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 NANG YAN COLLEGE
OF HIGHER EDUCATION**

LEARNING PROGRAMME RE-ACCREDITATION

BACHELOR OF ARTS (HONOURS) IN CHINESE

APRIL 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA952), 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 (AAVQO) (Cap. 592), was commissioned by the Hong Kong Nang Yan College of Higher Education (NYC / the College / the Operator) to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Arts (Honours) in Chinese programme (BAC / the Programme) of the Operator meets the stated objectives and Hong Kong Qualifications Framework (QF) standards and can continue to 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 Programme meets the stated objectives and QF standard at Level 5, and can continue to be offered as an accredited programme with a validity period of five years.

2.2 Validity Period

2.2.1 The validity period will, provided the Operator fulfils the pre-condition to the commencement of validity period as set out in Section 2.4.1, 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.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirement set out in Section 2.4.2 by the specified deadline.

2.3   The determinations on the BAC programme are specified as follows:

Name of Operator	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院
Name of Award Granting Body	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院
Title of Learning Programme	Bachelor of Arts (Honours) in Chinese Programme 中文（榮譽）文學士課程
Title of Qualification (Exit Award)	Bachelor of Arts (Honours) in Chinese 中文（榮譽）文學士
Primary Area of Study and Training	Languages and Related Studies
Sub-area (Primary Area of Study and Training)	Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 5
QF Credits	Year-1 Entry: 540 Year-3 Entry: 270
Mode(s) of Delivery and Programme Length	Year-1 Entry: Full-time, 4 years Year-3 Entry: Full-time, 2 years
Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2029
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Year-1 Entry: 20 full-time students per year Year-3 Entry: 5 full-time students per year
Specification of Competency Standards-based Programme	☐ Yes ☑ No

Address of Teaching Venue	(1) 325-329 Lai Chi Kok Road, Sham Shui Po, Kowloon, HONG KONG
	(2) 176-178 Yee Kuk Street, Sham Shui Po, Kowloon, HONG KONG

2.4   Conditions

Pre-condition

2.4.1   The College is to provide evidence of formal financial arrangements to substantiate the financial viability and sustainability of the Programme, particularly in case of under-enrolment in the coming five years. (Para. 4.6.2)

The College is to submit to HKCAAVQ for the fulfilment of the above pre-condition **on or before 30 April 2024** formal documentary evidence of the financial arrangements associated with the financial support of the Hong Kong Buddhist Sangha Association (HKBSA) and other sources, if any, including but not limited to the specific amount of funding to be provided to the College designated for the Programme and the formalised commitment of HKBSA (and other sources, if any) in providing full financial support to the Programme, particularly in case of under-enrolment in the coming five years, to compensate for the deficit incurred.

Requirement

2.4.2   The College is to provide documentary evidence annually to demonstrate that it continues to have adequate financial resources to ensure the financial viability of the delivery of the Programme, particularly in case of under-enrolment. (Para. 4.6.2)

The College is to submit an annual report to HKCAAVQ for the fulfilment of the above requirement **on or before 1 August each year from 2025 to 2028**.

2.5   Recommendations

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

2.5.1 The College should be more proactive and use innovative strategies to promote the Programme, by highlighting the distinctive features of the Programme and showcasing the success stories of outstanding alumni, to attract secondary school graduates. (4.2.4)

2.5.2 The College should revisit the admission requirements for Year 1 entry, by assessing the qualification level, the attainment level and the volume of learning of the qualifications, to ensure that students admitted would be able to undertake the learning activities of the Programme, in particular for those who met the admission requirement of a degree programme outside Hong Kong. In addition, the College should keep a designated record for tracking the academic performance of these students and provide them with additional support where necessary. (Para. 4.2.5a)

2.5.3 The College should carefully manage the acceptance of students with non-local qualifications to maintain the programme quality and standards. (Para. 4.2.5c)

2.5.4 The College should consider letting the Programme stand out, e.g. by enhancing the application elements, Buddhist spirits, career orientation, digital technology education, Chinese language and literature research, etc. (Para. 4.3.8)

2.5.5 The College should review the course outlines of all GE and SS courses regularly to reflect the enhancement of teaching content, e.g. in strengthening students' use of AI tools in their studies, and to ensure that the reference materials are updated. (Para. 4.3.10)

2.5.6 The College should closely monitor staff workload, including teaching duties, personal tutoring and administrative work, to avoid overloading the academic staff. (Para. 4.5.3)

2.5.7 The College should extend the coverage and loan period of institutional reader cards and acquire more e-learning resources, in particular the subscriptions of electronic databases for the Programme, to enhance students' learning experience. (Para. 4.6.4)

2.5.8 The College should enhance the QA procedures for continuous improvement in the Programme development process. (Para. 4.7.3)

2.6   **Advice**

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

2.6.1   The College is advised to revisit and refine the term "minor stream 副修" used in transcripts for students who completed a specific group of Chinese Elective courses. (Para. 4.3.9)

2.6.2   The College is advised to use team teaching and interdisciplinary approach whenever appropriate to enhance students' AI and IT skills in delivering the teaching and learning activities of SS courses. (Para. 4.4.3c)

2.6.3   The College is advised to continue exploring ways to improve the campus facilities to provide a pleasant learning environment for students. (Para. 4.6.3)

2.6.4   The College is advised to enhance the data collection process of the Graduate Survey in order to monitor graduates' articulation and career development, and to provide assistance whenever necessary. (Para. 4.7.4)

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 Nang Yan College of Higher Education (NYC / the College / the Operator) was established in 2012 by the Hong Kong Buddhist Sangha Association (HKBSA) and was registered as a post-secondary college under the Post Secondary Colleges Ordinance (Cap. 320) in April 2014. As of February 2024, the College offers four HKCAAVQ-accredited programmes, including two

Bachelor's degree programmes, one Higher Diploma and one Diploma programmes.

3.2   The Bachelor of Arts (Honours) in Chinese programme (BAC / the Programme) was first accredited by HKCAAVQ in July 2013 for a validity period of five years and was reaccredited in October 2018, with validity extended to 31 August 2024. In October 2023, the College commissioned HKCAAVQ to conduct another Learning Programme Re-accreditation (re-LPA) for the BAC programme. HKCAAVQ formed an expert Panel (the Panel) for this re-LPA exercise (Panel Membership in **Appendix 1**). The Panel visited the College from 30 to 31 January 2024. 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 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 QF standards, for all exit qualifications from the programme.

4.1.1   The Programme aims to provide students with generic skills, general education, and Chinese knowledge for their personal and professional development, to enable them to undertake further studies in Chinese and to meet the challenges and requirements of workplaces using Chinese for professional purposes. Details of education and employment pathways are documented in the Graduate Profile in **Appendix 2**.

Programme Objectives

4.1.2   The Programme Objectives (POs) are set out to enable students to:

PO1   Develop independent learning skills for life;

PO2   Think analytically, creatively and critically, solve problems and make ethical decisions;

PO3   Communicate effectively in English in international settings and in English and Chinese (exempting non-Chinese-speaking students) in bi-literate and trilingual settings;

PO4   Work independently and in a team employing effective social and interpersonal skills;

PO5   Become increasingly aware of local, national, global, social, economic, cultural and governmental issues;

PO6   Use information technology effectively for communication, learning and business-related purposes;

PO7   Master the characteristics of Chinese language and literature, and understand its development;

PO8   Equip themselves with abilities in literary appreciation and criticism; and

PO9   Equip themselves with the conceptual, procedural and linguistic skills essential for further academic work as well as for the efficient performance of professional tasks involving the use of Chinese.

Programme Intended Learning Outcomes (PILOs)

4.1.3   Upon completion of the Programme, students should be able to:

PILO1   Plan and conduct investigations into problems and issues, critically analysing and evaluating the relevant information found, and sharing or presenting the findings to an audience;

PILO2   Show critical thinking and/or creativity in solving familiar and unfamiliar problems, formulating evidence-based responses and meeting any specified standard required;

PILO3   Demonstrate the ability to read and listen to extended information, organise the information provided coherently,

and convey the ideas, which may be complex, in speaking and writing effectively;

PILO4 Demonstrate the ability to discuss and work with others in a group, create opportunities for others to contribute, and accept responsibility and accountability for the outcomes of the group;

PILO5 Demonstrate in discussion and in writing a good understanding of social, economic, cultural and governmental organisations and issues in local, national, international and global contexts;

PILO6 Use information technology and applications effectively for learning, problem-solving and creative activity, and to support effective communication;

PILO7 Demonstrate a good knowledge of the evolution of the Chinese language from its past to its present, enabling them to understand its special features in respect of its socio-cultural background, linguistic forms, linguistic theories and application;

PILO8 Show cultural awareness and ability to appreciate the aesthetic, moral and ethical dimensions of Chinese literature; and

PILO9 Demonstrate the ability to think analytically, critically, and creatively through exposure to various schools of thought in Chinese literature and comparative study of traditional and modern Chinese linguistics.

4.1.4 The Operator provided the following information to demonstrate how the Programme meets the QF standard at Level 5:

(a) Mappings showing the contributions of the PILOs to the POs;

(b) Mappings of the PILOs to the Generic Level Descriptors (GLDs) of the QF at Level 5;

(c) Mappings showing the contributions of General Education (GE) and Specialist Study (SS) courses (or modules) to the PILOs and GLDs of QF Level 5;

(d) Sample teaching and learning materials and sample marked assessments with associated rubrics of SS courses, with three Chinese Core and three Chinese Elective courses; and

(e) External Examiner (EE) Reports of the Programme since the 2019/20 academic year.

4.1.5 Based on the accreditation documents, written responses to the Panel's initial comments, and discussions with the Senior Management, Programme Team, graduates and external stakeholders, the Panel had the following observations and comments:

(a) The Programme has included five areas of General Education (GE) courses as reflected in POs1-6 and PILOs1-6, while the major disciplines of Chinese language and literature are delivered via a wide spectrum of Specialist Study (SS) courses as reflected in POs7-9 and PILOs7-9. The Panel noted that, other than a slight modification of wordings, all the POs and PILOs remain unchanged since the first accreditation in 2013.

(b) The PILOs have in general reflected the stated POs, but the Panel is of the view that PO6 (which is related to information technology) can be mapped to more PILOs. The Programme Team responded that the mapping will be further reviewed by the Programme Sub-committee Meeting and the refined mapping, if any, will be endorsed by the Faculty Board and then the Academic Board.

(c) Due to the low student enrolment numbers in past years, there were only nine graduates from the Programme since 2020. During the site visit, the Panel met with two graduates who are working in full-time positions: Chinese books merchandiser and pet shop assistant. Both graduates were most satisfied with the subject knowledge covered in the BAC curriculum which is useful in their current jobs, including the exposure to various schools of thought in Chinese language and literature, e.g. *Chinese Etymology* 中國文字學, *Classical Chinese Literature* 中國古典文學, *Chinese Phonology* 漢語音韻學 and *The Book of Changes* 周易, as well as the wide spectrum of GE courses, e.g. critical thinking, nutrition and mathematics for personal finance, etc. They have a common view that the knowledge and skills acquired from the Programme will provide a good foundation for articulation to postgraduate studies.

(d) The external stakeholders commended that the comprehensive programme design, covering language to literature, classical to modern to applications, is good for graduates' further studies and career development. Also, they shared similar views that the interdisciplinary knowledge provided by the GE courses is useful for graduates' employment. A potential employer who had provided internships in previous years gave positive ratings to the graduates and commended that the graduates, who had learnt both classical and modern Chinese, possessed good work attitude and communication skills and could apply knowledge learnt to their own work. Despite the small cohorts, some students and graduates have outstanding performance in various competitions, but the marketing and promotion strategies have to be improved (refer to Para. 4.2.4).

4.1.6 Based on the above information, the Panel concluded that the Programme meets the needs of the industry and that the POs and PILOs have been aptly set for QF Level 5.

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 noted that the minimum admission requirements of the Programme, which have remained unchanged since the last re-accreditation in 2018, are as follows:

Year 1 entrants

- Obtained Level 3 in Chinese Language and English Language, and Level 2 in Mathematics and Liberal Studies, plus one Elective subject or one Applied Learning subject at Level 2, in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (33222); (`Attained' for the subject `Citizenship and Social Development' as an alternative of Level 2 of `Liberal Studies' from 2024/25 onwards); OR

- Obtained Grade E in AS Chinese Language and Culture and AS Use of English, plus one Advanced Level (AL) subject or two

Advanced Supplementary Level (ASL) subjects, in the Hong Kong Advanced Level Examination (HKALE); and obtained 5 passes in the Hong Kong Certificate of Education Examination (HKCEE) including Chinese Language and English Language; OR

- Obtained an International Baccalaureate (IB) Diploma with a minimum of 28 points with Grade 4 or above in English at Standard Level or Higher Level in Syllabus (A1, A2 or B); OR

- Obtained an Associate Degree (AD) in a discipline not relevant to the programme of study, with a cumulative GPA of at least 2.0 (out of 4.0), and with overall course grades in Chinese and in English of GPA of at least 2.0 (out of 4.0); OR

- Obtained a qualification that meets the admission requirement of a degree programme outside Hong Kong, including applicants from Mainland China, with evidence of the appropriate nature of the qualification and of a pass in English; OR

- Obtained an equivalent qualification.

Year 3 entrants

- Obtained a relevant AD or Higher Diploma (HD) with a cumulative GPA of at least 2.5 (out of 4.0); OR

- Successful completion of an equivalent programme outside Hong Kong approved by the College's Academic Regulations Sub-committee in the relevant discipline.

4.2.2 The College permits non-standard entry (or "discretionary entry" which is the term used by the College) that includes but not limited to the applicants who fall short of the minimum entrance requirements and mature applicants, aged 21 or above on 1 September of the year when admission is sought, with relevant working experience and academic background. Moreover, mature aged students have to attain a pass on the College's admission test, in both the English and Chinese languages, which is pitched at HKDSE Level 3. Applicants with 'other equivalent qualifications' are individually considered by the Academic Regulations Sub-committee (ARC), in particular for those possessing qualifications not readily benchmarked against local qualifications.

4.2.3 From the admission statistics provided by the College in the re-LPA documents, the Panel noted that the Programme has been experiencing serious challenges in recruiting students, with only five new Year 1 students and three new Year 3 students admitted in past five years, as shown in the table below:

Number of New Students Admitted to the Programme (2019/20 to 2023/24)

AY Entry Level	2019/20	2020/21	2021/22	2022/23	2023/24
Year 1	1	2	-	2	-
Year 3	-	2	-	1	-

4.2.4 In the 2018 re-LPA exercise, the issue of low enrolment numbers and the long-term sustainability of the Programme had been the concerns and the following recommendation was suggested by HKCAAVQ: "*The College should explore further means, where feasible, to achieve self-sustainability of the BAC programme in the longer-term, such as by further strengthening its effort in recruiting more students while adhering to its published admission requirements*". The Panel noted that the College has implemented various measures in response to this recommendation, e.g. by participating in Expos, fostering relationships with NGO bodies and utilizing social media platforms to increase public awareness, and by establishing partnerships with 20 Buddhist secondary schools to promote the Programme to HKDSE graduates. However, in the past five years, there are about 300 applications received, 50 offers made and only 8 new students admitted to Year 1/3 (but none from the HKDSE entry route), which indicated that the current promotion strategies are not effective. In this connection, the Panel **recommended** that the College should be more proactive and use innovative strategies to promote the Programme, by highlighting the distinctive features of the Programme and showcasing the success stories of outstanding alumni, to attract secondary school graduates.

4.2.5 From the students' profile and discussion with Senior Management and Programme Team, the Panel had the following observations and comments:

(a) For the five students admitted to Year 1, two are bachelor degree holders from Macau (who are holders of HKID Card), two are local sub-degree holders and one is a mature aged student, but none was admitted via the HKDSE entry route. Considering that the major application groups for local bachelor

degree programmes are secondary school graduates with an HKDSE qualification, the Panel was concerned about the Programme's attractiveness to local students and made a recommendation (refer to Para 4.2.4). During the site visit, the College also shared with the Panel that more efforts will be devoted to promote the Programme to local secondary school graduates and their parents starting from the 2nd quarter of 2024. Regarding the admission requirement, in later communication with the College, the admission of "completed the first year of an AD/HD" was withdrawn. For the entry route: "met the admission requirement of a degree programme outside Hong Kong", as it is difficult to ensure that students admitted via this entry route would have the knowledge and skills to undertake the Programme, the Panel is of the view that the College should be responsible for assessing the equivalence of "met the admission requirement of a degree programme outside Hong Kong" to the admission requirements with HKDSE qualification. In this connection, the Panel **recommended** that the College should revisit the admission requirements for Year 1 entry, by assessing the qualification level, the attainment level and the volume of learning of the qualifications, to ensure that students admitted would be able to undertake the learning activities of the Programme, in particular for those who met the admission requirement of a degree programme outside Hong Kong. In addition, the College should keep a designated record for tracking the academic performance of these students and provide them with additional support where necessary.

(b) For the Year 3 entrants, all three students admitted are graduates of bachelor degree programmes, two from local universities and one from Mainland China (who is also holding a HKID Card).

(c) Out of the eight new students admitted to the Programme during the validity period, the Panel noted that three of them possess non-local qualifications: one has graduated and two are studying Year 4. Apart from one mature aged student, there are four students admitted with local qualifications and they have cumulative GPAs ranging from 2.87 to 3.6. Despite the small student base, the Panel still noticed that the academic performance of students possessing non-local qualifications is comparatively less appealing. Thus, the Panel **recommended** that the College should carefully manage the acceptance of

students with non-local qualifications to maintain programme quality and standards.

4.2.6   In line with the general expectation on self-financed operators in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the College has been reminded that for future intakes, the percentage of non-standard entry or "discretionary entry" (including mature aged students) is to be capped on a programme basis at a maximum of 15% of the actual number of new students of the year.

4.2.7   For the maximum number of new students, the approved numbers for Year 1 and Year 3 entries since the last accreditation were 30 and 10 per year respectively. Given the low admission records of the Programme since 2019/20 and the general decline trend of student population in Hong Kong, the College proposed the planned number of new students intake in the next five years (2024/25 to 2028/29) as summarised in the table below:

Planned Number of New Students Intake (2024/25 to 2028/29)

AY Entry Level	2024/25	2025/26	2026/27	2027/28	2028/29
Year 1	10	15	20	20	20
Year 3	5	5	5	5	5

4.2.8   After discussions with the Programme Team and management staff of the College, the Panel considered that the maximum numbers of new students per year should be revised as 20 (Year 1 entry) and 5 (Year 3 entry), provided the College can enhance the promotion strategies (refer to Para. 4.2.4) and ensure the entry standards are commensurate with the requirements of students' capability in their studies (refer to Paras. 4.2.5a and 4.2.5c).

4.2.9   Notwithstanding the above recommendations, the Panel considered that the admission requirements and student selection process are in general appropriate to ensure students admitted would have the knowledge and skills to undertake the learning activities of the Programme.

4.3   **Programme Structure and Content**

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression

in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.3.1   The BAC programme is delivered in full-time mode for eight semesters in four years for Year-1 entry (and for four semesters in two years for Year-3 entry). The Programme consists of two components: General Education (GE) and Specialist Study (SS).

4.3.2   The GE component accounts for 40% of the total curriculum and consists of GE Core and GE Elective courses (or modules) across five Study Areas. The SS component accounts for 60% of the total curriculum and consists of Chinese Core and Chinese Elective courses. Each course is worth 3 college credit points (or credits) except for the Chinese Elective course *Dissertation* 專題論文, which is worth 6 credits. One credit represents 15 contact hours and students are expected to spend 30 hours of self-study hours. That is, the ratio of contact hours to self-study hours is 1:2; and one credit is equivalent to 45 notional learning hours (NLHs) or 4.5 QF credits.

4.3.3   Students are required to earn at least 120 credits over four years, and thus there are 5,400 NLHs for the Programme, representing a total of 540 QF credits. (For Year 3 entries, students are required to earn at least 60 credits or 270 QF credits over two years.)

4.3.4   The allocation of College credit points in the GE and SS components of the Programme is summarised in the table below:

Component	Number of College Credits						
	General Education (GE)			Specialist Study (SS) – Chinese			Total
Year	GE Core	GE Elective*	Sub-total	Chinese Core	Chinese Elective	Sub-total	
1	18	-	18	12	-	12	30
2	15	3	18	9	3	12	30
3	-	6	6	12	12	24	30
4	-	6	6	6	18	24	30
Sub-total	33	15	48	39	33	72	120
Weighting	27.5%	12.5%	40%	32.5%	27.5%	60%	100%

* Selected any five GE Electives from five Study Areas.

4.3.5   The Panel noted that the graduation requirement is to complete and obtain 540 QF credits for Year 1 entry (and 270 QF credits for Year

3 entry) as laid down in the programme curriculum. Moreover, three minor streams 副修 had been established since 2015/16: (1) Chinese History 中國歷史, (2) Buddhist Studies 佛學, and (3) Chinese Culture and Philosophy 中國文化與哲學. Each minor stream consists of 5 Chinese Elective courses that are related to the specific subject area. For students who had completed 5 designated Chinese Electives, the name of minor stream would be printed on their academic transcripts to indicate the specialisation; but there is no change on the graduation requirement and award title.

4.3.6 The College provided the following information to illustrate the structure and content of the Programme:

(a) Programme structure cum study plan;

(b) Course Outlines of all GE and SS courses, which include summary information such as course intended learning outcomes (CILOs), content, learning and teaching methods, contact hours, self-directed learning hours, and assessment methods, etc; and

(c) Actual offering list of GE and SS Elective courses since AY2019/20.

4.3.7 The Panel noted the following changes at the course level:

- The GE Elective course *Effective Chinese Writing* will be replaced by other GE Electives (due to the overlapping of contents with current SS courses).

- For the GE Core course *Learning through English at University*, SS Core course *Creative Chinese Writing* 創意與創作 and SS Elective course *Chinese Writing and Editing* 寫作與編輯, the elements of artificial intelligence (AI) will be incorporated to strengthen students' use of AI tools in their studies (so as to address the current trend of using AI tools in academia).

- The number of Study Areas has been increased from four to five and more GE Elective courses have been added, e.g. *Christian Values* and *Digital Marketing in Healthcare* (so as to align with the College's strategic plan in providing students with more choices of GE Electives in different subject areas).

- The constraint of selecting one GE Elective course per Study Area has been removed so that students can select any five GE

Electives from five Study Areas (to allow students to choose the GE Electives that are the best fit-for-purpose).

4.3.8　The Panel formed the view that the curriculum of the Programme, after the implementation of the above-mentioned enhancement and refinements, provided appropriate breadth and depth to enable students to attain the intended learning outcomes. In particular, the programme design is comprehensive, covering everything from language to literature, and from classics to contemporary. However, the enrolment numbers were very low in past years. To attract more students and to retain sustainability, the Panel **recommended** that the College should consider letting the Programme stand out, e.g. by enhancing the application elements, Buddhist spirits, career orientation, digital technology education, Chinese language and literature research, etc.

4.3.9　Regarding the three minor streams used in academic transcripts, the Panel noted that the main purpose is to indicate the specialisation for students who had completed designated Chinese electives. However, those Chinese electives are already included in the curriculum and the graduation requirement is the same for all BAC students, with or without any minor streams. The term "minor stream 副修" may imply that students have taken specialised or extra courses in addition to the curriculum. To avoid misunderstanding, the College is **advised** to revisit and refine the term "minor stream 副修" used in transcripts for students who completed a specific group of Chinese Elective courses.

4.3.10　The Panel reviewed the course outlines and discussed the changes with the Programme Team as well as the External Examiner and Advisor, and shared the view that the changes are appropriate as they are enhancements to the Programme. However, the Panel noted that the AI teaching contents are yet to be incorporated and that the AI elements can be added in more courses such as *English in the Media*, *Information Technology and Digital Media Applications*, and other SS courses. Apart from these, the reference materials for some SS courses are found to be outdated. In this connection, the Panel **recommended** that the College should review the course outlines of all GE and SS courses regularly to reflect the enhancement of teaching content, e.g. in strengthening students' use of AI tools in their studies, and to ensure that the reference materials are updated.

4.3.11　The Panel noted that students have to complete 11 GE Core courses and 5 GE Electives (out of 35 in five Study Areas), as well as 13

Chinese Core courses and 10/11 Chinese Electives (out of 32) for the SS component. The Panel is of the view that, given the small student numbers of the Programme, the variety of GE Electives is impressive. But it is very unlikely for a BAC student to take the GE Elective *Integrated Project* which has four pre-requisite courses related to Textile and Apparel Technology. The College responded that the *Integrated Project* course will be removed from the list of GE Elective courses. The Panel also noted that the Chinese Elective *Chinese Dynastic History* 中國朝代史 provides an introduction to historical development of various dynasties rather than focusing on one or several dynasties. To better align with the course content, the Panel suggested that the course title should be renamed to *General History of China* 中國通史. The College responded that the course title will be amended accordingly.

4.3.12 Notwithstanding the recommendations and advice above, the Panel had the view that the structure and content of the Programme can enable students to achieve the stated learning outcomes and required standards.

4.4 **Learning, Teaching and Assessment**

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

4.4.1 The Programme is delivered to students in full-time mode, with Chinese as the medium of instruction (MoI) for the SS component, while English is the MoI for most of the GE courses. The Programme employs a range of teaching and learning activities, such as lectures, class discussions, class exercises, question and answer sessions, case studies, projects and oral presentations, supplemented by field trips and visits to several GE and SS courses. For the year-long SS Elective *Dissertation* 專題論文 in Year 4, students have to work on an independent research dissertation under the guidance and supervision of a designated teaching staff, via consultation between students and their dissertation supervisors. The maximum number of students involved in various modes of teaching is: 72 (for lecture), 24 (for tutorial) and 12 (for lab/practical session).

4.4.2 The Panel reviewed the following information on the teaching and learning of the Programme:

(a)   Course Outlines of all GE and SS courses;

(b)   Student Course Evaluation; and

(c)   Samples of teaching and learning materials used in lectures and tutorials for three Chinese Core and three Chinese Elective courses.

4.4.3   Having reviewed the above information and upon discussing with relevant stakeholders, the Panel had the following observations and comments:

(a)   Comments of the students and graduates on learning and teaching are positive. In particular, they highly appreciated the teaching staff for their guidance throughout the period of their studies.

(b)   Due to small cohort size, students can have close contacts and more in-depth discussions with their peers and teachers during their studies. In addition, each student is assigned a Personal Tutor who offers support and meets with students regularly to discuss their learning needs.

(c)   The Panel noted that the teaching contents of some SS courses will be enhanced in strengthening students' AI and IT skills. To ride on its own IT expertise, the College is **advised** to use team teaching and an interdisciplinary approach whenever appropriate to enhance students' AI and IT skills in delivering teaching and learning activities of SS courses.

4.4.4   To assess students' attainment of the intended learning outcomes, the major assessment methods in the SS courses include formative assessments (e.g. assignments, case studies, projects, tests and quizzes) and summative assessments (e.g. final examinations and term papers). Except for the elective course *Dissertation* 專題論文, summative assessments account for no more than 50% of the final grade in SS courses.

4.4.5   The Panel reviewed the following in relation to student assessments:

(a)   College's assessment policy and guidelines;

(b)   Samples of marked assessment scripts with associated briefs and assessment criteria for three Chinese Core and three Chinese Elective courses;

(c)   External Examiners (EE) reports;

(d)   Module grade distribution of GE and SS courses; and

(e)   Distribution of award classifications for students.

4.4.6   Having reviewed the above information and upon discussing with relevant stakeholders, the Panel had the following observations and comments:

(a)   The College had set out its assessment policy and guidelines in the Quality Assurance and Enhancement (QAE) Handbook.

(b)   The summative assessment (examination or term paper) constitutes the main assessment component for the SS courses. Although the study load was in general heavy, students and graduates expressed that they received timely feedback from teaching staff to attain the intended learning outcomes.

(c)   The assessment tasks were properly designed with clear assessment weightings, the assessment markings are robust and the sample assessments demonstrated students' attainment of learning outcomes pitched at the appropriate QF Level. The Panel noted that some SS core/elective courses contain group assignments but students have completed their assignments individually due to the small cohort and class sizes. If group assignments and group reports are resumed, the individual contribution will be reflected in the work distribution form.

(d)   The moderation policy of assessments was also set out in the College's QAE Handbook, including internal moderation and external moderation procedures.

(e)   Despite the small cohorts of nine graduates (2019 to 2022), the distribution of award classifications showed that two graduates were awarded first-class honours and seven were awarded second-class honours (with five attaining second up), which was encouraging. The module grade distribution of the four cohorts also indicated that students' performance was on the high side, although the EE commented that more supports should be provided to improve students' technique in taking the

final examinations of *Classical Chinese Novels* 古典小說 and *Classical Chinese Opera* 古典戲曲.

(f) The graduation requirements of the Programme are as follows:

To be eligible for the award of the Bachelor of Arts (Honours) in Chinese, students must have:

- Completed and passed at least 120 credits for Year 1 entry (or 60 credits for Year 3 entry) as laid down in the programme curriculum; and

- Obtained an overall GPA of 2.0 or better across all courses in which they were assessed.

4.4.7 Notwithstanding the advice above, the Panel considered that the learning, teaching and assessment activities of the Programme are generally effective in delivering the programme content and assessing students' attainment of the intended learning outcomes and the required standard at QF Level 5.

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 adopts full-time equivalent (FTE) in the calculation of staff ratios. The Panel noted that the SS courses are basically staffed by a teaching team of six academics, with one Distinguished Professor, two Professors, two Adjunct Professors and one part-time (PT) Lecturer. Full-time Professors are expected to teach 12 hours a week while other academic staff members are expected to teach 15 hours per week, with reductions in teaching hours for staff substantially involved in research, development or administrative work. From 2019/20 to 2023/24, the ratio of PT to FT staff ranges from 7.7% to 21% which is below the ceiling of 30%, i.e. 3:7 FTE ratio.

4.5.2 The minimum appointment criteria for teaching staff for the Programme have remained unchanged since the last accreditation. Although the College only requires a Master's degree qualification in recruiting Associate/Assistant Professors, all teaching staff members of SS courses possess Doctoral degrees.

4.5.3 Based on the staff profiles and curriculum vitae of teaching staff, the Panel is of the view that the Programme has a very strong teaching team, particularly in the classical domain of Chinese language and literature. After discussions with students, graduates and full-time teaching staff of SS and GE courses, the Panel noted that the teaching staff members are passionate in teaching and proactive in offering supports to students. However, the Panel reviewed the teaching duties of the Programme team and found that the Programme Leader is responsible for teaching seven SS courses in 2023/24, in addition to taking up multiple roles as the Dean of the Faculty of Arts as well as the Personal Tutor of the Programme. The Panel formed the view that the staff workload of the Programme Leader is very heavy and **recommended** that the College should closely monitor staff workload, including teaching duties, personal tutoring and administrative work, to avoid overloading the academic staff.

4.5.4 In terms of staff development, the Staff Development and Scholarly Activities Committee (SDSAC) oversees the staff development activities of the Programme, while the Learning and Teaching Committee (LTC) provides in-house pedagogic training for the staff members. The Panel is provided with a list of staff development activities in the past three years and the staff development plan for the coming three years, despite the activities are quite generic.

4.5.5 Notwithstanding the recommendation above, the Panel was of the view that the programme leadership and staffing are in general adequate and appropriate for the effective management and delivery of 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   On financial resources, the Panel was provided with the actual financial situation (from 2019/20 to 2023/24) and the financial projection (from 2024/25 to 2028/29) for the Programme at different student enrolment scenarios, including achieving the target intake of new students as well as reaching the minimum viable student number only. The annual income and expenditure statements (from 2019/20 to 2023/24) showed that the Programme had experienced significant deficits due to persistently low student enrolments. Moreover, the financial projection (from 2024/25 to 2028/29) indicates that the Programme will continue to have huge deficits if only the minimum viable student number can be reached. Since the actual enrolment numbers of the Programme in the past five years were all below the minimum viable student number, special approval had been obtained from the Board of Governors (BoG) so that the Programme could continue to be offered in 2023/24. The Panel expressed great concerns on the financial viability and sustainability of the Programme if there is no significant increase in enrolment numbers in the upcoming years.

4.6.2   During the site visit, the Senior Management shared with the Panel that the College is financed by donations and support from its Sponsoring Body, the Hong Kong Buddhist Sangha Association (HKBSA) which has been very supportive of the College's operations since its establishment. Despite the low student enrolments in past years and the Programme was not able to break-even, the annual deficits incurred have been covered by funding received from the Sponsoring Body (HKBSA), as well as donations and subsidies from external sources, to ensure the viability and sustainability of the Programme. However, in view of the declining trend in the number of local secondary school graduates, it is likely that repeated deficits will be incurred and that the operation of the Programme has to be supported by the above-mentioned funding sources in the upcoming years. Although the Senior management of the College assured the Panel that the Sponsoring Body (HKBSA) will continuously provide seamless financial support to the Programme, the Panel is of the view that the College has to further provide solid evidence and materials to substantiate the financial viability and sustainability of the Programme, and therefore stipulated the following pre-condition and requirement:

Pre-condition

The College is to provide evidence of formal financial arrangements to substantiate the financial viability and sustainability of the

Programme, particularly in case of under-enrolment in the coming five years.

The College is to submit to HKCAAVQ for the fulfilment of the above pre-condition **on or before 30 April 2024** formal documentary evidence of the financial arrangements associated with the financial support of the Hong Kong Buddhist Sangha Association (HKBSA) and other sources, if any, including but not limited to the specific amount of funding to be provided to the College designated for the Programme and the formalised commitment of HKBSA (and other sources, if any) in providing full financial support to the Programme, particularly in case of under-enrolment in the coming five years, to compensate for the deficit incurred.

Requirement

The College is to provide documentary evidence annually to demonstrate that it continues to have adequate financial resources to ensure the financial viability of the delivery of the Programme, particularly in case of under-enrolment.

The College is to submit an annual report to HKCAAVQ for the fulfilment of the above requirement **on or before 1 August each year from 2025 to 2028**.

4.6.3   In terms of physical resources, the College provided to the Panel information on its learning, teaching and enabling resources relevant to the delivery of the BAC programme. The Panel noted that the College's programmes, including BAC, are delivered in two buildings of the campus in Sham Shui Po, Building A (at Lai Chi Kok Road) and Building B (at Yee Kuk Street), and the College is not required to pay rent for the teaching venue. During the site visit, the College also provided the Panel with a tour of the facilities for the Programme in both buildings such as lecture theatres, classrooms, computer laboratories and student multi-purpose room. The Panel noted that the College had conducted a SWOT analysis in 2022 and the physical restriction of campus was identified as a weakness. Although the College has recently renovated its campus and upgraded the facilities such as building a ramp at the main entrance (Building A) for access by people with disabilities as well as adding a student multi-purpose room on 3/F of Building A for students' use outside timetabling school hours, the Panel is of the view that there is still room for improvement, e.g. the BAC students have to walk up to 4/F of Building B to access the library which houses the books related to Chinese language and literature. In this connection, the

College is **advised** to continue exploring ways to improve the campus facilities to provide a pleasant learning environment for students.

4.6.4 Regarding the library resources, the Panel was provided with summary information and a demo on library holdings, subscriptions and e-resources relevant to the Programme, including journal subscriptions and electronic databases. Although the College has not increased the physical book collection substantially due to space constraints in the library area, the College's library applied for institutional reader cards from seven universities and tertiary institutions, including the University of Hong Kong, Chinese University of Hong Kong and University of Macau. However, the universities nearby are not included, such as Hong Kong Polytechnic University, Hong Kong Baptist University and City University of Hong Kong. Moreover, students have to borrow the institutional cards from the College's library and the loan period is limited to one week. The Panel also noted that the e-databases currently subscribed by the College are mainly on health, nursing and English language, while those for BAC programme are trial versions only. In this connection, the Panel **recommended** that the College should extend the coverage and loan period of institutional reader cards and acquire more e-learning resources, in particular the subscriptions of electronic databases for the Programme, to enhance students' learning experience.

4.6.5 Notwithstanding the recommendation and advice above, the Panel considered that, except for financial resources, the learning, teaching and enabling resources/services are in general appropriate to support the delivery of 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 Operator provided to the Panel with the following information and documents regarding the quality assurance (QA) system to monitor and review the development and performance of the Programme:

(a)   College's Quality Assurance and Enhancement Handbook

(b)   Extracts of meeting minutes of relevant Boards/Committees;

(c)   External Examiner's Reports;

(d)   Internal Revalidation Report 2023 and College's response;

(e)   Student Evaluation of Programme;

(f)   Results of Graduate Survey;

(g)   Head of Department's Course Evaluation Reports; and

(h)   Discipline Leader's Report.

4.7.2   All programmes of the College are subject to the same QA process as set out in the College's Quality Assurance and Enhancement (QAE) Handbook. There are various channels for collecting feedback from students, graduates, teaching staff, External Examiner, Programme Advisors, and employers for the improvement of the Programme. Based on the documents reviewed and discussion with the internal and external stakeholders, the Panel noted that the programme development, approval, management, monitoring and review processes have gone through internal approval and external consultation.

4.7.3   The overall programme development and management rests with the Programme Leader, the Programme Sub-committee and the relevant Faculty Dean. The Programme is monitored by the External Examiner (EE) who is responsible for scrutinising the assessment of learning outcomes and carrying out external moderation of the assessment. In addition, the Faculty Advisory Committee (FAC), consisting of external academic/professional advisors, gives advice on the design and delivery of the programme content to ensure the Programme continues to meet the academic/professional needs and standards. Prior to submitting the re-LPA documents to HKCAAVQ, the College conducted Internal Revalidation for the BAC programme in November 2023, with an Internal Revalidation Panel (IVP) comprising external members from academia and industry. The Panel noted that the Internal Revalidation process and relevant discussions had been documented in the meeting minutes of relevant Boards/Committees. Through discussions with EE and IVP Chair/Members during the site visit, the Panel is of the view that the College has taken appropriate follow-up actions in response to the

comments and recommendations made by EE, IVP and external stakeholders. However, the Panel noted that the Programme has undergone module changes of which the discussions were not detailed in relevant Boards/Committees documents, and as stipulated by the "Guidance Notes on Substantial Change to Accreditation Status", the addition/deletion/combination of course(s) need to be assessed in a timely manner via substantial change applications to HKCAAVQ instead of seeking approval only till the next re-LPA. Since there will be other upcoming changes such as the refined mapping of POs and PILOs, enhancements on GE and SS courses, and further rationalisation of GE elective courses, the Panel **recommended** that the College should enhance the QA procedures for continuous improvement in the Programme development process.

4.7.4   The Panel also noted that students' feedback on the courses and the whole Programme, collected through Student Course Evaluation and Student Evaluation of Programme respectively, was positive. Regarding the graduate destinations since 2020 (4 graduates with full-time work, 4 graduates with part-time work and 1 graduate pursuing full-time study), the Panel has raised questions regarding the rationale for having a high proportion of graduates working part-time while only one graduate pursued full-time studies, the Programme Team responded that the Graduate Survey only captured a snapshot of the graduate destinations and could not reflect the graduates' articulation and career development at a later stage. Since the graduate destination is an important indicator to gauge the success of the Programme which has a small student base, the College is **advised** to enhance the data collection process of the Graduate Survey in order to monitor graduates' articulation and career development, and to provide assistance whenever necessary.

4.7.5   Notwithstanding the recommendation and advice above, the Panel concluded that a QA system is in place to monitor and review the development and performance of the Programme on an on-going basis.

5.   IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1   Variation and withdrawal of this Accreditation Report

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

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the 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.hkqr.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: 71/08/03
9 April 2024
JoH/AC/FW/kil

Hong Kong Nang Yan College of Higher Education

**Learning Programme Re-accreditation for
Bachelor of Arts (Honours) in Chinese**

30 - 31 January 2024

Panel Membership

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

**Graduate Profile of
Bachelor of Arts (Honours) in Chinese**

Qualification Title	Bachelor of Arts (Honours) in Chinese 中文（榮譽）文學士
Qualification Type	Bachelor's Degree
QF Level	Level 5
Primary Area of Study and Training	Languages and Related Studies
Sub-area (Primary Area of Study and Training)	Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The Programme Objectives set out to enable students to: 1. Develop independent learning skills for life; 2. Think analytically, creatively and critically, solve problems and make ethical decisions; 3. Communicate effectively in English in international settings and in English and Chinese (exempting non-Chinese-speaking students) in bi-literate and trilingual settings; 4. Work independently and in a team, employing effective social and interpersonal skills; 5. Become increasingly aware of local, national, global, social, economic, cultural and governmental issues; 6. Use information technology effectively for communication, learning and business-related purposes; 7. Master the characteristics of Chinese language and

	literature, and understand its development;
	8. Equip themselves with abilities in literary appreciation and criticism; and
	9. Equip themselves with the conceptual, procedural and linguistic skills essential for further academic work as well as for the efficient performance of professional tasks involving the use of Chinese.
Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to:
	1. Plan and conduct investigations into problems and issues, critically analysing and evaluating the relevant information found, and sharing or presenting the findings to an audience;
	2. Show critical thinking and/or creativity in solving familiar and unfamiliar problems, formulating evidence-based responses and meeting any specified standard required;
	3. Demonstrate the ability to read and listen to extended information, organise the information provided coherently, convey the ideas, which may be complex, in speaking and writing effectively;
	4. Demonstrate the ability to discuss and work with others in a group, create opportunities for others to contribute, and accept responsibility and accountability for the outcomes of the group;
	5. Demonstrate in discussion and in writing a good understanding of social, economic, cultural and governmental organisations and issues in local, national, international and global contexts;
	6. Use information technology and applications effectively for learning, problem-solving and creative activity, and to support effective communication;
	7. Demonstrate a good knowledge of the evolution of the Chinese language from its past to its present, enabling them to understand its special features in respect of its socio-cultural background, linguistic forms, linguistic theories and application;

	8. Show cultural awareness and ability to appreciate the aesthetic, moral and ethical dimensions of Chinese literature; and 9. Demonstrate the ability to think analytically, critically, and creatively through exposure to various schools of thought in Chinese literature and comparative study of traditional and modern Chinese linguistics.
Education Pathways	Graduates of the Programme may pursue further studies in postgraduate programmes, e.g. Master of Arts, Master of Philosophy or Postgraduate Diploma in Education.
Employment Pathways	Graduates of the Programme take on a wide range of jobs of which the following are typical examples: Teacher, Teaching Assistant, Tutor, Librarian, Executive Editor, Manager, Management Trainee, Assistant Merchandiser, Executive Assistant, Sales Representative, and Clerk.
Minimum Admission Requirements	<u>Year 1 Entry</u> • Obtained Level 3 in Chinese Language and English Language, and Level 2 in Mathematics and Liberal Studies, plus one Elective subject or one Applied Learning subject at Level 2, in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (33222); OR • Obtained Grade E in AS Chinese Language and Culture and AS Use of English, plus one Advanced Level (AL) subject or two Advanced Supplementary Level (ASL) subjects, in the Hong Kong Advanced Level Examination (HKALE); and obtained 5 passes in the Hong Kong Certificate of Education Examination (HKCEE) including Chinese Language and English Language; OR • Obtained an International Baccalaureate (IB) Diploma with a minimum of 28 points and Grade 4 or above in English at Standard Level or Higher Level in Syllabus (A1, A2 or B); OR • Obtained an Associate Degree (AD) in a discipline not relevant to the programme of study, with a cumulative GPA of at least 2.0 (out of 4.0), and with overall course grades in Chinese and in English of GPA of at least 2.0 (out of 4.0); OR • Obtained a qualification that meets the admission requirement of a degree programme outside Hong Kong,

	including applicants from Mainland China, with evidence of the appropriate nature of the qualification and of a pass in English; OR • Obtained an equivalent qualification. *The College will permit discretionary entry to a programme for up to 15% of the actual number of new students of the year. Discretionary entry includes but not limited to the applicants who fall short of the minimum entrance requirements and mature applicants aged 21 or above on 1 September of the year when admission is sought, with relevant work experience and academic background.* <u>Year 3 Entry</u> • Obtained a relevant AD or Higher Diploma (HD) with a cumulative GPA of at least 2.5 (out of 4.0); OR • Successful completion of an equivalent programme outside Hong Kong approved by the College's Academic Regulations Sub-committee in the relevant discipline.
Operator	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院