



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

**ACCREDITATION REPORT**

**THE HANG SENG UNIVERSITY OF HONG KONG**

**LEARNING PROGRAMME RE-ACCREDITATION**

**MASTER OF ARTS IN THEATRE STUDIES**

**AND**

**MASTER OF ARTS IN GLOBAL ENGLISH LITERARY  
AND CULTURAL STUDIES**

**MAY 2024**

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## 1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA960), 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 The Hang Seng University of Hong Kong to conduct learning programme re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of The Hang Seng University of Hong Kong (the Operator/the University) (with specifications below) meet the stated objectives and Hong Kong Qualifications Framework (HKQF) 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.

Specifications of the programmes seeking accreditation status:

<b>Programme Title (English and Chinese)</b>	<b>Award Title on Exit (English and Chinese)</b>	<b>Mode of Study</b>	<b>Programme Length</b>	<b>Majors leading to Distinctive Awards</b>	<b>Claimed HKQF Level</b>
Master of Arts in Theatre Studies 戲劇研究文學碩士	Master of Arts in Theatre Studies 戲劇研究文學碩士	Full-time	1 year	N/A	6
		Part-time	2 years	N/A	6
Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士	Full-time	1 year	N/A	6
		Part-time	2 years	N/A	6

## 2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Master of Arts in Theatre Studies (MATS) programme and Master of Arts in Global English Literary and Cultural Studies (MAGELCS) programme meet the stated objectives and HKQF standard at Level 6 and can continue to be offered as accredited programmes with a validity period of three years and four years respectively.

### 2.2 Validity Period

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

2.3 The determinations on the programmes are specified as follows:

<b>Name of Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學	
<b>Name of Award Granting Body</b>	The Hang Seng University of Hong Kong 香港恒生大學	
<b>Title of Learning Programme</b>	Master of Arts in Theatre Studies 戲劇研究文學碩士	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Title of Qualification [Exit Award]</b>	Master of Arts in Theatre Studies 戲劇研究文學碩士	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Primary Area of Study and Training</b>	Arts, Design and Performing Arts	Languages and Related Studies
<b>Sub-area (Primary Area of Study and Training)</b>	Performing Arts	Languages and Related Studies
<b>Other Area of Study and Training</b>	Not applicable	Humanities

<b>Sub-area (Other Area of Study and Training)</b>	Not applicable	Humanities
<b>QF Level</b>	6	
<b>HKQF Credits</b>	108	
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 1 year Part-time, 2 years	
<b>Start Date of Validity Period</b>	1 September 2024	1 September 2024
<b>End Date of Validity Period</b>	31 August 2027	31 August 2028
<b>Number of Enrolment(s)</b>	Two enrolments per year	
<b>Maximum Number of New Students</b>	Full-time: 80 students per year Part-time: 5 students per year	Full-time: 75 students per year Part-time: 10 students per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Address of Teaching/Training Venue</b>	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, Hong Kong	

## 2.4 Recommendations

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

- 2.4.1 The Operator should consider reviewing the curriculum to fully reflect and incorporate the anthropological element of the MATS programme featured in the Programme Handbook in the modular structure and content of TS6001 *Critical Approaches in Literary and Cultural Studies*, TS6006 *Major Performances in the Global Theatre* and TS6007 *Drama and Performance Research Methods* for proper alignment of the POs and programme content. (Para. 4.1.5)
- 2.4.2 The Operator should consider revising the curriculum of the MATS programme or paraphrasing the presentation in the Programme Handbook for a better alignment of the content of the Programme

Handbook and modules as far as the performance studies subject area is concerned. (Para. 4.1.6)

- 2.4.3 The Operator should increase the number of student intake incrementally to ensure effective teaching and learning and student support. (Para. 4.2.10)
- 2.4.4 The Operator should ensure the availability and accessibility of teaching and learning resources, in particular, archive and digital resources relevant to the modules, to students to facilitate their learning. (Para. 4.4.7)
- 2.5 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, among 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 conditions and compliance with any restrictions stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 The Operator, The Hang Seng University of Hong Kong, acquired private university title in October 2018. Its predecessor, Hang Seng Management College (HSMC), was restructured from Hang Seng School of Commerce (HSSC) in 2010 and was registered under the Post Secondary Colleges Ordinance (Cap 320). The Operator currently offers 27 bachelor's degree programmes accredited at HKQF Level 5, and 14 master's degree programmes accredited at HKQF Level 6 under five schools, namely, Business, Communication, Decision Sciences, Humanities and Social Science, and Translation and Foreign Languages. It has also acquired programme area accreditation status at HKQF Level 5 in ten programme areas.
- 3.2 The MATS and MAGELCS programmes obtained Learning Programme Accreditation status in 2021 and 2020 respectively. The programme launch for MAGELCS was delayed due to COVID 19. As a result, both programmes were launched in September 2022.

- 3.3 The Operator commissioned HKCAAVQ to conduct Learning Programme Re-accreditation (re-LPA) for the MATS and MAGELCS programmes. HKCAAVQ formed an expert panel (the Panel) for this re-LPA exercise (Panel Membership at Appendix 1). A site visit was conducted by the Panel on 29 February and 1 March 2024 at the Operator's campus. 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 the Operator and the Panel in conducting the accreditation exercise.
- 3.4 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with the Differentiation Approach to accreditation, information on institution-wide student support services was not required for 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.*

The observations and comments of the Panel presented below apply to both programmes where not otherwise specified.

##### **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 Panel noted that the MATS programme was hosted by the School of Humanities and Social Science (the School/SHSS) while the MAGELCS programme was hosted by the Department of English under SHSS. The Panel also noted that the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the MATS programme had remained unchanged since the last accreditation while the POs of the MAGELCS had been revised in response to the recommendation of the last accreditation panel.

4.1.2 The POs and PILOs of the MATS programme are as follows:

POs

The Programme aims to:	
PO1	Train drama critics, scholars and theatre practitioners with sophistication in cultural criticism;
PO2	Cultivate students' ability to critically assess latest developments in performance theories;
PO3	Equip students with the knowledge to study and contrast Chinese and Western theories of drama and performance;
PO4	Provide students with the training to conceive and visualize drama in relation to performance; and
PO5	Enhance students' capability to review how contemporary theories in anthropology and cultural studies have impacted on performance.

PILOs

Upon completion of the Programme, students should be able to:	
PILO1	Conduct research on performance theories;
PILO2	Write research essays on drama and performance;
PILO3	Produce comparative studies of Chinese and Western drama and performance;
PILO4	Write informed critical reviews of drama and performance; and
PILO5	Contribute new critical knowledge on drama and performance.

4.1.3 The POs and PILOs of the MAGELCS programme are as follows:

POs

The Programme aims to:	
PO1	Develop students' command of the body of knowledge of Global English Literary and Cultural Studies;
PO2	Enhance students' creative, evaluative and analytical skills to enable application of skills across the broad range of Global English Literary and Cultural Studies;
PO3	Improve students' understanding of and ability to navigate academic honesty, intellectual property, and the methodological complexities of Global English Literary and



	Cultural Studies with autonomy and accountability; and
PO4	Provide students with the ability to apply transferable skills (including collaboration, communication and IT skills) relevant to a range of professional or other contexts.

### PILOs

Upon completion of the Programme, students should be able to:	
PILO1	Show understanding of the body of knowledge in Global English Literary and Cultural Studies in a range of situations, the similarities and differences between them, and including work at the forefront of the study of this field;
PILO2	Creatively design and apply appropriate methodologies, supporting specialist analysis and evaluation of literary and cultural objects in the field of Global English Literary and Cultural Studies;
PILO3	Conduct research and other activities that demonstrate clear understanding of academic honesty, intellectual property, and the methodological complexities of Global English Literary and Cultural Studies with autonomy and accountability; and
PILO4	Apply transferable skills, including communication skills and the use of technology, to conduct and share research and to enhance collaboration in activities relevant to Global English Literary and Cultural Studies.

- 4.1.4 In response to the recommendation of the last accreditation panel, the Operator proposed to revise PO3 and PILO3 of the MAGELCS programme for a more precise presentation by replacing the term “ethical” with “academic honesty” and “intellectual property” and removing the term “leadership”. The last panel had also suggested that the elective status of the *Capstone Project* be kept under review as the POs and PILOs could potentially be simplified and strengthened with modest redefinition of the *Capstone Project*. When asked whether the maintenance of the *Capstone Project* as an elective rather than making it compulsory, as decided by the Operator, would have any bearing on the design of the POs and PILOs, the Operator responded that after careful review, they considered that the *Capstone Project* was not central to addressing the concern of the last panel as other modules also served the purpose of providing a robust training in research. The Panel considered the Operator’s response and the revision appropriate.

- 4.1.5 Having reviewed the POs and the programme content, the Panel asked for elaboration on how the MATS programme would enhance students' capability to review the impact of contemporary theories in anthropology on performance (PO5) given the distinctiveness and complex nature of anthropology. The Programme Management explained that the teaching of theories in anthropology and cultural studies arose from the need to deal with related issues in Shakespeare performances, Ibsen performances and Gao Xingjian performances and expressed that how such theories shed light on the cultural assumptions behind theatre performances was covered in the modules TS6001 *Critical Approaches in Literary and Cultural Studies* and TS6006 *Major Performances in the Global Theatre*. Having reviewed the MATS Programme Handbook onsite and talked to the Programme Management, the Panel considered that the anthropological and cultural elements were there but the contents of the MATS Programme Handbook and module outlines were not fully aligned. The Panel also opined that more referencing to western concepts of the intersection of anthropology and theatre (e.g. Goffman, Turner and Schechner) and Chinese cultural ethnographic and cultural instances (as in Gao's play *Wildman*) would validate the programme objective to incorporate the concepts of anthropology in theatre in the MATS programme. The Panel, therefore, made the following recommendation:

**Recommendation**

The Operator should consider reviewing the curriculum to fully reflect and incorporate the anthropological element of the MATS programme featured in the Programme Handbook in the modular structure and content of TS6001 *Critical Approaches in Literary and Cultural Studies*, TS6006 *Major Performances in the Global Theatre* and TS6007 *Drama and Performance Research Methods* for proper alignment of the POs and programme content. (Para. 2.4.1)

- 4.1.6 The Panel also noted that performance studies was emphasised in the MATS Programme Handbook but not covered as extensively in the modules. In response to this observation, the Operator explained that the Programme was originally designed to be a performance studies programme but had changed into a theatre studies programme at the advice of the last accreditation panel. The Operator admitted that performance studies was very broad and involved a lot of site visits but the Programme did not have too much coverage on this. As in the case of anthropology, the Programme Management expressed that they had to be selective so the Programme only covered theories relevant to their area, not all

aspects of performance studies. In view of this, the Panel made the following recommendation:

### **Recommendation**

The Operator should consider revising the curriculum of the MATS programme or paraphrasing the presentation in the Programme Handbook for a better alignment of the content of the Programme Handbook and modules as far as performance studies subject area is concerned. (Para. 2.4.2)

4.1.7 To demonstrate that the graduates have effectively achieved the POs and PILOs of the programmes and that the programmes continue to meet the HKQF standard at Level 6, the Operator provided the following information on each of the two programmes for the review of the Panel:

- (a) Mappings of POs, PILOs, Module Intended Learning Outcomes (MILOs) and Generic Level Descriptors (GLDs) including:
  - (i) Mapping of PILOs to POs;
  - (ii) Mapping of MILOs to PILOs; and
  - (iii) Mapping of MILOs to GLDs at HKQF Level 6;
- (b) Module Outlines of all modules showing module general information, description, content, intended learning outcomes, pedagogical methods, assessment methods, text and reference lists, and relevant mappings;
- (c) Sample teaching and assessment materials of three modules and sample marked student assessments of three modules;
- (d) Attrition rates, graduation rates and Graduate Survey results; and
- (e) Reports from External Examiner (Programme) and External Examiners (Module).

4.1.8 In consideration of the above, the Panel concluded that the programmes have achieved the POs and PILOs as a whole and have met the HKQF standard at Level 6, and the programmes are in general fit for purpose with demonstrated outcomes.

## **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 minimum admission requirements of the MATS programme are as follows:

1. A Bachelor's degree from a recognised university or equivalent;
2. Fulfilment of one of the following English language proficiency requirements if the applicant's Bachelor's degree was not obtained from a university/tertiary institution where English is the medium of instruction:
  - TOEFL  $\geq$  550 (paper-based),  $\geq$  79 (internet-based);
  - IELTS  $\geq$  6.5;
  - CET-6  $\geq$  430;
  - TEM-4  $\geq$  70;
  - TEM-8  $\geq$  65; or
  - Equivalent of the above; and
3. Having prior knowledge of drama at a level suitable for graduate studies. Applicants will have to demonstrate basic knowledge about one or more of the following aspects of drama/theatre or performance by discussing a play, a major dramatist, or a performance during the interview:
  - An understanding of the historical development of drama in Western or Chinese culture;
  - The ability to analyse plays in terms of form, structure, content, and stagecraft;
  - An understanding of an audience's awareness of how the artistic elements of dramatic literature are integrated in a theatrical performance;
  - An understanding of the roles of various theatre artists: playwright, producer, director, scenic/lighting/costume/sound/projection designer, technical director, production manager, dramaturg, stage manager, etc.

4.2.2 The minimum admission requirements of the MAGELCS programme are as follows:

1. A Bachelor's degree with liberal arts or humanities component from a recognised university or equivalent;
2. Attainment of one of the following proficiency test results, if the applicant's degree was not obtained from a tertiary institution where English is the medium of instruction:
  - An overall band score of 6.5 in IELTS;
  - A score of 550 (paper-based) or 79 (internet-based) in TOEFL;
  - A score of 500 in College English Test-Band 6 (CET-6); or
  - Equivalent of the above.

- 4.2.3 The English proficiency requirements of the MATS programme listed above have incorporated the Operator's proposed removal of the TOEFL computer-based test score which had already been phased out. The Panel considered the proposed revision appropriate.
- 4.2.4 The Operator submitted sample interview record transcripts of the MATS programme to demonstrate how prior knowledge of drama of the applicants was tested. The Panel found the transcripts too minimal in recording the test details but having talked to the Programme Management during the site visit, the Panel learnt more details about the interviews and considered that candidates were selected with sufficient rigour. The Panel was told that the Programme Director of the MATS programme took part in all the admission interviews at present but with the anticipated significant increase in student admission to the Programme, the Panel **advised** the Operator to provide clearer criteria for assessing performance in admission interview to the interviewers to ensure consistency in the assessment.
- 4.2.5 In response to the Panel's query on the need to add a Chinese language proficiency requirement for the MATS programme as students would be required to work on Chinese original texts and might choose to write the dissertation in Chinese, the Operator explained that students were tested on their ability to understand Chinese performance and Chinese culture more than the Chinese language during the admission interview. The Operator confirmed that students who chose to work on Chinese performance for their dissertation would be subject to rigorous screening and given a written test in Chinese and only those who could demonstrate Chinese language proficiency would be allowed to write their dissertation in Chinese.
- 4.2.6 The Operator shared with the Panel that MATS was planning to split the Programme into two streams, with one in English and the other in Chinese and different admission requirements would be stipulated for the two streams. The Panel noted that issues such as internal competition, imbalanced demand for the two streams, and the choice between two streams vs two programmes and Putonghua vs Cantonese, had been explored but a concrete plan had yet to be devised. The Panel opined that offering the degree in English could cultivate a more global perspective and better prepare the students for further studies while offering it in Chinese might better meet the needs of many local and Mainland practitioners.

- 4.2.7 The MAGELCS programme shared with the Panel that the admission process of the University was refined in light of the discrepancy in English language proficiency of the students demonstrated at admission interviews as compared to that demonstrated during the process of teaching and learning upon enrolment by some of the students in the first cohort of the Programme. The Panel was informed that online substitutes for standardised language tests were no longer permitted and a second interviewer was deployed at admission interviews to monitor signs of prompting during the interview. The Operator told the Panel that the problem had since been solved and the Panel considered the refinement in the admission process appropriate.
- 4.2.8 The Operator proposed to increase the maximum number of student intake from 45 (35 full-time & 10 part-time) to 85 (80 full-time to 5 part-time) students per year for the MATS programme, and from 50 (30 full-time & 20 part-time) to 85 (75 full-time & 10 part-time) students per year for the MAGELCS programme in view of the anticipated significant increase in applications from the Mainland. The MAGELCS Programme Management told the Panel that they would adopt an incremental approach in increasing the student intake as they worked toward increasing their ability to staff modules and expand their module offering. While the MATS programme did not state explicitly the adoption of an incremental approach in the accreditation document, both the Programme Management and teaching staff shared with the Panel during the site visit that they were expecting an incremental increase as they were highly selective regarding student admission. The Operator added that MATS might increase or might not increase, or might even decrease admission depending on the quality of applications in a particular year.
- 4.2.9 External Stakeholders including External Examiners, academic specialists and veteran practitioners whom the Panel met with during the site visit had all expressed their support on the proposed increase in maximum student intake numbers. They expected that more qualified applicants might be attracted to the programmes as a result of word-of-mouth effect and that the development of the Greater Bay Area would provide ample job opportunities for the graduates. Yet, they were concerned about the quality and attention issues that might arise with an immediate massive increase in student intake. They opined, nevertheless, that having run the programmes for two years, the Operator had gained an understanding of the quality level of students and the appropriate scale of operation. They were therefore confident that the Operator could cope with the increase step by step.

4.2.10 The Panel noted that the actual enrolment figures during the validity period largely met the approved maximum intake numbers and considered the proposed increase in maximum student intake numbers acceptable. The Panel, however, noted that while the Operator was prepared in terms of resources to support the increase in student intake, experience was that many students would need support from the teachers on English writing skills and the understanding of literary and cultural concepts. In view of this, the Panel considered that an immediate massive increase in student intake number might not be desirable for the Operator but, having talked to the Programme Management and teaching staff, the Panel concluded that the Operator would be able to determine the most suitable number of students to admit for each year. The Panel, therefore, made the following recommendation:

#### **Recommendation**

The Operator should increase the number of student intake incrementally to ensure effective teaching and learning and student support. (Para. 2.4.3)

4.2.11 The Panel noted that the two programmes had attracted a large number of students from the Mainland but did not appeal to local students. The MAGELCS Programme Management stated in the accreditation document that recruitment of part-time (i.e. local) students was their development point and that they would step up their marketing effort in this respect. External Stakeholders shared that the local industry was in urgent need of successors to ensure sustainability. The Panel heard that the industry was short of dancers, dramaturgs, directors and choreographers who could write performance reviews or critiques, and theatre practitioners who could use the language of digital artists and technologists. External Stakeholders believed that the programmes, in particular the MATS programme, could satisfy the need of the industry and help fill this gap. While there were programmes for training art administrators in Hong Kong, External Stakeholders opined that the MATS programme could be positioned closer to art practice by providing intellectual training to people from a performing background. They also saw the need to make more local students hear about the programmes and suggested that more promotion and collaboration with the industry could help attract local students to the programmes. The Panel considered the suggestions and comments given by the External Stakeholders very useful and **advised** the Operator to increase their promotion to local students and enhance their engagement with the industry for audience building and further

improvement of their programmes. (Please see Para. 4.3.9 for more suggestions from the External Stakeholders.)

4.2.12 The Operator was informed of the Government's prevailing policy on the yearly quota of non-standard admission for programmes accredited under the HKQF, that is, for degree programmes operating in AY2023/24 and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a 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 Operator, however, expressed that they would abide by the University's policy in this respect, capping the number of students admitted without stipulated qualifications at a maximum of 5% on a programme basis. The Operator was reminded that the percentage should be based on the actual number of new student intake of the year rather than the approved quota of student intake for the programme.

4.2.13 In consideration of the above, and based on the learning outcomes as demonstrated from the sample marked student assessments, and the performance of the students as illustrated from the statistics on graduation and distribution of award classifications, the Panel formed the view that, for both programmes under review, the student admission process and admission requirements can ensure that students enrolled in the programmes have the knowledge and skills to undertake the learning activities of 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.*

4.3.1 The Panel noted that both the MATS and MAGELCS programmes were HKQF Level 6 programmes consisting of 108 HKQF credits and delivered in both full-time mode and part-time mode of one year and two years respectively. The Panel also noted that both programmes consisted of core and elective modules and a non-compulsory dissertation module or capstone project.



4.3.2 As the two programmes shared a number of common modules, the Panel discussed with the Operator issues that might arise from students from one programme taking modules offered by the other programme without sufficient background knowledge and skills. The Panel was told that MAGELCS could reject to take on students without the required level of English proficiency and over the last two years, MATS students who chose to do MAGELCS modules usually had a higher level of English proficiency. On the other hand, all modules offered as electives for MAGELCS students were assessed by module vetters retained specifically for this purpose and deemed of an appropriate level for MAGELCS students. The Panel noted that student and graduate representatives they met with during the site visit either did not choose to do any elective offered by the other programme or had no problem dealing with the modules offered by the other programme as the students were very interested in the modules and were given choices in their assignments to suit their aspirations and training.

4.3.3 The Operator proposed a revised curriculum for the MATS programme from AY2024/25 onwards. The major revision was to decouple TS6007 *Drama and Performance Research Methods* from TS6008 *Drama and Performance Dissertation* to allow students to take TS6007 without TS6008 while TS6007 would remain the pre-requisite of TS6008. The Operator found that not all students who chose to do a dissertation were apt at academic writing due not only to language proficiency but also to the ability to understand the terms and concepts of the subject matter correctly in different contexts. As the training in research methods was very useful for students' further study and career development, the Operator had decided to allow students to choose TS6007 but set a more stringent requirement for students opting to do the dissertation module. Having reviewed the module outlines and sample marked dissertations and talked to the Programme Management, the Panel considered that the revision was appropriate.

4.3.4 Upon revision, the curriculum of the MATS programme is as follows:

<b>Requirement</b>	<b>Module Title</b>	<b>University Credits</b>	<b>HKQF Credits</b>
6 Core Modules	TS6001 <i>Critical Approaches in Literary and Cultural Studies</i>	3	13.5
	TS6002 <i>Comparative Approaches in Drama and Performance Studies</i>	3	13.5

	TS6003 <i>Major Forms in Modern and Contemporary Drama</i>	3	13.5
	TS6004 <i>Major Chinese and Western Performance Theories</i>	3	13.5
	TS6005 <i>Global Dramatists</i>	3	13.5
	TS6006 <i>Major Performances in the Global Theatre</i>	3	13.5
Any 2 Electives	TS6007 <i>Drama and Performance Research Methods</i>	3	13.5
	TS6008 <i>Drama and Performance Dissertation*</i>	3	13.5
	GELC6002 <i>World Literatures in English</i>	3	13.5
	GELC6003 <i>World Englishes and Cultures</i>	3	13.5
	GELC6102 <i>Networks and Neoliberalism: Culture and Globalisation</i>	3	13.5
	GELC6103 <i>Future Thinking: AI and Cognitive Approaches to Literature and Culture</i>	3	13.5
<b>Total:</b>	<b>8 modules</b>	<b>24</b>	<b>108</b>

\*Students who take this module must have completed TS6007 successfully

- 4.3.5 The MAGELCS programme proposed, at the time of submission of accreditation documents, to make GELC6004 *Capstone Project* compulsory, subject to the success of the trial run which would end in May 2024. In their response to the Panel's Initial Comments, the Operator informed the Panel that they had decided to withdraw this proposal as a result of student feedback and their assessment of the staffing requirements a compulsory capstone would entail. The Programme Management further explained during the site visit that other modules, such as GELC6001 *Critical Approaches to Literary and Cultural Studies*, could also provide a robust training in research and academic writing.
- 4.3.6 The Operator also submitted a revised module outline for GELC6001 *Critical Approaches to Literary and Cultural Studies*, which was originally adopted from TS6001 *Critical Approaches in Literary and*

*Cultural Studies* in MATS, together with the deliberation records for the revision. The revision was made to provide MAGELCS students with critical writing training to support their entry into the Programme from diverse backgrounds. The Panel noted that, as an essential foundation module for critical studies, the revised GELC6001 module outline also reflected explicitly on the transferability of the methods and approaches taught in the module to the study of other modules of the Programme. The Operator indicated that these methods and approaches, together with the transferable skills taught in other modules, would be of use in a wide range of possible careers for the students. The Panel considered the revision justified and the revised module outline appropriate. To better achieve the PO and PILO on the teaching of transferable skills in relation to professional and other contexts, the Panel **advised** the Operator to endeavour to increase students' awareness and enhance their ability to apply the approaches and skills they have learnt in the Programme to their studies and careers.

- 4.3.7 Upon the withdrawal of the proposal to make the *Capstone Project* compulsory, the curriculum of the MAGELCS programme has remained unchanged as follows:

<b>Requirement</b>	<b>Module Title</b>	<b>University Credits</b>	<b>HKQF Credits</b>
3 Core Modules	GELC6001 <i>Critical Approaches to Literary and Cultural Studies</i>	3	13.5
	GELC6002 <i>World Literatures in English</i>	3	13.5
	GELC6003 <i>World Englishes and Cultures</i>	3	13.5
4 or 5 Electives (At least 3 from GELCS)	GELC6101 <i>Cultures of Apocalypse: Environmental Humanities in the Age of Climate Catastrophe</i>	3	13.5
	GELC6102 <i>Networks and Neoliberalism: Culture and Globalisation</i>	3	13.5
	GELC6103 <i>Future Thinking: AI and Cognitive Approaches to Literature and Culture</i>	3	13.5
	GELC6004 <i>Capstone Project</i>	6	27
	TS6002 <i>Comparative Approaches in Drama and</i>	3	13.5

	<i>Performance Studies</i>		
	TS6003 <i>Major Forms in Modern and Contemporary Drama</i>	3	13.5
	TS6005 <i>Global Dramatists</i>	3	13.5
	TS6006 <i>Major Performances in the Global Theatre</i>	3	13.5
<b>Total:</b>	<b>7 or 8 modules</b>	<b>24</b>	<b>108</b>

4.3.8 During the site visit, the MAGELCS Programme Management sought the view of the Panel about adding two modules, namely GELC6104 *Special Topics in Literary Studies* and GELC6105 *Special Topics in Cultural Studies*, to their list of electives. The Programme Management shared with the Panel that these modules could complement other modules of the Programme, by giving a sense of specificity of the modules, and enhance the responsiveness of the Programme to major challenges and current issues in the field. The choice of topics would be based on the expertise and research interest of the teaching staff and the interest of the students. The Programme Management also submitted the outlines of these two modules for the review of the Panel. The Panel considered the proposal well-grounded and the module outlines well-developed. However, the Panel was not in a position to approve the proposal at this stage without sufficient supporting documentation on the consultation, deliberation and approval processes. The Operator was reminded to go through appropriate procedures before implementing any substantial change to the curriculum of the MAGELCS programme.

4.3.9 External Stakeholders whom the Panel met with during the site visit had given a lot of input to the design of the programmes. External Stakeholders opined that the MATS programme formed an important part in the theatre ecosystem of Hong Kong while the MAGELCS programme was uniquely positioned with emphasis on world literature and cultural studies, world Englishes, politics and literature, environmental humanities and digital humanities. For the MATS programme, more collaboration with the industry such as organisation of critique and debate sessions and discussion platforms for artists after art events, and invitation of active practitioners to conduct seminars on the latest theatre development on the local and global scenes, could enhance the content and attractiveness of the Programme. For the MAGELCS programme, collaboration with the industry could bring in new topics. The

inclusion of the cutting edge of new fields and methodologies of the discipline would enhance the competitiveness of the Programme. For both programmes, the setting up of an alumni platform for graduates to share and publish their works could extend the learning beyond the study period and enhance the effectiveness of the learning. The Panel considered that the above suggestions could provide the Operator with insight into opportunities for improvement. While the Panel noted that the Operator had an effective mechanism for collecting feedback from various stakeholders, the Panel understood that these suggestions might or might not have been provided in feedback by the External Stakeholders to the Operator and therefore **advised** the Operator to consider the above suggestions if it had not already done so.

4.3.10 As for the role of Artificial Intelligence (AI) in the programmes, the Panel agreed with the External Stakeholders that the use of AI or digital methods for humanities was not a research area but was research itself so AI had to be built into the programmes throughout and students had to be taught to use Generative AI effectively and ethically. The Panel noted from the module outline that the module GELC6103 *Future Thinking: AI and Cognitive Approaches to Literature and Culture* focused more on cognitive approaches and methods despite its subtitle. Given the rapid development of AI into an integral part of study and working life, the Panel considered the commitment of the Operator to review the module to reflect the development of AI and make the use of Generative AI explicit in the documentation appropriate.

4.3.11 In light of the ever-changing global art and cultural landscape, the Panel also **advised** the Operator to feature emerging topics like postmodern theatrical work as well as post-dramatic and interdisciplinary creativity in global theatre in the MATS programme even if the references to them were necessarily limited by time and space.

4.3.12 The graduation requirements of the MATS programme are as follows:

<p>To be eligible for the MATS award, students are required to:</p> <ol style="list-style-type: none"><li>1. complete and obtain a Grade D or above on all the six core modules of the Programme and the two research methods and dissertation modules TS6007 and TS6008, or two other electives with a total of 24 credits;</li><li>2. obtain a minimum cumulative GPA of 2.0.</li></ol>
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4.3.13 The graduation requirements of the MAGELCS programme are as follows:

To be eligible for the MAGELCS award, students are required to:

1. obtain a Grade D or above in at least 24 credits, including the three core modules and 15 credits of elective modules;
2. obtain a minimum cumulative GPA of 2.0.

4.3.14 The Panel also reviewed the following information on each of the two programmes regarding their programme structure and curriculum:

- (a) Module outlines and assessment plans of all modules;
- (b) Mapping of MILOs to PILOs and GLDs at HKQF Level 6;
- (c) Sample teaching and assessment materials for three modules;
- (d) Sample marked student assessments together with marking schemes / assessment rubrics for three modules;
- (e) Reports of External Examiner (Programme) and External Examiners (Module) and response of Programme Team;
- (f) MATS Annual Programme Report;
- (g) Report of Independent Review Panel; and
- (h) Meeting Minutes of Academic Board, School Board, English Department Board, Programme Committee and the MAGELCS Teaching Team.

4.3.15 Having reviewed relevant information and discussed it with representatives of the Operator, the Panel formed the view that the programmes have appropriate structures with relevant content that enable students to achieve the PILOs and meet the POs.

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

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

4.4.1 The Panel noted that English was the primary medium of instruction for the programmes and that teaching methods included lectures, seminars, exercises, group discussions and presentations. Teaching was supplemented with both local and overseas site visits.

4.4.2 The assessment weightings of the modules offered by the hosting unit of the MATS programme are as follows:

Module	Assessment Weighting (%)				Total
	Participation	Assignment	Project		
			Presentation	Essay	
<i>Critical Approaches in Literary and Cultural Studies</i>	10	30	10	50	100
<i>Comparative Approaches in Drama and Performance Studies</i>	10	30	10	50	100
<i>Major Forms in Modern and Contemporary Drama</i>	10	30	10	50	100
<i>Major Chinese and Western Performance Theories</i>	10	30	10	50	100
<i>Global Dramatists</i>	10	30	10	50	100
<i>Major Performances in Global Theatre</i>	10	30	10	50	100
<i>Drama and Performance Research Method</i>	10	30	10	50	100
<i>Drama and Performance Dissertation</i>	10	30 (Report/ Assignment)	10	50 (Thesis)	100

4.4.3 The assessment weightings of the modules offered by the hosting unit of the MAGELCS programme are as follows:

Module	Assessment Weighting (%)				Total
	Participation	Exercises/ Assignment	Project		
			Presentation	Essay	
<i>Critical Approaches to Literary and Cultural Studies</i>	10	30	10	50	100

<i>World Englishes and Cultures</i>	10	30	10	50	100
<i>Cultures of Apocalypse: Environmental Humanities in the Age of Climate Catastrophe</i>	10	30	20	40	100
<i>Networks and Neoliberalism: Culture and Globalisation</i>	10	30	20	40	100
<i>Future Thinking: AI and Cognitive Approaches to Literature and Culture</i>	10	30	10	50	100
	Participation	Exercises/Assignment	Presentation	Essays	Total
<i>World Literatures in English</i>	10	-	20	70	100

<b>Module</b>	<b>Assessment Weighting (%)</b>		
	Planning, literature review and justification	Final output and reflection	Total
<i>Capstone Project</i>	50	50	100

4.4.4 Having reviewed the module outlines and samples of assessment rubrics and marked student assignments, the Panel saw clear evidence that the modules had a range of coherent and effective assessment tasks. The Panel, however, found that in general feedback on the marked assignments was minimal. The Panel was of the view that besides grading, students should be provided with more detailed and helpful feedback on the assessment tasks. The External Examiners agreed that students needed more constructive comments from the teachers and shared with the Panel that they had discussed this with the teaching staff before. Based on what the teachers told them and the evaluation results from the students, they were, however, convinced that students did have sufficient feedback from the teachers. The Panel noted that some teachers gave



feedback on an on-going basis and students confirmed that they did get timely feedback from the teachers. Nevertheless, the Panel opined that it was the quality and depth of the feedback that the effectiveness of teaching and learning on the programmes could properly be gauged and that documenting the feedback provided students with a better chance of fully reflecting and acting on the feedback. The Panel, therefore, **advised** the Operator to take steps to ensure sufficient detailed written feedback on assessment tasks is consistently provided to students to help improve students' learning and performance.

- 4.4.5 The Panel noted that during the period under review, a major challenge for the MAGELCS programme was the inadequate English competency of some students for the Programme while that for the MATS programme was the difficulty in mastering the terminology and concepts of the Programme by some non-local students trained previously in a different education system. The Programme Management told the Panel that the challenges had been overcome with the tightening of the admission requirement, enhancement of the interview process and efforts made in helping students unlearn what they had learnt via translation. The Panel learnt that more remedial measures were being planned. Teaching staff and External Examiners corroborated that the situation had improved and they expected more remedial measures to be rolled out as far as students' English proficiency and writing skills were concerned. (Please see Para. 4.6.3 for the Panel's advice in this respect.)
- 4.4.6 Student and graduate representatives whom the Panel met with during the site visit shared with the Panel that they found the programmes very inspiring and useful. They appreciated the interactive activities designed to suit their learning needs and stimulate their learning interest and commended the teachers for their patience and responsiveness in helping them with their learning. They shared with the Panel that their supervisors had given them very clear and useful guidance in their *Capstone Project / Thesis*. They appreciated the options in assignments to suit their training and the teaching of transferable skills in the programmes. They shared with the Panel how they had learnt to enhance their performance with theories, to compare different performance theories, to explore the differences and relationship between drama and performance, to do research and to work in teams. They also appreciated the opportunities of going on cultural trips and site visits.
- 4.4.7 Student and graduate representatives also acknowledged that they were given clear guidelines, rubrics and feedback on their

assessment tasks. As far as learning and teaching was concerned, they would like to see an expansion of course materials to cover more female writers and directors and to make available the relevant archives and videos required for their study in the library. They also requested for the teaching materials of the previous semester to be kept on Moodle and free access to the libraries of other universities for additional, especially archive and digital, resources they might need. In light of this, the Panel made the following recommendation:

### **Recommendation**

The Operator should ensure the availability and accessibility of teaching and learning resources, in particular, archive and digital resources relevant to the modules, to students to facilitate their learning. (Para. 2.4.4)

4.4.8 The Panel also reviewed the following information on each of the two programmes regarding learning, teaching and assessment:

- (a) Module outlines and assessment plans of all modules;
- (b) English qualifications of students;
- (c) Graduate performance statistics;
- (d) Sample teaching and assessment materials for three modules;
- (e) Sample marked student assessments together with marking schemes / assessment rubrics for three modules;
- (f) Module Effectiveness and Teaching Effectiveness Survey results;
- (g) Graduate Survey results;
- (h) Reports of External Examiner (Programme) and External Examiners (Module) and response of Programme Team;
- (i) Report of Independent Review Panel;
- (j) MATS Annual Programme Report; and
- (k) Meeting Minutes of Academic Board, School Board, English Department Board, Programme Committee and the MAGELCS Teaching Team.

4.4.9 Having reviewed the information and discussed it with the relevant stakeholders, the Panel considered the learning, teaching and assessment activities of the programmes effective in the delivery of programme content and attainment of 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 Panel noted that teachers for the MATS and MAGELCS programmes were drawn from the SHSS and the Department of English with the Programme Director of the MATS programme being the Dean of SHSS while that of the MAGELCS programme being an Associate Professor of the Department. The Panel also noted that together, SHSS and the Department of English had eight full-time members on the teaching teams at present. Having reviewed the profile of the management and teaching staff, the Panel considered that the programmes were well led and well staffed at the moment. The Panel was given to understand that three more staff members of the Department of English had the expertise to teach the programmes.
- 4.5.2 The Operator explained that the MATS was hosted by the SHSS because the MATS was originally designed as a collaborative programme with contributions to be made from the disciplines of Chinese, English, translation and cultural studies. In the future, the Operator expected that more programmes in performance arts going beyond the Chinese and English disciplines would be developed and hosted by SHSS. The Panel considered this arrangement for the MATS programme appropriate in terms of staff deployment. Regarding whether the staff found it difficult to cope with two centres of command as some of the modules were shared with the MAGELCS offered by the Department of English, the teaching staff told the Panel during the site visit that they did not have any concern in this respect.
- 4.5.3 The Programme Management shared with the Panel that with the increase in student intake, one additional class would be added to each of the core modules and some of the elective modules. The Panel was told that at present, many teachers were working under their required teaching load and the Operator was also prepared to recruit a Teaching Assistant and some more part-time teachers to cope with the extra teaching load. The Operator confirmed with the Panel that they would have the manpower to grow the programmes. The Panel, however, considered the issue with the significant increase in the student intake for the two programmes was adequacy in staffing and maintenance of existing teaching and learning standards. Issues of delivery, monitoring, staff development and

student support would need to be addressed. The Panel opined that senior staff in the School and the Department might have many non-programme-related responsibilities and have to fulfil a range of institutional roles. They might easily become overloaded as a result of the planned doubling of the student intake numbers for the programmes. For instance, while the Panel acknowledged the Dean's active engagement and commitment to the management and teaching of the MATS Programme, the Panel considered the Operator should be conscious of the potential that he might be heavily loaded given his role as the Dean of the School as well as the Programme Director of MATS. The Panel, therefore, **advised** the Operator to devise a long-term staff development and deployment plan to keep pace with the increase in student intake and ensure the sustainability of the programmes.

4.5.4 The Operator also indicated that two adjunct professors and two part-time teachers were involved in the teaching of MATS modules and supervision of dissertation. The Programme Management told the Panel that the percentage of part-time teachers in the Programme was within 20-30% which was permitted under the University's policy which stipulated that, for taught postgraduate programmes, no more than 50% of the teaching team for a programme would be part-time staff. The Programme Management indicated that to ensure consistency in teaching standard and quality, part-time staff were required to attend induction and were subject to the same student evaluation as full-time staff. In addition, the Programme Management confirmed with the Panel that, the Programme Director had kept in close communication with the teaching staff and there were mechanisms for standardising lesson plans, assessment tasks and student advising for modules with more than one class. They anticipated that part-time teachers would be willing to take up more classes for the same module and more part-time teachers would be recruited when necessary to cope with the increase in student intake numbers.

4.5.5 The teaching staff whom the Panel met with during the site visit were enthusiastic about their teaching. They told the Panel that they were given ample support on their teaching by the Programme Directors and had frequent meetings and experience sharing with colleagues. They appreciated the transparency at work, were well aware of funding opportunities and knew what one another was doing in research. One teacher shared with the Panel that the University had given him very good support in his research and other undertakings despite his teaching track status. The Panel considered this worth noting.

- 4.5.6 The teaching staff took no issue with their workload or development. They shared with the Panel that they were willing to spend extra time in helping students improve their English ability and master the terminology and concepts related to their disciplines and had actually done so. They were also concerned with how to enrich students' learning. For example, they suggested that to widen students' exposure, a databank of students' past projects and theses should be set up and subsidies from external sponsors should be elicited for students to support their site visits. Part-time teachers also suggested upgrading their facilities such as providing them with a storage space and parking slot to facilitate their commutation and providing them assistance in the use of digital equipment in the classrooms. The Panel **advised** that with the increasing reliance on part-time teachers, the Operator should ensure that sufficient support was provided to the part-time teachers to facilitate the fulfilment of their role.
- 4.5.7 The Panel reviewed the list of staff development activities organised by the Centre for Teaching and Learning of the University and staff development statistics of SHSS. During the site visit, teaching staff shared with the Panel that they had personally attended induction and other staff development workshops or seminars and found them useful, especially in providing them with a holistic approach to understanding their students and teaching. The Panel considered the staff development activities appropriate.
- 4.5.8 In consideration of the above, the Panel formed the view that the Operator has appropriately qualified staff to manage and deliver 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 Upon reviewing the Income and Expenditure Statements for AY2022/23 and financial projections for AY2023/24 to AY2027/28 for both programmes, the Panel Chair considered that the Operator had sufficient financial resources for the operation of the programmes.

- 4.6.2 The Panel considered that other facilities and resources for both programmes, including the new building in progress for the Creative Humanities Hub on campus, were generally adequate with good prospects for expansion and accessibility. To address the learning needs of the students, the Panel opined that the strengthening of archive and digital resources for students as described in Para. 4.4.7 would be one key aspect of the expansion.
- 4.6.3 Judging from the feedback of the Programme Directors and teaching staff, the Panel considered that language enhancement and academic writing services/resources remained an area for the development of more formalised remedial initiatives. Teaching staff were keen to work with the English Language Centre (ELC) under the Department of English by, in particular, building ELC activities into the teaching context, to help students improve their English proficiency and writing ability. The Programme Management indicated that there might be financial implications to get ELC to serve the postgraduate students in addition to the undergraduate students it was mainly serving at present but was willing to consider opening up ELC access to postgraduate students. In view of the expertise of the ELC and the close relationship between the Department of English and ELC, the Panel **advised** the Operator to make better use of the ELC in helping students improve their English proficiency and writing ability both prior and subsequent to the commencement of their study in the programmes.
- 4.6.4 In light of the planned increase in student intake, the Operator indicated that they would consider devising a system of tutor-consultation to give special help to students who might be deficient in certain areas of knowledge. The Panel considered this initiative appropriate.
- 4.6.5 The Programme Management indicated that the University had devised a set of guidelines on the use of Generative AI in teaching and learning and provided an internal ChatGPT platform for the use of staff and students. They confirmed with the Panel that training was provided to the students and students were given clear instructions on the use of Generative AI in their assessment tasks. The Panel considered the guidance and support to teaching staff and students in this respect appropriate. (Please see Para. 4.3.10 for more discussion on AI.)
- 4.6.6 In consideration of the above, the Panel formed the view that there are sufficient resources/services to support the delivery of the current programmes.

#### 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 Panel reviewed the following documents and information on each of the programmes regarding the on-going monitoring and review of the programmes:

- (a) Module Effectiveness and Teaching Effectiveness Survey results;
- (b) Graduate Survey results;
- (c) Reports of External Examiner (Programme) and External Examiners (Module) and response of Programme Team;
- (d) Report of Independent Review Panel;
- (e) MATS Annual Programme Report;
- (f) MATS Programme Handbook;
- (g) Meeting Minutes of Academic Board, School Board, English Department Board, Programme Committee and the MAGELCS Teaching Team;
- (h) Meeting Minutes of Programme Advisory Committee; and
- (i) Quality Assurance Manual of the University.

4.7.2 The Panel noted that programme development was informed by input from students, graduates, and external examiners and advisors. From the documentation submitted and from the observation made during the site visit, the Panel noted that both management and teaching staff were dedicated and reflective, and External Stakeholders were forthcoming with valuable comments to enhance the content and quality of the programmes. To further increase their contribution, the External Examiners also indicated that they would appreciate an opportunity to exchange ideas with one another via physical or virtual meetings. The Panel, therefore, **advised** the Operator to provide opportunities for the interaction of External Examiners of the two programmes to enable a more holistic view of their comments to be formed for the enhancement of the programme quality.

4.7.3 In consideration of the above, the Panel formed the view that a quality assurance system is in place to monitor and review the development and performance of the programmes on an on-going basis.

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

### **5.3 Variation and Withdrawal of this Accreditation Report**

5.3.1 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.

5.3.2 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(s) no longer meets/meet 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.

5.3.3 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.

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

### **5.4 Appeals**

5.4.1 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.



- 5.4.2 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.
- 5.4.3 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.
- 5.4.4 Please refer to Cap. 592A (<https://www.elegislation.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 HKQF website at <https://www.hkqf.gov.hk>.

## 5.5 **Qualifications Register**

- 5.5.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.5.2 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 HKQF.

Ref: 56/29/02

8 May 2024

JoH/Eli/HW/rol

**The Hang Seng University of Hong Kong**  
**Learning Programme Re-accreditation**  
**Master of Arts in Theatre Studies; and**  
**Master of Arts in Global English Literary and Cultural Studies**

**29 February – 1 March 2024**

**Panel Membership**

**Panel Chair**

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

**Graduate Profile of  
Master of Arts in Theatre Studies**

<b>Qualification Title</b>	Master of Arts in Theatre Studies 戲劇研究文學碩士
<b>Qualification Type</b>	Master's Degree
<b>HKQF Level</b>	Level 6
<b>Primary Area of Study and Training</b>	Arts, Design and Performing Arts
<b>Sub-area (Primary Area of Study and Training)</b>	Performing Arts
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>Programme Objectives</b>	The Programme aims to: <ol style="list-style-type: none"><li>1. Train drama critics, scholars and theatre practitioners with sophistication in cultural criticism;</li><li>2. Cultivate students' ability to critically assess latest developments in performance theories;</li><li>3. Equip students with the knowledge to study and contrast Chinese and Western theories of drama and performance;</li><li>4. Provide students with the training to conceive and visualize drama in relation to performance; and</li><li>5. Enhance students' capability to review how contemporary theories in anthropology and cultural studies have impacted on performance.</li></ol>
<b>Programme Intended Learning Outcomes</b>	Upon completion of the Programme, students should be able to: <ol style="list-style-type: none"><li>1. Conduct research on performance theories;</li><li>2. Write research essays on drama and performance;</li><li>3. Produce comparative studies of Chinese and Western drama and performance;</li><li>4. Write informed critical reviews of drama and performance; and</li><li>5. Contribute new critical knowledge on drama and performance.</li></ol>

<b>Education Pathways</b>	Graduates of the Programme may pursue further study at MPhil or PhD level, particularly in the fields of theatre studies, drama and performance studies, Comparative Literature, English, Chinese, Anthropology, Cultural/Intercultural Studies, Humanities and Films.					
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<b>Minimum Admission Requirements</b>	<ol style="list-style-type: none"> <li>1. A Bachelor's degree from a recognised university or equivalent;</li> <li>2. Fulfilment of one of the following English language proficiency requirements if the applicant's Bachelor's degree was not obtained from a university/tertiary institution where English is the medium of instruction: <ul style="list-style-type: none"> <li>• TOEFL <math>\geq</math> 550 (paper-based), <math>\geq</math> 79 (internet-based);</li> <li>• IELTS <math>\geq</math> 6.5;</li> <li>• CET-6 <math>\geq</math> 430;</li> <li>• TEM-4 <math>\geq</math> 70;</li> <li>• TEM-8 <math>\geq</math> 65; or</li> <li>• Equivalent of the above; and</li> </ul> </li> <li>3. Having prior knowledge of drama at a level suitable for graduate studies. Applicants will have to demonstrate basic knowledge about one or more of the following aspects of drama/theatre or performance by discussing a play, a major dramatist, or a performance during the interview: <ul style="list-style-type: none"> <li>• An understanding of the historical development of drama in Western or Chinese culture;</li> </ul> </li> </ol>					

	<ul style="list-style-type: none"><li>• The ability to analyse plays in terms of form, structure, content, and stagecraft;</li><li>• An understanding of an audience's awareness of how the artistic elements of dramatic literature are integrated in a theatrical performance;</li><li>• An understanding of the roles of various theatre artists: playwright, producer, director, scenic/lighting/costume/sound/projection designer, technical director, production manager, dramaturg, stage manager, etc.</li></ul>
<b>Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學

**Graduate Profile of  
Master of Arts in Global English Literary and Cultural Studies**

<b>Qualification Title</b>	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Qualification Type</b>	Master's Degree
<b>HKQF Level</b>	Level 6
<b>Primary Area of Study and Training</b>	Languages and Related Studies
<b>Sub-area (Primary Area of Study and Training)</b>	Languages and Related Studies
<b>Other Area of Study and Training</b>	Humanities
<b>Sub-area (Other Area of Study and Training)</b>	Humanities
<b>Programme Objectives</b>	<p>The Programme aims to:</p> <ol style="list-style-type: none"><li>1. Develop students' command of the body of knowledge of Global English Literary and Cultural Studies;</li><li>2. Enhance students' creative, evaluative and analytical skills to enable application of skills across the broad range of Global English Literary and Cultural Studies;</li><li>3. Improve students' understanding of and ability to navigate academic honesty, intellectual property, and the methodological complexities of Global English Literary and Cultural Studies with autonomy and accountability; and</li><li>4. Provide students with the ability to apply transferable skills (including collaboration, communication and IT skills) relevant to a range of professional or other contexts.</li></ol>

<p><b>Programme Intended Learning Outcomes</b></p>	<p>Upon completion of the Programme, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Show understanding of the body of knowledge in Global English Literary and Cultural Studies in a range of situations, the similarities and differences between them, and including work at the forefront of the study of this field;</li> <li>2. Creatively design and apply appropriate methodologies, supporting specialist analysis and evaluation of literary and cultural objects in the field of Global English Literary and Cultural Studies;</li> <li>3. Conduct research and other activities that demonstrate clear understanding of academic honesty, intellectual property, and the methodological complexities of Global English Literary and Cultural Studies with autonomy and accountability; and</li> <li>4. Apply transferable skills, including communication skills and the use of technology, to conduct and share research and to enhance collaboration in activities relevant to Global English Literary and Cultural Studies.</li> </ol>																
<p><b>Education Pathways</b></p>	<p>Graduates of the Programme may pursue further study in teaching qualifications or research at MPhil or PhD level in English Literature, Cultural Studies, Postcolonial Studies, World Literature, and other disciplines that focus on textual and cultural analysis.</p>																
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<b>Minimum Admission Requirements</b>	<ol style="list-style-type: none"><li>1. A Bachelor's degree with liberal arts or humanities component from a recognised university or equivalent;</li><li>2. Attainment of one of the following proficiency test results, if the applicant's degree was not obtained from a tertiary institution where English is the medium of instruction:<ul style="list-style-type: none"><li>• An overall band score of 6.5 in IELTS;</li><li>• A score of 550 (paper-based) or 79 (internet-based) in TOEFL;</li><li>• A score of 500 in College English Test-Band 6 (CET-6); or</li><li>• Equivalent of the above.</li></ul></li></ol>
<b>Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學



