



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 CHU HAI COLLEGE

LEARNING PROGRAMME ACCREDITATION

MASTER OF ARTS IN CULTURAL HERITAGE

NOVEMBER 2023

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION	1
3. INTRODUCTION.....	6
4. PANEL'S DELIBERATIONS	7
4.1 <i>Programme Objectives and Learning Outcomes</i>	7
4.2 <i>Learner Admission and Selection</i>	10
4.3 <i>Programme Structure and Content</i>	12
4.4 <i>Learning, Teaching and Assessment</i>	15
4.5 <i>Programme Leadership and Staffing</i>	17
4.6 <i>Learning, Teaching and Enabling Resources/Services</i>	18
4.7 <i>Programme Approval, Review and Quality Assurance</i>	20
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	22
Appendix HKCAAVQ Panel Membership	

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA923 (revised)), 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 Chu Hai College (the Operator / the College) to conduct a Learning Programme Accreditation exercise with the following Terms of Reference:

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Master of Arts in Cultural Heritage programme (the Programme) meets the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of three years.

2.2 In order for the validity period to take effect, the Operator must be registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) and it must comply with any restrictions stipulated in the Institutional Review (IR) Report. The authority for registration under Cap. 320 rests with the Permanent Secretary for Education who may take into account of the outcome of the IR Report and other considerations as deemed necessary.

2.3 Validity Period

2.3.1 The validity period will, provided that the Operator fulfils all pre-conditions to the commencement of the validity period as set out in 2.5, commence on the date specified below. Operators may apply to

HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.4 The determinations on the Programme are specified as follows:

Name of Operator	Hong Kong Chu Hai College 香港珠海學院
Name of Award Granting Body	Hong Kong Chu Hai College 香港珠海學院
Title of Learning Programme	Master of Arts in Cultural Heritage Programme 文化遺產文學碩士課程
Title of Qualification [Exit Award]	Master of Arts in Cultural Heritage 文化遺產文學碩士
Primary Area of Study and Training	Architecture and Town Planning
Sub-area (Primary Area of Study and Training)	Not applicable
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	105
Mode of Delivery and Programme Length	Full-time, 1 year
Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2027
Number of Enrolment(s)	Two enrolments per year
Maximum Number of New Students	To be determined after the College's re-proposal for the fulfilment of the pre-condition
Specification of Competency Standards-based Programme	☐ Yes ☒ No

Specification of Generic (Foundation) Competencies-based Programme	☐ Yes ☒ No
Vocational Qualifications Pathway Programme	☐ Yes ☒ No
Address of Teaching / Training Venue(s)	80 Castle Peak Road, Castle Peak Bay, New Territories, Hong Kong 香港新界青山公路青山灣段 80 號

2.5 Conditions

Pre-conditions

- 2.5.1 The Operator is to review and revise the proposed maximum number of new students per year of the Programme, after conducting a more thorough survey or study on the market need of the Programme with substantial and meaningful quantitative information covering evidence of the supply and demand in Hong Kong and other regions and justifying the alignment of the positioning, development, design and curriculum of the Programme.

For the fulfilment of the pre-condition, the Operator is to submit to HKCAAVQ **on or before 29 February 2024** a report that states the revised proposed maximum number of new students per year of the Programme from AY2024/25 to AY2026/27 with the relevant supporting evidence as described above and relevant documents, including survey or study on the market need of the Programme with quantitative information covering evidence of the supply and demand and justifying the alignment of the positioning, development, design and curriculum of the Programme, and the documentation and records of relevant quality assurance processes undertaken (Para. 4.1.4).

- 2.5.2 The Operator is to review the language aspects in the admission requirements and curriculum, and devise appropriate arrangements to ensure that students admitted to the Programme have adequate language proficiency to undertake the Programme, and that the graduates possess the language proficiency required in the industries or further studies in applying the knowledge and skills attained from the Programme.

For the fulfilment of the pre-condition, the Operator is to submit relevant information on the arrangements together with relevant evidence covering proficiency in both Chinese and English, and the documentation and records of relevant quality assurance processes undertaken to HKCAAVQ **on or before 29 February 2024** (Para. 4.2.4).

2.5.3 The Operator is to review and revise the programme structure and curriculum to ensure that:

- (a) the coverage, number and allocation of both core and elective courses of the Programme are appropriate and are aligned with the positioning and curriculum of the Programme;
- (b) sufficient practical skills are covered in the Programme;
- (c) the assessments are valid and effective for assessing learners' attainment of the intended learning outcomes by the completion of the Programme, for example, via dissertation or capstone project; and
- (d) the POs and PILOs and the revised programme structure and curriculum are properly aligned and mapped.

For the fulfilment of the pre-condition, the Operator is to submit relevant information and evidence to HKCAAVQ **on or before 29 February 2024** (Para. 4.3.3), including the following:

- (a) the revised programme structure and curriculum, including the allocation and coverage of core and elective courses of each semester, and the course outlines;
- (b) the practical skills and dissertation / capstone projects that are taught or delivered, and the relevant courses and course outlines;
- (c) the mapping of courses to POs and PILOs; and
- (d) the documentations and records of the relevant quality assurance processes undertaken.

2.5.4 The Operator is to review and revise if applicable the course outlines and descriptions and to systematise the programme-level implementation of internal quality assurance processes for the programme documents, so that:

- (a) the course outlines and descriptions reflect accurately the pedagogical intentions and specify accurately the parameters including but not limited to the topics of study, teaching and learning and assessment activities, and references; and
- (b) relevant quality assurance processes are systematically executed to minimise gaps or omissions in the programme documents.

For the fulfilment of the pre-condition, the Operator is to submit to HKCAAVQ **on or before 29 February 2024** information relevant and corresponding to (a) and (b) above, including course outlines, relevant approval records, evidence of systematising the programme-level implementation of internal quality assurance processes (Para. 4.7.4).

2.6 Recommendations

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

- 2.6.1 The College should review and reconsider the sufficiency of the number of courses and credits that students are required to complete and acquire for graduation and consider increasing the number of credits and courses of the Programme wherever appropriate (Para. 4.3.4).
- 2.6.2 There should be arrangements and mechanisms in place to ensure that stakeholders are well informed that the medium of instruction (MOI) is Chinese, through formal academic records, including but not limited to academic transcripts, and promotional materials (Para. 4.4.1).
- 2.6.3 The College should monitor the actual recruitment of staff of the Programme and the relevant experience of the teaching staff, particularly in the areas of conservation practice and cultural heritage, to ensure the sufficiency and coverage of staff expertise for the delivery of the Programme (Para. 4.5.3).
- 2.6.4 Adequate translations of materials and learning resources should be provided to the students and materials that help students build up their English language use for academic development and their long-term career development in the industry (Para. 4.6.3).

- 2.7 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 Chu Hai College (the College), renamed from the Chu Hai College of Higher Education in January 2023, was registered in 2004 under the Post Secondary Colleges Ordinance (Cap. 320) as a privately funded, non-profit-making post-secondary college. The College was previously known as Chu Hai University, a private university founded in 1947 in Guangzhou, China and subsequently relocated to Hong Kong in 1949 and registered as Chu Hai College under the Education Ordinance (Cap. 279). The College started operating at the current campus near Castle Peak Bay in Tuen Mun in September 2016.
- 3.2 As of October 2023, the College has Programme Area Accreditation (PAA) status in seven areas at QF Level 5, and the College is operating one Higher Diploma programme, 15 bachelor's degree programmes and 12 master's degree programmes under the Qualifications Register.
- 3.3 The College commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for the Master of Arts in Cultural Heritage programme (the Programme). HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at **Appendix**). HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the College 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 Operator.

4.1 Programme Objectives and Learning Outcomes

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

- 4.1.1 The Master of Arts in Cultural Heritage programme (MACH) is hosted by the Department of Architecture (the Department) under the Faculty of Science and Engineering of the College. The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the Programme are as follows:

Programme Objectives (POs)

The POs are to:

- PO1: Foster critical understanding of cultural heritage as key factors of economic, social and environmental sustainability in contemporary development.
- PO2: Equip students with the necessary skills to examine relevant issues, analyse data, and develop policies related to heritage conservation. This includes skills in data collection and analysis, critical thinking, and problem-solving, as well as an understanding of the legal and regulatory frameworks that govern heritage conservation in Hong Kong and the region.
- PO3: Develop local awareness and effective communication skills necessary to identify and negotiate between multiple stakeholders and interests in a complex situation.
- PO4: Prepare students for leadership roles in conservation practice and consultancy on issues about cultural heritage.

Programme Intended Learning Outcomes (PILOs)

After completing the Programme, graduates will be able to:

PILO1: Demonstrate the importance of cultural practices, vernacular landscape and heritage building and the multi-faceted nature of 'sustainable development' in a conservation perspective.

PILO2: Critically analyse the values and meanings of the cultural heritage and the processes that shape them, and the dialectical relationship between conservation and development in context.

PILO3: Lead a team of multiple professions to formulate and execute a conservation plan on cultural heritage through engagement of stakeholders.

4.1.2 To demonstrate the alignment of learning outcomes that meet the relevant QF standard at Level 6, the Panel was provided with the following information of the Programme:

- (a) mapping of the POs and the PILOs;
- (b) mapping of the PILOs and the courses;
- (c) mapping of the courses and the Generic Level Descriptors (GLDs) at QF Level 6;
- (d) Course Outlines of all courses, with information on course description, course intended learning outcomes (CILOs), course content, teaching and assessment methods, and references;
- (e) samples of course materials of four courses; and
- (f) comments and feedback to the Programme from External Examiner and Programme Advisors from the industry, and the College's response to the comments and feedback.

4.1.3 During the site visit meeting with the College, the Panel discussed the positioning and design of the Programme with the management staff of the College and of the Programme, and was given to understand that there were different thoughts about the Programme among staff of the College regarding, for instance, the direction and

proportion of practice/skill-based elements and general cultural heritage elements of the Programme. The Panel considered that this question relating to the development and design of the Programme could benefit from a thoughtful market research containing relevant and realistic figures of supply and demand in Hong Kong and in nearby regions.

- 4.1.4 Further to Para. 4.1.3 above, to demonstrate the potential demand for the Programme and illustrate the rationale for developing the Programme, the College shared with the Panel its analyses and information on (a) the situation and development of the industry in Hong Kong and in other regions, (b) similar programmes in local institutions, (c) and a survey to the students of the College and employers and the survey results. Having reviewed the accreditation documents including the Response to Panel's Initial Comments, the surveys and associated survey results and discussed with the College during the site visit meetings, the Panel formed the view that the setting of the surveys did not necessarily substantiate the market need of the Programme and the proposed maximum number of students per year for the Programme, and that the College needed more solid market information for the development and planning of the Programme, including quantitative information on the demand and supply of graduates in Hong Kong and nearby regions, and for the justification of the proposed student quota which is a relatively great number. The Panel was given to understand that the Programme would prepare graduates to take on jobs not only in Hong Kong but also in nearby regions including the Great Bay Area, however, relevant information on the job markets and supply of graduates by the institutions in these regions was absent. The Panel considered that the information described above is crucial to the College in relation to the development and alignment of the positioning of the Programme and the programme design and curriculum which need to be reviewed as further delineated in Para. 4.3.3. The Panel therefore stipulated the following pre-condition below.

Pre-condition

The Operator is to review and revise the proposed maximum number of new students per year of the Programme, after conducting a more thorough survey or study on the market need of the Programme with substantial and meaningful quantitative information covering the evidence of the supply and demand in Hong Kong and other regions and justifying the alignment of the positioning, development, design and curriculum of the Programme.

For the fulfilment of the pre-condition, the Operator is to submit to HKCAAVQ **on or before 29 February 2024** a report that states the revised proposed maximum number of new students per year of the Programme from AY2024/25 to AY2026/27 with the relevant supporting evidence as described above and relevant documents, including survey or study on the market need of the Programme with quantitative information covering evidence of the supply and demand and justifying the alignment of the positioning, development, design and curriculum of the Programme, and the documentation and records of relevant quality assurance processes undertaken.

4.2 **Learner Admission and Selection**

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

- 4.2.1 The Panel was given to understand that the Programme follows the College's policies, guidelines and procedures regarding student admission, such as the *General Regulations for the Taught Postgraduate Programmes* in the *Quality Manual* of the College. The Admissions Sub-committee under the Programme Committee of the Academic Board is responsible for overseeing the admission process, with the assistance of the Admission Unit of the Registrar's Office of the College.
- 4.2.2 The Panel noted the proposed maximum number of new students per year. Some relevant delineations regarding the maximum number of new students per year, market need and positioning of the Programme is made, together with a relevant pre-condition, in Para. 4.1.4. The College will review and propose again the maximum number of new students per year for the partial fulfilment of the pre-condition by the end of February 2024.
- 4.2.3 Regarding the proposed academic qualifications in the minimum admission requirements for the Programme, the Panel noted that the proposed minimum admission requirements are a recognised Bachelor's degree in any disciplines. In the Response to Panel's Initial Comments, the College provided some examples of supposedly equivalent academic qualifications which, however, were not considered by the Panel as equivalent to a Bachelor's degree in

terms of QF level, QF credit and learning volume. During the site visit meeting with the management staff of the College and of the Programme, the College was given to understand that these examples were not accepted as equivalent academic qualifications for admission to the Programme.

- 4.2.4 In relation to the language proficiency requirements in the minimum admission requirements, having reviewed the accreditation documents including the Response to Panel's Initial Comments and discussed with the management staff of the College and of the Programme, the Panel noted that the College proposed only Chinese language proficiency requirements (e.g. HKDSE Level 3 in Chinese Language, Bachelor's degree taught and assessed in Chinese), and the Panel was of the view that the Programme which is to prepare students to work in Hong Kong according to the HKQF and its policy objectives and in other regions in the profession of cultural heritage should consist of some elements in English or using English so as to make sure that graduates of the Programme would have a certain level of English proficiency to work in the profession. As noted by the Panel, students have the practical needs to continuously acquire up-to-date expertise through international journals/materials or through participating in international activities and to build up the skills to compile architectural/business plans and/or to communicate with international work/business partners in future. Regarding Chinese language requirements, the Panel also observed that some language tests of the Chinese language mentioned by the College do not assess both oral and writing components of the language (e.g. Putonghua Shuiping Ceshi 普通話水平測試), and therefore are not effective for the recruitment of learners with the appropriate level of language abilities to undertake the Programme. The Panel had great concerns over these gaps and considered that the College should review and reconsider the English elements of the Programme and the Chinese and English language proficiency requirements in the admission requirements for the Programme including the appropriateness, recognition and equivalency of different language tests. The Panel therefore stipulated the following pre-condition:

Pre-condition

The Operator is to review the language aspects in the admission requirements and curriculum, and devise appropriate arrangements to ensure that students admitted to the Programme have adequate language proficiency to undertake the Programme, and that the graduates possess the language proficiency required in the

industries or further studies in applying the knowledge and skills attained from the Programme.

For the fulfilment of the pre-condition, the Operator is to submit relevant information on the arrangements together with relevant evidence covering proficiency in both Chinese and English, and the documentation and records of relevant quality assurance processes undertaken to HKCAAVQ **on or before 29 February 2024**.

- 4.2.5 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.

4.3 **Programme Structure and Content**

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

- 4.3.1 The Programme is a one-year full-time programme. To be eligible for graduation and the award, students are required to fulfil all college and programme requirements, including acquiring a minimum of 27 credits which embody 18 credits from core courses and nine credits from elective courses, and obtaining a minimum Graduation Grade Point Average (GPA) of 2.0, within the maximum period of study.
- 4.3.2 The following is a table of the proposed courses of the Programme, with the information on the contact hours, Notional Learning Hours and QF credits of each course. The programme structure and courses will be reviewed and revised by the College by February 2024 as mentioned in a relevant pre-condition in Para. 4.3.3.

Course Title	Contact Hours (A)	Self-study Hours (B)	Notional Learning Hours (A+B)	College Credits	QF Credits
Core courses (Fall Semester September to December)					
Traditional Sustainable Built Environment 傳統可持續建築環境	39	78	117	3	11.7
Advanced Research Methods for Cultural Heritage 文化遺產研究方法	39	78	117	3	11.7
Digital Heritage: Theory and Application 數碼遺產：理論與應用	39	78	117	3	11.7
Core courses (Spring Semester January to May)					
Interpreting World Heritage and Its Significance 解讀世界遺產及其意義	39	78	117	3	11.7
Heritage and Sustainable Development 文化遺產與可持續發展	39	78	117	3	11.7
Charters and Legislation of Conservation 保護憲章和立法	39	78	117	3	11.7
Elective courses – Group A (Fall Semester September to December) (any two of three courses)					
Urban Theories in Contemporary Societies 當代社會與城市理論	39	78	117	3	11.7
Chinese Society, Culture and Urbanism 中國社會、文化與城市	39	78	117	3	11.7
Modern Architecture and Urbanism 現代建築與城市	39	78	117	3	11.7
Elective courses – Group B (Spring Semester January to May) (any one of the three courses)					
Architectural and Cultural Heritage of South China 華南建築與生活文化	39	78	117	3	11.7
Cultural Heritage and Conservation 文化與保育	39	78	117	3	11.7
Tangible and Intangible Cultural Heritage	39	78	117	3	11.7

物質與非物質文化專題					
Total	468	936	1,404	36	140.4
Total number required for graduation	351	702	1,053	27	105.3

4.3.3 Further to Para. 4.3.2 above, regarding the programme structure and content, the Panel was given to understand that students take three core courses each semester and are required to take two courses from the Group A elective courses in a semester and one course from the Group B elective courses in the other semester. Having reviewed the accreditation documents and discussed with the programme staff of the College, the Panel considered that the allocation of core courses and elective courses should be reviewed and refined to achieve a better balance between practice/skill-based components and general cultural heritage components and to maintain the alignment between the programme structure/curriculum and the Programme Objectives (e.g. PO3 and PO4). Remedial or supplementary courses/training, for example in languages or practical skills, should be provided to students if the need arises. In addition, having reviewed the accreditation documents, the Panel noted that the Programme does not have a dissertation or capstone project component to assess learners' attainment of the Intended Learning Outcomes by the time of the completion of the Programme. In relation to the concerns above, the Panel therefore stipulated the following pre-condition.

Pre-condition

The Operator is to review and revise the programme structure and curriculum to ensure that:

- (a) the coverage, number and allocation of both core and elective courses of the Programme are appropriate and are aligned with the positioning and curriculum of the Programme;
- (b) sufficient practical skills are covered in the Programme;
- (c) the assessments are valid and effective for assessing learners' attainment of the intended learning outcomes by the completion of the Programme, for example, via dissertation or capstone project; and
- (d) the POs and PILOs and the revised programme structure and curriculum are properly aligned and mapped.

For the fulfilment of the pre-condition, the Operator is to submit relevant information and evidence to HKCAAVQ **on or before 29 February 2024**, including the following:

- (a) the revised programme structure and curriculum, including the allocation and coverage of core and elective courses of each semester, and the course outlines;
- (b) the practical skills and dissertation / capstone projects that are taught or delivered, and the relevant courses and course outlines;
- (c) the mapping of courses to POs and PILOs; and
- (d) the documentations and records of the relevant quality assurance processes undertaken.

4.3.4 Considering that the Programme is to train up graduates for the profession with both skill-based and theoretical knowledge and the 27 credits (nine courses) is on the low side, the Panel **recommended** that the College should review and reconsider the sufficiency of the number of courses and credits that students are required to complete and acquire for graduation and consider increasing the number of credits and courses of the Programme wherever appropriate.

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 medium of instruction (MOI) of the Programme, the College proposed that Chinese be used as the only MOI and thus English is not taken as a language requirement for admission. While this is not common for delivering the subject matters covered in this Programme, the Panel **recommended** that there should be arrangements and mechanisms in place to ensure that stakeholders are well informed that the medium of instruction (MOI) is Chinese, through formal academic records, including but not limited to academic transcripts, and promotional materials.

- 4.4.2 The Programme employs a range of teaching and learning activities, such as lectures, tutorials, seminars, workshops, presentations, in-class practices, drawing practices, projects and field trips. The College provided to the Panel the Course Syllabi which included the information on course description, course intended learning outcomes (CILOs), course content, pedagogical and assessment methods, and references.
- 4.4.3 Further to Para. 4.4.2, regarding the course syllabi documentation, having reviewed the accreditation documents and the Response to Panel's Initial Comments and discussed with the programme staff in the site visit meetings, the Panel observed that some key topics of some courses were not mentioned in the course syllabi documentation. In the course syllabi, the Panel also observed that the assessment items and weightings (i.e. 10% class participation, 90% Assignment/Projects) were not specific and clear. During the site visit, the College provided the Panel with a table of more specific assessment items and weightings of each course (e.g. class participation, short writing assignment, thematic/case study with presentation, practical exercise and technical task). In relation to the concerns above, a relevant pre-condition is delineated and stipulated in Para. 4.7.4.
- 4.4.4 In the accreditation documents and Response to Panel's Initial Comments, the College provided the Panel with samples of teaching and learning materials, assessment tasks, and associated assessment criteria/rubrics, of the following courses:
- (i) Digital Heritage: Theory and Application
 - (ii) Chinese Society, Culture and Urbanism
 - (iii) Heritage and Sustainable Development
 - (iv) Cultural Heritage and Conservation
- 4.4.5 In terms of assessments, various assessment formats are adopted for the Programme, including class participation, assignments, written reports, projects, thematic/case studies, oral presentations, workshops, practical exercises, technical tasks and tests.
- 4.4.6 In terms of the award classification for the Programme, the Panel noted the various ranges of the overall GPA below and considered them acceptable.

Award Classification	Overall GPA
Distinction	3.50 - 4.00
Credit	3.00 - 3.49
Pass	2.00 - 2.99

- 4.4.7 Notwithstanding the issues described in Para. 4.4.1 and 4.4.3, the Panel considered that the learning, teaching and assessment activities of the Programme are appropriate in delivering the programme content and assessing students' attainment of the intended learning outcomes.

4.5 Programme Leadership and Staffing

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

- 4.5.1 The College provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:
- (a) profiles and CVs of the management staff, and existing and potential teaching staff of the Programme;
 - (b) information on the academic leadership, monitoring and responsibilities of the academic staff;
 - (c) minimum appointment criteria of academic staff;
 - (d) mapping of courses and teaching staff;
 - (e) staffing plan showing the number of current teaching staff and the projected teaching staff based on the projected number of students in the coming five years; and
 - (f) *Staff Handbook*.
- 4.5.2 Programme leadership comes mainly from the College's management that comprises the Dean and Programme Directors, along with the Programme Management Committee and Programme

Development Team. On staff's teaching load, the Panel noted that the teaching load of professorial staff ranges from nine to twelve hours per week and the Student-Staff Ratio (SSR) of the Programme is around 1:24.

- 4.5.3 In addition to the profiles and CVs of the existing teaching staff submitted in the accreditation documents, the College provided to the Panel a list of potential teaching staff of the Programme, their CVs and a recruitment schedule during the site visit. While the expertise included in the potential teaching staff list can cover the relevant subject matters generally, it is important to ensure that the team would continuously carry all the expertise needed for the delivery of the Programme. The Panel **recommended** that the College should monitor the actual recruitment of staff of the Programme and the relevant experience of the teaching staff, particularly in the areas of conservation practice and cultural heritage, to ensure the sufficiency and coverage of staff expertise for the delivery of the Programme.
- 4.5.4 The Panel was given to understand that the College provides in-house training on pedagogies through the Quality Teaching and Learning Unit to enhance teaching skills of the academic staff. Staff development is also supported by the College's offering their academic staff paid study leave, professional leave for academic staff, and research support such as Seed Fund for Research, Research Fund, Conference Attendance Grant, Conference Grant, Research Publication Fund and Knowledge Fund. The College also has a budget of HK\$5,000 per year per staff member (academic and administrative staff) for staff training and development.
- 4.5.5 In consideration of the above information and the discussion with various stakeholders, the Panel formed the view that the College has adequate staff with appropriate qualifications and experience to manage and deliver the Programme.

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 Regarding the resources for the Programme, the College provided the Panel with information on its learning, teaching and enabling

resources relevant to the delivery of the Programme and teaching facilities, and a budget plan for the Programme in the coming five years. During the site visit, the College provided the Panel with a tour of the facilities for the Programme.

- 4.6.2 In terms of physical resources and facilities, in addition to the Library of the College, there is an AR/VR Laboratory and four computer laboratories with licenses of Autodesk Architecture, Engineering & Construction Collection (AutoCAD, Revit, AutoCAD Architecture and Ecotect Analysis inclusive) and Autodesk Media & Entertainment Collection (3DMax, Maya inclusive), Rhino 3D, Adobe Design Premium: Photoshop, Illustrator, Acrobat, InDesign, Flash, Dreamweaver and Final Cut Pro X. The Programme and students also use facilities provided by the Department, including Architecture Studios, Material Library, Environmental Laboratory, Store Room, Crit Room, Printing Room, 3D Printer and Laser Cut Room, CNC (Computer numerical control) Room and Spray Room.
- 4.6.3 The Panel was provided with summary information on library holdings, subscriptions and e-resources relevant to the Programme, including journal subscriptions and electronic databases. As delineated in Para. 4.2.4, the Panel noted that while the Programme is conducted in Chinese, there are practical needs for the students to continuously acquire up-to-date expertise through international journals/materials or through participating in international activities. There are also practical needs in their compiling architectural/business plans and/or in communicating with international work/business partners in future. The Panel therefore **recommended** that adequate translations of such materials and learning resources be provided to the students and materials that help students build up their English language use for academic development and their long-term career development in the industry.
- 4.6.4 Regarding student support services, the Panel noted that the College has an Academic Advising System that each student is assigned an Academic Advisor who is responsible for helping and guiding students in their study and development, including for example, the selection of courses and providing information on resources within and outside the College to enhance their learning experience. The Academic Advisors also help identify students-at-risk during the advising process. In addition, the Student Affairs Office (SAO) of the College provides support services to students, such as counselling, career development, job search, and coordinates/organises out-of-classroom activities, such as field trips, workshops, sharing sessions and competitions for students of the College. Students can also use

self-help and self-learning facilities in the English Language and Culture Centre (ELC) of the College.

- 4.6.5 In consideration of the information above and the discussion with various stakeholders, the Panel formed the view that the provision of learning, teaching and enabling resources is generally appropriate and sufficient for the Programme.

4.7 Programme Approval, Review and Quality Assurance

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

- 4.7.1 The College provided the Panel with the following information on the on-going monitoring, review and quality assurance arrangements for the Programme:

- (a) Email circulations, endorsements and approvals of the Academic Board, Programme Committee and Quality Committee, and Faculty Board;
- (b) Meeting minutes / extracts of Dean and Heads of Department Meetings, and Departmental Meetings;
- (c) *Quality Manual*;
- (d) *Staff Handbook* and *Taught Postgraduate Student Handbook*;
- (e) Programme Approval Process for New Programmes;
- (f) arrangements for collecting stakeholders' feedback including students, graduates, External Examiners and external Programme Advisors;
- (g) CVs and appointment criteria of the External Examiners and external Programme Advisors (Members of Advisory Committee of the Programme), and External Examiner Report Guidelines and Template;
- (h) Feedback and comments of the External Examiners and external Programme Advisors of the Programme; and

- (i) Templates of Course Evaluation Questionnaire, Programme Evaluation Survey, Graduate Survey and Alumni Survey.

- 4.7.2 The Panel observed that feedback from key stakeholders is collected through various channels, for example, Course Evaluation Survey every semester, Programme Evaluation Survey every year, Graduate Survey every year, Alumni Survey every five years, Staff-Student Consultative Committee, and External Examiner Report.
- 4.7.3 In terms of the review and approval process, the Panel noted that the general programme development and approval, programme management and monitoring, programme review and modification, and quality assurance system are in place. However, having reviewed the accreditation documents particularly the email circulations, endorsements and approvals of the Academic Board, Programme Committee and Quality Committee and Faculty Board, the Panel noted that the programme approval process was mostly done by email circulations and the time allowed for members of the committees/boards to respond to endorse/approve was extremely short, and “no adverse comments received” was regarded as “approval” due to special circumstances. The Panel was of the view that the College should arrange face-to-face meetings to provide members of these boards and committees and other related committees with sufficient time to scrutinise the documents for ensuring well-informed decisions and proper documentation and for ensuring that the process under the quality assurance system of the College is in place.
- 4.7.4 As elaborated in Para. 4.4.3, regarding the course syllabi documentation, the Panel observed that some key topics of some courses were not mentioned in the course syllabus documents provided to the Panel and the assessment items and weightings of courses were not specific and clear at start. The Panel considered that the course syllabi and assessment arrangements are crucial parameters of the courses and should have been complete and clear since the Programme was reviewed, endorsed and approved in the programme approval and quality assurance process. The Panel therefore stipulated the following pre-condition.

Pre-condition

The Operator is to review and revise if applicable the course outlines and descriptions and to systematise the programme-level

implementation of internal quality assurance processes for the programme documents, so that:

- (a) the course outlines and descriptions reflect accurately the pedagogical intentions and specify accurately the parameters including but not limited to the topics of study, teaching and learning and assessment activities, and references; and
- (b) relevant quality assurance processes are systematically executed to minimise gaps or omissions in the programme documents.

For the fulfilment of the pre-condition, the Operator is to submit to HKCAAVQ **on or before 29 February 2024** information relevant and corresponding to (a) and (b) above, including course outlines, relevant approval records, evidence of systematising the programme-level implementation of internal quality assurance processes.

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 <https://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: 55/34/01

27 November 2023

JoH/AnC/DnL/dnl/as

Hong Kong Chu Hai College

**Learning Programme Accreditation for
Master of Arts in Cultural Heritage**

20 - 21 September 2023

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

