



香港學術及職業資歷評審局  
Hong Kong Council for Accreditation of  
Academic & Vocational Qualifications

## **ACCREDITATION REPORT**

**THE HANG SENG UNIVERSITY OF HONG KONG**

**LEARNING PROGRAMME ACCREDITATION**

**MASTER OF ARTS IN CHINESE**

**JULY 2021**

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## 1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA694), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) (AAVQO), was commissioned by The Hang Seng University of Hong Kong (HSUHK) to conduct a Learning Programme Accreditation (LPA) exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of HSUHK (the Operator) (with specifications underneath) meets the stated objectives and QF standards and can be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programme seeking accreditation status:

| Programme title<br>(English and Chinese) | Award title on exit<br>(English and Chinese) | Mode of study | Programme length | Major(s) leading to distinctive awards, if any | Claimed QF level |
|------------------------------------------|----------------------------------------------|---------------|------------------|------------------------------------------------|------------------|
| Master of Arts in Chinese<br>中文文學碩士      | Master of Arts in Chinese<br>中文文學碩士          | Full-time     | 1 year           | N/A                                            | 6                |
|                                          |                                              | Part-time     | 2 years          |                                                |                  |

## 2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Master of Arts in Chinese (MA-CHI) programme, subject to the fulfilment of the condition set out in Para. 2.4 below, meets the stated objectives and Qualification Framework (QF) standard at Level 6. Subject to the approval by the Chief Executive-in-Council and the condition stipulated below, the

MA-CHI programme can be offered as an accredited programme with a validity period of three years.

## 2.2 Validity Period

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

2.3 The determinations on the MA-CHI programme is specified as follows:

|                                                      |                                                                         |
|------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Name of Operator</b>                              | The Hang Seng University of Hong Kong<br>香港恒生大學                         |
| <b>Name of Award Granting Body</b>                   | The Hang Seng University of Hong Kong<br>香港恒生大學                         |
| <b>Title of Learning Programme</b>                   | Master of Arts in Chinese<br>中文文學碩士                                     |
| <b>Title of Qualification [Exit Award]</b>           | Master of Arts in Chinese<br>中文文學碩士                                     |
| <b>Primary Area of Study and Training</b>            | A08 Languages and Related Studies                                       |
| <b>Sub-area (Primary Area of Study and Training)</b> | Not applicable                                                          |
| <b>Other Area of Study and Training</b>              | Not applicable                                                          |
| <b>Sub-area (Other Area of Study and Training)</b>   | Not applicable                                                          |
| <b>QF Level</b>                                      | Level 6                                                                 |
| <b>QF Credits</b>                                    | 108                                                                     |
| <b>Credit Unit</b>                                   | 24 units                                                                |
| <b>Mode of Delivery and Programme Length</b>         | Full-time, 1 year (max. 2.5 years)<br>Part-time, 2 years (max. 5 years) |
| <b>Intermediate Exit Award</b>                       | Not applicable                                                          |

|                                                              |                                                                     |
|--------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Start Date of Validity Period</b>                         | 1 September 2022                                                    |
| <b>End Date of Validity Period</b>                           | 31 August 2025                                                      |
| <b>Number of Enrolment</b>                                   | One enrolment per year                                              |
| <b>Maximum Number of New Students Per Year</b>               | 30 Full-time<br>5 Part-time<br><br>Total: 35                        |
| <b>Specification of Competency Standards-based Programme</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>Address of Teaching Venue</b>                             | Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, Hong Kong    |

## 2.4 Condition

### 2.4.1 Requirement

For the benefit of students, the MA-CHI programme is **required** to provide choices of elective modules for full-time and part-time students each semester, namely, at least one more module than the number of elective modules required to take.

The Programme is to submit evidence of course offering for both full-time and part-time modes every semester during the validity period to HKCAAVQ on the fulfillment of the above requirement by the end of each semester, i.e. no later than 31 December for Semester 1 and 30 June for Semester 2. (Para. 4.3.5)

## 2.5 Recommendations

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

- 2.5.1 The Panel **recommended** the Programme Team to further review the action verbs used, for example, “認識” as in MILO (a) of CHI6001 Ritual Studies and Chinese Culture 禮學與中國文化, by taking reference from the Bloom’s Taxonomy Chart. (Para. 4.1.7)

- 2.5.2 The Programme Team is **recommended** to carry out a detailed survey prior to the admission exercise to update on the community and industry needs, and accurately identify the potential student profile for continuous improvement of the programme. (Para. 4.1.9)
- 2.5.3 The MA-CHI programme is **recommended** to set up clear mechanism for initial screening and admission interviews to ensure that among applicants from non-Chinese Majors, only those who possess the necessary background knowledge and relevant skills in Chinese are selected. (Para. 4.2.5)
- 2.5.4 The MA-CHI programme is **recommended** to undertake a review and update of the reference materials of respective modules with indication of their availability and source of holding before the programme is launched. (Para. 4.4.6)
- 2.5.5 To make the supporting services more appropriate for the new MA-CHI programme, HSUHK is **recommended** to extend the time of information technology (IT) support beyond 7:00 pm so that evening classes are well-supported; and to focus the orientation workshops on academic research, academic honesty and other related issues for new Master students. (Para. 4.6.8)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 The Hang Seng University of Hong Kong (HSUHK), formerly known as Hang Seng Management College (HSMC), was registered under the Hong Kong Post-Secondary Colleges Ordinance (Cap. 320) in 2010, and started to offer Bachelor Degree programmes in September 2010.

- 3.2 In April 2018, the former HSMC commissioned HKCAAVQ to conduct an Institutional Review in accordance with the *Roadmap for Becoming a Private University* promulgated by the Education Bureau in 2015. On 30 October 2018, approval was granted by the Government of Hong Kong for HSMC to change its name to “The Hang Seng University of Hong Kong”. HSUHK became a non-profit private liberal-arts-oriented university in Hong Kong.
- 3.3 Since its establishment, HSUHK has undergone a number of accreditation exercises conducted by HKCAAVQ. As of December 2020, it has 24 Bachelor Degree programmes accredited at QF level 5 and six Master Degree programmes at QF Level 6 on offer.
- 3.4 In 2016, HSUHK further obtained Programme Area Accreditation (PAA) status at QF level 5 in eight programme areas: General Business Administration; General Management; Marketing; Accounting; Finance; Translation; Logistics Studies; and Supply-Chain Management. In 2017, the programme area of Mass Media and Communication, Journalism and Public Relations was also granted the PAA status. In 2019, the PAA status was further extended to cover the area of English Language and English Literature.
- 3.5 In November 2020, HSUHK commissioned HKCAAVQ to conduct an accreditation exercise for the Master of Arts in Chinese (MA-CHI) programme. For this exercise, HKCAAVQ formed an expert Panel (Panel Membership at [Appendix 1](#)). To protect all people involved in the exercise from the possible infection of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video-conference on 6-7 May 2021 to reduce social contact. HKCAAVQ’s *Manual for the Four-stage Quality Assurance Process under Hong Kong Qualification Framework (Version 1.2, November 2020)* was the guiding document for HSUHK and the Panel in conducting this exercise.
- 3.6 As the MA-CHI was a new programme in the discipline area where no similar programme was currently offered at this QF level in the institution, to collect full information, HKCAAVQ decided not to apply the Differentiation Approach to this exercise. HSUHK was informed of the decision in writing on 5 January 2021.

## 4. PANEL'S DELIBERATIONS

### 4.1 Programme Objectives and Learning Outcomes

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

- 4.1.1 The MA-CHI programme is hosted by the Department of Chinese under the School of Humanities and Social Science (SHSS) at HSUHK. The Programme Team pointed out in its submission that the curriculum is designed to provide an opportunity for those who desire to pursue further studies in the field of Chinese and those who aim at increasing their competitiveness in the job market by obtaining a higher qualification. To achieve this, the programme is planned to align with the vision and mission of HSUHK, and help students become competent graduates with the university's desired graduate attributes and characteristics.
- 4.1.2 To differentiate the programme from other Chinese programmes at Master degree level offered in Hong Kong (refer to Table 11.4, Programme Accreditation Document (PAD), pp. 8-10), the Programme Team claimed that their new programme has included the distinctive study areas of Sinology, excavated materials and modern application of traditional culture in the present contexts of work and life in the curriculum, which are going to become their signature elements. With such new design, the new programme will equip students with professional knowledge in Chinese studies in both local and global contexts, high level of analytical, critical, and communication skills, and abilities to take up challenges and uphold professional ethics in the work environment.
- 4.1.3 Following this design, the objectives and intended learning outcomes of the MA-CHI programme are set as follows:

#### *Programme Objectives (POs)*

The programme aims to:

|      |                                                                                                                     |
|------|---------------------------------------------------------------------------------------------------------------------|
| PO 1 | Impart advanced knowledge of Chinese for academic and professional developments;                                    |
| PO 2 | Teach research skills for the discipline of Chinese, including research design, bibliographical sources and ethics; |

|      |                                                                                                                                                      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO 3 | Develop in students the ability to critically evaluate information, concepts and evidence from a range of sources at the forefront of the field; and |
| PO 4 | Elevate students' ability to apply advanced knowledge of Chinese to address modern issues.                                                           |

*Programme Intended Learning Outcomes (PILOs)*

Upon successful completion of the programme, students should be able to:

|        |                                                                                                                                                                                                     |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PILO 1 | Synthesise the different areas of studies in language, literature, and culture in the field of Chinese, as well as Sinology in general;                                                             |
| PILO 2 | Autonomously employ research skills such as textual analysis, as well as evaluation and consolidation of textual sources;                                                                           |
| PILO 3 | Critically assess information, concepts, and evidence at the forefront of the field, such as Sinology, western theories, and excavated texts; and                                                   |
| PILO 4 | Apply advanced knowledge of Chinese to various modern issues, such as the modern practice of traditional culture, the globalisation of Chinese studies, and the value of the humanities in society. |

- 4.1.4 To demonstrate the alignment, the Programme Team provided to the Panel mapping tables between (a) the POs and PILOs; (b) the POs/PILOs and the HSUHK Desired Graduate Attributes of Taught Postgraduate Studies in the submission; and subsequently (c) the PILOs and all modules (4 cores and 4 electives) at the request of the Panel at the Initial Comment stage.
- 4.1.5 The SHSS emphasised that the MA-CHI programme, like other postgraduate programmes in the School, takes on a global perspective which they were confident of filling a niche in the market and attracting students from both Hong Kong and the Mainland of China.
- 4.1.6 Commensurate with the Outcome-based Teaching and Learning (OBTL) approach, the Panel emphasised the use of appropriate action verbs in all intended learning outcomes so that the learning outcomes to be achieved are explicit and measurable. Comments had been given by the Panel during the Initial Comment stage on the choice of action verbs, such as “認識”, “employ”, “synthesise”, and “assess” in the PILOs and Module Intended Learning Outcomes

(MILOs). The Programme Team responded with justifications for the verbs chosen with indication of the implied outcomes, but accepted to implement the following revisions:

| PILO/ MILO                                                                    | Original Version                                                                                                                             | Revised Version<br>(Changes in bold)                                                                                                                      |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| PILO 1                                                                        | Synthesise the different areas of studies in language, literature, and culture in the field of Chinese, as well as Sinology in general       | Synthesise and <b>utilise</b> the different areas of studies in language, literature, and culture in the field of Chinese, as well as Sinology in general |
| PILO 2                                                                        | Autonomously employ research skills such as textual analysis, as well as evaluation and consolidation of textual sources                     | Autonomously <b>apply</b> research skills such as textual analysis, as well as evaluation and consolidation of textual sources                            |
| PILO 3                                                                        | Critically assess information, concepts, and evidence at the forefront of the field, such as Sinology, western theories, and excavated texts | Critically <b>evaluate</b> information, concepts, and evidence at the forefront of the field, such as Sinology, western theories, and excavated texts     |
| MILO (a) of CHI6001 Ritual Studies and Chinese Culture (禮學與中國文化)              | 認識古代禮學經典的形成、體例、流傳和分類等相關範疇知識                                                                                                                  | <b>有系統地</b> 認識古代禮學經典的形成、體例、流傳和分類等相關範疇知識                                                                                                                   |
| MILO (a) of CHI6103 Special Topics in Classical Chinese Literature (中國古典文學專題) | 綜合特定韻文的源流特性、體制格律和題材特色                                                                                                                        | <b>整合並闡述</b> 古典文學專題特定文類的源流、體制和題材特色                                                                                                                        |

- 4.1.7 After discussion with the Programme Team at the site visit meeting, the Panel affirmed that to enable effective implementation and evaluation in the future, accurate wording must be used to define the learning objectives in all PILOs and MILOs. To this end, the Panel

**recommended** the Programme Team to further review the action verbs used, for example, “認識” as in MILO (a) of CHI6001 Ritual Studies and Chinese Culture 禮學與中國文化, by taking reference from the Bloom’s Taxonomy Chart.

- 4.1.8 During the planning stage, the Programme Team had made several analyses of the market needs for the programme using information from the government manpower policies and projections (*Report on Manpower Projection to 2027* by the Government of HKSAR, December 2019); Chief Executive’s 2019 Policy Address; an online industry survey in March 2020; a recording of relevant job vacancies on 13, 15 and 20 March 2019; and a survey of potential students in April 2020.
- 4.1.9 While the analyses conducted were useful for the planning of the programme, the Panel considered that the survey on potential students, who were partly their own BA-CHI students and partly from Mainland China, contained no breakdown on the source of respondents and their educational background, and hence was unable to clearly identify the real market demand. Although the Programme Team prepared to conduct a more detailed analysis on the background of students after enrolment, the Panel considered to ensure the programme is well-matched with the manpower demands of the society and the target students’ educational background and academic qualification, the Programme Team is **recommended** to carry out a detailed survey prior to the admission exercise to update on the community and industry needs, and accurately identify the potential student profile for continuous improvement of the programme.
- 4.1.10 In response to the Panel’s question on how the Mainland students who are expected to be the main source of the full-time intake help meet the local manpower and industry needs, the Programme Team expressed their hope that some of these students might stay after graduation and contribute to the local society.
- 4.1.11 Notwithstanding the above observations, the Panel considered that the programme is well-designed with its signature elements, the POs, PILOs and MILOs of individual modules, both core and elective, are clearly stated and well-articulated against each other as well as the Operator’s desired attributes of taught postgraduate students and that they all match the relevant GLD and meet the relevant HKQF standards.

## 4.2 Learner Admission and Selection

*The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.*

- 4.2.1 To ensure students have the ability to pursue and complete the study, the MA-CHI programme sets the minimum requirements for admission as follow:

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Admission Requirements for MA-CHI | <ol style="list-style-type: none"><li>1. A Bachelor's degree from a recognised university or equivalent; applicants should preferably have majored or taken courses in Chinese language, Chinese literature, Chinese culture or related fields;</li><li>2. Fulfilment of one of the following English language proficiency requirements if the applicant's Bachelor's degree was not obtained from a university/ tertiary institution where English is the medium of instruction:<ul style="list-style-type: none"><li>• TOFEL <math>\geq 550</math> (paper-based), <math>\geq 213</math> (computer-based), <math>\geq 79</math> (Internet-based);</li><li>• IELTS <math>\geq 6.0</math>;</li><li>• CET 6 <math>\geq 430</math>;</li><li>• TEM 4 <math>\geq 70</math>; or</li><li>• equivalent of the above.</li></ul></li></ol> |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 4.2.2 After considering their projected manpower resource and financial viability, the Programme Team proposed to admit a maximum of 30 full-time and 5 part-time students per year, hence commencing with a yearly total of 35 students in the academic year 2022/23 and rising to 40 in 2023/24 and remaining the same till 2026/27.
- 4.2.3 Given that the programme is of a Master's level in Chinese, the Panel was uncertain of the means that the Programme Team uses to select applicants when neither a relevant background nor a minimum score or cumulative Grade Point Average (cGPA) in prior learning is required for admission.
- 4.2.4 The Programme Team explained that such requirements shall not be necessary as an initial screening of the applicants will be applied,

and followed by an admission interview conducted by faculty members. It was emphasised by the Programme Team that only those who have the required Chinese proficiency and suitable attitude of study will be admitted.

- 4.2.5 Despite the assurance from the Programme Team, the Panel found that the initial screening and interviews have no explicit criteria and guidelines on screening and selection of applicants, in particular, those from non-Chinese Majors. Thus, to facilitate the selection of the suitable candidates, the Panel has the following recommendation:

The MA-CHI programme is **recommended** to set up clear mechanism for initial screening and admission interviews to ensure that among applicants from non-Chinese Majors, only those who possess the necessary background knowledge and relevant skills in Chinese are selected.

- 4.2.6 The Panel learned from the programme submission that the university's policy of credit transfer and module exemption are applicable to eligible students of the programme and was concerned about the learning outcome and financial viability of the programme if many students are granted credit transfer. In response, the Programme Team assured that the credits to be transferred or modules to be exempted should normally be earned not more than five years before admission to the University and only modules with titles, objectives, contents, assessments, intended learning outcomes, and QF Level similar to the programme modules in question would be considered for credit transfer. The Programme Team believed that the stringent requirements would severely limit the number of successful applications. In the case of module exemption, students will have to take a replacement module to make up for the credits of the exempted module and thus, the Programme Team was confident that eligible students would rarely consider taking that option. With such expectation, the Programme Team firmly believed that the learning outcomes and financial viability of the programme will not be affected.

- 4.2.7 Other than the above observations, the Panel considered that the minimum admission requirements of the MA-CHI programme and the selection process are acceptable.

### 4.3 Programme Structure and Content

*The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.*

- 4.3.1 The MA-CHI programme is designed as either a one-year full-time (maximum 2.5 years) or two-year part-time (maximum 5 years) Master's degree programme with 360 contact hours and 720 self-study hours deriving at a total of 1080 notional learning hours. To be eligible for the award of the Master of Arts in Chinese, students are required to: a) complete a minimum of 24 credits (108 QF credits) as laid down in the programme curriculum with a grade D or above; b) complete 4 core and 4 elective modules; and c) obtain a minimum cGPA of 2.0.
- 4.3.2 The Panel noted that the programme and module design, including the study plan, assessment and examination procedures, had undergone detailed discussions in the internal Programme Development Committee (with one external member). In addition, all core and elective modules were reviewed by appointed module vetters who are senior academic staff of other universities in Hong Kong. Before the HKCAAVQ accreditation, the entire programme covering admission, medium of instruction, ways to strengthen students' employability and other aspects was thoroughly reviewed by an external Independent Review Panel in December 2020.
- 4.3.3 Having endorsed by the university, the programme curriculum for MA-CHI is proposed as follow (Table 12.2, PAD Part 2: Programme Information, p.18):

| Components     | Module Topics                                                              | Credit Unit |
|----------------|----------------------------------------------------------------------------|-------------|
| 4 Core Modules | CHI6001 Ritual Studies and Chinese Culture<br>禮學與中國文化                      | 3           |
|                | CHI6002 Ethics and Culture in Ancient Chinese Classics<br>中國古代經典的倫理與文化     | 3           |
|                | CHI6003 Essentials of Sinology<br>漢學要義                                     | 3           |
|                | CHI6004 Contemporary Literary Theory and Chinese Literature<br>當代文學理論與中國文學 | 3           |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 4 Elective Modules | Take 4 modules from the following: <ul style="list-style-type: none"> <li>• CHI6101 Special Topics in Academic Resources for Pre-Qin China<br/>先秦學術資料專題</li> <li>• CHI6102 Survey of Chinese Textual Scholarship and Sources<br/>中國文獻學通論</li> <li>• CHI6103 Special Topics in Classical Chinese Literature<br/>中國古典文學專題</li> <li>• CHI6104 Culture, Business and Society in Classical Chinese Fiction<br/>中國古典小說與社會商業文化</li> <li>• CHI6105 Special Topics in Modern Chinese<br/>現代漢語專題</li> <li>• CHI6106 Special Topics in Modern and Contemporary Chinese Literature<br/>中國現當代文學專題</li> </ul> | 12                |
| <b>Total</b>       | <b>8 modules</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>24 credits</b> |

4.3.4 Based on the above curriculum, the study plans for the full-time and part-time modes are set as follows (Tables 12.3 and 12.4, PAD, p.19):

| Study Mode            | Semester 1                                            | Semester 2                                                                 |
|-----------------------|-------------------------------------------------------|----------------------------------------------------------------------------|
| Full-time<br>(1 year) | CHI6001 Ritual Studies and Chinese Culture<br>禮學與中國文化 | CHI6002 Ethics and Culture in Ancient Chinese Classics<br>中國古代經典的倫理與文化     |
|                       | CHI6003 Essentials of Sinology<br>漢學要義                | CHI6004 Contemporary Literary Theory and Chinese Literature<br>當代文學理論與中國文學 |
|                       | 2 Elective Modules                                    | 2 Elective Modules                                                         |
| Part-time<br>(Year 1) | CHI6001 Ritual Studies and Chinese Culture<br>禮學與中國文化 | CHI6002 Ethics and Culture in Ancient Chinese Classics<br>中國古代經典的倫理與文化     |
|                       | 1 Elective Module                                     | 1 Elective Module                                                          |
| Part-time<br>(Year 2) | CHI6003 Essentials of Sinology<br>漢學要義                | CHI6004 Contemporary Literary Theory and Chinese Literature<br>當代文學理論與中國文學 |
|                       | 1 Elective Module                                     | 1 Elective Module                                                          |

- 4.3.5 Noting that students will have to take 4 elective modules during the study period, the Panel raised the question on the number of elective modules to be offered each semester. The Programme Team responded that the options available would depend on the number of students enrolled at the time. Given that sufficient financial and manpower resources have been budgeted to cover the offering of the 10 elective modules in the programme's Income and Expenditure Projection (PAD Part 2: Income and Expenditure Projection) and the undertaking from the university's senior management of not setting any minimum student number for taught postgraduate modules, the Panel considered that there shall be no barriers in providing students with sufficient options of elective modules to make them real electives. After detailed exchange during the videoconference meetings, the Panel decided to set a requirement for the programme to ensure that both full-time and part-time students are given sufficient choices of elective modules in each semester of their study:

#### Requirement

For the benefit of students, the MA-CHI programme is **required** to provide choices of elective modules for full-time and part-time students each semester, namely, at least one more module than the number of elective modules required to take.

The Programme is to submit evidence of course offering for both full-time and part-time modes every semester during the validity period to HKCAAVQ on the fulfillment of the above requirement by the end of each semester, i.e. no later than 31 December for Semester 1 and 30 June for Semester 2.

- 4.3.6 Notwithstanding the above observations, the Panel concluded that the MA-CHI programme is well-structured and well-designed with the unique features that will enable learners to progress and achieve the stated objectives and intended learning outcomes.

#### **4.4 Learning, Teaching and Assessment**

*The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.*

- 4.4.1 The programme submission stated that the primary medium of instruction for the MA-CHI programme is Putonghua. Programme modules are generally conducted in a 3-hour session per week. Various pedagogical methods, such as lecture, tutorial, guest speaker, internship, case study, field study, role playing, company visit, student presentation, e-learning/ computer software application, project, independent study, simulation game, and service learning will be employed in the teaching and learning of the Programme. Teachers have the flexibility to choose the teaching approach that is compatible with and most effective to their courses.
- 4.4.2 Student assessment will be conducted via different forms, including but not limited to: assignment, test, group report, class presentation, and dissertation.
- 4.4.3 The Panel noted the positive comments from the module vetters' reports on the MILOs, module contents, module design, pedagogical methods, assessment tasks, texts and references listed. The Panel was satisfied with the samples of assessment task and assessment rubrics provided during the Initial Comment stage.
- 4.4.4 While the overall content was appropriate, the Panel found that some details needed to be addressed and more background readings to be added, which were accepted and revised accordingly by the Programme Team:
- a) CHI6003 Essentials of Sinology 漢學要義
- *Mathew's Chinese-English Dictionary* was corrected to *Mathews' Chinese-English Dictionary*;
  - The scholarship of Peter Boodberg, Edward H. Schafer, David R. Knechtges, Paul W. Kroll, Jean-Pierre Diény, Paul Demiéville, Naito Konan (内藤湖南), Yoshikawa Kōjirō (吉川幸次郎), Itō Masafumi (伊藤正文) on the basics of Sinology was included in the module content;
  - The following sources for background knowledge were added:
    - Honey, David B. *Incense at the Altar: Pioneering Sinologists and the Development of Classical Chinese Philology*. New Haven, CT: The American Oriental Society, 2001.
    - Schafer, Edward H. "What and How is Sinology." *Tang Studies* 8–9 (1990–91): 23–44.
    - Knechtges, David R. and Taiping Chang. *Ancient and Early Medieval Chinese Literature: A Reference Guide*. 4 volumes. Leiden and Boston: Brill, 2010.

- Loewe, Michael, ed. *Early Chinese Texts: A Bibliographical Guide*. Berkeley: The Society for the Study of Early China and The Institute of East Asian Studies, University of California, 1993.

b) CHI6004 Contemporary Literacy Theory and Chinese Literature  
當代文學理論與中國文學

- The following references were included:
  - Wellek, René and Austin Warren. *Theory of Literature*. Third edition. New York: Harcourt, Brace & World, Inc., 1970.
  - Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1999.

c) CHI6103 Special Topics in Classical Chinese Literature 中國古典文學專題

- to include unrhymed prose in the content, which is reflected in the change to the module description (「韻文課題如專家詩詞、辭賦或戲曲等」 is changed to 「古典文學專題如專家詩詞、專家散文或戲曲等」, module content, and text and references (refer to the revised Module Outline in Appendix 2, Response to Panel's Initial Comments)

d) CHI6103 Special Topics in Classical Chinese Literature 中國古典文學專題, and CHI6104 Culture, Business and Society in Classical Chinese Fiction 中國古典小說與社會商業文化

- Change “與及” to “以及” in the module descriptions.

4.4.5 From the Operator's response to the Initial Comments, the Panel further noted that some essential readings listed in the module outlines are not available in the university library. The Programme Team explained that some reference materials are either out of print or too expensive to acquire. However, they assured the Panel that their students will have access to all recommended readings and references through library purchase, online resources (such as The Hong Kong Literature Database 香港文學資料庫), inter-library loans, shared use of library resources of other local universities, or private collection of their teaching staff.

4.4.6 In view of the fact that the reading and reference lists are still subject to further refinement and library acquisition, the MA-CHI programme is **recommended** to undertake a review and update of the reference materials of respective modules with indication of their availability and source of holding before the programme is launched.

4.4.7 In terms of class arrangement, the Programme Team confirmed that full-time and part-time students shall take the same class together for cost effectiveness. Thus, to cater for the part-time students, most of the classes will take place in evenings and weekends. When asked if full-time students will agree to this arrangement, the Programme Team was confident of their acceptance as students will have more free time during the day to pursue their interest and activities. Despite so, the Panel urged the Programme Team to make it clear in promotion and marketing materials so that full-time students are aware of such class arrangement before applying.

4.4.8 For the MA-CHI programme, the Panel had the view that the learning, teaching and assessment activities are effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

#### 4.5 **Programme Leadership and Staffing**

*The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.*

4.5.1 The MA-CHI Programme is hosted by the Department of Chinese and an Associate Professor from the current departmental staff team is appointed to serve as the Programme Director and be responsible for the overall direction and management of the programme with the support of the Programme Committee.

4.5.2 The Department of Chinese is responsible for the delivery of the MA-CHI programme. There are currently eight full-time teaching staff who have expertise in teaching the modules at postgraduate level in the Department, with 4 to 44 years of teaching experience and various expertise in Chinese language, literature, and cultural studies. With each of the existing full-time staff responsible for teaching one module when the programme is launched, part-time staff will be hired to take up the remaining teaching load. It is estimated that a ratio of 7:3 in terms of full-time to part-time staff mix will be adopted in the academic year 2022/23.

- 4.5.3 In terms of staff development, the Panel noted that HSUHK's Staff Development Committee provides ample opportunities for staff, in the forms of both in-house and external activities such as conferences, courses and seminars. All new staff will be provided staff orientation to familiarise them with the university setting, student population and programme operation. The university also encourages professional sharing among staff to foster a culture of teamwork. The Centre for Teaching and Learning provides teaching support and organises regular activities for this purpose, such as holding the teaching award sharing sessions and seminars on teaching and learning. Department Heads or their delegates are invited to visit classes of all new academic staff to ensure and enhance quality teaching and learning.
- 4.5.4 As demonstrated in the summary figures provided in the submission, the teaching staff of the Department of Chinese was active in participating in staff development activities over past five years (Appendix 15.2, PAD Part 2: Appendices). The staff attended the videoconference meeting also confirmed the frequent staff development activities in HSUHK and, on average, they took part in 5-6 events a year.
- 4.5.5 The Department of Chinese takes an active role in encouraging its academic members to participate in research and scholarly activities, such as publication of papers, books, etc., by organising seminars and conferences to facilitate staff development and knowledge transfer, and by supporting their applications for research grants. Total funding of HK\$4.49 million was secured from the Faculty Development Scheme for 7 projects from the academic year 2014/15 to 2020/21 (Appendix 15.3, PAD Part 2: Appendices).
- 4.5.6 The Panel viewed that the Programme Team has strong leadership, well-trained staff in their respective expertise, and good team spirit. With such a professional teaching team, the Panel considered that the programme shall be managed effectively and delivered with quality.

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

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

- 4.6.1 To achieve an understanding of the support given by the other supporting units such as the library, Information Technology Services Centre (ITSC), Student Affairs Office and language centres to the Programme and students, videoconference meetings were held with the various units during the site visit.
- 4.6.2 With regard to the library resources, the Panel noted that funding is centrally allocated for all programmes every year and the library has the practice of working on regular basis with the designated academic staff of respective programmes to ensure that the required learning resources are purchased on time and staff needs for academic references are met.
- 4.6.3 The library staff also undertakes to liaise with other universities in Hong Kong on inter-library loans, shared use of library resources, consortium deals with book publishers and other cooperative projects to enable HSUHK staff and students to have access to teaching and learning resources beyond what the home library has. The library currently has over 600 seats for users and readings rooms open for 24 hours a day.
- 4.6.4 The ITSC is responsible for the introduction, management and maintenance of all technologies used in teaching and learning of the university, especially the two university-wide e-learning platforms, i.e. Moodle and Microsoft Teams. Training sessions on the use of the related technologies are provided to students and staff on a regular basis. One of the highest demands in recent years is on the use of online teaching and assessment to cope with the outbreak of the COVID-19 pandemic. Hotline and Helpdesk is also run to support classes till 7:00 pm.
- 4.6.5 The English Language Centre provides regular workshops and other services, such as academic writing, English readings, grammar checks, etc. to help students improve their English accuracy and presentation. To closely match the needs of students, the Centre will also customise their workshops to cater for the nature and demands of different programmes. For the new MA-CHI programme, their plan is to provide more support to students in the translation of English literary terms to Chinese, how to read English texts associated with Western theories and classic readings on Sinology, etc.
- 4.6.6 The Institute for Chinese Language and Culture holds regular workshops for all students with the aim of raising their proficiency level in academic writing and presentation, and meeting the exit requirement in Putonghua for undergraduate students. Lectures and

talks related to Chinese history and culture have been held for students and staff. Besides, the Centre has the aim of assisting non-Cantonese speaking students with their adaptation to the lives and culture of Hong Kong. Classes on Cantonese are provided at no cost to students. To facilitate language learning and the social mix of students, non-local students will usually pair up with local students in daily interaction and special visits to local places of interest. Local students can volunteer as “peer mentors” to their non-local counterparts. The increased contact between local and non-local students helps enhancing the language skill and cultural understanding of the student population. Such arrangements will also be applicable and beneficial to the MA-CHI Programme as Mainland students are expected to be the main source of students for its full-time mode. The Institute has a plan of holding specific talks/lectures on excavated materials, in line with the signature features of the programme.

4.6.7 The Student Affairs Office provides a wide range of services for students, including hostel, counselling, and student activities. Master students are also eligible for hostel accommodation and services provided by the Office.

4.6.8 The Panel was impressed by the services and staff attitude of the supporting units. The coverage is wide and varieties are rich; support to non-local students is well-considered; serving attitude is outstanding. To make the supporting services more appropriate for the new MA-CHI programme, HSUHK is **recommended** to extend the time of information technology (IT) support beyond 7:00 pm so that evening classes are well-supported, and to focus the orientation workshops on academic research, academic honesty and other related issues for new MA students.

4.6.9 In summary, the Panel considered that the university has provided appropriate and sufficient resources to support the teaching, learning and assessment activities of the MA-CHI Programme.

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

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

- 4.7.1 From the submission documents, the Panel noted that HSUHK has an established Quality Assurance (QA) system in place to govern the development, accreditation, self-monitoring and continuous improvement of their academic programmes.
- 4.7.2 Integral to the system is a set of principles-led QA policies which stipulate various procedures for guarding and attaining the desired standards, goals and performance of the university and its stakeholders. Led by the Academic Board, 17 standing committees, each with well-defined terms of reference and membership composition, act as gate-keepers to ensure good quality in academic development and administration, teaching, learning and research activities of the university programmes.
- 4.7.3 The QA processes for the monitoring and improvement of programmes follow the 5-stage cycle (Plan-Do-Check-Act-Evaluation). As input for the stages of planning, checking and evaluation, feedback from internal (such as staff, students and graduates) and external stakeholders (such as employers, industry, external examiners, module vetters and external advisors/reviewers) is regularly collected and considered by the university in the various QA stages.
- 4.7.4 Through the documentation of various survey results, vetters' reports and the corresponding responses from the Department of Chinese, and the Independent Review Panel Meeting Report, the Programme Team demonstrated that external input had been solicited at the planning stage of the Programme. In the videoconference meetings at the site visit, the senior management, programme leaders, teaching staff, students, potential employers, module vetters, and external programme advisors all confirmed their awareness of and support for the proposed programme and contents.
- 4.7.5 In view of the above, the Panel concluded that HSUHK has undertaken good and thorough QA processes in the planning and development of the MA-CHI programme by involving both internal and external stakeholders. Their effort has ensured the alignment of the intended learning outcomes, teaching and learning activities, and learner assessments with the programme objectives.

## **5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT**

### **5.1 Variation and withdrawal of this Accreditation Report**

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

### **5.2 Appeals**

5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkgf.gov.hk>.

### 5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 56/34/01

5 July 2021

JoH/SF/LuL/jnl

**The Hang Seng University of Hong Kong**

**Learning Programme Accreditation  
Master of Arts in Chinese**

**6-7 May 2021**

**Panel Membership**

**Panel Chair**

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

## Appendix 2

### **Graduate Profile of Master of Arts in Chinese**

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification Title</b>                           | Master of Arts in Chinese                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Qualification Type</b>                            | Master's Degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>QF Level</b>                                      | Level 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Primary Area of Study and Training</b>            | A08 Languages and Related Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sub-area (Primary Area of Study and Training)</b> | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Other Area of Study and Training</b>              | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Sub-area (Other Area of Study and Training)</b>   | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Programme Objectives</b>                          | <ol style="list-style-type: none"><li>1. Impart advanced knowledge of Chinese for academic and professional developments;</li><li>2. Teach research skills for the discipline of Chinese, including research design, bibliographical sources and ethics;</li><li>3. Develop in students the ability to critically evaluate information, concepts and evidence from a range of sources at the forefront of the field; and</li><li>4. Elevate students' ability to apply advanced knowledge of Chinese to address modern issues.</li></ol>                                                                                                                                                                                 |
| <b>Programme Intended Learning Outcomes</b>          | <ol style="list-style-type: none"><li>1. Synthesise and utilise the different areas of studies in language, literature, and culture in the field of Chinese, as well as Sinology in general;</li><li>2. Autonomously apply research skills such as textual analysis, as well as evaluation and consolidation of textual sources;</li><li>3. Critically evaluate information, concepts, and evidence at the forefront of the field, such as Sinology, western theories, and excavated texts; and</li><li>4. Apply advanced knowledge of Chinese to various modern issues, such as the modern practice of traditional culture, the globalisation of Chinese studies, and the value of the humanities in society.</li></ol> |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Education Pathways</b>             | <p>Graduates of the programme may apply for MPhil or PhD programmes locally or overseas in disciplines such as Chinese, bilingual studies, cultural studies and humanities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Employment Pathways</b>            | <p>Graduates may take up the following positions:</p> <ol style="list-style-type: none"> <li>1. Teacher/ Teaching Assistant</li> <li>2. Researcher</li> <li>3. Administrative Assistant/ Executive</li> <li>4. Editor</li> <li>5. Communication Officer/ Media Relations Specialist</li> </ol> <p>Potential employers may include the following industries:</p> <ol style="list-style-type: none"> <li>1. Teaching and Education</li> <li>2. Policy and Governance</li> <li>3. Publication</li> <li>4. Public Relations/ Cultural Industries</li> </ol>                                                                                                                                                                                    |
| <b>Minimum Admission Requirements</b> | <ol style="list-style-type: none"> <li>1. A Bachelor's degree from a recognised university or equivalent; applicants should preferably have majored or taken courses in Chinese language, Chinese literature, Chinese culture or related fields;</li> <li>2. Fulfilment of one of the following English language proficiency requirements if the applicant's Bachelor's degree was not obtained from a university/ tertiary institution where English is the medium of instruction: TOEFL <math>\geq</math> 550 (paper-based), <math>\geq</math> 213 (computer-based), <math>\geq</math> 79 (internet-based); IELTS <math>\geq</math> 6.0; CET 6 <math>\geq</math> 430; TEM-4 <math>\geq</math> 70; or equivalent of the above.</li> </ol> |
| <b>Graduation Requirements</b>        | <p>To be eligible for the award of the Master of Arts in Chinese, students are required to:</p> <ol style="list-style-type: none"> <li>1. Complete and obtain a grade D or above in at least 24 credits (8 modules), including 4 core modules and 4 elective modules; and</li> <li>2. Obtain a minimum cGPA of 2.0.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Operator</b>                       | <p>The Hang Seng University of Hong Kong<br/>香港恒生大學</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

