



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

ACCREDITATION REPORT

CHU HAI COLLEGE OF HIGHER EDUCATION

LEARNING PROGRAMME ACCREDITATION

**MASTER OF ARTS IN HISTORY AND CULTURE OF
SOUTH CHINA PROGRAMME**

JULY 2021

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA648), 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 Chu Hai College of Higher Education to conduct a Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of Chu Hai College of Higher Education (the College) (with specifications under (1.1.1)) meets the stated objectives and QF standards and can be offered as an accredited programme; and
- (b) To issue to the College an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.1.1 Specifications of the programme seeking accreditation status

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Major(s) leading to distinctive awards, if any	Claimed QF level
Master of Arts in History and Culture of South China Programme 華南歷史與文化文學碩士課程	Master of Arts in History and Culture of South China 華南歷史與文化文學碩士	Full-time	1 year	N/A	6
		Part-time	2 years		

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Master of Arts in History and Culture of South China Programme (the Programme) meets the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an

accredited programme with a validity period of three years from the academic year of 2021/22 to 2023/24.

2.2 Validity Period

- 2.2.1 The validity period will, provided that the College fulfilled pre-conditions to the commencement of a validity period set out in Para. 2.4, commence on the date specified below. Colleges may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

- 2.3 The determinations on the Programme are specified as follows:

Name of Operator	Chu Hai College of Higher Education 珠海學院
Name of Award Granting Body	Chu Hai College of Higher Education 珠海學院
Title of Learning Programme	Master of Arts in History and Culture of South China Programme 華南歷史與文化文學碩士課程
Title of Qualification	Master of Arts in History and Culture of South China 華南歷史與文化文學碩士
Primary Area of Study and Training	Humanities
Sub-area (Primary Area of Study and Training)	Humanities
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	121 (rounded up from 120.5*)

Mode(s) of Delivery and Programme Length	Full-time, 12 months (Normal); 24 months (Maximum) Part-time, 24 months (Normal); 48 months (Maximum)
Intermediate Exit Award(s)	Not applicable
Start Date of Validity Period	1 September 2022
End Date of Validity Period	31 August 2025
Number of Enrolment(s)	Two enrolments per year
Maximum Number of New Students	80 (Full-time: 70; Part-time: 10)
Address of Teaching / Training Venue(s)	80 Castle Peak Road, Castle Peak Bay, Tuen Mun, New Territories, Hong Kong
* 'For a programme with more than one module, the QF credit value should be rounded off after summing up the total QF credit values of all the modules of the programme.' (<i>Operational Guidelines on Use of Credit</i> , HKQF)	

2.4 Conditions

Pre-condition

- 2.4.1 The College is to state clearly Putonghua as the medium of instruction in the *General Information of the Programme*. The applicants should be well informed of the language requirement before applying to the Programme (*Paragraph 4.4.2*).

The College is to submit evidence(s) shown in all official documents about the medium of instruction to be used in this programme to HKCAAVQ for the fulfilment of the above pre-condition **on or before 9 December 2021**.

- 2.4.2 The College is to revise the design of programme to ensure alignment of the PILOs and content by replacing *Historiography* with a course that emphasises on different perspectives and comprehensive knowledge to understand the history and culture of South China; for example, *Interdisciplinary Approaches to the Study of South China* (*Paragraph 4.3.7*)

The College is to submit information of the course proposed to replace the course of Historiography; on top of those basic information required in the Course Description Form, mapping between CILOs with POs and PILOs should be shown clearly. The required information should be submitted to HKCAAVQ for the fulfilment of the above pre-condition **on or before 9 December 2021**.

2.5 Recommendations

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

- 2.5.1 The College is recommended to make sure programme information, such as medium of instructions, availability of hostel places for overseas students and teaching staff, level of clarity and depth in course descriptions for different courses, etc. should be clearly defined and accurately presented in all official documents, in particular information to be released to the public (*Paragraph 4.7.1*).
- 2.5.2 The College is recommended to fully engage subject experts and academic advisors and external advisors for consultation in programme content design, development, management and review. Ensure that they have reviewed and commented all the Programme documents; give timely advises to ensure that the Programme meets academic standards and maintain quality as claimed. (*Paragraph 4.3.10*).
- 2.5.3 The College is recommended to set an admission requirement for applicants who already received a Bachelor's degree in related disciplines. (*Paragraph 4.2.5*).
- 2.5.4 To better align the Programme title with its POs, PILOs and content coverage, the College is strongly recommended to consider the followings:
 - (a) Define South China (Huanan) (*Paragraph 4.1.5*); and
 - (b) To design programme content which is commensurate with the title, the College can consider whether the temporal coverage of certain courses can be extended beyond Ming and Qing China (*Paragraph 4.3.5*).

2.6 **Advice**

- 2.6.1 The College is advised to invite subject experts in questionnaire design to clearly understand the market niche and human resources needs in the relevant industry sectors; to clearly define the Program's positioning correspondingly. (*Paragraph 4.1.6*)
 - 2.6.2 For the content coverage of the Programme, the College is advised to go beyond Greater Bay Area (GBA) so as to broaden students' perspectives as stated in the PO1 (*Paragraph 4.3.9*).
 - 2.6.3 The College is advised to arrange for each course teacher of the Programme to have at least one hour per week reserved for student consultation (*Paragraph 4.4.4*).
 - 2.6.4 The College is advised to submit a separate application to HKCAAVQ for the proposal of substantial change in the assessment scheme and grading system with corresponding standards and grade points (*Paragraph 4.4.6*).
 - 2.6.5 The College is advised to ensure that the workload of teaching staff will not affect the quality of teaching; and is encouraged to promote achievers (*Paragraph 4.5.3*).
 - 2.6.6 The College is advised to have adequate communications with the external advisors not only for seeking their comments on the Programme content at an initial stage, but also for programme management and to have a better operation in delivering the Programme continuously (*Paragraph 4.7.4*).
- 2.7 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 Chu Hai College of Higher Education (the College) has been registered since 2004 under the Post Secondary Colleges Ordinance (Cap. 320) as a privately funded, non-profit-making post-secondary college. The College started operating in the current campus near Castle Peak Bay in Tuen Mun in September 2016.
- 3.2 Since its registration as a post-secondary college in 2004, the College has undergone a number of Learning Programme Accreditation and Re-accreditation exercises. The College is currently operating 23 accredited programmes, including 16 Bachelor's degree programmes and seven Master's degree programmes. In addition, the College has successfully obtained Programme Area Accreditation (PAA) for Chinese Language, Chinese Literature, Journalism, Mass Communication, Accounting, Finance, General Business Administration, Civil Engineering and Architecture.
- 3.3 The College commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) for the Master of Arts in History and Culture of South China Programme. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at **Appendix 1**).
- 3.4 In view of the unstable circumstances brought by the COVID-19 pandemic, and considered participants' safety as top priority, the on-site visit was replaced by video-conference arranged at HKCAAVQ on 29 and 30 April 2021. In conducting this exercise, HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualification Framework (HKQF, Version 1.1, April 2019)* served as the guiding document for the College and the Panel.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the College.

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 Master of Arts in History and Culture of South China Programme (the Programme) is hosted by the Department of Chinese Literature (the Department) under the Faculty of Arts and Social Sciences of the College (the Faculty).
- 4.1.2 The Panel noted that the College had conducted two surveys in February and July of 2020 respectively in order to understand the market needs. The results in addition to the encouragement got from external advisory committees supported the College to launch a programme in the subject area of South China's history and culture at Master's level (*pp. 5-6, Main Submission*).
- 4.1.3 The Objectives and Intended Learning Outcomes of the Programme are as follows:

Programme Objectives (POs)

- PO1 To cultivate a broad perspective covering South China to Southeast Asia by enabling students to apprehend fully the values of ancient and modern culture and heritage, explore the historical and cultural exchanges between the East and the West, with special attention to the historical and cultural development of the South China Greater Bay Area and Southeast Asia;
- PO2 To enable flexible applications in different professional sectors by nurturing talents with a strong foundation in historical studies and capable of applications in the various professional sectors in society nowadays, that is the ability to apply what they have learnt to cultural conservation undertakings for the development of modern society, museum management, cultural tourism and the like; and
- PO3 To provide training in academic methodology by cultivating in postgraduate students the ability to analyse and integrate research materials in historical studies and master the regional characteristics and cultural heritage of South China

for applications in modern life and related cultural development.

Programme Intended Learning Outcomes (PILOs)

Upon completion of the Programme, students should be able:

PILO1 to demonstrate comprehensive knowledge of the history and cultural of South China essential for a specialist in this field;

PILO2 to establish the capability to carry out systematic research on the history and culture of South China for undertaking advanced research on the subject area;

PILO3 to make use of historical research methods to analyse the development of a region's history and culture so as to understand the 'truth' of its history and culture; and

PILO 4 to master thinking and critiquing abilities and apply them to modern life.

4.1.4 The Panel was provided with the following information for assessment:

- (a) Mapping of the College's missions and the POs;
- (b) Mapping of the PILOs with the POs; and
- (c) Mapping of the PILOs with the Generic Level Descriptors (GLD) at QF Level 6;
- (d) Overall curriculum content and structure; and
- (e) Course syllabuses with specifications offered of individual course printed on Course Description Forms, which also cover information such as Course Intended Learning Outcomes (CILOs), mapping with the PILOs, number of credits, contact hours and self-study hour, teaching learning activities and assessment methods, etc.

4.1.5 After reviewing the submitted documents, the Panel held an initial view that 'South China' as a keyword in the Programme title, should be defined precisely in temporal and spatial scopes; otherwise, it is difficult to attain PO1 and PILO1. The focus of study will then be diluted. The Panel sought clarifications at the site visit. After further discussions with the College representatives at the site visit, the Panel was provided with additional information to better illustrate the College's positioning of 'South China' from different perspectives and interpretations as a key topic in the programme. Noting the possible

different interpretations of the concept of 'South China, the Panel regarded that it might bring confusion when presenting the Programme to other different stakeholders. Therefore, the Panel put forth the following recommendations:

In order to better align the Programme title with its POs, PILOs and the content coverage, the College is strongly **recommended** to consider the followings:

- (a) Define South China (Huanan); and
- (b) Whether the temporal coverage of certain courses can be extended beyond Ming and Qing China.

4.1.6 To assess the potential market niche in relation to the positioning of the Programme, the Department conducted surveys and also benchmarked the Programme against similar programmes offered at Master's level by four local and two overseas universities. The content and data analysis about the sets of surveys are covered in the *Main Document and Appendices* submitted by the Operator. From these surveys, the Panel noted the followings:

- (a) Two questionnaire surveys, targeted at prospective students and employers respectively were conducted in February and July of 2020. Respondents' opinions on the POs were solicited in both surveys.
- (b) A sampling frame was built mainly on the basis of the existing contact networks of the Department i.e. pool of graduates, alumni and the list of internship providers (*pp.3-4 Appendix 2.2b*). From the sampling frame, survey targets were randomly selected. The Panel regarded that the source to form the sampling frame was limited, which was confined to undergraduate students and past graduates of the College and other local universities (no specified ratio between undergraduate students and past graduates as well as between the College and 'other local universities'; and the number of 'other local universities' involved was unknown). Moreover, using single research method (questionnaire survey) also made the result not comprehensive enough to reveal market demands for a Master's degree programme scoped in the domain of historical and cultural development of South China.

- (c) The response rate (86.21% in prospective student survey and 53.33% in employer survey) and conclusions drawn from these surveys were positive (p.3, ditto). Respondents generally identified with the POs (44% of student respondents (n=88); 91.7% of employer respondents (n=22)) believe that the Programme can help with cultural conservation and the development of commerce/ cultural tourism in the area. It also helps develop human resources (p.6 & p.13, ditto). Moreover, student respondents expressed interest to enroll in the Programme (81% (n=162), p.8, ditto) and 62.5% (n=15) of the employer respondents expressed interest to hire graduates of the Programme (p.17, ditto).

The Panel regarded that market research is important for positioning of the Programme proposed, particularly for launching and planning the development direction of a new programme. Therefore, the College is **advised** to invite subject experts in questionnaire design to clearly understand the market niche and human resources needs in the relevant industry sectors; and to clearly define the Program's positioning correspondingly.

- 4.1.7 After reviewing the Market Needs Survey Report (Appendix 2.2b) and Response to the Initial Comment, as well as meeting with the Programme Team, the Panel observed that divergent expectations exist among different stakeholders to the Programme. This may be one of the causes that made the Programme's positioning stay in ambivalence. At the site visit, the Panel raised the followings:

- (a) From the surveys, the potential students expressed that they are interested in the Programme for academic advancement. They may not have a career plan in the cultural or museum industries (p.11, ditto); whereas the employers in general (95.8% (n=23) think that cultural and museum institutions in Hong Kong and the Greater Bay Area have demand for students with an MA in History and Culture of South China (pp.16-17, ditto). The Panel considered that the College needs to address expectation discrepancy between potential students and employers and determine the positioning of the Programme so as to provide relevant curriculum design.
- (b) After meeting the Programme Team, the Panel was confirmed that the curriculum design consists of elements related mainly to intellectual rather than vocational development of students. Courses such as *Historiography*, *History of Ethnic Groups of South China*, etc., stress heavily on academic effort to prepare

students for conducting research. These observations reinforced the Panel's belief that the Programme is more academically posited.

- 4.1.8 The College conceded that the Programme design is more academic-based with a greater emphasis put on academic training. However, it also takes into account of practical needs of some potential students, who want to enhance their employment opportunities in museum and/or commerce/ cultural tourism industry sectors. Simultaneously, the Programme also responds to employers' expectations to promote understanding of historical and cultural development of South China to cater for long-term demands of human resources for developing tourism there.

The Panel foresaw prospective learners might be confused if the positioning and corresponding substance of study were not clearly defined. In response to the aforesaid, the Programme team explained that the curriculum of the programme will not be confined to the study of the history of South China, namely, the economic and cultural development of the region, but will cover the various aspects, including language, food, festivals, architectures, migration and relocation of ethnic groups, that have interacted dynamically to constitute the identities and cultures of the region. Therefore, the Programme team considered the substance of study involves many domains, such as arthrography, ethnography or cultural studies. The subject is derived from a more extended and complicated concept that transcends geographical boundaries of South China. It is to study nurturing of different cultures from a perspective of historical development and movements of people. People's movement (diaspora) from different provinces to South China, and to Southeast Asia, was impacted and concomitantly brought changes to these areas in the last five to six hundred years.

- 4.1.9 As a newly initiated programme, the College claimed that demands of different stakeholders were taken into considerations until an optimal positioning of the Programme could be found. The College claimed that both academic and employment needs of students will be weighted, although the former has been more emphasised.
- 4.1.10 Moreover, the Panel queried about the knowledge coverage and targeted students of the Programme. At the site visit, the Panel inquired about the reasons to hinge on the Greater Bay Area (GBA) in the design of the Programme content. A question in both market needs surveys stated, 'understanding the historical and cultural development of South China helps enhance the connection with the

Greater Bay Area', p.6 & p.13, 2.2b, ditto). However, no clear directions for the purpose to connect with the GBA were concluded, except for exploring if there is an employment opportunity for graduates. In view of this, the College tends to address the employment needs of graduates and human resource demands from employers. The Programme can help students deepen their understanding in the ancient and contemporary historical and cultural development of South China, in particular its connection with the Greater Bay Area. Graduates will become trained specialists in this domain and more understand about development of tangible and intangible cultural heritage. The claim is supported by findings in the employer survey that 62.5% of employers would like to employ graduates of this Programme. A Graduate Profile of the Programme which listed out possible employment pathways for the graduates is attached in Appendix 2.

- 4.1.11 Moreover, the Panel queried about recruitment of students from Mainland China as main target (80%) for the Programme, but the Programme will be operated locally. The College explained that due to the coming relaxation of government policy on the maximum quota of student intakes through non-standard entry, the Programme will also open to the Mainland students. Lessons can be offered via Zoom in case the majority of them cannot attend class in person due to the pandemic situation.

Given that the Programme is a new initiative, the College has been searching for an optimal positioning in the market. Taken into account of great varieties of demands from different stakeholders, it takes time for the College to refine the focus and corresponding market niche of the Programme. Nevertheless, the Programme is highly supported by both advisory committee members and external advisors for its launching. The Panel also considered that the POs and PILOs designed for the Programme are able to address education and industry needs. The Programme with the designed POs and PILOs is commensurate with appropriate standards of QF level 6; notwithstanding, some adjustments in the coverage of knowledge and curriculum content are needed at operational level, better with a well-defined temporal and spatial scopes for 'South China'.

4.2 Learner Admission and Selection

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

- 4.2.1 The Panel was provided with the College's Quality Manual and noted the admissions policy and principles, the responsible unit for matters concerning admissions at the operational level. Panel members also got informed of the concerned guidelines, processes and overall procedures throughout the selection of prospective students, as these are set out in Chapter 2 of the College's Quality Manual: Teaching and Learning V 2.1 (Dec 2020) (p.7).
- 4.2.2 From the submitted documents, the Panel was informed about the minimum admission requirements of the Programme, which are outlined as follows:
 - (a) A Bachelor's degree awarded by this College or other recognised universities, or an equivalent qualification;
 - (b) Level 3 or above in Chinese Language of HKDSE; or other evidence that the applicant has sufficient knowledge of the Chinese Language.
- 4.2.3 The Panel was informed by TPG1.2 of the General Regulations for Taught Postgraduate Programmes, that applicants seeking admission to this Programme do not have to fulfil the stated English Language Requirements, because the Programme is taught in Chinese (TPG1.2 of Appendix C of the Quality Manual Appendices; p.6, The Quality Manual: Teaching and Learning V 2.1 (Dec 2020)).
- 4.2.4 It is projected that applicants from Mainland China, particularly those from the Greater Bay Area, will be the major targets for the Programme. The College is reminded to adhere to the current policy about admission of non-local students, particularly from Mainland, Macau and Taiwan (MMT) to locally-accredited programmes offered by self-financed operators (requirements are set differently for such programmes in full-time and part-time modes respectively).

- 4.2.5 The Panel considered that Master's degree programme is to put more emphasis on specialised and advanced level of knowledge. It may be too difficult for students without prior knowledge in History or relevant studies in particular discipline(s). Given that the subject area is not easy for novice, students without a relevant background may encounter difficulties, particularly those who have not studied any humanity subjects before. It may result in great divergence among students' level of competence and make teaching and learning far more difficult. In view of this, the Panel thus put forth the following recommendation:

Besides Chinese language proficiency in listening and writing is a necessary minimum requirement for admission of this Programme, the College is **recommended** to set an admission requirement for applicants who already received a Bachelor's degree in related discipline.

- 4.2.6 The maximum yearly student intake number of the Programme proposed by the College is 80 (Full-time: 70 and Part-time:10). The Panel noted the College has taken into account its resources in terms of staffing and facilities in proposing the maximum number of student intakes per year. Graduates of the Department will also be targeted.
- 4.2.7 The Panel found that although respondents strongly indicated that they want to enroll in part-time mode in the student survey (74.4%, n=162) (p. 9 & p.19, Market Needs Survey Report 2.2b, Main Documents & Appendices), the College still proposed 70 in number as the maximum intakes for full-time annually; and only 10 for part-time. At the site visit, the College responded consistently as it was in the *Response to Initial Comments* that their preference is to admit full-time students first and will consider offer to part-time applicants accordingly.
- 4.2.8 To conclude, the Panel regarded that the minimum admission requirements are clearly outlined; so does the selection of suitable students for the Programme.

4.3 **Programme Structure and Content**

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

4.3.1 The Programme will be of one year duration with two semesters of teaching (Fall and Spring). Normal period of study is one year for full-time (two years at maximum); and two years for part-time students (4 years at maximum). Each course in the Programme carries three credits, except for *Academic Report* which carries 6 credits. Students are required to pass 12 credits of core courses and 18 credits of elective courses for graduation within the normal period of study. The total notional learning hours (contact hours plus self-study hours plus assessment hours) of the Programme are 1,205, making the total QF credits 121 (rounded up from 120.5*). For further information on individual courses, the College provided the course syllabus and other relevant information for the Panel's review.

4.3.2 The Panel was also provided with information about similar programmes offered by four local universities and two overseas institutions for benchmarking. According to the College, there are no comparable QF-level programmes with exactly the same substance of study.

4.3.3 The core and elective courses to be offered in the Programme are listed as follows:

Course Title	Mapping with the Programme Intended Learning Outcomes (PILOs1 - 4)	Credits	QF Credits
Core Courses			
Historiography (史學方法)	PILO 1-3	3	12
Cultural Heritage and Conservation (文化與保育)	PILO 1-4	3	12
Academic Report (專題報告)	PILO 1-3	6	24.5
Core credits in total		12	
Elective Courses			
Hong Kong History and Culture (香港歷史文化研究)	PILO 1-4	3	12
Historical Geography of South China (華南史地研究)	PILO 1-4	3	12
History of Ethnic Groups of South China (華南民族文化史)	PILO 1-3	3	12
Architecture and Lifestyles of South China (華南建築與生活文化)	PILO 1-3	3	12
Folk Customs and Beliefs of South China (華南民俗與信仰)	PILO 1-3	3	12

Topical Studies: Tangible and Intangible Cultural Heritage (物質與非物質文化專題)	PILO 1-3	3	12
Topical Studies: Modern Chinese History (中國近現代史專題)	PILO 2-4	3	12
Overseas Chinese History (海外華人史)	PILO 1-4	3	12
Cultural History of Southeast Asia (南洋文化史)	PILO 1,2 & 4	3	12
History of Sino-foreign Relationships (中外交通史)	PILO 2-4	3	12
Minimum elective credits		18	
Total (for the number of credits required for graduation only)		30	121 (rounded up from 120.5*)

4.3.4 After reviewing the Programme design by its structure and curriculum content, the Panel observed that the subject of study is not clear. The Panel shared the followings observations:

- (a) The content coverage is broad. It covers various aspects of 'South China' as a geographical region. As such, the Programme is presented much like a study of regional history with focus on historical development of some identified aspects;
- (b) It shows in the POs that, study of history and culture of South China is aimed to enable students to understand the value of ancient and modern culture and heritage, and learn to preserve cultural heritage after knowing the relevant historical background. From this perspective, it is regarded as a subject for exploring cultural history. Focus is put on understanding the value of ancient and modern cultures which have been developing throughout history. The Panel considered that the focus of the subject is on cultural history
- (c) One of the objectives to enhance connection with the Greater Bay Area (GBA) is not clearly articulated as part of the content design. Doubt was shown in the student survey by the respondents' feedback to the statement of 'understanding the historical and cultural development of South China helps enhance the connection with the Greater Bay Area' (22% (n=44) either disagree or strongly disagree with the statement; 34% (n=68) have no comment to the statement (p.6 Market Needs Survey Report 2.2b). As shown, enhanced connection with the GBA is expected, but the rationale behind and relevance in relating it to the focus of study were not well explicated.

Contents about the linkage are not covered in the curriculum. In view of this, study of historical and cultural development of South China is directed with an ultimate goal to connect with the GBA, which is not found in the curriculum design.

The Panel suggested the College to refine the scope of the study by defining clearly 'South China' in terms of temporal and spatial boundaries; and provide justification(s) in relating with 'enhanced connection with GBA' as one of the strands in the scope of study.

- 4.3.5 At the site visit, the College representatives supplemented the definition of 'South China' with different perspectives for various interpretations. It leaves the Programme a broad spectrum of possibilities in terms of content coverage and direction for its future development (in academic realm or inspirations for practice). However, a programme without a clearly defined scope in its subject of study may lose focus. The Panel regarded that as long as the Programme keeps the definition of 'South China' in vague terms, it is difficult to design a commensurable content with a sharp focus of the study. If there is no consensus on the definition of South China, whereas students have their understanding about it, it will result in their expectation discrepancies.

The representatives from external stakeholders and the Programme Team responded that 'South China' is a geographical term and an extended concept of cultural interchange, evolution and integration as a result of people movements to and from South China. The College regarded that the title reflects the Programme as a whole with the proposed courses about cultural migration and integration. It provides a different view distinctive from general understanding of what South China is about. Given that there is no unanimous definition of 'South China' and the aforesaid conceptual understanding is not easily shared among general public and prospective learners, the College was suggested to clearly define 'South China' in a temporal framework.

The Panel agreed with an external advisor at the site visit that, courses of the Programme have their temporal background close to Ming and Qing Dynasty. The Panel considered that human activities in South China region can be traced to Qin Dynasty. Therefore, the temporal framework can be set earlier.

To design programme content which is commensurate with the title, the College is **recommended** to consider whether the temporal coverage of certain courses can be extended beyond Ming and Qing China.

- 4.3.6 The Panel doubted that only a few courses in the Programme content relate to the focus of study. Given that South China and its vicinity is the focus of study, only four elective courses in the Programme content with 'South China' in their course name. The College explained that many elements about 'South China' are integrated in teaching of whichever courses in this Programme. After reviewed the syllabuses from the Course Description Forms, the Panel did not insist to ask for further detailed information. Although not all courses have the concerned coverage in content, the Panel accepted the College's explanation that subject teachers will integrate the course content with 'South China' in their teaching.
- 4.3.7 When looking into the curriculum content, the Panel was interested about putting *Historiography* as one of the core courses. The subject is regarded as a higher-level academic-based subject and too complicated for students, especially for those without relevant study background. Representatives at the site visit supplemented that emphasis is put on teaching methods for students to understand South China. Basic methods such as oral history and field study will be introduced in the course. The Panel considered the course may be too difficult for students, especially if they have no prior knowledge of Chinese history. The Panel asked the College to replace it by other course(s), which serve to introduce multiple methods and approaches to understand South China. The Panel put forth the following **condition**:

Pre-condition

The College is to revise the design of programme to ensure alignment of the PILOs and content by replacing *Historiography* with a course that emphasises on different perspectives and comprehensive knowledge to understand the history and culture of South China; for example, Interdisciplinary Approaches to the Study of South China.

The College is to submit information of the course proposed to replace the course of *Historiography*; on top of those basic information required in the Course Description Form, mapping between CILOs with POs and PILOs should be shown clearly. The

required information should be submitted to HKCAAVQ for the fulfilment of the above pre-condition on or before 9 December 2021.

- 4.3.8 Followed Para 4.2.5 the Panel raised if there are any foundation or bridging courses for those who do not have any relevant background in the field of study. The College responded that *Historical Geography of South China* and *History of Ethnic Groups of South China* are some examples of foundation courses proposed as electives for those students who do not have any relevant study background. Moreover, students will be informed well enough by induction and foundation courses before choosing electives for study. The range of elective courses provided is aimed to broaden students' perspectives in a wider regional context. With consideration that if students still encounter learning difficulties even after they have attended those foundation or bridging courses, the College may consider to address their learning needs further and provide pertinent support or enhanced classes for them.
- 4.3.9 The Panel also observed that the Programme content confines too much to GBA and its vicinity. The College is **advised** to go beyond GBA so as to broaden students' perspectives as stated in the PO1. For instance, from understanding Nanyang history (which include even Thailand and Vietnam, etc.) to explore how transmission and integration of ethnic groups' cultures took place when people migrate to and from Huanan; and how these migrant populations contributed to these different regions in Southeast Asia in the aspect of cultural exchange.
- 4.3.10 After meeting with the representatives of stakeholders (external examiner and members of Advisory Committee) at the site visit, the Panel observed that external advisors were not fully engaged for consultations during programme design and planning. The questionnaire used for collecting stakeholders' opinions was not reviewed by them, though they contributed preliminary comments upon receiving the Programme documents. Their rich experience in the academic field and expertise were not fully utilised in the development of the Programme. The Panel held the view that the Programme team and external advisors can have better communications in the process of Programme design, management and development.

The Panel then put forth the following recommendation:

The College is **recommended** to fully engage subject experts and academic advisors and external advisors for consultation in programme content design, development, management and review. Ensure that they have reviewed and commented all the Programme documents; give timely advises to ensure the Programme meets academic standards and maintain quality as claimed.

4.3.11 The Panel found that some of the courses have detailed illustrations about course information in Course Description Forms and its linkage with the POs as well as PILOs; while some do not. The College noted and will ask the lecturers to write in a more consistent style in the Forms.

4.3.12 To conclude, the Panel regarded the Programme needs a clear definition of 'South China' with temporal and spatial framework so that the content coverage and focus of study can be clearly articulated. Moreover, the College is to consider level of difficulty of the courses provided in accordance with learning needs and competence of students.

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 specific learning, teaching and assessment methods are given in the course syllabus. The Panel was also provided with the following information:

- (a) Samples of teaching learning materials of two core courses and two electives;
- (b) Guidelines or materials used in different forms of teaching and learning activities (lectures, tutorials, group discussions, fieldtrips, etc.);
- (c) Guidelines and assessment rubrics for students' written assignments and presentations; and
- (d) A set of drafted test and examination papers with marking schemes.

- 4.4.2 The medium of instruction in the Programme is Putonghua/ Cantonese as marked in the *General Information* of the Programme. The Panel regarded that medium of instruction should be clearly stated. Instead of putting a slash, either Putonghua or Cantonese will be used, dependent on the language to which the teacher gets used in teaching. In order to let prospective learners have an informed choice in making enrollment decision. Therefore, the Panel put forth the following **condition**:

Pre-condition

The College is to state clearly Putonghua as the medium of instruction in the Programme. The applicants should be well informed of the language requirement before applying for the Programme.

The College is to submit evidence(s) shown in all official documents about the medium of instruction to be used in this programme to HKCAAVQ for the fulfilment of the above pre-condition **on or before 9 December 2021**.

- 4.4.3 The Panel was also informed about teaching and learning activities, distribution of learning hours (contact /self-study/ assessment hours) of each course by a table listed as below:

Course Title	Teaching and learning activities	Contact Hours (A)	Self-study Hours (B)	Assessment Hours (C)	Notional Learning Hours (A+B+C)
Core Courses					
史學方法 Historiography	Class Teaching, Group Discussion	39	(78) Self-studying, Report writing	3	120
文化與保育 Cultural Heritage and Conservation	Class Teaching, Group Discussion, Presentation, Fieldwork	39	(78) Self-studying, Report writing, Fieldwork Report	3	120
專題報告 Academic Report	Individual tutorial	39	(206) Academic Report	already included in contact hours and self-study hours	245

Elective courses					
香港歷史文化研究 Hong Kong History and Culture	Class Teaching, Group Discussion, Presentation	39	(78) Self-studying, Report writing	3	120
華南史地研究 Historical Geography of South China	Class Teaching, Group Discussion, Presentation, Fieldwork	39	(78) Self-studying, Report writing, Fieldwork Report	3	120
華南民族文化史 History of Ethnic Groups of South China	Class Teaching, Group Discussion, Presentation	39	(78) Self-studying, Report writing	3	120
華南建築與生活文化 Architecture and Lifestyles of South China	Class Teaching, Group Discussion, Presentation	39	(78) Self-studying, Report writing	3	120
華南民俗與信仰 Folk Customs and Beliefs of South China	Class Teaching, Group Discussion, Presentation, Fieldwork	39	(78) Self-studying, Report writing, Fieldwork Report	3	120
物質與非物質文化專題 Topical Studies: Tangible and Intangible Cultural Heritage	Class Teaching, Group Discussion, Presentation	39	(78) Self-studying, Report writing	3	120
中國近現代史專題 Topical Studies: Modern Chinese History	Class Teaching, Group Discussion	39	(78) Self-studying, Report writing	3	120

海外華人史 Overseas Chinese History	Class Teaching, Group Discussion	39	(78) Self-studying, Report writing	3	120
南洋文化史 Cultural History of Southeast Asia	Class Teaching, Group Discussion	39	(78) Self-studying, Report writing	3	120
中外交通史 History of Sino-foreign Relationships	Class Teaching, Group Discussion	39	(78) Self-studying, Report writing	3	120

- 4.4.4 The Panel noted that conventional lecturing methods with discussion will be adopted as major teaching and learning methods. It can be foreseen that interaction among students or between teacher and students will only be more active when there are students' presentations and group discussions. In this regard, teachers probably know whether each individual student has a thorough understanding of the course content through her/his submitted term papers or other written assignments. However, it may be too late to offer help.

Particularly for writing the Academic Report (which is weighted 80% in the overall assessment rate of the course), students may need more advices and guidance right at the beginning of their work. According to *Response to the Initial Comments*, some consultation sessions and weekly supervision will be arranged for students to discuss with teachers about their independent research (p.10 & p.12). However, the Panel regarded that consultation sessions for all subject courses can be better arranged in specified timeslots to facilitate students' learning, because students have their opted electives in different timeslots and some lecturers are part-timers who are not always available. With specified timeslot warrant for consultations. Hence, the College is **advised** to arrange each course teacher of the Programme to have at least one hour per week reserved for student consultation.

- 4.4.5 Field trips will be organised during teaching hours only for three courses (*Cultural Heritage and Conservation, Historical Geography of South China and Folk Customs and Beliefs of South China*). Students have to write up fieldwork reports afterward. The Panel noted from the *Response to the Initial Comments* that fieldwork will

be arranged to visit Hakka villages such as Tsang Tai Uk and Sam Tung Uk for students to have a preliminary understanding of Hakka cultures in Hong Kong.

- 4.4.6 According to the College's assessment policy, learning of a student will be assessed through formative and summative assessments. The overall passing mark is 60. In this Programme, the Panel found that, summative assessment occupies a high percentage (generally 50% and 60%, even 80% for *Academic Report*) in the overall assessment rate (p.25, Main document). The College is advised to review the ratio between formative and summative assessments and put more emphasis on formative (continuous) assessment. Moreover, the Panel also queried about the differentiation between the grade 'A' and 'A-' with corresponding standards of 'excellent' and 'outstanding' respectively (TPG11.2, p.5, Appendix 7.7, Taught Postgraduate Student Handbook)

The College responded in the *Response to the Initial Comments* that a substantial change was submitted to HKCAAVQ and approval was obtained on 18 March 2021 for 21 programmes to take effect from 1 September 2021 at institutional level:

- (a) To change the passing marks from 60 to 40 in the Grading System
- (b) To add Grade A+ in the Grading System
- (c) To expand the Grade Point of 4.0 to 4.3 in the Grading System

However, with reference to the HKCAAVQ record, the approved substantial change does not cover the current Programme.

The College is **advised** to submit a separate application to HKCAAVQ for the proposal of substantial change in the assessment scheme and grading system with corresponding standards and grade point. Otherwise, the College needs to review the ratio of percentage between formative and summative assessment; and the difference between the grade 'A' and 'A-' with substantive descriptions of 'excellent' and 'outstanding' standards.

- 4.4.7 For formative assessment, the Panel was noted that the learning progress and outcome of students will be assessed in each lesson. Students will receive feedback immediately after their presentations (p.13, *Response to the Initial Comments*). At the site visit, the Panel was further informed that after assessment of students' assignment finished, teachers will use one lesson to tell them their strength and

areas for improvement. After one week, students will know their performance by meeting in face with the respective teacher.

- 4.4.8 The graduation requirements for the Programme are to fulfil all college and the Programme requirements, in particular, achieved a minimum of 30 credits (121 QF credits, rounded off from 120.5*), comprising 12 credits (48.5 QF credits) in core courses and 18 credits (72 QF credits) in elective courses, and a Graduate Grade Point Average (GGPA) of 2.0 within the maximum period of study (24 months full-time and 48 months part-time). Students who attain a GPA of 3.5 will be awarded a Master's Degree with Distinction; those who attain a GPA of 3.00 and 2.00 will be awarded a Master's Degree with Merit and Pass respectively.
- 4.4.9 Based on the above information, the Panel formed the view that the College adopts a range of teaching and learning activities for the Programme. However, there is a need to review and revise assessment mechanism and grading system to ensure that assessments are aligned with the College's policy, the appropriate QF Level and the Intended Learning Outcomes.

4.5 **Programme Leadership and Staffing**

The College 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 is kept updated for the quality delivery of the programme.

- 4.5.1 The Panel noted the key leaders provide the academic leadership of the Programme, they are: Acting Dean of the Faculty of Arts and Social Sciences, Programme Director and Associate Programme Director. Their respective role and responsibilities are stated in the Programme documents. There will be four full-time and three part-time teaching staff and will be allocated to teach around 10 courses per year.
- 4.5.2 The Panel was provided with the CVs of all management and teaching staff to be involved in the course delivery of the Programme. It is noted that the Programme Director and the Associate Programme Director are currently Associate Professors of Department of Chinese Literature of the College. They will take up

both management and teaching roles like that of several academic staff in the Programme team. The Panel was told at the site visit that the College will recruit an Assistant Professor and some part-time teachers.

- 4.5.3 The Panel was provided with projected teaching staff number for the upcoming five years (2021/22 to 2025/26). According to the plan, number of full-time teaching staff will be increased to 5. Part-time experienced teaching staff (equivalent to a full-time teaching staff) will be adjusted from 0.75 to 1 starting from the Academic Year 2023/24. The total number of staff will be adjusted from 7 to 6 according to the 5-year plan, some staff will continue to take up both management and teaching duties (6.2.5, 6.2.6, p.36, *Main Document*). Moreover, they will also engage in the Programme Development Team, the Panel expressed concern about the loadings of staff, in particular to those who shoulder leadership role in the Programme. Hence, the College is **advised** to ensure workload of teaching staff will not affect quality of teaching; and is encouraged to promote achievers.
- 4.5.4 In terms of staff development, the Panel noted that the College will provide in-house training on pedagogy through the Quality Teaching and Learning Unit (QTLU) to enhance teaching skills of academic staff. Study leave with pay and professional leave for academic staff are opened for application. Induction workshops about writing assessment rubrics or instructions via intranet will also be offered to new staff. Moreover, seed fund, start-up funds and conference grants are available for all academic staff to develop their research ideas and projects.
- 4.5.5 In view of the staff development plan for the upcoming three years, the Panel observed that academic staff are further encouraged to engage in research activities and professional consultancy. They can apply for internal and external funding to engage in research in Guangdong, Hong Kong, and Southeast Asia; engage in professional activities to enhance knowledge in relevant fields. Moreover, they can apply for subsidies to participate in overseas study tours and conferences to keep themselves abreast of the latest development and trends in the field. It is also noted that the College has budgeted a sum of money for staff training and development since 2019/20. The Panel appreciated that the Programme with its specialised study domain is anew to the College and also in the industry sectors, further efforts should be put for preparing the teaching staff to deliver courses with specialised knowledge at postgraduate level.

- 4.5.6 Notwithstanding the advices, the Panel considered that the staff development activities are adequate for keeping staff updated for the quality delivery of the Programme.

4.6 Learning, Teaching and Enabling Resources/Services

The College 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 The Panel was shown the location of campus by a photo at the site visit. The campus is divided into East Wing (office building) and West Wing (academic buildings). In terms of physical resources to support the teaching and learning activities of the Programme, the Panel reviewed information about facilities available in the campus. It includes five lecture halls, 26 classrooms, one English Language and Culture Centre, five computer laboratories, as well as 15 rooms that can be used for studio/ laboratory/ Project room. Moreover, a spacious library provides rich information services and resources are available to support research activities. A special budget is allocated to the Library which provides specialty collections to the Programme. Students of the Programme are entitled to use all these facilities and specialty resources.

- 4.6.2 The College provided the Panel with a budget plan for the Programme in the next five years (2021/22 to 2025/26). The Panel was informed that the breakeven student number for the Programme is 21 (2021/22). Based on the assumption that the Programme could recruit 80 students throughout the upcoming five years for operation, the Programme is expected to generate a small surplus annually.

In case of under-enrolment, the Panel noted that the College will commit in all aspects to support the Programme. The College also promised to keep monitoring the situation by putting more effort in marketing as well as promotion of the Programme. If under-enrolment situation continues for three years after launching, the College may have to sunset the Programme.

- 4.6.3 The Panel noted that the staff development and training expense is deployed at the college-level and will not be affected by the development of individual programmes at departmental/faculty level.

- 4.6.4 Though the Programme targets mainly students in Mainland China, it also opens to local students. The Panel reminded the College to address the needs of those students who have language deficiency in Putonghua and make sure support is available to both local and non-local students on an equal basis.
- 4.6.5 The Panel was informed that specialised and technological facilities are available for students in campus; and the Programme will be supported by resources and services provided by the Information and Technology Services Office.
- 4.6.6 Other than IT support, the College also provides support to students. Each student is assigned an Academic Advisor for providing guidance and advices. The Panel also noted from the *Taught Postgraduate Student Handbook* that the Student Affairs Office (SAO) provides personal, educational, and career counseling services. Teacher of each course and the Programme Director will monitor performance of students and identify under-achievers or students-at-risk. The Academic Advisor and the SAO provide support or counselling to students in need.
- 4.6.7 Based on the above, the Panel concluded that the provision of learning, teaching and enabling resources are appropriate and sufficient to support the delivery of the Programme.

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

The College 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 The Panel found that some of the information on the Programme documents is not clearly presented or inconsistent with the information provided during the site visit. For instance, medium of instructions, availability of hostel places for overseas students and teaching staff, level of clarity and depth in courses descriptions for different courses, etc. Information like this, are important for prospective learners in their enrolment decision. Therefore, information on published documents should be clear and consistent in presentation, especially those to be released to the public. Hence, the Panel put forth a recommendation:

The College is **recommended** to make sure Programme information, such as medium of instructions, availability of hostel places for overseas students and teaching staff, level of clarity and depth in courses descriptions for different courses, etc. should be clearly defined and accurately presented in all official documents, in particular for those information to be released to the public.

4.7.2 The Panel reviewed the following in regard to quality assurance in the Programme:

- (a) Extracts of records of Faculty Board, Departmental meetings and Programme Quality Committee (and Sub-committee) meetings minutes as well as email circulations;
- (b) The Quality Manual: Teaching and Learning;
- (c) Terms of reference of the Programme Development Team;
- (d) Template of an External Examiner Report; and
- (e) The Taught Postgraduate Student Handbook;
- (f) Minutes of Faculty Board meetings for internal vetting and approval of the new programme proposal;
- (g) Minutes of college-level Joint Programme Committee and Quality Committee and Academic Board meetings for consideration and approval of the new programme proposal; and
- (h) Minutes of college-level Programme Committee for consideration and approval of the Learning Programme Accreditation documents;

4.7.3 The Panel noted that a comprehensive Quality Assurance (QA) system of the College has been set in place for approval processes, with stipulated procedures at each stage of programme development and review system. During the process of proposing this Programme, the Programme Committee (PC) and Quality Committee (QC) held regular meetings to consider programme and quality matters. The Panel considered that the College will provide a strong underpinning in the implementation and further development of the Programme.

4.7.4 During the internal vetting of this Programme, external advisors were consulted on the programme content and structure. The Panel was provided with a list of academic and industry experts in the field whom the College consulted during the development stage of the Programme. Records of their comments were provided, mainly were positive. However, the Panel observed that issues identified from the expert comments were not fully addressed. After interviewing with the external advisors at the site visit, the Panel found that communications between the Programme team and these advisors

were not frequent. Some advisors even stated that they have not seen the questionnaire design for collecting opinions about market needs for the Programme. Therefore, the College is **advised** to have adequate communications with the external advisors not only for seeking their comments on the Programme content at initial stage, but for programme management and to have a better operation in delivering the Programme continuously.

- 4.7.5 The Panel noted that the College has its mechanism to monitor quality of the Programme in alignment with its stated PILOs by appointing External Examiners (EEs) and enlisting potential employers. Appointment criteria and terms of appointment of the EEs and their CVs were provided to the Panel. Template of EE report was also provided. During the site visit, the Panel also met with them to gather their views on the relevance of the Programme in meeting industry needs. They all responded positively.
- 4.7.6 The Panel was informed that quality of teaching will be monitored on an on-going basis through course and programme evaluation surveys. Feedback from graduates will also be collected by employment and graduate surveys. The Panel was provided with templates for the above-mentioned surveys which were included in the Quality Assurance Manual. The Panel also noted that, in accordance with the QA system of the College, the Staff-Student Consultative Committee comprising student representatives and teaching staff of the programme will be established to collect the views and feedback of students.
- 4.7.7 The Panel noted that feedback from students and graduates will be analysed and reported in the Annual Report, prepared by the Programme Director and submitted to the Faculty Board via the Departmental Programme & Quality Committee. After considering the Annual Report, the Faculty Board will then pass it to the college-level Quality Committee for its decision at the end of each academic year. For quality enhancement purposes, an academic review of a Faculty/Programme shall be conducted in a five-year cycle.
- 4.7.8 After considering the above information on quality assurance matters, the Panel concluded that the College has in place a system to monitor the development of the Programme at different stages and maintain the Programme's implementation on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the College 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 College (whether by reference to the College'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 College after HKCAAVQ has issued the accreditation report(s) to the College 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 College notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of College 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 College is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the College 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 College is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the

College 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 College 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.hkqf.gov.hk>.

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <http://www.hkqr.gov.hk> for recognition under the QF. The College 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: 55/31/01
28 July 2021
AbC/JoH/SF/AIL/foI

Chu Hai College of Higher Education
Learning Programme Accreditation for
Master of Arts in History and Culture of South China Programme

29-30 April 2021

Panel Membership

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Professor Rob LAW

Professor of Technology Management
School of Hotel and Tourism Management
The Hong Kong Polytechnic University
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* The Panel Secretary is also a member of the Accreditation Panel.

Graduate Profile of the Programme

Qualification Title	Master of Arts in History and Culture of South China Programme 華南歷史與文化文學碩士
Qualification Type	Master's Degree
QF Level	6
Primary Area of Study and Training	A07 Humanities
Sub-area (Primary Area of Study and Training)	Humanities
Home Faculty	Arts and Social Sciences
Programme Objectives	The objectives of the Programme are: 1. To cultivate a broad perspective covering South China to Southeast Asia by enabling students to apprehend fully the value of ancient and modern culture and heritage, explore the historical and cultural exchanges between the East and the West, with special attention to the historical and cultural development of the South China Greater Bay Area and Southeast Asia; 2. To enable flexible applications in different professional sectors by nurturing talents with a strong foundation in historical studies and capable of applications in the various professional sectors in society nowadays, that is the ability to apply what they have learnt to cultural conservation undertakings for the development of modern society, museum management, cultural tourism and the like; and 3. To provide training in academic methodology by cultivating in postgraduate students the ability to analyse and integrate research materials in historical studies and master the regional characteristics and cultural heritage of South China for applications in modern life and related cultural development.

Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. To demonstrate comprehensive knowledge of the history and culture of South China essential for a specialist in this field; 2. To establish the capability to carry out systematic research on the history and culture of South China for undertaking advanced research on the subject area; 3. To make use of historical research methods to analyse the development of a region's history and culture so as to understand the “truth” of its history and culture; and 4. To master thinking and critiquing abilities and apply them to modern life.
Education Pathways	After completing the Programme, students can pursue further study in research-based programmes (MPhil or PhD) offered by other universities or institutes.
Employment Pathways	Graduates of the Programme are qualified for professional work in history, culture, education, museums and other industries.
Minimum Admission Requirements	Applicants seeking admission to the Programme shall hold: 1. A Bachelor's degree of this College or other recognized universities, or an equivalent qualification; and 2. Level 3 or above in Chinese Language of HKDSE; or, Other evidence that the applicant has sufficient knowledge of the Chinese Language.
Operator	Chu Hai College of Higher Education 珠海學院

