1** All outlay costs of an Advisory Visit, including accommodation, meals, travelling and commuting charges for visiting members of the Advisory Visit and the expenses incurred by the HKIA, shall be borne by the applying programme provider. The cost of each Advisory Visit shall be charged as a lump sum, independent of the application fee for the initial validation visit, and may be adjusted from time to time by HKIA Council.
- E2.2** Payment for an Advisory Visit should be made by the applying programme provider to the HKIA at least THREE months before the Advisory Visit. The Advisory Visit will not be conducted if the prescribed charge is not settled in time.

### **E3 Formation of Advisory Visiting Panel**

- E3.1** An Advisory Visiting Panel (the Panel) shall comprise at least TWO HKIA members recommended by the Board of Educational Affairs and endorsed by the HKIA Council and ONE representative from ARB appointed by ARB. Other HKIA/ARB members may be invited by the BEdA to join the Panel as appropriate depending on circumstances and purposes of the visit.
- E3.2** The maximum number of members in the Panel is FIVE.
- E3.3** One member of the Panel shall be nominated by the BEdA as the Chair of the Panel who will be responsible for:
- (a) negotiating the date for the visit with the programme provider;
  - (b) reviewing the Programme Report submitted by the programme provider and identifying the needs for additional information;
  - (c) developing the agenda for the visit with the programme provider;
  - (d) leading the pre-visit preparation meeting with the Panel members;
  - (e) chairing the discussion and deliberation of the Panel during the visit;
  - (f) preparing the Advisory Visit Report for discussion with the Panel members; and
  - (g) completing the final Advisory Visit Report for endorsement by the Panel and subsequent submission to the programme provider, and HKIA/ARB via the BEdA for information.
- E3.4** In order to maintain the neutrality of the subsequent formal validation visit, the Panel shall not include any HKIA/ARB member who will be a member of the HKIA/ARB Visiting Board conducting the subsequent initial validation visit. However, for the sake of continuity, a member who has served on the Panel may be invited by the BEdA to serve as an observer in the subsequent initial validation visit.

### **E4 Criteria of Advisory Visit**

- E4.1** The Validation Criteria for architectural programme as listed in the *HKIA/ARB Accreditation Document* shall be referred as the basis for the Advisory Visit.

### **E5 Advisory Visit Procedure**

- E5.1** A written request for Advisory Visit shall be submitted to the Chair of the BEdA of the HKIA by the Head of the School / Department / Faculty seeking initial accreditation of its architectural programme normally at least SIX months prior to the anticipated Advisory Visit.

- E5.2** If accepted by the BEdA, a Panel will be formed. The dates of the Advisory Visit will be mutually agreed with the Head of the School / Department / Faculty. The HKIA shall proceed to issue the invoice to the programme provider for the Advisory Visit charge. Normally an Advisory Visit will not be conducted if either request for initial accreditation is turned down or the prescribed Advisory Visit charge is not settled in time.
- E5.3** A Programme Report with sufficient copies shall be submitted by the programme provider to HKIA at least TWO months prior to the scheduled Advisory Visit for dispatching to all the Panel members for perusal. The contents of the Programme Report shall match the criteria for the Programme Report for a validation visit as listed out in the HKIA/ARB Accreditation Document.
- E5.4** The Panel shall conduct at least one pre-visit meeting to discuss the Programme Report received and to formulate a strategy for conducting the Advisory Visit.
- E5.5** Advisory Visit is usually conducted over a period of two days. The conduct of the Advisory Visit will follow, as closely and as practically as possible, the procedure for accreditation visit prescribed in the HKIA/ARB Accreditation Document.
- E5.6** A sample programme for an Advisory Visit is attached as **Appendix E1** of this Guidelines.
- E5.7** The Panel will meet faculty members, students and possibly alumni, and inspect the programme's supporting facilities, review students' work and examination scripts, as will be done during the formal accreditation visit.
- E5.8** At the end of the Advisory Visit, the Panel will meet with the Head of the School / Department / Faculty and faculty members to deliver verbal advice on possible improvements to the programme, but will not give any benchmarking assessment or preconditions for accreditation.
- E5.9** The Panel will present a written Advisory Visit Report within one month of the Advisory Visit to the BEdA for the information of HKIA/ARB. The report shall also be copied to the applying programme provider concerned.

**E5.10** A proforma of the Advisory Visit Report is attached as **Appendix E2** of this Guidelines.

**E5.11** Copy of the Advisory Visit Report shall be made available to members of the HKIA/ARB Visiting Board for formal validation visit for information only. However, it is up to the individual HKIA/ARB Visiting Board members to decide if he/she should make any reference of the report.

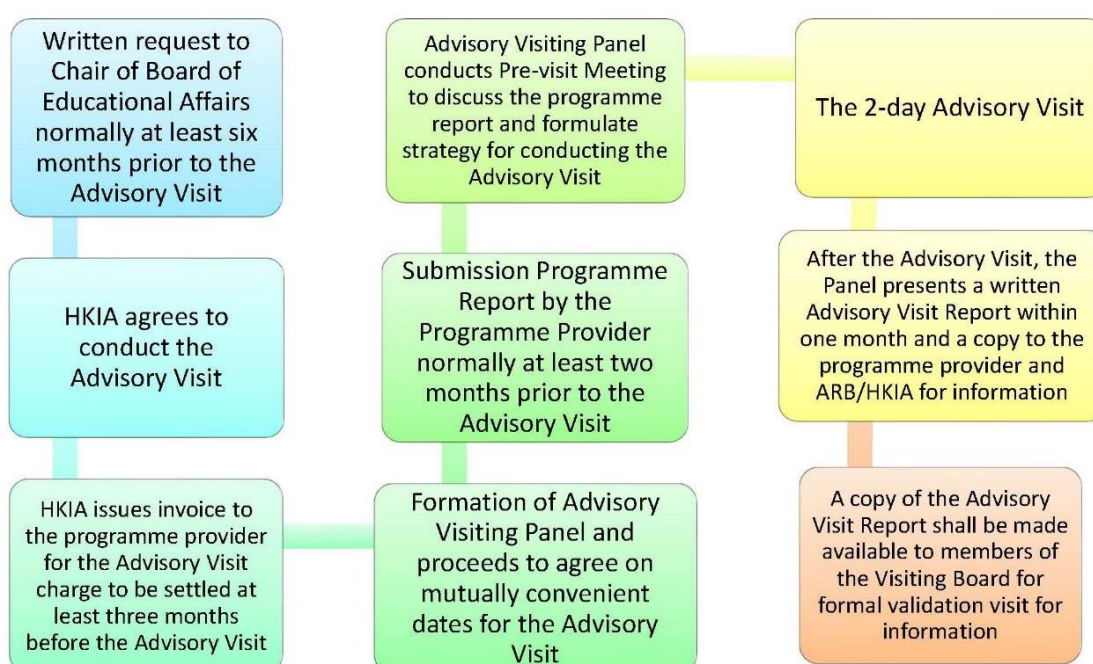
## **E6 Confidentiality**

**E6.1** All Panel members must maintain strict confidentiality with respect to the materials reviewed, interviews conducted and deliberations within the Panel.

**E6.2** Unless specifically approved by the BEdA Chair, circulation of the Advisory Visit Report shall be restricted to the HKIA Council, the ARB members and BEdA members. However, it is prohibited to send the Advisory Visit Report via email/post. All hardcopy of Advisory Visit Report shall be borne with watermark stated “Confidential”, which will be tabled for information only during the relevant Board/Council meeting. The HKIA/ARB Secretariat is responsible for collecting all the hardcopies after the meeting.

## **E7 An Overview of Advisory Visit Process**

**E7.1** A diagram of the Advisory Visit Process is shown below for easy reference.



## Appendix E1 – Sample programme for an Advisory Visit

<i>Day One</i>	<i>Day Two</i>
<p>0900</p> <p>Informal discussions with Head of Architecture Department and Faculty members. Review of visit schedule.</p>	<p>0900</p> <p>Informal discussions with Head of Architecture Department and Faculty members; Presentation of core subjects curriculum by teaching staff and Q &amp; A.</p>
<p>0930</p> <p>Meeting with Vice –chancellor /President/ Dean of the Faculty.</p>	<p>1000</p> <p>Visiting Panel continues private inspection of student design works, course curriculum &amp; exam papers.</p>
<p>1000</p> <p>General presentation of the department by Head of Architecture Department.</p>	<p>1200</p> <p>Private meeting of Visiting Panel. Matters are identified for discussions with students.</p>
<p>1030</p> <p>Presentation of studio work and orientation of exhibition of students work.</p>	<p>1230</p> <p>Informal discussion with Alumni over lunch</p>
<p>1230</p> <p>Informal discussion with Head of Department of Architecture and Faculty members over lunch</p>	<p>1330</p> <p>Meeting with student representatives. Seeking responses from the representatives on matters identified and invite their views towards the department.</p>
<p>1330</p> <p>Visit to campus and department facilities, exhibition of research activities and public lecture series.</p>	<p>1530</p> <p>Meeting with Faculty members. Seeking responses from Faculty members on matters identified and invite reflections on other issues as required by Visiting Panel.</p>
<p>1500</p> <p>Meeting with External Reviewers. Views on role of external reviewers and effectiveness to be invited. Responses on matters identified to be sought.</p>	<p>1630</p> <p>Private meeting of Visiting Panel to review the progress</p>

1600 Review of students design portfolios by Visiting Panel	1730 Final meeting with head of department. Advice and observations of Visiting Panel to be related by Chairman of Visiting Panel summaries findings.
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## Appendix E2 – A proforma of the Advisory Visit Report

Cover page

CONFIDENTIAL

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The Hong Kong Institute of Architects

Architects Registration Board, Hong Kong Special Administrative Region

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### ADVISORY VISIT FOR

<Title of course(s)>

AT: <Name of Institution>

DATE OF REPORT	< Date >
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<b>CONTENTS</b>		<b>Page</b>
<b>1</b>	<b>INTRODUCTION</b>	
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1.2	Advisory Visiting Panel	
1.3	Procedure and Criteria of Advisory Visit	
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<b>4.0</b>	<b>ATTACHMENTS</b>	
4.1	Documentation Provided Prior to Visit	
4.2	Additional Information Supplied During the Visit	
4.3	Exhibition of Student Work	
4.4	Record of Meetings	
4.5	Course Structure diagrams	

## 1 INTRODUCTION

This is a report on the advisory visit, which took place between \_\_\_\_\_ and \_\_\_\_\_, 20xx for the xx-years \_\_\_\_\_ Degree programme taught at \_\_\_\_\_ the \_\_\_\_\_ (the Department) of the \_\_\_\_\_ University\*/College\*U).

This report was prepared collectively by the visiting panel members attending the advisory visit who were appointed by the Hong Kong Institute of Architects (HKIA) and the Architects Registration Board of the Hong Kong Special Administration Region (ARB).

The visiting panel members would like to extend their grateful appreciation to the Vice-chancellor\*/President\*/Vice-President\*/Dean of the Faculty\*/College\* of \_\_\_\_\_ / Head\* of the \_\_\_\_\_, academic and general staff of \_\_\_\_\_ for their kind assistance and generous support during the visit.

### 1.1 Purpose of the Advisory Visit

The advisory visit is made upon request by the University\*/College\* to HKIA.

The purpose of the advisory visit was to give advice to the University\*/College\* in its preparation for the joint validation by HKIA and ARB of the new \_\_\_\_\_ programme.

This visit is purely advisory and is not intended to give any form of validation in principle nor to make any report which might compromise any ensuring Visiting Board appointed by the HKIA/ARB Accreditation Board for the initial validation visit of the programme scheduled in \_\_\_\_\_ 20xx.

### 1.2 Advisory Visiting Panel

Chair

Mr/Ms\* xxxxxx HKIA

Members

Ms xxxxxx HKIA

Mr xxxxxx HKIA

### 1.3 Procedure and Criteria of Advisory Visit

The advisory visit lasted for two full day from \_\_\_\_\_ to \_\_\_\_\_, 20xx.

A “Programme Report” under the title of “\_\_\_\_\_” had been prepared by \_\_\_\_\_ for review prior to the advisory visit.

The list of documents and materials reviewed at the advisory visit are appended in the Appendix 4.1, 4.2 and 4.3 of the report.

The relevant procedures and criteria listed in the HKIA/ARB accreditation document “the HKIA/ARB Accreditation of Architectural Programme Procedure and Criteria 20XX” were adopted as the basis for the advisory visit as far as possible.

The programme of the visit are appended in the Appendix 4.4 of the report.

A verbal presentation of the advice and comments by the Visiting Panel Members, including recommendations on improvement to the programme and on the provision of resources for its support as listed in the report, was made to the faculty staff at the end of the advisory visit on \_\_\_\_\_, 20xx.

*\* delete as appropriate*

## 2 STATUS OF PROGRAMME

### 2.1 Standards

The work from current\* / previous\* years of the degree \_\_\_\_\_ programme was inspected during the visit. It included students’ portfolios and examination scripts, which were identified, respectively, as “high, average and low” passes according to grades given to them in final assessment.

Overall, the Visiting Panel Members opined the work as basically adequate\*/inadequate\* for initiation of the accreditation process. However, it should be emphasized here that the views of the Visiting Panel Members are not binding and should not be taken, in any way, as preliminary endorsement of the degree programme on behalf the Visiting Board appointed by the HKIA/ARB Accreditation Board for the initial validation visit.

<supplement as necessary>

**2.2 Advice**  
<supplement as necessary>

**2.3 Comments**  
<supplement as necessary>

**2.4 Summary of Opinions**

- Programme Curriculum
- Studio works/written Examination
- Staff
- Student
- Space, Facilities and Equipment
- Financial Budget and Scholarship

<supplement as necessary>

**2.5 Signed**

Chair of the Advisory Visiting Panel

---

(On behalf of the Visiting Panel Members)

### 3 COMMENTARY

The Department prepared a “Programme Report” under the title of “\_\_\_\_\_” for the Advisory Visit. It is a comprehensive document covering a wide range of topics, from “self assessment/appraisal,” curriculum structure, students and staff, facilities, research to financial resources. The Visiting Panel Members find the document informative\*/helpful\*/inadequate\*, in giving details descriptions of the present state of the degree programmes.

#### 3.1 Self-appraisal

<supplement as necessary>

#### 3.2 Detailed Review of Courses

<supplement as necessary>

#### 3.3 Degree Programme

<supplement as necessary>

##### 3.3.1 Summary on the Architectural Design and Theory courses

<supplement as necessary>

##### 3.3.2 Written Examination Paper

Papers between \_\_\_\_\_ and \_\_\_\_\_ were reviewed during the Advisory Visit. The following examinations were covered:

<supplement as necessary>

Comments from the Visiting Panel Members are as follows:

<supplement as necessary>

#### 3.4 Resources

<supplement as necessary>

##### 3.4.1 Staff

<supplement as necessary>

##### 3.4.2 Students

<supplement as necessary>

**3.4.3 Space, Facilities and Equipment**  
<supplement as necessary>

**3.4.4 Financial Budget and Scholarship**  
<supplement as necessary>

## **4 ATTACHMENTS**

- 4.1** Documentation Provided Prior to Visit
- 4.2** Additional Information Supplied During the Visit
- 4.3** Exhibition of Student Work
- 4.4** Record of Meetings
- 4.5** Course Structure Diagrams

## Appendix F – Interim Review Proforma

Accreditation of Architectural Programmes Interim Review Proforma The Hong Kong Institute of Architects and Architects Registration Board, HKSAR				
1.	Date of this Interim Review			
2.	Name of School / Department Faculty			
3.	Name of Accredited Programme			
4.	Start/Finish Dates of Current Accreditation	to		
5.	Interim Review Number (Refer to Visiting Board Report)	Interim Review No.		of
6.	Is this Review within the agreed time frame?	<input type="checkbox"/> YES <input type="checkbox"/> NO (Please state reasons for the late submission) _____		
7.	Items for corrections and / or improvements in the Programme recommended in the last Validation Visiting Board Report and the progress of implementations	(i) School / Department / Faculty _____ (ii) Curriculum and programme structure _____ (iii) Admission / Students _____ (iv) Staff _____ (v) Facilities / Information Resources _____		

		(vi) Research <hr/> (vii) Financial <hr/> (viii) Others <hr/>
8.	Have there been significant changes in any of the items during the interim review period (if YES, please specify the details of these changes and also the implications)	(i) Organisation of changes in the School / Department / Faculty <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/> (ii) Changes in key staff appointments (e.g. Dean, Head, Programme Director, etc.) <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/> (iii) Changes in the academic structure of the Programme <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/> (iv) Changes in student admission criteria <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/> (v) Changes in the relationships with outside Institutions (e.g. joint cooperation with an overseas university) <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/> (vi) Changes in Programme funding (e.g. Institution or Faculty-wide budget cuts) <input type="checkbox"/> NO <input type="checkbox"/> YES <hr/>



		<p>(vii) Changes in Programme funding affected staff members</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(viii) Changes in Programme funding affected resource allocations</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(ix) Increase/decrease in student intake numbers</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(x) Increase/decrease in student graduation numbers?</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(xi) Changes in space, facilities or equipment allocations</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(xii) Changes in research funding or research student allocations</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p> <p>(xiii) Other changes that likely affect the quality and/or content of the accredited programme(s)</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p> <p>_____</p>
9.	Are there any other factors	<p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> YES</p>

	that have impacted on the School / Department / Faculty's ability to deliver the Accredited Programme(s)?	<hr/> <hr/> <hr/> <hr/> <hr/>
10.	Signature of Head of School / Faculty / Department	<hr/> Name <hr/> Title <hr/> Date <hr/>

**FOR HKIA OFFICE USE ONLY**

1.	Date of Receipt of this Report by HKIA	
2.	HKIA BEdA's comments on the Report	<input type="checkbox"/> SATISFACTORY <input type="checkbox"/> NOT SATISFACTORY (Please state the reason(s)) <hr/> <hr/> <hr/> <hr/> <hr/>
3.	HKIA BEdA's recommendation(s) to the ARB/HKIA Accreditation Board	<hr/> <hr/> <hr/> <hr/> <hr/>
4.	Suggested follow-up action(s)	<hr/> <hr/> <hr/> <hr/> <hr/>
5.	Signature of the BEdA Chair	<hr/> Name <input type="text"/> Date <input type="text"/>

## **Appendix G – Statement on Accredited Programme**

The School/Department/Faculty shall ensure that the following information and statement must be included, in its entirety, in the official School/Department/Faculty documents such as the prospectus and the admission information for each HKIA/ARB accredited programme, as well as the official website of the Faculty/ Department/ School:

### **The Programme**

- <Title of Degree> degree programme
- A <Number> year <Pre-professional/Professional> architectural programme

### **The Delivering Unit**

<Name of the academic unit delivering the programme>

### **The Degree Conferring Body**

<Name of the Institution conferring the degree>

### **Accreditation Status**

- HKIA/ARB accredited since <Year>
- Current HKIA/ARB Accreditation will expire on <Date/Month/Year>
- Next HKIA/ARB visit for continuing accreditation is scheduled in <Year>

The Architects Registration Board HKSAR (“ARB”), established under the Architects Registration Ordinance (Chapter 408), is the authorised organisation for the registration of architects in Hong Kong.

One of the prerequisites for registration as a registered architect requires a degree from a professional degree programme in architecture recognised by ARB, or jointly accredited by ARB and The Hong Kong Institute of Architects (“HKIA”).

A pre-professional architectural undergraduate degree shall require an additional professional degree in architecture accepted by ARB as the education qualification appropriate for registration as an architect in Hong Kong.

A programme accredited by HKIA/ARB may be granted a five-year term of continuing accreditation, or not more than a three-year term with conditions, depending on the extent of its conformance with the established accreditation criteria.

## Appendix H – Accreditation System Quality Assurance Procedures

### H1.0 The Purpose

HKIA/ARB accreditation system is underpinned by common principles including:

- (a) the system shall operate at all times in accordance with a high standard of professionalism, ethics, and objectivity;
- (b) the process shall be transparent and consistent;
- (c) the activities shall be conducted in relation to individual programmes, in confidence, and with firmly established procedures and conditions for objective and consistent evaluation;
- (d) those involved in the accreditation process shall be knowledgeable and competent in matters related to architecture accreditation, education, and practice.

In line with accepted international quality assurance procedures, it is expected that all aspects of the Validation and Accreditation processes undertaken by HKIA and ARB are kept under systematic review to ensure that best practices are followed and that regular reviews benchmark the standards with international norms.

Additionally, academic and professional developments in the field of Architecture should be reviewed at regular intervals to determine trends and demands arising from societal, environmental and construction industry advances or changes.

### H2.0 The Review Frequency

Reviews to be conducted normally on an annual basis by the Board of Educational Affairs (BEdA) of HKIA and Education and Accreditation Committee of ARB. Where found necessary, BEdA shall submit a summary of quality assurance improvement measures related to accreditation matters to the HKIA / ARB Accreditation Board for consideration and action. This does not preclude a change to this timing to respond to an urgent demand brought about by unforeseen circumstances.

### H3.0 The Methodology

The reviews should be directed towards an improvement in, and standardization of, the processes associated with accreditation matters

related to existing and new Architectural Programmes that are covered by the HKIA / ARB Accreditation Board.

The first element of this approach should be regular monitoring and updating of the documentation associated with the accreditation process viz. Accreditation of New Architectural Programmes; Guidelines for Conducting Advisory Visits and; Accreditation of Architectural Programmes: Criteria and Procedures. Together with these two documents, the Accreditation of Architectural Programmes Interim Review Proforma should be kept under review.

A new feedback mechanism is implemented from this stage to determine any shortcomings in the current documents and procedures. This feedback takes the form of a short report by the Visiting Board Chairman with any comments from individual members. In particular, comments from the overseas members of the Visiting Board should be requested to ensure that the conduct of the Visiting Board is in line with best overseas practices and standards.

After the Visiting Board has completed its work, the School / Department / Faculty under review is also requested to comment on the efficacy of the Visit and whether any improvements in the process can be made.

The BEdA is responsible for recording, collating and analysing this feedback information for future action and for informing the HKIA / ARB Accreditation Board.

Special attention is drawn to the following required documentation and review process by BEdA:

- (a) a self-study that reviews recent challenges to the system (legal or otherwise) and the system's response to the challenges; and identifies critical issue for the system in the near future (1-5 years; and
- (b) current and relevant documentation describing the criteria, policies, and procedures of the system to be reviewed including arrangements for visits, selection and training of visiting teams, ratification processes, etc.

#### **H4.0 Preparation and Training**

In preparing for a requested or required Visitation or re-Visitation, the BEdA must follow the existing procedures of the BEdA with regard to the timing and membership of the Visiting Board. The qualifications of the members entitled to undertake this task are already established but the BEdA should

re-visit these guidelines at regular intervals to ensure that the pool of members available and qualified is adequate for successful operation of the Accreditation system.

To this end, the BEdA is required to instigate a formal system of in-house training for members serving on future Visiting Boards.

This training will take the form of lectures and seminars on the requirements and operation of the Accreditation process together with on-site training as observers on formal Visitations.

Members who have attended this training will be certified and will form the pool of members for future Visits. This certification will be accepted by the HKIA as credit towards Continuing Professional Development as will service on any Visiting Board.

The BEdA will create this pool of certified members in anticipation of future demands for Accreditation.