



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 ACCREDITATION

**MASTER OF ARTS IN
CULTURAL HERITAGE MANAGEMENT**

AUGUST 2022

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA797), 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 Hang Seng University of Hong Kong (the Operator/University) to conduct Learning Programme Accreditation exercise with the following Terms of Reference:

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Master of Arts in Cultural Heritage Management Programme (the Programme/MA-CHM) of the Operator meets the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of three years from 1 September 2023 to 31 August 2026.

2.2 Validity Period

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

2.3 The determinations on the MA-CHM programme are specified as follows:

Name of Operator(s)	The Hang Seng University of Hong Kong 香港恒生大學
Name of Award Granting Body	The Hang Seng University of Hong Kong 香港恒生大學
Title of Learning Programme	Master of Arts in Cultural Heritage Management 文化遺產管理 文學碩士
Title of Qualification (Exit Award)	Master of Arts in Cultural Heritage Management 文化遺產管理 文學碩士
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	Humanities
Sub-area (Other Area of Study and Training)	Humanities
QF Level	Level 6
QF Credits	108
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 2 years
Intermediate Exit Award	Not applicable
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2026
Number of Enrolment(s)	Two enrolments per year
Maximum Number of New Students	30 full-time and 20 part-time students per year
Specification of Competency Standards-based Programme	☐ Yes ☒ No
Address of Teaching Venue	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, HONG KONG

2.4 Recommendation

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

2.4.1 The University should consider bringing in more management expertise for the Programme and build on the strength of HSUHK in the fields of business and management. (Para. 4.5.3)

2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

3.1 The Hang Seng University of Hong Kong (HSUHK), formerly known as the Hang Seng Management College (HSMC), has been registered under the Post Secondary Colleges Ordinance (Cap. 320) as a privately-funded, non-profit post-secondary institution since 2010, with five Schools (Business, Communication, Decision Sciences, Humanities & Social Science, and Translation & Foreign Languages). HSUHK acquired the private university title in October 2018 and changed its name to "The Hang Seng University of Hong Kong".

3.2 HSUHK started to offer accredited bachelor's and master's degree programmes in September 2010 and September 2016 respectively. HSUHK has attained Programme Area Accreditation (PAA) status at QF Level 5 in various programme areas. The Master of Arts in Cultural Heritage Management (MA-CHM) is a QF Level 6 programme. HSUHK commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) for the Programme. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership in Appendix 1).

- 3.3 In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video-conference from 16 to 17 June 2022 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* was the guiding document for the Operator and the Panel in conducting this LPA 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, which is hosted by the Department of Art and Design (the Department), aims to nurture students with an interdisciplinary application of theoretical and practical knowledge of cultural heritage management.

Programme Objectives

- 4.1.2 The Programme Objectives (POs) are to:

- PO1 Impart advanced knowledge of cultural and heritage theories and management knowledge for professional development;
- PO2 Acquire business and management skills and design-thinking tools for the value creation and enterprising development of cultural heritage;
- PO3 Develop in students the ability to create and innovate new models and practices for the management of tangible and intangible cultural heritage;

- PO4 Enhance students' ability to apply advanced knowledge of cultural heritage management to address contemporary issues in the field; and
- PO5 Cultivate among students a strong sense of sustainability, responsibility and high commitment as responsible stakeholders of organisations.

Programme Intended Learning Outcomes (PILOs)

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

- PILO1 Synthesize different theories of studies in cultural and creative industries, cultural studies, design, heritage management and business studies;
- PILO2 Employ research and practical skills such as business model creation, project management and assessment methods in the development of cultural heritage;
- PILO3 Critically assess information, concepts, and evidence at the forefront of the field such as cultural heritage management practices in global and local context;
- PILO4 Apply advanced knowledge of cultural heritage management to various contemporary issues, such as deployment of tangible and intangible cultural assets, programme curatorship and place branding; and
- PILO5 Evaluate own contributions and responsibilities in assuring sustainability and in becoming responsible citizens, employees, business leaders, and business partners.

4.1.4 The University provided the following information to the Panel to demonstrate that the Programme meets the QF standard at Level 6:

- (a) Mapping of HSUHK's desired attributes of taught postgraduate students, POs and PILOs;
- (b) Mappings showing the contributions of the PILOs to the POs;
- (c) Mappings of the PILOs to the Generic Level Descriptors (GLDs) of the QF at Level 6; and

(d) Mappings showing the contributions of Module Intended Learning Outcomes to the PILOs and GLDs of QF Level 6.

- 4.1.5 Based on the Accreditation Documents, *Response to Panel's Initial Comments* and discussion with the programme team, the Panel noted that the Programme has a focus on the management and business aspect of cultural heritage for sustainable development, with a dual emphasis on core and technical competencies. The Programme has a distinguishing feature in its integrative and interdisciplinary dimensions. In addition, the Programme Objectives are mapped onto the United Nations Educational, Scientific and Cultural Organisation (UNESCO)'s Competence Framework for Cultural Heritage Management.
- 4.1.6 In reviewing the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs), the Panel formed the view that PILOs are in alignment with POs and meet the standards at the stated QF Level.
- 4.1.7 To substantiate the potential market demand for the Programme, the University provided data suggesting a demand for postgraduate training in cultural heritage management. The heritage sector is growing, not only locally but also in the Greater Bay Area (GBA) and in the Asian region. The new supply of local heritage sites is expected to grow continuously due to the Revitalizing Scheme, a long-term policy of the HKSAR Government. The University also surveyed its potential students and conducted an employer survey in 2021. For the student survey, 65% of 69 respondents agreed that the MA-CHM programme would benefit their career development. For the employer survey, 75% of 18 respondents concurred that having staff with the MA-CHM qualification would benefit their work and organisational development. During the site visit, the Panel discussed this with the external members of the Independent Review Panel (IRP), module vetters and the potential employers who had supported the launch of the Programme. Details of education and employment pathways are provided in the Graduate Profile in Appendix 2.
- 4.1.8 The Panel considered that the POs and PILOs are aptly pitched at QF Level 6. Moreover, external members who met the Panel showed support for the launch of the Programme.

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 Programme follows the University's policies concerning student admission, with the minimum admission requirements as follows:

- (a) A bachelor's degree from a recognised university or equivalent, with preference given to applicants with a bachelor's degree in Arts and Humanities, Art/Design/Architectural Studies, Anthropology, Asian Studies, Cultural and Creative Industries, Cultural Studies, Journalism and Communication, Social Sciences, Business, Marketing and Management Studies, Urban and Environmental Studies; and
- (b) Documentary evidence demonstrating the applicant's English proficiency, which includes:
 - Graduated from an institution where the medium of instruction is English; or
 - A minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; or
 - A minimum of 6.0 in IELTS; or
 - A minimum of 430 in College English Test-Band 6 (CET-6); or
 - Equivalent of the above.

4.2.2 The Programme targets students from different backgrounds, not confined to cultural heritage-related disciplines. Apart from local students, the Programme will also admit non-local students from Macau and the Greater Bay Area (GBA) to its full-time mode of study. The admission of non-standard entrants will be considered on a case-by-case basis and will be capped at a maximum of 5% of the actual number of new students of the year. All applicants are required to attend an admission interview in which their academic background, work experience and interview performance will be reviewed. Although the Programme does not require cultural heritage-related background as an admission requirement, preference will be given to applicants from the cultural heritage-related disciplines. The Panel also noted that there is currently no credit transfer and module exemption for the Programme.

Maximum Number of New Students

- 4.2.3 The University proposed the following maximum number of new students for the Programme in the coming academic years, with two enrolments per year:

	2023/24	2024/25	2025/26
Full-time	30	30	30
Part-time	20	20	20

- 4.2.4 The Programme Team stated that the proposed maximum number of new students was based on the availability of resources and estimated market demand in Hong Kong. The Panel noted that the Programme Team has assumed a preliminary ratio of 10 non-local students (from Macau or the GBA) to 20 local students, among the 30 full-time students per year. Senior management of HSUHK also shared the strategies for outreaching local and non-local students through the official website, various social media, promotional video, printed advertisement and recruitment talks, etc. Having considered the available resources and planned promotional activities, the Panel considered that the University has the capacity to admit the number of students proposed.
- 4.2.5 Having reviewed the information and discussed with different stakeholders, the Panel considered that the student selection process and minimum admission requirements are clearly stated and appropriate as well as comparable to similar local 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 MA-CHM Programme consists of five core modules and three elective modules, totalling 108 QF credits and 1,080 notional learning hours. Each module carries 3 credit units / 13.5 QF credits, making up 135 notional learning hours (with 45 contact hours and 90 self-study hours). The ratio of contact hours to self-study hours equals 1:2. The Programme will be delivered through two semesters for the full-time mode and four semesters for the part-time mode of

study. The University provided the following information to illustrate the structure and content of the Programme:

- (a) Study plans for full-time and part-time modes;
- (b) Module outlines of core modules and elective modules, listing module description, module intended learning outcomes (MILOs), module content, learning and teaching activities, assessment methods, text and references; and
- (c) Reports from module vetters.

4.3.2 The normal period of study for MA-CHM is one year for full-time and two years for part-time students. To be eligible for graduation and the award, students are required to (i) complete and obtain a Grade D or above on at least 24 credit units / 108 QF credits, comprising five core modules and three elective modules, and (ii) obtain a minimum cumulative GPA of 2.0. The following table summarises the structure of the Programme:

Type of Module	Module Title	Credit Units	QF Credits
Core Modules	Interpretation of Cultural Heritage and Value Creation	3	13.5
	Global and Asian Perspective on Cultural Heritage Management	3	13.5
	Business Model and Financial Management for Cultural Heritage	3	13.5
	Project Management in Cultural Heritage	3	13.5
	Heritage in Action: Site Visits and Fieldwork Research	3	13.5
Elective Modules (Choose any 3)	Memory, Identity and Cultural Heritage	3	13.5
	Place Branding with Cultural Heritage	3	13.5
	Digital Practices for Cultural Heritage	3	13.5
	Application of Art, Design and Media Strategies in Cultural Heritage	3	13.5
	Cultural Mapping with Heritage	3	13.5
	Impact Assessment in Cultural Heritage: Methodologies and Practices	3	13.5
	* Heritage in Action: Thesis	3	13.5

* Pre-requisite: *Heritage in Action: Site Visits and Fieldwork Research*

4.3.3 According to the accreditation documents, the core modules are designed to nurture students' interpretation and foundation

knowledge of cultural heritage management while the elective modules emphasise the research methodologies and digital applications. However, there is no capstone module in the original curriculum. This would prevent students from following through to further study in MPhil or PhD. In response to the Panel's concern, the programme structure has been enhanced by adding the elective module "*Heritage in Action: Thesis*". For students who would like to pursue a research topic or project into a thesis paper, they can take the *Heritage in Action: Thesis* elective module after completing the *Heritage in Action: Site Visits and Fieldwork Research* core module, with the combined learning being equivalent to a full capstone. The Programme Team further explained there is in general no pre-requisite for all modules, except for the *Heritage in Action: Thesis* elective module, which requires students to complete the *Heritage in Action: Site Visits and Fieldwork Research* core module beforehand.

- 4.3.4 In regards to the inter-disciplinary nature of MA-CHM, the external stakeholders shared the view that the programme duration of one year for full-time mode is quite demanding for students to attain the learning outcomes. The Panel **advised** that the University could adopt the "calendar year" option by including a summer term to accommodate the inter-disciplinary learning tasks and extra learning activities, as well as to integrate internship into the students' learning outcomes.
- 4.3.5 Moreover, apart from the full-time and part-time modes of study, the Panel **advised** that the University could explore other flexible modes of delivery and pathways, such as a module-stand-alone exit option, to practitioners to support continuous professional development.
- 4.3.6 Notwithstanding the 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 employs a range of teaching and learning activities, such as lectures, seminars, in-class exercise and discussion, case study, presentation, individual/group project, and written assignment.

The University provided to the Panel the Module Outlines, which include summary information such as module description, module intended learning outcomes, module content, teaching and learning activities, and assessment methods. The maximum number of students in lecture, seminar and project-activity learning is 70, 50 and 30 respectively. Individual project is supervised on a one-on-one basis while group project has a group size of 10 to 20 students.

4.4.2 English is the primary medium of Instruction (Mol) for the Programme, supplemented by Chinese. From the *Response to Panel's Initial Comments*, the Panel noted that the delivery of some modules will be conducted in Putonghua and/or Cantonese, depending on the subject matter and class activities and that Chinese language will be used as a communication channel, e.g. for interviewing people during heritage site visits.

4.4.3 In the *Response to Panel's Initial Comments*, the University provided the Panel with the scheme of work, samples of teaching and learning materials, sample assessment tasks and associated assessment criteria/rubrics, of the following five modules:

Core Modules

- CHM6001 *Interpretation of Cultural Heritage and Value Creation*
- CHM6004 *Project Management in Cultural Heritage*
- CHM6005 *Heritage in Action: Site Visits and Fieldwork Research*

Elective Modules

- CHM6101 *Memory, Identity and Cultural Heritage*
- CHM6103 *Digital Practices for Cultural Heritage*

4.4.4 The Panel noted that non-credit bearing internship will be included as voluntary activities for full-time students in the main. To make the best use of internships for enhancing students' research skills and practical experience, the Panel **advised** that the University could formalise the internship scheme through integration in students' summative learning. In addition, the University could consider and create equal opportunities to undertake internship for all students, including the part-time students.

4.4.5 Notwithstanding the advice above, the Panel considered that the teaching and learning methods used are appropriate and contribute to the achievement of the intended learning outcomes.

4.4.6 In terms of student assessments, a range of assessment methods, including exercises, assignments, case studies, presentations, project proposals and research reports, essays and class

participation will be used to assess students' attainment of the intended learning outcomes.

- 4.4.7 After reviewing sample assessment tasks of five modules and their associated rubrics/criteria, the Panel considered that the assessments were appropriate to assess the students' achievement of the intended learning outcomes and the required standard at QF Level 6.

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 On staffing, the Panel noted that the Programme Director, supported by the Associate Programme Director, is responsible for providing academic leadership in the planning, review, development and management of the Programme. The teaching team consists of six full-time and three part-time teaching staff members from 2023/24 to 2025/26 and the Department of Art and Design (the Department) plans to recruit an additional full-time assistant professor in 2025/26. The ratio of full-time and part-time teaching staff is 2:1. The teaching staff-student ratio (SSR) for the Programme will be 1:22.
- 4.5.2 The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme. The Panel noted that the minimum appointment criterion for the teaching staff of the Programme is normally a doctoral degree in a relevant discipline with a track record of relevant teaching, or research and development experience. For disciplines with substantial professional and practice components, the teaching staff must possess at least a master's degree with a track record of 3 years' professional experience in a senior position or as a specialist in the relevant area, which is considered as appropriate given the specialist skills and knowledge required in the discipline.
- 4.5.3 The Panel noted that the current pool of potential teaching staff has expertise predominately in art, design and architecture, digital

cultural heritage and simulation, while the programme objectives and learning outcomes indicate that the Programme should have a focus on the business and management aspects of cultural heritage. To achieve a proper balance of art/design, technological and management aspects of cultural heritage for the Programme, the Panel **recommended** that the University should consider bringing in more management expertise for the Programme and build on the strength of HSUHK in the fields of business and management.

- 4.5.4 In terms of staff development, the University provided to the Panel a summary of seminars and workshops organised for academic staff, analysis of academic staff development records, and a listing of planned staff development activities specifically for the Programme from 2022/23 to 2024/25. The Panel noted that the Department adopts and follows the policies established by the Academic Staff Development Committee of HSUHK.
- 4.5.5 The Panel noted that the potential teaching staff are generally well supported for staff development and undertaking research via research support grants and conference funds. However, there is less evidence on staff development with regards to pedagogical innovation that will be essential given the innovative nature of the Programme. The Panel **advised** that the University could continuously review and seek to improve the pedagogies of the teaching team to enhance the interdisciplinary and integrated learning of students.
- 4.5.6 Notwithstanding the recommendation and advice above, the Panel was of the view that the programme leadership and staffing are in general adequate and appropriate and the potential teaching staff have the appropriate qualifications and experience necessary 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 University operates on a self-financing basis and relies on student tuition fees as its major source of income. The Panel was provided with the income and expenditure projection from 2023/24 to 2027/28 for the Programme, financial sensitivity

analysis at different levels of projected student enrolment and a contingency plan in case the Programme cannot reach the break-even student number. Senior management of HSUHK assured the Panel that seed funding would be provided to support the start-up of the Programme and a Programme Review would be conducted to review the financial viability of the Programme if it is continuously under-enrolled. Based on the financial information provided, the Panel considered that the University has adequate financial resources to support the Programme.

- 4.6.2 On physical resources, the Panel noted that the University has established the Library and Learning Resources Committee to advise the development and use of the library resources, services and facilities. The University also provided the Panel with a presentation on various learning, teaching and student support facilities, such as Arts Technology Laboratory, Critique Room, Audio-Visual and Photography Laboratory, Equipment Room and Consultation/Meeting Room. The Panel also noted that technology supports on hardware and software from the Department are available to students. Moreover, the Panel was provided with summary information of library holdings, subscriptions and planned acquisitions relevant to the Programme including journal subscriptions and electronic databases. Furthermore, a series of library e-resources workshops will be offered to students for enhancing their presentation, referencing and research skills.
- 4.6.3 In addition, the Panel noted that there is a Personal Tutor System to further support students' learning by which each student is assigned a Personal Tutor who provides pastoral care and academic guidelines for students, handles study-related issues and acts as the feedback channel.
- 4.6.4 Despite the aforementioned resources/services, the Panel considers that joining professional networks on cultural heritage will be an advantage for the future development of the Programme as well as enriching students' learning. To this end, the Panel **advised** that the University could build up international heritage networks, such as linking up with the Association for Critical Heritage Studies.
- 4.6.5 Notwithstanding the advice above, the Panel considered that the learning, teaching and enabling resources/services are appropriate and sufficient for the learning, teaching and assessment activities 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 University provided to the Panel the following information in regard to quality assurance in the Programme:

- (a) Extracts of minutes of relevant boards and committees;
- (b) *HSUHK Quality Assurance Manual*;
- (c) Reports of the module vetters;
- (d) Report of Independent Review Panel (IRP) Meeting and HSUHK's response to the comments of IRP;
- (e) Sample questionnaire of Taught Post-Graduate Student Learning Experience Survey; and
- (f) Templates of Annual Programme Report, Annual Department Report and Annual School Report.

Programme Development

- 4.7.2 A new programme is initially proposed by the hosting Department/School, reviewed by the School Board (SB) and approved by the Graduate Studies Committee (GSC). After the initial approval from the GSC, a Programme Development Committee (PDC) is set up to advise on the programme development. The PDC engages external stakeholders such as External Veters to advise on the academic and industry aspects of module design. An Independent Review Panel (IRP) is formed to examine the Programme's niches, curriculum and student support. Based on suggestions by the IRP, the PDC further refines the proposed programme for review and endorsement by the SB and GSC. The final version of the new programme is approved by the Academic Board (AB) before submitting it to HKCAAVQ for external accreditation.

Programme Management and Review

- 4.7.3 Once a programme is launched, a Programme Committee chaired by the Programme Director is formed to monitor the quality of the programme and oversee its implementation. The Programme Director will prepare an Annual Programme Report, which consolidates all essential records and evidence regarding the programme to facilitate continuous improvements. Student feedback on the modules and teaching quality would be collected through Students' Feedback and Taught Post-Graduate Student Learning Experience Survey. A Staff-Student Consultative Committee of student representatives and teaching staff is established to gather students' views. Feedback from employers to assess the performance of HSUHK graduates will be collected by the Student Affairs Office. The sample of the Annual Programme Report also includes findings of employment and graduate surveys to collect graduate opinions.
- 4.7.4 During the site visit, the Panel exchanged views with representatives from the various committees and boards responsible for the quality assurance of the Programme and with the external members who showed their support for the Programme. The Panel formed the view that the University has a committee structure at different levels to monitor the quality of new programmes.
- 4.7.5 After reviewing the minutes of relevant boards and committees, the Panel noted that the Programme had undergone an internal approval process, including AB, GSC, School of Humanities and Social Science, and Department of Art and Design. Moreover, the reports of the module vetters and the IRP indicated that HSUHK's responses that addressed external members' concerns were properly documented.
- 4.7.6 In light of the above, the Panel concluded that an effective assurance system is in place for the review of the development and performance of the Programme to ensure that the Programme remains current and continues to meet the stated programme objectives.

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: 56/38/01

24 August 2022

JoH/AC/FW/erc/asc

The Hang Seng University of Hong Kong
Learning Programme Accreditation for
Master of Arts in Cultural Heritage Management

16-17 June 2022

Panel Membership

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

**Graduate Profile of
Master of Arts in Cultural Heritage Management**

Qualification Title	Master of Arts in Cultural Heritage Management 文化遺產管理 文學碩士
Qualification Type	Master's Degree
QF Level	6
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	Humanities
Sub-area (Other Area of Study and Training)	Humanities
Programme Objectives	The programme aims to: 1. Impart advanced knowledge of cultural and heritage theories and management knowledge for professional developments; 2. Acquire business and management skills and design-thinking tools for the value creation and enterprising development of cultural heritage; 3. Develop in students the ability to create and innovate new models and practices for the management of tangible and intangible cultural heritage; 4. Enhance students' ability to apply advanced knowledge of cultural heritage management to address contemporary issues in the field; and 5. Cultivate among students a strong sense of sustainability, responsibility, and high commitment as responsible stakeholders of organisations.
Programme Intended Learning Outcomes	Upon completion of the programme, students should be able to: 1. Synthesize different theories of studies in cultural and

	creative industries, cultural studies, design, heritage management, and business studies; 2. Employ research and practical skills such as business model creation, project management, and assessment methods in the development of cultural heritage; 3. Critically assess information, concepts, and evidence at the forefront of the field such as cultural heritage management practices in global and local context; 4. Apply advanced knowledge of cultural heritage management to various contemporary issues, such as deployment of tangible and intangible cultural assets, programme curatorship, and place branding; and 5. Evaluate own contributions and responsibilities in assuring sustainability and in becoming responsible citizens, employees, business leaders, and business partners.
Education Pathways	Graduates of the Programme may pursue further study at MPhil or PhD levels, such as in the fields of architecture, landscape architecture, real estate and urban planning, anthropology, gender studies, cultural studies, liberal arts and visual arts, etc.
Employment Pathways	Graduates may take up the following positions in administration/planning in heritage groups, organisations or institutions, arts/culture/heritage events or project management, arts/culture/heritage administration/policy in architecture, urban planning and design, land development, tourism, arts and cultural sectors, non-profit making organisations, media/creative industries: 1. Manager / Coordinator 2. Project Manager / Executive 3. Administrative Executive / Professional 4. Event / Programme / Exhibition Curator 5. Researcher / Assistant Researcher
Minimum Admission Requirements	• A bachelor's degree from a recognised university or equivalent, with preference given to applicants with a bachelor's degree in Arts and Humanities, Art/Design/ Architectural Studies, Anthropology, Asian Studies, Cultural and Creative Industries, Cultural Studies, Journalism and Communication, Social Sciences, Business, Marketing and Management Studies, Urban and Environmental Studies; and • Documentary evidence demonstrating the applicant's

	English proficiency, which includes: graduated from an institution where the medium of instruction is English; a minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; a minimum of 6.0 in IELTS; a minimum of 430 in College English Test-Band 6 (CET-6); or equivalent.
Operator	The Hang Seng University of Hong Kong 香港恒生大學

