



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

ACCREDITATION REPORT

HONG KONG SHUE YAN UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION FOR

- (i) Master of Philosophy in Chinese**
- (ii) Master of Philosophy in History**
- (iii) Master of Philosophy in English**
- (iv) Master of Philosophy in Psychology**
- (v) Master of Philosophy in Sociology**
- (vi) Master of Philosophy in Economics**
- (vii) Doctor of Philosophy in Chinese**
- (viii) Doctor of Philosophy in History**
- (ix) Doctor of Philosophy in English**
- (x) Doctor of Philosophy in Psychology**
- (xi) Doctor of Philosophy in Sociology**
- (xii) Doctor of Philosophy in Economics**

JUNE 2023

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA870), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by Hong Kong Shue Yan University (“Operator”) to conduct an accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of Hong Kong Shue Yan University (the Operator) (with specifications in Appendix 1) meet the stated objectives and QF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ’S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out below, the programmes listed in Appendix 1 meet the stated objectives and QF standard at the QF Levels as claimed in Appendix 1 and can continue to be offered as an accredited programme with a validity period of 5 years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified in Appendix 2. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of all requirements set out in paragraph 2.4.1 by the specified deadline.

2.3 The determinations on the Programmes are specified in Appendix 2.

2.4 Condition

2.4.1 Requirement

The University is to review and document the processes for the Thesis Assessment Committee, including the appointment of its members, the roles and duties of each member, and the procedures in the event of disagreement within the committee.

For the fulfilment of the requirement, the University is to provide the documentation on the composition, terms of reference and procedures of the Thesis Assessment Committee showing that proper documentation and procedures are in place together with relevant approval records by **29 February 2024**. (paragraph 4.4.4)

2.5 Recommendation

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

English and Psychology

2.5.1 The Departments should consider devising programme-specific PILOs to make clearer the specifics of the Programmes from the discipline perspective. (paragraph 4.1.4)

Chinese

2.5.2 The Department should review the programme-specific PILOs, including the use of action verbs and measurable outcomes and their overall presentation, to reflect the Outcome-based Teaching and Learning (OBTL) approach. (paragraph 4.1.6)

English

2.5.3 The Department should specify more clearly the programme-specific criteria and expectations in materials accessible to the public (e.g. prospectus and promotion materials), particularly at the time of admission and promotion of the programmes, including, for example, the English language proficiency required for admission to the research programmes. (paragraph 4.2.5(a))

2.5.4 The Panel recommended that the University should secure greater research activities by the academic staff of the Department through recruitment, staff development, workload management and resource allocation. (paragraph 4.5.5(c))

Chinese, English and History

2.5.5 The University should continue reviewing the structure and curriculum of the programmes, including the number of taught electives, based on further consideration of students' academic needs and interests. (paragraph 4.3.5(d))

Chinese and History

2.5.6 The Panel recommended that the Department should further develop the research plans for the junior academic staff to enable the development of more international research. (paragraph 4.5.5(b))

Chinese, History, English and Psychology

2.5.7 The University should review the policy of equal teaching load for staff on teaching and research tracks, and consider reducing the teaching load for the latter based on their strengths and research commitments. (paragraph 4.5.5(f))

2.5.8 The University should review the provision and policy of sabbatical leave to ensure greater support for the spirit and practical adoption of sabbatical leave. (paragraph 4.5.5(g))

Chinese, English, History, Psychology and Economics

2.5.9 The University should implement a more systematic approach to developing students' teaching skills and ensuring a reasonable teaching load. (paragraph 4.6.6(a))

All Programmes

2.5.10 The University should build more links with other local and global research communities to provide more opportunities for collaborations to students by exposing them to research activity beyond the University. (paragraph 4.6.6(c))

2.5.11 The University should ensure that it has an effective system to monitor the alignment of the Programmes with major parameters and features stated in accreditation reports and related documents. (paragraph 4.8.4(g))

2.6 HKCAAVQ will subsequently satisfy itself on 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

the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Hong Kong Shue Yan University is the first private university in Hong Kong. Its origin is the founding of Hong Kong Shue Yan College in 1971. It has been registered under the Post Secondary Colleges Ordinance (Cap. 320) since 1976, became a recognised private degree-awarding institution in 2001, and was granted university status in December 2006.
- 3.2 As of April 2023, the University has 19 bachelor degree programmes at QF Level 5, six taught master degree programmes at QF Level 6, one doctoral programme at QF Level 7, and 12 postgraduate research degree programmes comprising 6 Master of Philosophy programmes at QF Level 6 and 6 Doctor of Philosophy programmes at QF Level 7.
- 3.3 The University commissioned HKCAAVQ to conduct learning programme re-accreditation of the 12 postgraduate research degree programmes. For this re-accreditation exercise, an HKCAAVQ Panel (Panel Membership at Appendix 3) was formed, and a site visit by the Panel was conducted on 28 February – 3 March 2023 and 6 – 8 March 2023. In view of the outbreak of the Coronavirus Disease-2019 (COVID-19) pandemic, the site visit was conducted through a mix of in-person meetings at the University campus and video conferencing. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for University and the Panel in conducting this exercise.

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 University.

The following abbreviations are used:

<i>Programme(s)</i>	<i>One or more of the 12 programmes undergoing re-accreditation</i>
<i>Department(s)</i>	<i>The host Department(s) of the Programme(s)</i>

	<i>concerned</i>
<i>Discipline(s)</i>	<i>One or more of the six disciplines to which the Programme(s) belong</i>
<i>MPhil</i>	<i>Master of Philosophy</i>
<i>PhD</i>	<i>Doctor of Philosophy</i>
<i>Chinese</i>	<i>The Chinese discipline, or the Department that hosts the MPhil in Chinese and PhD in Chinese programmes. The same approach is used for the abbreviations that represent the other Departments and Disciplines.</i>

In the following, when there is a heading before a paragraph, that and all following paragraphs apply to the specific Programme(s), Discipline(s) or Departments(s) as indicated by the heading until another heading appears.

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 12 MPhil and PhD programmes have the following common programme objectives (POs):

- (1) Equip students with advanced knowledge and skills in a specialist field.
- (2) Enable students to undertake roles requiring specialist expertise relating to the pursuit and application of knowledge and to make a significant impact in their chosen area of expertise.
- (3) Train scholars or researchers who are solidly grounded in theoretical perspectives, highly original and specialized in their chosen fields, yet knowledgeable in a broader interdisciplinary network of knowledges.

4.1.2 The six MPhil programmes have the following common programme intended learning outcomes (PILOs):

PILO1: Demonstrate advanced knowledge of their chosen field and an understanding of the inter-relationships between it and associated fields/ disciplines.

- PILO2: Apply the findings of their research to real world problems.
- PILO3: Critically assess and evaluate information/ data in the context of specific problems or complex issues.
- PILO4: Synthesize new and complex information from diverse sources.
- PILO5: Use IT and digital technology effectively to support and enhance the research and teaching process.
- PILO6: Design, develop and apply an appropriate research approach and apply a range of appropriate methods and techniques with confidence.
- PILO7: Identify and provide expert commentary on the future directions of the discipline/ research field.
- PILO8: Communicate ideas effectively in written and oral form to a range of audiences including peers, senior colleague and specialists.

4.1.3 The six PhD programmes have the following common programme intended learning outcomes (PILOs):

- PILO1: Demonstrate a deep and holistic understanding of their own field and at the interface between it and associated fields/ disciplines.
- PILO2: Create new knowledge at the frontiers of their specialized field.
- PILO3: Explore new models and hypotheses, research design and techniques of data collection and analysis.
- PILO4: Utilize high level academic literacy and numeracy across a range of contexts and communication media.
- PILO5: Develop creative and original responses to specific problems or complex issues across fields/ disciplines.
- PILO6: Stimulate creative and critical thinking at discipline/field and policy level.
- PILO7: Lead a research agenda by making major contributions to the fields/disciplines.

PILO8: Produce publishable papers that provide outstanding breakthrough thinking for the fields/disciplines.

- 4.1.4 Besides the above two common sets of PILOs that apply to all the MPhil and PhD programmes respectively, the Panel was also provided with information on programme-specific PILOs as shown in Appendix 4. Having reviewed both the common and programme-specific PILOs, the Panel **advised** that the MPhil in Sociology programme should consider developing programme-specific PILOs, and made the following recommendation for the Programmes of the English and Psychology Disciplines.

English and Psychology

Recommendation

The Departments should consider devising programme-specific PILOs to make clearer the specifics of the Programmes from the discipline perspective.

Chinese

- 4.1.5 The Panel noted that the programme-specific PILOs of the Programmes as presented in Appendix 4 had incorporated minor changes in the wording in response to the recommendation made in the accreditation in 2017. After the review in this re-accreditation, the Panel considered that the programme-specific PILOs could be further improved, particularly in terms of the use of action verbs and phrasing, to better reflect the (OBTL) approach. The Panel made the following **recommendation**:

Recommendation

The Department should review the programme-specific PILOs, including the use of action verbs and measurable outcomes and their overall presentation, to reflect the Outcome-based Teaching and Learning (OBTL) approach.

All Programmes

- 4.1.6 The Panel also gathered the following regarding the POs and PILOs of the Programmes:
- (a) External Examiners' Reports from 2019/20 Semester 1 to 2020/21 Semester 2;
 - (b) Students' feedback on the common core courses from 2018/19 to 2021/22;
 - (c) Research projects of thesis supervisors and current and potential research topics for the Programmes;

- (d) Theses of all graduates of the Programmes, including initial submissions and final versions of the theses; and
- (e) Records of thesis assessment, including Thesis Assessment Reports of the members of the Thesis Assessment Committees.

4.1.7 Having reviewed the above information and discussed with supervisors, students, graduates and external examiners, and external members of Thesis Assessment Committees, the Panel had the following observations and comments:

- (a) The Panel noted that the Programmes have an emphasis on an interdisciplinary approach, which the University regarded as a unique feature of the Programmes that aims to enable research students to be not only knowledgeable in their area of expertise but also capable of making connections with related fields. MPhil and PhD thesis supervisors of various disciplines whom the Panel met have shared examples of how their research and current and potential PhD and MPhil research projects adopt the approach. The Panel also noted from the External Examiners' Reports and students' feedback on the common core course Interdisciplinary Approach that their comments were generally positive, and student feedback indicated that most students agreed that the course intended learning outcomes have been achieved. The Panel noted that students could choose whether to adopt interdisciplinarity in their theses. Regardless of their choices, representatives of students and graduates shared with the Panel examples of how they had benefited from the approach. The Panel formed the view that the interdisciplinary approach adopted by the Programmes is appropriate in general and contributes to attaining the PILOs, and advised avenues for further improvement (see paragraph 4.3.5(j)).
- (b) The Panel considered that the theses of the graduates provided evidence that the POs and PILOs had been attained at QF Levels 6 and 7, respectively, for the MPhil and PhD programmes, in alignment with the comments recorded in the Thesis Assessment Reports of the members of Thesis Assessment Committees.
- (c) The Panel noted that there had been a generally increasing trend in the applicant and enrolment numbers (see paragraphs 4.2.6(a) and (b)) across the Programmes, showing that the Programmes are addressing the education need in the targeted areas. The Panel also noted examples of students' and graduates' contributions to academic publications, funding applications, and contributions to applications of research outcomes in practical

settings. The Panel considered that these examples have shown that the Programmes are able to address the needs of the relevant communities, disciplines, or professions.

- 4.1.8 In consideration of the above, the Panel formed that view that the Programmes have appropriate POs and PILOs that meet the QF standards at Levels 6 and 7, respectively.

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 general admission requirements of the Programmes are as follows.

MPhil

- (a) graduated from a recognised university* and obtained a Bachelor's degree, normally with honours no lower than Second Class; or
- (b) graduated from an honours programme of a recognised university* with a Bachelor's degree, normally achieving an average grade of not lower than "B"; and
- (c) IELTS (academic) results not lower than 6.5.

PhD

- (a) obtained an MPhil or a taught Master's degree; or
- (b) graduated from a recognised university* and obtained a Bachelor's degree, normally with First Class honours; or
- (c) enrolled in an MPhil programme in the University and requested transfer to PhD Programme; and
- (d) IELTS (academic) results not lower than 6.5.

*The University uses UK ENIC (retitled from the former UK NARIC) for the list of recognised universities. The University also verifies applicants' academic qualifications through Education Verification with respective institutions or China Higher Education Student Information (CHSI).

- 4.2.2 Programme-specific admission requirements and admission considerations are as follows.

(a) MPhil/PhD in Chinese

- Bachelor's degree in a related field for MPhil in Chinese, and Master's degree in a related field for PhD in Chinese;
- Good command of spoken and written Chinese and English.

(b) MPhil/PhD in History

MPhil

- Possess a Bachelor's and/or a Master's degree in relevant disciplines;
- Have substantial training in history;

PhD

- Possess a Master's degree in relevant disciplines;
- Have substantial training in history;

(c) MPhil/PhD in Sociology

The Department of Sociology will admit academically strong applicants to its MPhil and PhD Programmes (Sociology undergraduate major with at least second-class honours in upper division for MPhil admission, and a taught Master's degree or an MPhil degree in Sociology or a related field with very good results for direct admission to the PhD programme).

(d) MPhil/PhD in Psychology

Applicants to the MPhil programme would normally be required to have obtained an undergraduate degree in a relevant field in order to be eligible for consideration for admission. For the PhD programme, an MPhil or a taught Master's degree; or graduated from a recognised university and obtained a Bachelor's degree, normally with First Class honours in Psychology would be required.

(e) MPhil/PhD in Economics

The admission requirement for the MPhil programme is the possession of a Bachelor's degree in Economics or a relevant field. For the PhD programme, applicants must possess a taught Master's degree or MPhil in Economics with excellent grades and be able to provide good recommendations from the awarding university.

4.2.3 The Programmes have the following exemption arrangements:

- (a) Application for exemption from the above requirements (i.e. general and programme-specific requirements) shall be considered on an exceptional and case-by-case basis.
- (b) For exemption from the English proficiency requirement of IELTS 6.5, an applicant should:

- have a good academic standing of at least second upper honours or equivalent, with instruction and assessment taken in English; and
- attend an interview to test proficiency in English and submit samples of written work in English, such as thesis proposal for the application (see paragraph 4.2.4), previous research papers, thesis, or published papers, etc.; and
- demonstrate adequate English language skills in reading, writing, listening, and speaking; and
- take a diagnostic English proficiency test, if deemed necessary.

4.2.4 The Panel noted that the admission process requires MPhil applicants to submit a research proposal as well as a sample of writing (preferably a research paper; an undergraduate term paper is acceptable) and PhD applicants to submit a copy of their Master's thesis or a representative research paper and a research proposal. Admission interviews are also conducted.

4.2.5 The Panel noted the admission and exemption requirements presented above would be implemented upon re-accreditation of the Programmes, and they had incorporated the following changes compared to the original requirements when the Programmes were first accredited in 2017:

MPhil/PhD in English

- (a) The original programme-specific admission requirement of IELTS 7.5 or above was proposed by the University to be removed though applicants are still expected to “[h]ave excellent command of spoken and written English”, while the general English language proficiency requirement (IELTS 6.5) is followed. The University stated that five out of eight other local universities offering MPhil and PhD in English did not have a specific English language proficiency requirement (i.e. IELTS 7.5) but used general university language requirements. The University would like to be in line with these universities and attract more applicants for admission to the programmes. The Panel reviewed the University’s Response to the Panel’s Initial Comments and discussed with the relevant programme management staff and teaching staff during the site visit meetings. It was understood that the Department hosting the programmes would still expect the admitted students to have high proficiency in English even after the removal of the IELTS 7.5 requirement. The Panel considered that, while the proposed

removal of the programme-specific English language proficiency IELTS 7.5 requirement is generally acceptable, individual programmes would need to instil their specific English language requirements. Therefore, it was **recommended** that the Department should specify more clearly the programme-specific criteria and expectations in materials accessible to the public (e.g. prospectus and promotion materials), particularly at the time of admission and promotion of the programmes, including, for example, the English language proficiency required for admission to the research programmes.

MPhil in Economics

- (b) The original admission requirement for the MPhil programme is the possession of a taught Master's degree in Economics or a relevant field. The University proposed to revise it to a Bachelor's degree in Economics or a relevant field, as stated in paragraph 4.2.2(e). The University provided a list showing that the revised admission requirement is aligned with a number of local and overseas universities offering an equivalent programme. The Panel considered that the revision is appropriate.

All Programmes

The exemption of the general and programme-specific requirements stated in paragraph 4.2.3(a) is a new arrangement proposed by the University. The University expressed that for most universities, a case-by-case consideration statement is often included in the admission requirement to enable flexibility in admitting worthy candidates who may not meet the general or programme-specific requirements. Given the two measures listed below, the Panel considered that the exemption arrangement is appropriate while **advising** the University to develop more specific criteria for granting exemption.

- (i) The University limits the granting of such exemption to:
- 2 Full-time-equivalent (FTE) per discipline, and
 - not more than six out of the total 36 FTE across the 12 programmes of the six disciplines
- (ii) The admission procedures require the provision by the Postgraduate Admission Panel of strong justifications for an exemption, and scrutiny by the Chair of the Departmental Postgraduate Committee, Head of the Department, and Associate Academic Vice President (Graduate School) before approval at the Graduate Studies Committee meeting.

(c) On the exemption of the English proficiency requirement, the University expressed the view that there may be applicants who possess adequate English proficiency but do not have the required IELTS score to prove it. The University updated the requirements to assess the eligibility for granting the exemption to those stated in paragraph 4.2.3(b). The Panel considered that these updated requirements are appropriate and more detailed than the original ones. The following are examples of such applicants provided by the University.

- Applicants who speak English as a first or native language.
- Applicants who have had experience of full-time study or work in a primarily English-speaking country or environment for at least 2 years.
- Applicants who have achieved satisfactory results in English proficiency tests that have IELTS equivalent scores, such as TOEFL, Pearson English Language Test, etc.
- Applicants who have been approved for exemption from the Language Proficiency Requirement (LPR) for teachers by the Hong Kong Education Bureau.

4.2.6 The Panel reviewed the application and admission statistics of the Programmes during the validity period, and discussed with representatives of the University, including representatives of the respective Disciplines. The Panel had the following observations and comments:

- (a) The number of applications has increased from 23 in 2018/19 to about 40 in the recent three years. Applicants from the Mainland and overseas have increased from 21% in 2018/19 to about 40% in 2022/23.
- (b) The total number of students admitted has gradually increased during the validity period, from an average of 6 students each year from 2018/19 to 2020/21 to 9 and 12 students, respectively, in the last two years.
- (c) From 2018/19 to September 2022, a total of 39 students (35 full-time and 4 part-time; 23 MPhil and 16 PhD) have been admitted to the Programmes across the Disciplines.
- (d) There are significant variations in student numbers across the Disciplines, and there is over-enrolment in the Chinese and Psychology disciplines. The Panel noted that PhD in Chinese has

3 full-time students in 2022/23, and MPhil in Psychology has 3, 4 and 6 full-time students in the three years since 2020/21, exceeding the approved limit that the accumulated number of active students in any one time (excluding students who have completed the stipulated minimum duration of their study) should be 2 FTE for each of the Programmes. Having reviewed the staffing resources (see paragraphs 4.5.5(a) and discussed with staff and student representatives, the Panel considered that the over-enrolment has not negatively impacted the learning experience of the students. The University attributed the over-enrolment to, among other things, a different interpretation of the approved student numbers stipulated in relevant documents issued by HKCAAVQ. In this connection, the Panel made a **recommendation** (see paragraph 4.8.4).

- (e) A majority of the students admitted to Programmes are graduates of the University, accounting for 40% to 86% over the years. The admission rates of non-local applicants have been low until the recent cohort in 2022/23. One of the top priorities in the 5-year development plan of the Graduate School and Departments is to step up the recruitment drives for graduate students. The Panel **advised** the University to promote the Programmes across and outside Hong Kong, and to expand further its academic links as one of the ways to promote the Programmes. The Panel also **advised** the Department to promote the MPhil/PhD in History programmes among the University's students and graduates, noting that two of the seven students admitted to the two programmes were graduates of the University. For the MPhil/PhD in Sociology programmes, the Panel **advised** the Department to explore potential applicants from experienced practitioners who may look for opportunities to leverage the expertise in their profession to develop in the academic field, noting that the programmes have admitted students with extensive professional experience and supervisors of the Discipline have close links with the profession.

- 4.2.7 In light of the increasing trends in both application and student numbers (paragraphs 4.2.6(a) and (b)), and taking into consideration the respective student numbers of individual Disciplines during the validity period and the available staffing and other resources (paragraphs 4.5.5(a), 4.6.2 and 4.6.3) to support the Programmes, the Panel considered that, for the next validity period, it is appropriate to have the following Maximum Numbers of New Students, which set various limits on the accumulated numbers of students in each academic year (including (a) **new students** who were admitted in the current academic

year, and (b) **active students** who were admitted in previous academic years but remain enrolled in the Programmes and who have not completed the stipulated minimum duration of their study, and excluding students who have completed the stipulated minimum duration of their study). These limits are imposed on the total number of students across the 12 Programmes, the total number of students across the MPhil and PhD programmes of a discipline, and the respective total student numbers of the MPhil and PhD programmes of a discipline, as detailed below:

Maximum Number of New Students

	FTE (new + active student) each academic year
For all 12 MPhil/PhD programmes	
Across 12 programmes	36
For MPhil/PhD programme in Psychology	
Across MPhil and PhD	10
MPhil	10
PhD	6
For MPhil/PhD in each of the Disciplines except Psychology	
Across MPhil and PhD	8
MPhil	8
PhD	5

4.2.8 In consideration of the above, and taking into account the academic standards attained by the graduates (see paragraph 4.4.4(a)) and their low attrition rate (see paragraph 4.4.3), the Panel formed the view that the minimum admission requirements are appropriate and can ensure that students admitted have the knowledge and skills to undertake the Programmes.

4.3 Programme Structure and Content

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

All MPhil Programmes

4.3.1 The structure of a full-time MPhil Programme is depicted in the table below. It has a normative duration of two years comprising two 3-credit common core courses (namely *Advanced Research Methodology* and *Interdisciplinary Approach*), a minimum of one 3-credit departmental course, non-credit bearing graduate seminars, and an MPhil thesis. There is a probationary period of 12 months before the end of which students are required to submit a detailed thesis proposal and pass the oral defence of the proposal in a seminar. To gain the MPhil degree, students must earn at least nine credits from the coursework and pass the assessment of the MPhil thesis. The structure of the part-time mode is the same except for having a normative duration of four years and a probation period of two years.

MPhil Programme (Full-time)

		Year 1		Year 2	
		Sem 1	Sem 2	Sem 1	Sem 2
Course	Advanced Research Methodology (3 credits)				
		Interdisciplinary Approach (3 credits)			
	Departmental Course(s) (minimum 3 credits*)				
	Graduate Seminars (non-credit bearing)				
Status	Probation (12 months)			MPhil Thesis	
		Defence of Thesis Proposal			

*For MPhil in Economics, the minimum is 6 credits

All PhD Programmes

4.3.2 The structure of a full-time PhD Programme is depicted in the table below. In addition to having the same requirements of MPhil programmes for courses, graduate seminars, and passing the oral defence of a detailed proposal in a seminar before the end of the probationary period, it has two workshops and one colloquium. Students present a representative chapter of their theses in the colloquium, passing of which is one of the requirements for confirming the PhD Candidacy. To be awarded the PhD degree, students must earn at least nine credits from the coursework, complete two workshops and hold a colloquium in the pre-candidacy stage, then progress to candidacy, and pass the assessment of the PhD thesis. For the full-time mode, the normative duration is three years, and the probation period is 1.5 years. For the part-time mode, the durations are four and two years respectively. For MPhil students transferring to PhD programmes, the normative durations are four and five years for the full-time and part-time modes, respectively.

PhD Programme (Full-time)

		Year 1		Year 2		Year 3	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Course	Advanced Research Methodology (3 credits)						
		Interdisciplinary Approach (3 credits)					
	Departmental Course(s) (minimum 3 credits*)						
	Graduate Seminars (non-credit bearing)						
	2 Workshops						
			1 Colloquium (Held after passing the two Workshops)				
		PhD thesis					
Status	Probation (18 months)				PhD (pre-candidacy ≈ 2 years)	PhD (post-candidacy)	
			Viva defence of Thesis Proposal				

*For PhD in Economics, the minimum is 6 credits

4.3.3 The Panel noted that after HKCAAVQ’s approval was sought, two changes were made to the PhD Programmes effective from September 2022.

(a) For the two workshops, a student writes two research papers of 7,000 – 10,000 words and presents them at separate workshops. One of the papers must adopt an interdisciplinary approach, and the other paper should focus on a topic that will not form part of, but could be related to, the final thesis. From September 2022 onwards, students are provided with two options. Students can either follow the aforementioned requirements of writing two research papers or adopt an interdisciplinary approach to conduct an independent research project on a topic different from their thesis topic. Students write a research proposal of around 2,000 words, present it at the first workshop, proceed to data collection and analysis, then write a final report of around 4,000 words, and present it in the second workshop.

(b) For MPhil graduates entering PhD Programmes who have already attained the learning outcomes of the two common core courses, they are exempted from these courses and instead, study a new 3-credit common core course *Guided Readings for Interdisciplinary Studies*.

4.3.4 The Panel was provided with the following regarding the content of the Programmes:

- (a) course outlines of the three common core courses;
- (b) course outlines of the departmental courses;
- (c) a list of the Graduate Seminars offered in the past four years;
- (d) External Examiners' Reports from 2019/20 Semester 1 to 2020/21 Semester 2; and
- (e) Students' feedback on the common core courses from 2018/19 to 2021/22.

4.3.5 Having reviewed the above information and discussed with representatives of the teaching staff of the taught courses, thesis supervisors, external examiners, and students and graduates, the Panel had the following observations and comments:

- (a) The new module *Digital Humanities and Chinese Studies* was added to the common core course *Interdisciplinary Approach* in response to a recommendation made when the Programmes were first accredited in 2017 concerning the coverage of Chinese-related content in the course.
- (b) Seven new departmental courses among four Disciplines were added during the validity period, giving a total of 16 departmental courses among the six Disciplines.
- (c) Feedback from the External Examiners and students was positive in general.

MPhil/PhD in Chinese, English and History

- (d) The Panel reviewed the programme structure and course curriculum, discussed with representatives of students and graduates during the site visit meetings, and noted that there are four departmental taught courses for the Chinese programmes, one for English programmes, and two for History programmes, in addition to the two common core courses, *Advanced Research Methodology* and *Interdisciplinary Approach*, which are relatively more distant in terms of subject knowledge and application from the students in the three disciplines. Feedback from students may also suggest other topics for taught courses. The Panel **recommended** that the University should continue reviewing the structure and curriculum of the programmes, including the number of taught electives, based on further consideration of students' academic needs and interests.
- (e) The Panel noted that the common core course *Interdisciplinary Approach* aims at exposing students to conducting research from an interdisciplinary perspective and consists of four different modules which are Society and Language, Digital Humanities and Chinese Studies,

Cognitive Neuroscience and Daily Life, and Psychology and Marketing. The Panel **advised** the University to maintain and ensure the integration and connection between the different modules of the *Interdisciplinary Approach* course.

MPhil/PhD in Psychology

- (f) The Panel discussed the training in quantitative methods with the teaching staff, students and graduates of the Discipline, and noted that topics on statistical analysis and research design are covered in the module *Quantitative Research Methods* of the common core course *Advanced Research Methodology*. For specific skills and techniques in statistical and advanced research methods for psychological research, students can take the departmental course *Research Workshops and Seminars in Psychology* or *Advanced Skills in Research Methods in Psychology*. Students can also sit in relevant advanced courses of other taught postgraduate programmes operated by the Department. The Department can also arrange workshops to supplement the training in research methods. The Panel considered that the training provided is appropriate and adequate.

MPhil/PhD in Sociology

- (g) The Panel noted that the original plan for providing more sociological training was that a student would take, on a non-credit bearing basis, one or two courses of the taught master programme MSc (Transformation of Chinese Societies). However, this plan was not realised as no course of the MSc programme had been offered since 2018, and it was terminated in 2021. Interim measures were then introduced, including engaging students as research assistants in research projects that offered opportunities to focus on a range of issues of a sociology subfield and hands-on methodology training. In 2022, two new courses, *Selected Topics in Sociology* and *Sociological Analysis*, were developed to address the issue arising from terminating the MSc programme. Having reviewed their course outlines and discussed with the teaching staff, the Panel considered that the courses could provide adequate training.
- (h) Regarding the training on quantitative methods, the Panel was of the view that the Programmes could be improved by providing more training in this area and **advised** the Department to develop further courses/workshops on advanced quantitative methods, noting that the Department had just recruited a new staff member who is specialised in quantitative methods.

MPhil/PhD in Economics

- (i) The Panel noted that students are required to take the two courses *Advanced Economic Theories* and *Advanced Quantitative Methods in Economics*. Regarding the latter, the student representatives the Panel met expressed that the course provided sufficient background to enable them to pursue self-study on more advanced techniques that their research needed. They also expressed that their progress in the research work of the theses could benefit from an earlier delivery of the course. The Panel **advised** the University to review the course regarding its coverage of quantitative techniques specific to the Discipline and the timing of its delivery.
- (j) Regarding the common core course *Interdisciplinary Approach*, while the students considered the course interesting as it helped broaden one's horizons, they had not applied the approach to their research, and they also found the course difficult and challenging as the four modules of the course were in fields very different from Economics. The Panel **advised** that the course could be further improved by taking further consideration of students' academic needs and interests.

4.3.6 In light of the above and taking into account the academic standards attained by the graduates (see paragraph 4.4.4(a)), the Panel formed the view that the Programmes have appropriate structure and content to enable the students to achieve the learning outcomes and meet the programme objectives.

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 Regarding the common core courses and departmental courses, the Panel noted from their course outlines that a variety of teaching, learning and assessment activities are adopted, including pre-class readings, lectures, case studies, workshops, group discussions, individual consultation, research proposals, individual research projects, research papers, and presentations. From discussions with the teaching staff, students, and graduates, and the generally positive students' feedback on the courses, the Panel considered that the teaching, learning and assessment activities of these courses are appropriate.

4.4.2 Regarding thesis supervision, the Panel reviewed the Research Manual and samples of supervision portfolios. The former details the supervision arrangements, and the latter serves as a depository of all the paperwork associated with thesis supervision, including, among others, records and notes of supervision, and periodic progress reports. The following are the Panel's key observations, comments, and highlights of the major discussions with the thesis supervisors, students and graduates.

- (a) Regarding the system of assigning thesis supervisors to research students, the Panel noted that as a prospective student is required to submit a research proposal as part of the application documents, the University assigns a prospective supervisor by matching the proposed research with the supervisors' research interests. On the choices of research topics, the Panel noted that students are free to choose the topics they like to investigate, and the assigned or prospective supervisor provides guidance, such as the feasibility in terms of the direction and scope of the research. The Panel noted from multiple Disciplines evidence of helpful advice provided to prospective and enrolled students that had helped them identify topics that matched their research interests.
- (b) The Panel noted that all theses have more than one supervisor. A thesis is supervised by one principal supervisor and one co-supervisor. If the thesis adopts an interdisciplinary approach, it is supervised by three supervisors from two disciplines, with one principal supervisor and two co-supervisors. The Panel discussed with the supervisors how they collaborate in co-supervising a research student, and discussed with students and graduates their views on the arrangements. The Panel noted that the principal supervisor and co-supervisor played different roles which were well received by the students and graduates as seen from those meeting with the Panel.
- (c) Having reviewed the samples of supervision portfolios, the Panel considered that it is a proper mechanism for monitoring the progress of the research work of the students. From discussions with the supervisors, students and graduates, the Panel noted evidence from multiple Disciplines of fruitful exchanges between the supervisors and their supervisees in their regular meetings. The Panel considered that supervisors provide effective academic support to guide and inspire the supervisees, such as referring the supervisees to relevant literature and methodologies, pointing out feasible directions for investigations, and explaining complicated theories.

- 4.4.3 Regarding attrition, the Panel noted that from 2018/19 to September 2022, four students had withdrawn from the Programmes, which amounts to an attrition rate of 10.3%. From the information provided by the University, the Panel noted that only one withdrawal was related to academic performance.
- 4.4.4 On the assessment of theses, the Panel reviewed the Research Manual and the Code of Practice for Research Postgraduate Students, both of which provide the details of the arrangements for assessment. The Panel also reviewed the theses of all the graduates of the Programmes and their assessment records. The Panel discussed with stakeholders, including the senior management, department heads, thesis supervisors, External Thesis Examiners, and graduates. The following presents the key observations and comments of the Panel, and highlights of major discussions.
- (a) Having reviewed all the theses, the Panel was of the view that the theses meet the academic standards expected of an MPhil/PhD degree and are comparable to the standards of other local institutions. The Panel noted this view aligns with those of the External Thesis Examiners, which were reflected in the discussions with them and their comments given in the Thesis Assessment Reports.
 - (b) Based on assessment records and discussions with staff and graduates of the University, the Panel was of the view that the assessment process conducted for this batch of graduates had been comparable to other local and non-local institutions. This view also aligns with those of the External Thesis Examiners who expressed that they considered the assessment process of the University had been very similar to those conducted by their own institutions or other institutions for which they also served as external examiners.
 - (c) The Panel discussed with the representatives of the University regarding the composition of the Thesis Assessment Committee (TAC) and the roles and duties of its chairperson and members, including whether or not the chairperson should be served by a senior member of the Department concerned and play the role of an examiner in making academic judgement, or should instead be served by an academic outside the Department and focuses more on the procedural aspects in making sure the overall recommendation by the TAC is fair and unprejudiced. As for the other members of the TAC, the issues that had been

discussed included whether the supervisors should serve as examiners or observers, especially during the oral defence. The Panel also discussed with representatives from various Disciplines the procedure to be followed when TAC cannot reach a consensus on the judgement of a thesis. The Panel noted that the responses varied across Disciplines and that the relevant provisions in the Research Manual and Code of Practice for Research Postgraduate Students do not provide adequate information to ensure consistency in handling such a situation. The Panel, therefore, put forward the following **Requirement**.

Requirement

The University is to review and document the processes for the Thesis Assessment Committee, including the appointment of its members, the roles and duties of each member, and the procedures in the event of disagreement within the committee.

For the fulfilment of the requirement, the University is to provide the documentation on the composition, terms of reference and procedures of the Thesis Assessment Committee showing that proper documentation and procedures are in place together with relevant approval records by 29 February 2024.

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 leadership for graduate education in the University is provided by the Head of the Graduate School. In 2021, the Head of the Graduate School was retitled from Director to Associate Academic Vice President (Graduate School). At the department level, the Department Head or their representatives are responsible for the overall coordination, implementation, and quality assurance of MPhil/PhD programmes, and Associate and Full Professors are eligible to be principal supervisors of MPhil/PhD thesis. Since 2021, the criteria for thesis supervision have been revised to include research-active Assistant Professors.

4.5.2 The University currently has 49 and 24 eligible principal supervisors and co-supervisors, respectively, across the Disciplines, and the University planned to recruit three more full Professors in 2023/24, one for each of the History, English and Economics Disciplines. The current and projected supervisory strengths for each Discipline are as follows:

Discipline	Current		Projected (2023/24)	
	Principal Supervisor	Co-supervisor	Principal Supervisor	Co-supervisor
Chinese	9	7	10	8
History	7	1	8*	2
English	6	4	7*	5
Psychology	11	6	12	7
Sociology	9	6	10	7
Economics	7	0	8*	1

*including a new full professor

4.5.3 The Panel reviewed the following information on staffing and staff development in relation to supporting the Programmes:

- (a) The current number of staff in each rank by Department;
- (b) A detailed curriculum vitae of each supervisor, including academic qualifications, fields of research, and a list of publications;
- (c) Lists of funded research projects by Disciplines;
- (d) Lists of research activities organised from 2018/19 to 2021/22, including workshops, seminars, public lectures, skills labs, conferences, and webinars;
- (e) List of funded research projects from 2018 to September 2022;
- (f) Lists of teaching excellence workshops organised by the Advancement of Teaching and Learning Committee in each academic year from 2018/19 to 2021/22; and
- (g) Policies on teaching load and teaching relief.

4.5.4 During the site visit, each Discipline shared with the Panel its main areas of research where applicable, and current supervisors and those eligible supervisors in each Discipline shared their research areas, research projects, and current and/or prospective projects for MPhil/PhD research students.

4.5.5 Based on the review of the above information and sharing during the site visit and further discussions with the teaching staff on related matters, the Panel made the following observations and comments:

- (a) The Panel considered that the numbers of supervisors/co-supervisors in each Discipline had been adequate during the validity period, and the projected numbers of supervisors/co-

supervisors are commensurate with the proposed increase in student numbers (see paragraph 4.2.7). The Panel also provided the following advice to specific disciplines:

Chinese

The Panel **advised** the University to review the strategic positioning of the departmental staffing mix to have either a more comprehensive coverage of different academic areas, or focus on specific academic approaches or research methods, such as digital humanities.

English and History

The Panel **advised** the University to consider further enhancing the role of experienced Assistant Professors to supervise PhD students.

- (b) Based on the supervisors/co-supervisors' field of research, current research focus, potential topics for thesis supervision, and research track record as indicated in their publications, funding, and completed theses under their supervision, the Panel considered that the supervisors/co-supervisors are qualified to supervise/co-supervise research projects of the Programmes. The Panel also provided the following advice to specific disciplines:

Chinese

The Department provided the Panel with a journal list listing the journals where academic staff are encouraged to publish research work. The Panel observed that the list could be further expanded and include more international journals. The Panel **advised** the Department to review and expand its journal list and include more international journals.

Chinese and History

The Panel **recommended** that the Department should further develop the research plans for the junior academic staff to enable the development of more international research.

- (c) The Panel noted that funding had been obtained to support the research activities of the supervisors across the Disciplines. Sources of funding included the Competitive Research Funding Schemes for the Local Self-financing Degree Sector under the Research Grant Council of the HKSAR Government, policy bureaus and government departments, NGOs, private companies and organisations, etc. As for internal funding, the University

provided financial support for start-up research projects and organising and hosting conferences. The University also provided the University Conference Grants to its teaching staff. On research activities of the academic staff, the Panel also provided the following **recommendation** to the English Discipline:

English

The Panel **recommended** that the University should secure greater research activities by the academic staff of the Department through recruitment, staff development, workload management and resource allocation.

History and Economics

- (d) For the History Discipline, the Panel observed that several experienced teaching staff had retired or left the University in the past validity period and the number of full-time Professor and Associate Professor was small, while the Panel learnt that a new full-time senior professorial staff would join the Department in the fall semester this year. For the Economics Discipline, the Panel observed that there was no full-time full Professor, and a new full-time teaching staff member would join the Department in September 2023. The Panel **advised** the University to continue to strengthen the senior staffing of the History and Economics Disciplines as planned (see paragraph 4.5.2).

Sociology and Economics

- (e) Regarding teaching and supervision load, the supervisors expressed that the current workload is acceptable, taking into account the supervision load required for the current number of MPhil/PhD students and various ways that had resulted in an actual reduction in teaching load, such as taking up administration duties, teaching relief, and less time required for teaching preparation due to repeating the same lesson for a large class divided into multiple sections as well as a stable curriculum that required less revision in teaching materials. Still, in light of the coming increase in the number of MPhil/PhD students, the Panel **advised** the Departments to continue to make sure that staff have adequate time to pursue research through management of teaching workload by various provisions such as sabbatical leave and teaching relief supported from multiple sources.

Chinese, History, English and Psychology

- (f) The Panel noted that the policy of 15 hours per week of teaching load applies to all teaching staff regardless of whether a staff member is on a research or teaching track. To ensure that the

policy on workload is effective and commensurate with the University's goal to promote research, the Panel was of the view that the Departments should consider reducing the teaching load for staff members on the research track, given their additional responsibility in conducting research. The Panel made the following **recommendation**.

Recommendation

The University should review the policy of equal teaching load for staff on teaching and research tracks and consider reducing the teaching load for the latter based on their strengths and research commitments.

Chinese, History, English and Psychology

- (g) The Panel also noted that, while there is a scheme for sabbatical leave, no staff member had taken advantage of it during the validity period. The Panel considered that there is room for the scheme to improve. The Panel made the following **recommendation**.

Recommendation

The University should review the provision and policy of sabbatical leave to ensure greater support for the spirit and practical adoption of sabbatical leave.

- 4.5.6 In consideration of the above, the Panel formed the view that the University has adequate and qualified staff as well as adequate staff development activities to support the quality delivery of the Programmes.

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

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

- 4.6.1 On financial resources, the University provided a budgetary projection of the Programmes over the five-year from 2023/24 to 2027/28. The projection lists tuition as the primary income source and expenditure items, including the costs of delivery of the taught courses and thesis supervision, fees for external thesis examines, and expenditure for quality assurance. The University also provided information on the various funding sources for the postgraduate studentship and

scholarship, and incidental income from external grants to employ research assistants and support teaching relief. The University also provided the assumptions and costing formula used in budget items. Based on the assumptions, the Programmes are projected to have a small surplus each year over the five-year period. The University also confirmed its long-term commitment to support the twelve MPhil/PhD Programmes, regardless of whether the projection shows a surplus or deficit.

4.6.2 On physical resources, the Panel considered that there are adequate general physical resources on the campus to support the delivery of the Programmes, such as teaching and research laboratories and classrooms. The Panel noted that the Postgraduate Student Office located in the Research Complex has a seating capacity to accommodate all students of the Programmes. The students and graduates expressed that having all students in the same office has created an ambience that facilitates exchange between students from different Disciplines, in line with the emphasis on the interdisciplinarity of the Programmes.

4.6.3 On library resources, having reviewed the resources available and discussed with students, graduates, and teaching staff, the Panel considered that there are, in general, adequate resources to support the Programmes. As the student numbers of the Programmes will increase, the Panel **advised** the University to continue to expand the reference materials, particularly electronic resources and the research collection in the library.

4.6.4 On other student support services, the Panel noted from discussions with the students that the teaching staff are committed to providing academic support to their students. The students also shared with the Panel examples of other support, such as emotional support, received from the teachers.

History, English, Psychology

4.6.5 The observation in paragraph 4.6.4 notwithstanding, the Panel found that the students were not aware of other support that they could seek beyond their teachers. The Panel **advised** the University to familiarise the students with the student support services provided by the University.

4.6.6 On other enabling resources and services to enrich students' learning experience, the Panel had the following observations and comments:

Chinese, English, History, Psychology and Economics

- (a) The Panel noted that the Programmes state teaching, among others, as one of the employment pathways for the graduates. The Panel noted that among the Disciplines, students were provided with opportunities to be involved in teaching in various forms and to a varying extent, such as teaching in parts of undergraduate courses or be involved in supervising undergraduate projects. The Panel also noted that students of the Programmes could attend the workshops organised by the Advancement of Teaching and Learning Committee (see paragraph 4.5.3(f)) and that the Graduate School also organises a teaching assistant training workshop which postgraduate studentship recipients are required to attend. Still, the Panel considered the students can further benefit from a more systematic approach to developing their teaching skills with a reasonable teaching load. The Panel **made the following recommendation.**

Recommendation

The University should implement a more systematic approach to developing students' teaching skills and ensuring a reasonable teaching load.

Sociology and Economics

- (b) The Panel noted that working in academia is one of the employment pathways for graduates. While the Panel noted that some students had been involved or contributed to various forms of academic writing, the Panel considered that students could benefit from more opportunities to develop the writing skills that an academic should have. The Panel **advised** the Departments to provide opportunities to enhance students' competencies in writing journal and conference papers and funding applications.

All Programmes

- (c) From discussions with students across the Disciplines, the Panel noted that students had limited opportunities to experience research work outside the University. The Panel considered that the University should build more links to other local institutions and global research communities and look for collaborative research opportunities to enrich students' research experience. The Panel made the following **recommendation.**

Recommendation

The University should build more links with other local and global research communities to provide more opportunities for

collaborations to students by exposing them to research activity beyond the University.

All Programmes

- (d) The Panel noted that the University Conference Grants (see paragraph 4.5.5(c), which were only provided to full-time teaching staff, would be open to MPhil/PhD students from 2022/23 so that students could gain valuable intellectual exchanges through participation in international conferences. The Panel **advised** the University to continue to look for ways to further expand support for students' academic activities outside Hong Kong in terms of financial support and opportunities such as overseas internships, visiting/exchange programmes, etc.

- 4.7 In consideration of the above, the Panel considered that the University provides adequate enabling resources for the delivery of the Programmes.

4.8 **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.

- 4.8.1 The University has sought approval from HKCAAVQ for a substantial change to the quality assurance (QA) system of its postgraduate programmes during the validity period. From September 2022, the original duty of the Quality Assurance Committee (QAC) in monitoring the QA of postgraduate programmes is re-assigned to the Graduate Studies Committee (GSC). The rationale for the change was that the University considered it necessary to have a dedicated QA structure for its postgraduate education as it continued to develop and expand, and GSC is better suited than the QAC as members of GSC are senior teaching staff involved in the teaching and/or development of postgraduate programmes.

- 4.8.2 In relation to the QA of the Programmes, the Panel was provided with the following documents during the validity period:

- (a) extracts of meeting minutes and accompanying papers of the Academic Board (AB) and QAC relevant to the Programmes;
- (b) meeting minutes of the GSC;

- (c) meeting minutes of the Research Postgraduate Programmes Subcommittee;
- (d) extracts of minutes of Departmental Meetings, and minutes of Departmental Research Committee Meetings and Departmental Postgraduate Programme Committee meetings of the six Departments;
- (e) meeting minutes of the Research Postgraduate Programmes Academic Advisory Board (AAB);
- (f) External Examiners' Reports from 2019/20 Semester 1 to 2020/21 Semester 2; and
- (g) students' feedback on the common core courses from 2018/19 to 2021/22.

4.8.3 Having reviewed the above documents and discussed with staff, students, graduates, external examiners and external thesis examiners, the Panel had the following observations and comments:

- (a) The Programmes are subject to on-going monitoring, as evidenced by, among others, regular reporting of the Programmes by the Director of the Graduate School/Associate Academic Vice President (Graduate School) to the AB, deliberations and approval of the changes to the Programmes (see paragraph 4.2.5) by relevant committees including GSC, QAC, and AB, reporting of the status of individual students in Departmental Postgraduate Committees.
- (b) Feedback from stakeholders has been acted upon in improving the Programmes, as evidenced by, among others, adjustments to the core course *Interdisciplinary Approach* in response to students' feedback, and the provision of financial support to students for attending international conferences as per the suggestions of the students and AAB.

All Programmes

4.8.4 Regarding the issue of over-enrolment (paragraph 4.2.6(d)), the University informed the Panel that a different interpretation of the statement that stipulated the maximum student numbers in relevant documents issued by HKCAAVQ was one of its causes. The Panel considered that the University should take steps to ensure correct interpretation of, and alignment with, statements that specify major parameters and features of the Programmes in accreditation reports and related documents. The Panel made the following **recommendation**.

Recommendation

The University should ensure that it has an effective system to monitor the alignment of the Programmes with major parameters and features stated in accreditation reports and related documents.

Psychology

- 4.8.5 The Panel noted that the accreditation documents had gone through proper QA processes, such as gathering feedback on the documents from the AAB and obtaining internal approval before submitting them to HKCAAVQ, and provided relevant and largely adequate information to facilitate the review of the Programmes by the Panel. Still, the Panel **advised** that the documents could be further improved by having a more concise presentation of the publications and research funding of individual supervisors that highlights their individual research output performance over the recent few years, and ensuring that information contained in the documents is up-to-date, especially information that could become outdated rapidly such as versions of software packages and IT systems.
- 4.8.6 In consideration of the above, the Panel formed the view that a quality assurance system is in place for on-going monitoring of the Programmes to ensure the currency of their content and the quality of delivery.

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.hkqf.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: 40/28/02
15 June 2023
JoH/AnC/ELi/DnL/fk

Appendix 1**Specifications of the programmes seeking accreditation status**

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
Master of Philosophy in Chinese 中文哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		
Master of Philosophy in Economics 經濟學哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		
Master of Philosophy in English 英文哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		
Master of Philosophy in History 歷史哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		
Master of Philosophy in Psychology 心理學哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		
Master of Philosophy in Sociology 社會學哲學碩士	Master of Philosophy 哲學碩士	Full-time	2-5 years	N/A	6
		Part-time	4-5 years		

Doctor of Philosophy in Chinese 中文哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		
Doctor of Philosophy in Economics 經濟學哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		
Doctor of Philosophy in English 英文哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		
Doctor of Philosophy in History 歷史哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		
Doctor of Philosophy in Psychology 心理學哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		
Doctor of Philosophy in Sociology 社會學哲學博士	Doctor of Philosophy 哲學博士	Full-time	3-8 years	N/A	7
		Part-time	4-8 years		
	* Master of Philosophy 哲學碩士	Full-time	2-5 years		6
		Part-time	4-5 years		

* Intermediate exit award

Appendix 2**Determinations on Master of Philosophy in Chinese
and Doctor of Philosophy in Chinese**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in Chinese 中文哲學碩士	Doctor of Philosophy in Chinese 中文哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱 (結業資歷)	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Languages and Related Studies	
Sub-area (Primary Area of Study and Training) 子範疇 (主要學習及培訓範疇)	Languages and Related Studies	
Other Area of Study / Training 其他學習/培訓範疇	Humanities	
Sub-area (Other Area of Study and Training) 子範疇 (其他學習及培訓範疇)	Humanities	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	
Number of Enrolment(s) 招收學員次數	One enrolment per year	

<p>Maximum Number of New Students 新學員人數上限</p>	<p>8 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 5 FTE for PhD per year (including new students and active students in the programmes)</p> <p>36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics</p>
<p>Specification of Competency Standards-based Programme 「能力標準說明」為本課程</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Vocational Qualifications Pathway Programme 「職業階梯」課程</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Address of Teaching / Training Venue(s) 授課地址</p>	<p>10 Wai Tsui Crescent, Braemar Hill, Hong Kong</p>

**Determinations on Master of Philosophy in English
and Doctor of Philosophy in English**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in English 英文哲學碩士	Doctor of Philosophy in English 英文哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱（結業資歷）	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Humanities	
Sub-area (Primary Area of Study and Training) 子範疇（主要學習及培訓範疇）	Humanities	
Other Area of Study / Training 其他學習/培訓範疇	Languages and Related Studies	
Sub-area (Other Area of Study and Training) 子範疇（其他學習及培訓範疇）	Languages and Related Studies	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	
Number of Enrolment(s) 招收學員次數	One enrolment per year	

Maximum Number of New Students 新學員人數上限	8 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 5 FTE for PhD per year (including new students and active students in the programmes) 36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme 「職業階梯」課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s) 授課地址	10 Wai Tsui Crescent, Braemar Hill, Hong Kong

**Determinations on Master of Philosophy in Psychology
and Doctor of Philosophy in Psychology**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in Psychology 心理學哲學碩士	Doctor of Philosophy in Psychology 心理學哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱（結業資歷）	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Social Sciences	
Sub-area (Primary Area of Study and Training) 子範疇（主要學習及培訓範疇）	Social and Behavioural Sciences	
Other Area of Study / Training 其他學習/培訓範疇	Not Applicable	
Sub-area (Other Area of Study and Training) 子範疇（其他學習及培訓範疇）	Not Applicable	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	

Number of Enrolment(s) 招收學員次數	One enrolment per year
Maximum Number of New Students 新學員人數上限	<p>10 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 6 FTE for PhD per year (including new students and active students in the programmes)</p> <p>36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics</p>
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme 「職業階梯」課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s) 授課地址	10 Wai Tsui Crescent, Braemar Hill, Hong Kong

**Determinations on Master of Philosophy in History
and Doctor of Philosophy in History**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in History 歷史哲學碩士	Doctor of Philosophy in History 歷史哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱（結業資歷）	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Humanities	
Sub-area (Primary Area of Study and Training) 子範疇（主要學習及培訓範疇）	Humanities	
Other Area of Study / Training 其他學習/培訓範疇	Not Applicable	
Sub-area (Other Area of Study and Training) 子範疇（其他學習及培訓範疇）	Not Applicable	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	
Number of Enrolment(s) 招收學員次數	One enrolment per year	

Maximum Number of New Students 新學員人數上限	8 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 5 FTE for PhD per year (including new students and active students in the programmes) 36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme 「職業階梯」課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s) 授課地址	10 Wai Tsui Crescent, Braemar Hill, Hong Kong

**Determinations on Master of Philosophy in Sociology
and Doctor of Philosophy in Sociology**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in Sociology 社會學哲學碩士	Doctor of Philosophy in Sociology 社會學哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱（結業資歷）	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Social Sciences	
Sub-area (Primary Area of Study and Training) 子範疇（主要學習及培訓範疇）	Social and Behavioural Sciences	
Other Area of Study / Training 其他學習/培訓範疇	Not Applicable	
Sub-area (Other Area of Study and Training) 子範疇（其他學習及培訓範疇）	Not Applicable	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	
Number of Enrolment(s) 招收學員次數	One enrolment per year	

Maximum Number of New Students 新學員人數上限	8 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 5 FTE for PhD per year (including new students and active students in the programmes) 36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme 「職業階梯」課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s) 授課地址	10 Wai Tsui Crescent, Braemar Hill, Hong Kong

**Determinations on Master of Philosophy in Economics
and Doctor of Philosophy in Economics**

Name of Operator(s) 營辦者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Name of Award Granting Body 資歷頒授者名稱	Hong Kong Shue Yan University 香港樹仁大學	
Title of Learning Programme 進修課程名稱	Master of Philosophy in Economics 經濟學哲學碩士	Doctor of Philosophy in Economics 經濟學哲學博士
Title of Qualification(s) [Exit Award(s)] 資歷名稱 (結業資歷)	Master of Philosophy 哲學碩士	Doctor of Philosophy 哲學博士
Primary Area of Study / Training 主要學習/培訓範疇	Business and Management	
Sub-area (Primary Area of Study and Training) 子範疇 (主要學習及培訓範疇)	Economics	
Other Area of Study / Training 其他學習/培訓範疇	Not Applicable	
Sub-area (Other Area of Study and Training) 子範疇 (其他學習及培訓範疇)	Not Applicable	
QF Level 資歷架構級別	Level 6	Level 7
QF Credits 資歷學分	Not applicable	
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2-5 years Part-time, 4-5 years	Full-time, 3-8 years Part-time, 4-8 years
Intermediate Exit Award(s) 中段結業資歷	Not applicable	Master of Philosophy 哲學碩士
Start Date of Validity Period 有效期的開始日期	1 September 2023	
End Date of Validity Period 有效期的終止日期	31 August 2028	
Number of Enrolment(s) 招收學員次數	One enrolment per year	

Maximum Number of New Students 新學員人數上限	8 FTE per year for PhD and MPhil altogether (including new students and active students in the programmes), which includes a maximum of 5 FTE for PhD per year (including new students and active students in the programmes) 36 FTE (including new students and active students in the programmes) per year across the 12 programmes MPhil and PhD in Chinese, English, Psychology, History, Sociology and Economics
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme 「通用（基礎）能力說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme 「職業階梯」課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s) 授課地址	10 Wai Tsui Crescent, Braemar Hill, Hong Kong

Hong Kong Shue Yan University

**Learning Programme Re-accreditation for
6 Master of Philosophy programmes and 6 Doctor of Philosophy programmes**

28 February – 8 March 2023

Panel Membership

Panel Chair

Professor Martin LOCKETT

Professor
Department of International Business
and Management
Nottingham University Business School
China
The University of Nottingham Ningbo
CHINA

Panel Secretaries

Ms Anna CHEUNG

Head and Senior Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

***Dr Eric LI**

Deputy Head and Senior Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

^Dr Daniel LEE

Deputy Head and Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

Panel members – Chinese

Professor Timothy Wai Keung CHAN

Professor
Department of Chinese Language and
Literature
Hong Kong Baptist University
HONG KONG

Professor Sui Wai CHEUNG

Chairman and Professor
Department of History
The Chinese University of Hong Kong
HONG KONG

Professor Kwok Kwong TANG

Professor Emeritus
Department of Chinese Language and
Literature
University of Macau
MACAU

Panel members – History

Professor Sui Wai CHEUNG

Chairman and Professor
Department of History
The Chinese University of Hong Kong
HONG KONG

Professor Kwok Kwong TANG

Professor Emeritus
Department of Chinese Language and
Literature
University of Macau
MACAU

Panel members – English

Professor Kendall JOHNSON

Head and Professor
School of English
The University of Hong Kong
HONG KONG

Professor Diane PECORARI

Head and Professor
Department of English
City University of Hong Kong
HONG KONG

Panel members – Psychology

Professor Lei CHANG

Chair Professor and Head
Department of Psychology
University of Macau
MACAU

Professor Patrick Wing Leung LEUNG

Research Professor and Director
Graduate Studies in Clinical Psychology
Department of Psychology
The Chinese University of Hong Kong
HONG KONG

Panel members – Sociology

Professor Maggy Shuk Yi LEE

Professor
Department of Sociology
The University of Hong Kong
HONG KONG

Professor Mark WESTERN

Professor
Faculty of Humanities and Social Sciences
The University of Queensland
Brisbane
AUSTRALIA

Panel members – Economics

Professor Hun Tong TAN

Chair Professor/UOB Endowed Chair
Nanyang Business School
Nanyang Technological University
SINGAPORE

Professor Yifan ZHANG

Professor
Department of Economics
The Chinese University of Hong Kong
HONG KONG

- * The Panel Secretary is also a member of the Accreditation Panel for the programmes in the Psychology, Sociology and Economics disciplines.
- ^ The Panel Secretary is also a member of the Accreditation Panel for the programmes in the Chinese, History and English disciplines.

Programme-specific PILOs

PILOs of MPhil in Chinese

修畢本課程後，學生能夠：	
1.	運用中國語言文學專業知識及分析方法，研究相關學術問題；
2.	發掘研究題目；
3.	綜合、歸納所研究學術問題的狀況；
4.	研讀、辨析原始文獻材料；
5.	組織並撰寫一篇學術論文；
6.	會通不同學科，進行交叉研究，跨領域之探討。

PILOs of PhD in Chinese

修畢本課程後，學生能夠：	
1.	在研究領域提出具原創性之知識；
2.	廣泛地搜集材料，從材料中發現新問題、構建新研究視野，並運用學科知識探索、解決學術問題；
3.	提出具研究價值的題目；
4.	評論所研究學術問題的現況；
5.	深刻地、較全面地掌握學科原始文獻材料；
6.	組織並撰寫一篇具重要研究意義的學術論文；
7.	整合不同學科的知識，致力跨領域、跨學科之研究。

PILOs of MPhil in History

PILO1	Demonstrate advanced knowledge in History and an understanding of the inter-relationships between it and associated fields/disciplines
PILO2	Apply the findings of their research in History to real world problems
PILO3	Critically assess and evaluate information/data in the context of specific problems or complex issues
PILO4	Synthesize new and complex information from diverse sources
PILO5	Use IT and digital technology effectively to support and enhance the research and teaching process
PILO6	Design, develop and apply an appropriate research approach and apply a range of appropriate methods and techniques with confidence
PILO7	Identify and provide expert commentary on the future directions of the discipline/research field
PILO8	Communicate ideas effectively in written and oral form to a range of audiences including peers, senior colleague and specialists

PILOs of PhD in History

PILO1	Demonstrate a deep and holistic understanding of History and at the interface between it and associated fields
PILO2	Create new knowledge at the frontiers of their specialized field
PILO3	Explore new models and hypotheses, research design and techniques of data collection and analysis in History
PILO4	Utilize high level academic literacy and numeracy across a range of contexts and communication media
PILO5	Develop creative and original responses to specific problems or complex issues across fields/disciplines
PILO6	Stimulate creative and critical thinking at discipline/field and policy level
PILO7	Lead a research agenda by making major contributions to the discipline of History
PILO8	Produce publishable papers that provide outstanding breakthrough thinking in History

PILOs of MPhil in Psychology

1.	Demonstrate advanced knowledge of a defined field and an understanding of the inter-relationships between it and associated fields/ disciplines
2.	Apply the findings of their research to real world problems
3.	Critically assess and evaluate information/data in the context of specific problems or complex issues
4.	Synthesize new and complex information from diverse sources
5.	Use IT and digital technology effectively to support and enhance the research and teaching process
6.	Design, develop and apply an appropriate research approach and apply a range of appropriate methods and techniques with confidence
7.	Identify and provide expert commentary on the future directions of the discipline/ research field
8.	Communicate ideas effectively in written and oral form to a range of audiences including peers, senior colleagues and specialists

PILOs of PhD in Psychology

1.	Demonstrate a deep and holistic understanding of their own field and at the interface between it and associated fields/ disciplines
2.	Create new knowledge at the frontiers of their specialist field
3.	Explore new models and hypotheses, research design and techniques of data collection and analysis
4.	Utilize high level academic literacy and numeracy across a range of contexts and communication media
5.	Develop creative and original responses to specific problems or complex issues across disciplines/ fields
6.	Stimulate creative and critical thinking at discipline/ field and policy levels
7.	Lead a research agenda by making major contributions to the discipline/ field
8.	Produce publishable papers that provide outstanding breakthrough thinking for the discipline/ field

PILOs of MPhil in Sociology

Upon successfully completing the Programme, students should be able to:	
PILO1	Demonstrate advanced knowledge of sociology and an understanding of the inter-relationships between it and associated fields/ disciplines
PILO2	Apply the findings of their research to real world problems
PILO3	Critically assess and evaluate information/data in the context of specific problems or complex issues between sociology and associated fields/ disciplines
PILO4	Synthesize new and complex information from diverse sources.
PILO5	Use IT and digital technology effectively to support and enhance the research and teaching process.
PILO6	Design, develop and apply an appropriate research approach and apply a range of appropriate methods and techniques with confidence.
PILO7	Identify and provide expert commentary on the future directions of the discipline/ research field.
PILO8	Communicate ideas effectively in written and oral form to a range of audiences including peers, senior colleague and specialists.

PILOs of PhD in Sociology

Upon successfully completing the Programme, students should be able to:	
PILO1	Demonstrate a deep and holistic understanding of sociology and at the interface between it and associated fields/ disciplines
PILO2	Create new knowledge at the frontiers of the field of sociology
PILO3	Evaluate state-of-the-art models and hypotheses, research design and techniques of data collection and analysis
PILO4	Manage bibliometrics and citations to support their work with a high level of proficiency
PILO5	Disseminate research findings to the community through knowledge transfer for policy reference and programme improvement
PILO6	Develop creative and original responses to specific problems or complex issues between sociology and associated fields/ disciplines
PILO7	Lead a research agenda by making major contributions to the field of sociology
PILO8	Produce publishable papers that provide outstanding breakthrough thinking for the field of sociology

HKCAAVQ Report No.: 23/83