



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

## **ACCREDITATION REPORT**

**UOW COLLEGE HONG KONG**

**LEARNING PROGRAMME RE-ACCREDITATION**

**BACHELOR OF ARTS (HONOURS) IN  
JAPANESE STUDIES**

**BACHELOR OF ARTS (HONOURS) IN CHINESE  
LANGUAGE, LITERATURE AND COMMUNICATION**

**JULY 2024**

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## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA932), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by UOW College Hong Kong to conduct Learning Programme Re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether UOW College Hong Kong ("Operator") can be granted the Programme Area Accreditation status for the Programme Area (with specifications under (A)) for a specified validity period; and
- (b) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of the Operator (with specifications under (B)) meet the stated objectives and QF standards and can continue to be offered as accredited programmes; and
- (c) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) and (b) by HKCAAVQ.

### **(A) Specifications of the Programme Area undergoing Programme Area Accreditation**

<b>Area of Study and Training</b>	<b>Sub-area</b>	<b>Programme Area</b>	<b>Claimed QF Level</b>
Business and Management	General Business Management	General Business Management	4
Language and Related Studies	Language and Related Studies	Language and Related Studies	4
Computer Science and Information Technology	Computer Science and Information Technology	Computer Science and Information Technology	4
Business and Management	Transports and Logistics	Transports and Logistics	4

**(B) Specifications of the programmes seeking accreditation status**

<b>Programme title (English and Chinese, if any)</b>	<b>Exit award title (English and Chinese, if any)</b>	<b>Mode of study</b>	<b>Programme length</b>	<b>Majors leading to distinctive awards, if any</b>	<b>Claimed QF level</b>
Bachelor of Arts (Honours) in Japanese Studies 日本研究 (榮譽)文學士	Bachelor of Arts (Honours) in Japanese Studies 日本研究 (榮譽)文學士	Full- time	4 years	N/A	5
Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及 傳意(榮譽) 文學士	Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及 傳意(榮譽) 文學士	Full- time	4 years	N/A	5
Bachelor of Aviation (Honours) in Operations and Management 營運及管理(榮譽) 航空學士	Bachelor of Aviation (Honours) in Operations and Management 營運及管理(榮譽) 航空學士	Full- time	4 years	N/A	5

**2. HKCAAVQ'S DETERMINATION**

- 2.1 The accreditation report issued in accordance with paragraph 1.1(c) comprises six parts, namely this report and the five reports (HKCAAVQ Report No. 24/29, 24/65, 24/67, 24/68 and 24/69). Collectively, these six parts set out the results of the determination in relation to paragraphs 1.1(a) and 1.1(b). This report set out the results specific to the following:

<b>Programme title (English and Chinese, if any)</b>	<b>Exit award title (English and Chinese, if any)</b>	<b>Mode of study</b>	<b>Programme length</b>	<b>Majors leading to distinctive awards, if any</b>	<b>Claimed QF level</b>
Bachelor of Arts (Honours) in Japanese Studies 日本研究 (榮譽)文學士	Bachelor of Arts (Honours) in Japanese Studies 日本研究 (榮譽)文學士	Full- time	4 years	N/A	5
Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及 傳意 (榮譽) 文學士	Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及 傳意 (榮譽) 文學士	Full- time	4 years	N/A	5

2.2 Subject to the fulfilment of the conditions set out below, the Bachelor of Arts (Honours) in Japanese Studies (BAJS) and the Bachelor of Arts (Honours) in Chinese Language, Literature and Communication (BACLLC) meet the stated objectives and QF standards at Level 5, the Programmes can continue to be offered as accredited programmes with a validity period of five years.

### 2.3 **Validity Period**

2.3.1 The validity period will, provided that the Operator fulfils all pre-conditions to the commencement of the validity period set out in Para. 2.4, commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of all requirements set out in Paras. 2.5.3 and 2.5.4 by the specified deadline.

2.4 The determinations on the Programmes are specified as follows:

<b>Name of Operator</b>	UOW College Hong Kong 香港伍倫貢學院	
<b>Name of Award Granting Body</b>	UOW College Hong Kong 香港伍倫貢學院	
<b>Title of Learning Programme</b>	Bachelor of Arts (Honours) in Japanese Studies 日本研究（榮譽）文學士	Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及傳意（榮譽）文學士
<b>Title of Qualification(s) [Exit Award(s)]</b>	Bachelor of Arts (Honours) in Japanese Studies 日本研究（榮譽）文學士	Bachelor of Arts (Honours) in Chinese Language, Literature and Communication 中國語言文學及傳意（榮譽）文學士
<b>Primary Area of Study and Training</b>	A08 Languages and Related Studies	A08 Languages and Related Studies
<b>Sub-area (Primary Area of Study and Training)</b>	A0801 Languages and Related Studies	A0801 Languages and Related Studies
<b>Other Area of Study and Training</b>	Not applicable	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable	Not applicable
<b>QF Level</b>	Level 5	Level 5
<b>QF Credits</b>	544	544
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 4 years	Full-time, 4 years
<b>Intermediate Award(s)</b>	Not applicable	Not applicable
<b>Exit Award(s)</b>	Not applicable	Not applicable
<b>Start Date of Validity Period</b>	1 September 2024	1 September 2024

<b>End Date of Validity Period</b>	31 August 2029	31 August 2029
<b>Number of Enrolment(s)</b>	One enrolment per year	One enrolment per year
<b>Maximum Number of New Students</b>	Full-time Year-1 Entry: 15 per year Full-time Year-2 Entry: 10 per year Full-time Year-3 Entry: 30 per year	Full-time Year-1 Entry: 15 per year Full-time Year-2 Entry: 10 per year Full-time Year-3 Entry: 15 per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Address of Teaching / Training Venue(s)</b>	UOW College Hong Kong 18 Che Kung Miu Road, Tai Wai, New Territories, Hong Kong	

## 2.5 Conditions

### Pre-conditions

#### For BACLLC

- 2.5.1 The Operator is to set up a minimum cohort size for Year 1 entry to the BACLLC programme, below which the Programme will not be offered, to ensure meaningful peer interaction in students' learning experience. The Operator is to submit to the HKCAAVQ a minimum cohort size for Year 1 entry to the BACLLC programme, the justification on its effectiveness in ensuring students' learning experience, and operation details to ensure its proper implementation for the fulfilment of the above pre-condition on or before **31 July 2024**. (Para. 4.1.11)

#### For BAJIS and BACLLC

- 2.5.2 The Operator is to review and revise the programme structure and content of the two Programmes to ensure that

- (i) the breadth and depth of the Programmes are balanced with a clear distinction in the treatment of foundational courses and specialised courses in the major curriculum;
- (ii) students can benefit from an appropriate breadth of the Programmes through the major required courses by providing sufficient coverage of all foundational topics of different domains in the discipline, and an appropriate depth of the Programmes through the major elective courses by enabling students to elect specialised courses in one or two domains, taking into consideration students' own interests, aptitude and career aspirations;
- (iii) flexibility is provided for direct entry to more advanced language courses for all years of entry, so that prior learning is recognised and repeated learning is minimised, if students' language proficiency is certified by reliable external benchmark tests and meets the prerequisite of the more advanced courses;
- (iv) there is a balance in the curriculum weightings of language courses and non-language courses;
- (v) there is sufficient room for students to choose a General Education (GE) course that they find useful and interesting in each required GE domain; and
- (vi) there is sufficient room for students to explore different electives in different years of studies and all students have an equal opportunity to pursue any minor programmes, which is not limited by their major programmes.

The Operator is to submit to the HKCAAVQ the revised programme curricula of the BAJIS programme and the BACLLC programme with a clear indication of elective courses for students to choose from in each curriculum component, and the study schemes for all years of entry, for the fulfilment of the above pre-condition by **31 July 2024**. (Para. 4.3.14)

## **Requirements**

### For BACLLC

- 2.5.3 The Operator is to submit to HKCAAVQ **within one week after the announcement of the Main Round Offer Results of Joint**



**University Programme Admission System (JUPAS) each year** during the validity period evidence of adherence to the policy on minimum cohort size, including, if the Programme will be offered in the coming academic year, the profile of the students admitted to the Programme showing the meeting of the stipulated admission requirements and the eligibility of any credit transfer. (Para. 4.1.11)

For BAJs and BACLLC

- 2.5.4 The Operator is to enhance their internal procedures and mechanism in quality assurance to ensure adherence to HKCAAVQ's procedures regarding programme changes.

For the fulfilment of the above requirement, the Operator is to submit to the HKCAAVQ by **31 December 2024** the revised internal procedures and mechanism with justifications on how they can ensure adherence to HKCAAVQ's procedures, together with the documentation on processes undertaken that have led to the revision, including an action plan and records of its implementation. (Para. 4.7.6)

2.6 **Recommendations**

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

For BAJs

- 2.6.1 The Operator is **recommended** to systematically collect students' results in the Japanese-Language Proficiency Test (JLPT) and/or arrange a placement test comparable to the format and level of JLPT to assess students' prior knowledge in Japanese at the time of admission with a view to
- (i) enable direct entry to more advanced courses in Japanese and to free up credits for free electives; and
  - (ii) objectively measure the value added to students' proficiency in Japanese by the Programme for programme evaluation. (Para. 4.3.9)
- 2.6.2 With an increasing number of students taking Japanese as an elective subject in the HKDSE, the Operator is **recommended** to review its mechanism to recognise students' prior learning in

Japanese for more flexible access to more advanced courses corresponding to different JLPT levels, and its programme design to minimise the need for any repetition of learning. (Para. 4.3.9)

- 2.6.3 The Operator is **recommended** to provide more training to students on synthesising and evaluating scholarly work and enhance assessment design to better develop students' critical thinking skills in Japanese studies. (Para. 4.4.4)
- 2.6.4 The Operator is **recommended** to review teaching requirements to ensure areas outside language skills are appropriately resourced particularly in Japanese studies for subjects, such as culture and history courses, and appropriate supervision of students' dissertations. (Para. 4.5.3)

For BACLLC

- 2.6.5 The Operator is **recommended** to systematically collect students' results in external benchmark test in Putonghua and/or arrange a placement test to assess students' prior knowledge in Putonghua at the time of admission with a view to
- (i) free up credits for free electives; and
  - (ii) objectively measure the value added to students' proficiency in Putonghua by the Programme after taking the Putonghua course for programme evaluation. (Para. 4.3.9)
- 2.6.6 The Operator is **recommended** to review the quantitative and qualitative workloads of different courses to achieve a reasonable degree of consistency in assessment requirements. (Para. 4.4.5)
- 2.6.7 The Operator is **recommended** to provide sufficient administrative support to maintain proper documentation of the meeting of the Joint Student-Staff Consultative Committee of the BACLLC programme. (Para. 4.7.4)

For BAJS and BACLLC

- 2.6.8 The Operator is **recommended** to design specific questions in the graduate surveys for tracking the graduates' education and employment pathways, and maintain the graduate survey results by degree programme and by graduating year. (Para. 4.1.13)

2.6.9 The Operator is **recommended** to enhance internal training to the administrative and programme staff to develop their knowledge and skills:

- to assess the equivalence of various qualifications to the HKDSE Qualification in terms of (i) qualification level, (ii) attainment level and (iii) volume of learning, and
- to assess credit transfer under a fair recognition approach. (Para. 4.2.2)

2.6.10 The Operator is **recommended** to review and enhance mechanisms and procedures in credit transfer, so that waiving the requirement to complete a particular course is based on the learner having completed an equivalent course, with due assessment of the volume of study and content of the course, and validation of learning outcomes as well as proper documentation. (Para. 4.2.4)

2.6.11 The Operator is **recommended** to formulate effective and timely follow-up action to boost the response rate of the Teaching and Learning Questionnaire (TLQ). (Para. 4.7.3)

2.6.12 The Operator is **recommended** to design a structured record form for the External Professional Advisers to provide their view on the relevance of the Programme to potential employers. (Para. 4.7.5)

2.7 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any conditions stipulated in this Accreditation Report.

### 3. INTRODUCTION

3.1 UOW College Hong Kong (UOWCHK) was formerly known as the Community College of City University (CCCU). UOWCHK is a company limited by guarantee registered under the Companies Ordinance (Cap. 622). Under a strategic alliance with the City University of Hong Kong (CityU), the University of Wollongong (UOW)

assumed stewardship of CCCU over a five-year transitional period from June 2015 to June 2020. Following the end of the 5-year transition period, CityU resigned as a Member and UOWCHK has become wholly-owned by UOW.

- 3.2 UOWCHK underwent an Institutional Review (IR) in March 2018 for the purpose of seeking Cap. 320 registration and degree awarding status. As of 11 October 2023, under the Qualifications Register, UOWCHK offers 11 Bachelor's Degree programmes, 33 Associate Degree (AD), six Higher Diploma (HD) and two Diploma programmes. In addition, UOWCHK offers three non-local top-up Bachelor's Degree programmes that lead to UOW awards.

#### **4. PANEL'S DELIBERATIONS**

*The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.*

##### **4.1 Programme Objectives and Learning Outcomes**

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

- 4.1.1 The Operator provided the following documents to the Panel to demonstrate that the BAJS and BACLLC programmes address the community, education and/or industry needs, and the Programmes meet the relevant HKQF standards:

- (a) Programme Objectives (POs);
- (b) Programme intended Learning Outcomes (PILOs);
- (c) Mapping of PILOs against POs;
- (d) Admission statistics, including the numbers of applicants, eligible applications, offers issued and students enrolled;

- (e) Actual enrolment figures in each course for the AY2020/21 – AY2022/23; and
- (f) Market analysis for the BACLLC programme.

### BAJS

4.1.2 The BAJS programme is offered by the Faculty of Arts and Humanities. The Programme Objectives (POs) are as follows:

PO1	Develop students' mastery of the Japanese language at a high level of competence for academic and career purposes;
PO2	Equip students with solid intellectual, academic and practical knowledge of the Japanese language for independent study, research, and lifelong learning;
PO3	Nurture students to become prudent and versatile global citizens who appreciate and respect cultural diversity; and
PO4	Cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and the critical and creative thinking skills to meet the challenges of the future.

4.1.3 Upon completion of study, students should be able to achieve the following Programme Intended Learning Outcomes (PILOs):

PILO1	Communicate in spoken and written Japanese at a high level of competence in professional, academic and employment-related contexts;
PILO2	Critically analyse and evaluate social, cultural and economic issues in contemporary Japan;
PILO3	Deploy business knowledge and Japanese language skills to perform various tasks confidently and effectively in business sectors;

PILO4	Demonstrate skills and sensitivity in cross-cultural communication in everyday, academic and professional contexts;
PILO5	Apply innovative thinking, appropriate analytical, evaluative, problem-solving and IT skills, and multi-disciplinary knowledge to conduct relevant academic as well as workplace research; and
PILO6	Develop a sense of ethical standard, responsible citizenship and respect for diversity in their daily life.

4.1.4 The Panel noted from the *Summary of Initial Comments* that graduates of the BAJIS Programme are expected to attain a proficiency level of N2 or higher in the Japanese-Language Proficiency Test.

4.1.5 The Panel noted the proposed changes to PILO2 and PILO3 of the BAJIS Programme from the Operator. After comparing the current and revised versions of the PILOs with the Generic Level Descriptors of the HKQF, the Panel considered that the current version was more closely aligned with the outcome standards of HKQF Level 5, i.e. “critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas”, and “apply knowledge and skills in a range of technical, professional or management activities”. The Panel thus held the view that the current version of PILOs should be maintained.

#### BACLLC

4.1.6 The BACLLC programme is also offered by the Faculty of Arts and Humanities. The Programme Objectives (POs) are as follows:

PO1	Develop students’ mastery of the Chinese language at a high level of competence for academic and practical purposes;
PO2	Equip students with solid intellectual, academic and practical knowledge of the Chinese language for independent study, research, and lifelong learning;
PO3	Nurture students to become prudent and versatile global

	citizens who appreciate and respect cultural diversity; and
PO4	Cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and the critical and creative thinking skills to meet the challenges of the future.

4.1.7 Upon completion of study, students should be able to achieve the following Programme Intended Learning Outcomes (PILOs):

PILO1	Demonstrate a high level of communicative competence in the Chinese language for academic and professional purposes;
PILO2	Critically analyse, evaluate, and synthesise the concepts and theories in core areas of Chinese language, literature and communication for a range of academic and professional contexts;
PILO3	Apply the knowledge of Chinese language, literature and communication to perform academic and professional functions;
PILO4	Demonstrate the ability to use fluent Cantonese and Putonghua for effective communication;
PILO5	Apply innovative thinking, analytical, evaluative, problem-solving, IT and multimedia skills to conduct relevant academic research or perform job duties; and
PILO6	Develop a sense of ethical standard, virtuous and responsible citizenship and respect for diversity in their daily life.

#### BAJS & BACLLC

4.1.8 Upon completion of the General Education component, students should be able to achieve the following Intended Learning Outcomes (GE ILOs):

GE ILO1	Apply intellectual and practical skills, including proficiency in written and oral communication, inquiry techniques, critical and creative thinking, quantitative reasoning and problem-solving skills in a broad range of personal and professional contexts;
GE ILO2	Achieve global awareness by gaining knowledge of diverse peoples and cultures, and develop the ability to interact with others in culturally diverse settings;
GE ILO3	Explain the operations of the natural and social world through the study of arts and humanities, science and technology, social sciences and Greater China; and
GE ILO4	Demonstrate the capacity and resourcefulness for lifelong learning and life management for assuming individual and social responsibilities to fulfill the needs of personal and professional lives.

- 4.1.9 Based on the information about students admitted through Year-1 entry from 2019/20 to 2023/24 academic years provided by the Operator, the Panel noted a decline in the number of students enrolled in the BAJS programme. However, based on the information about students admitted through Year-3 entry over the same time period, the Panel further noted that the BAJS programme, as the only degree programme in Japanese studies in the self-financing sector in Hong Kong, has a competitive advantage in this niche area and provides an educational pathway for graduates of several local sub-degree programmes in the relevant discipline.
- 4.1.10 In view of the above, the Panel formed the view that the BAJS programme has objectives and learning outcomes designed to address the community needs in serving as an articulation pathway in Japanese studies, and also with PILOs at the appropriate standard of QF Level 5.
- 4.1.11 The Panel observed that there was only 1 student admitted to the BACLLC via Year-1 entry in 2021/22, 2022/23 and 2023/24 academic years respectively. Based on the *actual enrolment figures in each course of the BACLLC programme in the AY2021/22 – AY2022/23*, the Panel further observed that the only Year 1 student admitted in the respective cohort took seven courses as the only student in the class. The Panel expressed concerns about organising



learning and teaching activities that require collaboration with peers, such as group projects and tutorial discussions, as well as the presence of meaningful peer learning that requires diversity of views and synergy from working with different individuals. In this connection, the Panel stipulated the following pre-condition and requirement for the BACLLC programme.

#### **Pre-condition (For BACLLC)**

The Operator is to set up a minimum cohort size for Year 1 entry to the BACLLC programme, below which the Programme will not be offered, to ensure meaningful peer interaction in students' learning experience. The Operator is to submit to the HKCAAVQ a minimum cohort size for Year 1 entry to the BACLLC programme, the justification on its effectiveness in ensuring students' learning experience, and operation details to ensure its proper implementation for the fulfilment of the above pre-condition on or before **31 July 2024**.

#### **Requirement (For BACLLC)**

The Operator is to submit to HKCAAVQ **within one week after the announcement of the Main Round Offer Results of Joint University Programme Admission System (JUPAS) each year** during the validity period evidence of adherence to the policy on minimum cohort size, including, if the Programme will be offered in the coming academic year, the profile of the students admitted to the Programme showing the meeting of the stipulated admission requirements and the eligibility of any credit transfer.

- 4.1.12 The Panel noted the difference in the student enrolment numbers between the BAJS and BACLLC programmes offered by the Operator. In addition, compared to other similar programmes in the higher education sector, the BACLLC programme is characterised by a lack of major electives, with the exception of the *Dissertation* and *Creative Literary Writing Project*, as noted in the *market analysis for the BACLLC programme*. Despite the substantial demand for degree programmes in the Chinese language, the low acceptance rates in both Year-1 and Year-3 entries of the BACLLC programme in the review period have raised doubt on the market demand for the Programme, the viability of the Programme's strategic positioning as well as its long-term financial sustainability. Therefore, the Panel **advised** the BACLLC programme to conduct a formal market survey to assess the needs and preferences for a Bachelor's degree programmes in Chinese Language in the local context prior to

formulating its market positioning and proposing significant structural changes to the Programme, and to avoid any potential gaps in what is perceived as valuable by the Operator and the prospective students.

- 4.1.13 The Panel noted that the BACLLC programme had its first graduating cohort in the AY2022/23, and thus the actual result of the graduate survey was not yet available at the time of the site visit. The Panel reviewed the results of the 2022 graduate survey for the BAJIS programme. However, the survey only provided consolidated information on both the associate degree programmes and the degree programmes across the years. Based on the information provided, the Panel was unable to assess the number and percentage of the types of industries and companies the graduates worked in or the education programmes they further pursued after graduating from the BAJIS programme.

Therefore, the Operator is **recommended** to design specific questions in the graduate surveys for tracking the graduates' education and employment pathways, and maintain the graduate survey results by degree programme and by graduating year.

- 4.1.14 In view of the above, the Panel formed the view that the BAJIS and BACLLC programmes have objectives and learning outcomes designed to address community and education needs, and also with PILOs at the appropriate standard at 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 Operator provided the following information regarding the learner admission and selection of the BAJIS and BACLLC programmes:

- (a) Minimum admission requirements for Year-1, Year-2 and Year-3 entries to the Programmes;
- (b) Proposed maximum yearly student intake at different entry points;

- (c) Entry qualifications of students admitted through Year-1 entry;
- (d) Entry qualifications of students admitted through Year-3 entry; and
- (e) Assessment and approval records of credit transfer, including student transcripts.

4.2.2 The Operator proposed to specify alternative qualifications (e.g. International Baccalaureate Diploma and Advanced Placement) for standard entry, which is not included in the minimum entrance requirements approved in the last accreditation exercise. To enhance the Operator's readiness and capacity in assessing the equivalence of other acceptable qualifications to the HKDSE Qualification in terms of (i) qualification level, (ii) attainment level (including the language proficiency requirements) and (iii) volume of learning, the Operator is **recommended** to enhance internal training to the administrative and programme staff to develop their knowledge and skills:

- to assess the equivalence of various qualifications to the HKDSE Qualification in terms of (i) qualification level, (ii) attainment level (including the language proficiency requirements) and (iii) volume of learning, and
- to assess credit transfer under a fair recognition approach.

4.2.3 The Panel noted from the Operator's response to the *Summary of Initial Comments* that there was inconsistency between programme design and recognition of prior learning of students through block credit transfer. For example, while major courses and general education were required in the programme curriculum, the granting of block credit transfer did not require transfer recognition of prior learning of specified content. The application of block credit transfer was not restricted to unspecified credits as stipulated in the Education Bureau's *Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer (CAT) under the Qualification Framework in Hong Kong*. This observation is also inconsistent with the Operator's response to the initial comments that they would identify any gaps that students having graduated from the sub-degree programme have to address by studying supplementary course(s) after they have been admitted to the degree programme.

4.2.4 Upon scrutiny of the assessment and approval records of credit transfer of the BAJS and BACLLC programmes in this review period,

the Panel was of the view that there was a lack of assessment and review of intended learning outcomes, learning volume, topic coverage, and difficulty level with prior learning recognised before credit transfer approval. The Operator is **recommended** to review and enhance mechanisms and procedures in credit transfer, so that waiving the requirement to complete a particular course is based on the learner having completed an equivalent course, with due assessment of the volume of study and content of the course, and validation of learning outcomes as well as proper documentation.

- 4.2.5 Subsequent to the site visit, the Operator updated its minimum entrance requirements for bachelor's degrees programmes (see Annex to Appendix 2 & 3) and was committed to enhance its mechanism in credit transfer, to increase their readiness in admitting students with equivalent non-local qualifications and sub-degree holders from non-relevant disciplines. The Panel noted that the minimum entrance requirements for the BAJIS and BACLLC programmes effective from 2024/25 academic years onwards are as follows:

**Year-1 entry**

**Hong Kong Diploma of Secondary Education (HKDSE) Qualifications**

Applicants must have achieved the following minimum grades in four core subjects and one elective subject:

- Chinese Language: Level 3;
- English Language: Level 3;
- Mathematics: Level 2;
- Citizenship and Social Development: Attained (or Liberal Studies: Level 2); and
- One elective subject: Level 2.

The following subjects with the minimum grades specified below will only be accepted to meet the elective subject requirement for programmes in a relevant discipline:

- Category A Mathematics Extended Part Module 1 (M1) or Module 2 (M2): Level 2;

- Category B Applied Learning subjects: Attained; or
- Category C Other Languages subjects: Grade E (applicable to 2024 HKDSE or before) or an equivalent level (for 2025 HKDSE onwards).

### **The Hong Kong Advanced Level Examination (HKALE) Qualification**

Applicants must have achieved the following minimum grades in the two specified AS-Level language subjects and one A-level elective subject / two AS-Level elective subjects:

- Chinese Language and Culture: Grade E; and
- Use of English: Grade E; and
- One A-level subject: Grade E, or two AS-level subjects: Grade E.

For HKALE applicants, the following alternative English Language qualifications with the minimum grades specified below can be accepted to fulfil the minimum entrance requirement in English Language:

- HKALE Literature in English: Grade E;
- GCE A-level / AS-level English Language / Literature in English: Grade E;
- Test of English as a Foreign Language (TOEFL): Score of 497 (paper-based test), 170 (computer-based test) or 59 (internet-based test); or
- International English Language Testing System (IELTS): Overall band score of 5.5.

### **Other Acceptable Qualifications**

Other acceptable qualifications include GCE A-level, International Baccalaureate (IB) Diploma, Advanced Placement (AP) Examinations, as well as combinations of Scholastic Aptitude Test (SAT) / American College Testing (ACT) and AP Examinations as follows:

- Grade E or above in all HKALE A-level and AS-level subjects is generally recognised as equivalent to an A-level pass and an AS-level pass in GCE. In this connection, the same admission requirements, including the language proficiency requirements, for applicants with the HKALE qualification are applicable to applicants with the GCE A-level qualification;
- IB Diploma with (i) all “higher level” subjects at Grade 3 or above and all “standard level” subjects at Grade 4 or above in the Diploma Programme Core, as well as (ii) a “higher level” English language subject at Grade 4 or a “standard level” English language subject at Grade 5;
- Grade 3 or above in five AP subjects; and
- Grade 3 or above in three AP subjects, AND a minimum SAT score of 1190 or a minimum composite score of 24 in ACT plus writing.

Applicants with other acceptable qualifications specified above also need to fulfil the language proficiency requirements.

### **Mature Applicants**

Applicants aged 23 or above by September 1 of the year of admission and are able to demonstrate the aptitude and suitability to undertake the Programme they applied for.

### **Year-2 entry**

Applicants who hold a recognised associate degree or higher diploma in a non-relevant discipline may be eligible for credit transfer of up to 30 credit units on a case-by-case basis and be admitted to Year 2 of a degree programme.

### **Year-3 entry**

Applicants who hold a recognised associate degree or higher diploma in a similar or relevant discipline with a cumulative GPA of 2.0 or above or equivalent may apply for admission to Year 3 of a bachelor's degree programme.

Applicants falling short of the minimum entrance requirements or other acceptable qualifications (including language qualifications), and mature applicants, can be admitted on special consideration via

the non-standard entry route but should not account for more than 15% of the total intake on a programme basis, and not more than 10% on an institutional basis.

- 4.2.6 For the Year 1 and Year 3 entry points, the Operator confirmed that it will continue to adhere to the approved maximum student quota and will seek approval of substantial change(s) where applicable. The Operator also proposed to offer the BAJIS and BACLLC programmes via an additional Year-2 entry with an admission quota of 10 students per year for the Panel's consideration. Specifically, holders of an associate degree or a higher diploma in a non-relevant discipline from a recognised tertiary institution in Hong Kong may apply for entry to Year 2 of the degree programme on top of the admission of sub-degree holders from other awarding institutions via Year-3 entry. The Operator is reminded to adhere to the criteria set for Year-2 entry in the updated minimum entrance requirements for bachelor's degrees programmes when assessing credit transfer for recognising students' prior learning while ensuring the programme integrity.

**BAJIS**

<b>Academic Year</b> <b>Entry Level</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>
<b>Year 1 (Full-time)</b>	15	15	15	15	15
<b>Year 2 (Full-time)</b>	10	10	10	10	10
<b>Year 3 (Full-time)</b>	30	30	30	30	30

**BACLLC**

<b>Academic Year</b> <b>Entry Level</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>
<b>Year 1 (Full-time)</b>	15	15	15	15	15
<b>Year 2 (Full-time)</b>	10	10	10	10	10
<b>Year 3 (Full-time)</b>	15	15	15	15	15

- 4.2.7 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the

Qualifications Framework, for degree programmes operating in the AY2023/24 and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.

### 4.3 Programme Structure and Content

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

4.3.1 The Operator provided the following information regarding the content and structure of the BAJS and BACLLC programmes:

- (a) Programme structure;
- (b) Programme curriculum for AY2020/21;
- (c) Proposed revised programme structure for AY2024/25 onwards;
- (d) Proposed revised programme curriculum for AY2024/25;
- (e) Contribution of courses to intended learning outcomes of the major;
- (f) Contribution of GE courses to GE ILOs;
- (g) Mapping of major courses against the Generic Level Descriptors (GLD) of the QF; and
- (h) Graduation requirements.

4.3.2 The BAJS and BACLLC programmes are four-year full-time programmes, consisting of 120 UOWCHK credit units, comprising three main components: majors, general education, and free electives. The structure of both Programmes is presented below.



<u>Components</u>	<u>No. of UOWCHK Credit Units</u>	<u>Percentage (%)</u>
Majors	57	47.5%
General Education	36	30.0%
- English	12	
- Chinese	3	
- Contemporary China	3	
- Other GE Domains	18	
Free Electives	27	22.5%
<b>Total</b>	<b>120</b>	<b>100%</b>

### BAJS

4.3.3 The major courses in the BAJS programme for AY2020/21 to AY2023/24, as approved in the last accreditation exercise, were presented in the following table.

Major Courses	Core	Elective	QF Level	Contact Hours	Non-Contact Hours	Notional Learning Hours	Credits	QF Credits
<b>Year 1</b>								
JAP1101 Introduction to the Structure of Japanese Language	✓		4	46	90	136	3	13.6
JAP1102 Integrated Japanese 1	✓		4	46	90	136	3	13.6
JAP1103 Japanese Listening and Oral Skills 1	✓		4	46	90	136	3	13.6
<b>Year 2</b>								
JAP2101 Integrated Japanese 2	✓		4	46	90	136	3	13.6
JAP2102 Japanese Reading and Writing 1	✓		4	46	90	136	3	13.6
JAP2103 Integrated Japanese 3	✓		4	46	90	136	3	13.6
JAP2104 Japanese Listening and Oral Skills 2	✓		4	46	90	136	3	13.6
<b>Year 3</b>								
JAP3101 Japanese Reading and Writing 2	✓		5	46	90	136	3	13.6
JAP3102 Japanese for Tourism and	✓		5	46	90	136	3	13.6

Hospitality								
JAP3201 Japanese Economy	✓		5	46	90	136	3	13.6
JAP3202 Japanese Culture	✓		5	46	90	136	3	13.6
<b>Year 4</b>								
JAP4101 Business Japanese	✓		5	46	90	136	3	13.6
JAP4102 Japanese-Chinese Translation	✓		5	46	90	136	3	13.6
JAP4103 Japanese Media and Popular Culture	✓		5	46	90	136	3	13.6
JAP4104 Japanese-English Translation	✓		5	46	90	136	3	13.6
JAP4201 Issues in Contemporary Japanese Society	✓		5	46	90	136	3	13.6
JAP4202 Japanese Corporations in Hong Kong	✓		5	46	90	136	3	13.6
JAP4301 Research Methods	✓		5	46	90	136	3	13.6
JAP4302 Dissertation	✓		5	46	90	136	3	13.6

4.3.4 The major courses in the BACLLC programme for the AY2020/21 to AY2023/24 approved in the last accreditation exercise were presented in the following table.

Major Courses	Core	Elective	QF Level	Contact Hours	Non-Contact Hours	Notional Learning Hours	Credits	QF Credits
<b>Year 1</b>								
CHI1001 Introduction to Classical Chinese Literature	✓		4	46	90	136	3	13.6
CHI1002 Introduction to Modern and Contemporary Chinese Literature	✓		4	46	90	136	3	13.6
CHI1003 Modern Chinese	✓		4	46	90	136	3	13.6
<b>Year 2</b>								
CHI2001 Putonghua for Professional Communication	✓		4	46	90	136	3	13.6
CHI2002 Literary Theories and Criticism	✓		4	46	90	136	3	13.6
CHI2003 Chinese Media Writing	✓		4	46	90	136	3	13.6
CHI2004 Chinese Writing for Business and Public Administration	✓		4	46	90	136	3	13.6

<b>Year 3</b>								
CHI3001 Writing Workshop	✓		5	46	90	136	3	13.6
CHI3002 Exploring Hong Kong Literature	✓		5	46	90	136	3	13.6
CHI3003 Chinese Publishing and Multimedia Editing Skills	✓		5	46	90	136	3	13.6
CHI3004 Readings in Chinese Classics	✓		5	46	90	136	3	13.6
<b>Year 4</b>								
CHI4001 Dissertation*	✓		5	92	180	272	6	27.2
CHI4002 Creative Literary Writing Project*	✓		5	92	180	272	6	27.2
CHI4003 Special Topics in Modern Chinese Literature	✓		5	46	90	136	3	13.6
CHI4004 Etymology and Phonology	✓		5	46	90	136	3	13.6
CHI4005 Special Topics in Hong Kong Language Usage	✓		5	46	90	136	3	13.6
CHI4006 Readings in Hong Kong Literature	✓		5	46	90	136	3	13.6
CHI4007 Classical Chinese	✓		5	46	90	136	3	13.6
CHI4008 Special Topics in Classical Chinese Literature	✓		5	46	90	136	3	13.6

\* Students should choose one of the two courses.

4.3.5 In this re-accreditation exercise, the Operator submitted a revised list of major courses to be offered for AY2024/25 onwards for both BAJS and BACLLC programmes, proposing to increase the number of credits for major courses from 57 (19 courses) to 69 credit units (23 courses), while reduce the number of free electives from 27 (9 courses) to 15 credit units (5 courses). Given that students need 15 credit units to declare a minor, the Panel was concerned that the proposed changes would decrease students' flexibility in declaring a minor. At the programme level, these changes would also further limit students' choices to undertake courses catering to their interests, aptitude and career aspirations. The Panel also noted that increasing the major credits was unnecessary to students who would like to take more major courses under the existing programme structure, as they could already use their credits for free electives to enroll in additional major courses. In light of the observations above, the Panel did not approve the change in the increase in major credits and decrease in the credits for free electives.

4.3.6 With reference to the Operator's response to the *Summary of Initial Comments* and based on discussions with the representatives at the site visit, the Panel had the following observations regarding the major electives of the BACLLC programme.

- (a) There was a lack of distinction in the treatment of foundational courses and specialised courses. Given that there were only 19 courses in the major course list, 17 courses were mandatory in the curriculum, and students of the BACLLC programme needed to choose between the remaining two 6-credit courses, i.e. *Dissertation* and *Creative Literary Writing Project*. Students of the BACLLC programme did not have major elective courses in the domains of "Literature", "Language" and "Communication". They needed to take all the available courses in the three domains, and it would be impossible for them to elect specialised courses in one or two domains, if they are to meet the 57-credit major requirement for graduation.
- (b) The number of courses available in each domain and at different HKQF levels are also imbalanced. Excluding the capstone project, there were 8 courses in the "Literature" domain, 4 courses in the "Language" domain and 5 courses in the "Communication" domain. Among these courses, 5 courses in the "Literature" domain were aligned with HKQF GLD Level 5, 3 courses in the "Language" domain and 2 courses in the "Communication".
- (c) The Panel noted that the Operator did not follow up on the accreditation panel's recommendation for continuous improvement in the last accreditation that the Operator should include major electives to cater for students' needs and interests during the review period. No major electives were introduced in different years of studies from the AY2019/20 to AY2022/23. As already noted by the last accreditation panel in the last accreditation report, students could only choose *Creative Literary Writing Project* or *Dissertation* in the review period.
- (d) The Panel was concerned that designating all of the specialised courses, with the exception of the *Dissertation* and *Creative Literary Writing Project*, as core courses will affect the attractiveness and the Operator's strategic differentiation of the BACLLC programme, which is also noted in the Operator's *Market Analysis for the BACLLC programme*.

- (e) The BACLLC programme only allowed students to choose between *Dissertation* and *Creative Literary Writing Project*. Unlike similar programmes offered by other institutions, it did not provide major electives for students to elect specialised courses that align with their own interests, aptitude and career aspirations, as compared to similar programmes offered by other institutions as set out in Operator's *Market Analysis for the BACLLC Programme*.

4.3.7 Based on a comparison between the existing BAJs programme curriculum and the revised BAJs programme curriculum, it was noted that there was an increase in four major required courses amounting to 12 credits after the revision. Similar to the BACLLC programme, there was a lack of distinction in the treatment of foundational courses and specialised courses. There were no major electives and all major courses were required for the BAJs programme.

Based on the observations in Paras. 4.3.6-4.3.7, the Panel stipulated pre-conditions in Para. 4.3.14(i) & (ii) for both BAJs and BACLLC programmes, addressing the need for a balanced curriculum with a clear distinction between foundational and specialised courses, and specific requirements for major required courses and major elective courses, respectively.

4.3.8 Based on the information provided and discussions with the representatives at the site visit, the Panel observed the following:

#### BAJS

- (a) There was an inconsistency in the recognition of prior learning in Japanese studies for different years of entry. The Panel confirmed in the *Summary of Initial Comments* that a Year 1 student who had already attained N2 in JLPT needed to take all the foundational Japanese language courses to fulfil the graduation requirement of the Programme, while an applicant admitted via Year-2 entry having attained N5 or above in JLPT would be eligible for exemption from four core courses (JAP1104, JAP1106, JAP1105 and JAP1107).
- (b) Students with more advanced Japanese language proficiency substantiated with documentary proof do not have direct access to more advanced Japanese Language courses in the Programme.

- (c) The Programme did not arrange any placement tests to measure students' prior learning in Japanese. The current admission practice did not recognise students' prior learning of the Japanese Language in formal secondary schooling and non-formal education outside schools.
- (d) The Programme did not systematically collect students' Japanese-Language Proficiency Test (JLPT) results at the time of admission, and did not capture data on the JLPT levels achieved by students upon graduation.
- (e) The Panel also noted from the *Summary of Initial Comments* that the Programme would initiate a survey to capture data on the JLPT levels achieved by students upon graduation, starting from the graduating cohort in the AY2023/24.

#### BACLLC

- (a) The Panel also confirmed in the *Summary of Initial Comments* that a Year 1 student who had already attained Level 2-A in Putonghua Proficiency Test also needed to take the proposed foundational Putonghua course to fulfil the graduation requirements.
- (b) Students with more advanced Putonghua proficiency substantiated with documentary proof did not have exemption from taking the Putonghua courses or direct access to the proposed more advanced Putonghua courses in the Programme. The Programme did not arrange any placement tests to measure students' prior learning in Putonghua.

4.3.9 In light of the observations in Para. 4.3.8, the Panel made the following recommendations to the BAJS and BACLLC programmes respectively. In addition, a pre-condition on the recognition of prior learning to minimise repeated learning and provide more flexibility for direct entry to more advanced language courses is stipulated in Para. 4.3.14(iii).

#### BAJS

The Operator is **recommended** to systematically collect students' results in the Japanese-Language Proficiency Test (JLPT) and/or arrange a placement test comparable to the format and level of JLPT to assess students' prior knowledge in Japanese at the time of admission with a view to

- (i) enable direct entry to more advanced courses in Japanese and to free up credits for free electives; and
- (ii) objectively measure the value added to students' proficiency in Japanese by the Programme for programme evaluation.

With an increasing number of students taking Japanese as an elective subject in the HKDSE, the Operator is **recommended** to review its mechanism to recognise students' prior learning in Japanese for more flexible access to more advanced courses corresponding to different JLPT levels, and its programme design to minimise the need for any repetition of learning.

#### BACLLC

The Operator is **recommended** to systematically collect students' results in external benchmark test in Putonghua and/or arrange a placement test to assess students' prior knowledge in Putonghua at the time of admission with a view to

- (i) free up credits for free electives; and
- (ii) objectively measure the value added to students' proficiency in Putonghua by the Programme after taking the Putonghua course for programme evaluation.

4.3.10 The Panel noted from the Operator's response to the *Summary of Initial Comments* that the existing curriculum of BAJIS programme focused on enhancing students' Japanese language competence while also on training students as Japan aficionados with a wide range of knowledge of Japanese culture and society. However, the Panel noted that the curriculum weightings are more inclined towards language courses than non-language courses. A comparison between the existing BAJIS major courses and the proposed BAJIS major courses indicated that the latter further emphasises the language courses. Therefore, a pre-condition regarding a more balanced curriculum weighting of language and non-language courses is stipulated in Para. 4.3.14(iv).

4.3.11 With reference to the last accreditation report issued in November 2018, the Operator's response to the *Summary of Initial Comments*, and based on discussions with the representatives at the site visit, the Panel noted that the Operator did not follow up on the accreditation panel's recommendation on the BACLLC programme for continuous improvement that it should develop a wider selection

of QF Level 5 courses to better balance choices across QF Level 4 and QF Level 5. Furthermore, the Panel noted that the Operator did not seek prior approval from HKCAAVQ before prescribing General Education (GE) courses in April 2022 for the BAJS and BACLLC programmes starting in AY2022/23, leading to a lack of choices in selecting GE courses to the students. The Panel expressed concerns about the prescription of the GE courses for the BAJS and BACLLC programmes, and considered that the Operator should take remedial action, work on continuous improvement and take actions to strengthen the quality assurance (QA) mechanism to prevent such incidents from recurrence. In light of this, a pre-condition regarding the selection of GE courses is stipulated in Para. 4.3.14(v) and a requirement regarding strengthening the QA mechanism for programme changes is stipulated in Para. 4.7.6.

4.3.12 However, the Panel noted that students of the BAJS and BACLLC programmes faced greater restriction in the choice of minors than other degree programmes offered by the Operator, and they were not allowed to declare minors in Accounting, Airline and Airport, and Finance in the review period. Although the Operator provided reasons for stipulating these restrictions, the Panel held a different view that not all students admitted to the BAJS and BACLLC programmes lack the background knowledge or core competence for the minors, nor would they necessarily find the minors demanding, due to the following observations:

- (a) Since 2012 HKDSE, about 20% of all the school candidates in the HKDSE took the Category A subject *Business, Accounting and Finance Studies* each year, which has not yet included students taking relevant Category B Applied Learning Subjects in the area of Business, Management and Law. Additionally, students have had the option to take the Category B Applied Learning Subject *Aviation Studies*, with different elective modules on aircraft maintenance, aviation services, aircraft pilot and air cargo.
- (b) The admission requirements of the BAJS and BACLLC programmes are substantially the same as those of the programmes in Accounting, Finance, and Operations and Management, i.e. same background knowledge obtained in secondary school education.
- (c) The design of the minor programmes should equip students outside the area of the Programme or without the relevant



background to develop the foundational knowledge and core competence progressively.

- (d) Excluding students of the BAJS programme from pursuing a minor in Accounting, Airline and Airport, or Finance was also inconsistent with the intended employment pathways of its graduates to take up employment in banking, insurance, trading and business, transport and logistics and airline services.

4.3.13 The Operator proposed to offer four minors from 2024/25 onwards, namely (1) Chinese History and Culture, (2) Business Studies, (3) Computing, and (4) Social Studies. Students of the BAJS and BACLLC programmes may select a structured group of courses in a minor and declare the minor as part of their programme of study. A minor requires at least 15 credit units, among which 9 credit units have to be at D3 level (i.e. aligned with HKQF GLD Level 5). Meanwhile, the Panel also noted that Japanese was no longer offered as a minor as compared to the existing arrangements.

Based on the observations above, the Operator is **advised** to review the student demand for minor programmes on a continuous basis when formulating which minors to offer, taking into consideration factors, such as students' interests, graduate employability and unique advantages in institutional portfolio of programmes.

4.3.14 Based on the above observations in Paras. 4.3.6-4.3.8 and 4.3.10-4.3.13 on issues regarding the programme structure and content for BAJS and BACLLC programmes, the Panel stipulated the following pre-condition:

**Pre-condition**

**For BAJS and BACLLC**

The Operator is to review and revise the programme structure and content of two Programmes to ensure that

- (i) the breadth and depth of the Programmes are balanced with a clear distinction in the treatment of foundational courses and specialised courses in the major curriculum;
- (ii) students can benefit from an appropriate breadth of the Programmes through the major required courses by providing sufficient coverage of all foundational topics of different

domains in the discipline, and an appropriate depth of the Programmes through the major elective courses by enabling students to elect specialised courses in one or two domains, taking into consideration students' own interests, aptitude and career aspirations;

- (iii) flexibility is provided for direct entry to more advanced language courses for all years of entry, so that prior learning is recognised and repeated learning is minimised, if students' language proficiency is certified by reliable external benchmark tests and meets the prerequisite of the more advanced courses;
- (iv) there is a balance in the curriculum weightings of language courses and non-language courses;
- (v) there is sufficient room for students to choose a General Education (GE) course that they find useful and interesting in each required GE domain; and
- (vi) there is sufficient room for students to explore different electives in different years of studies and all students have an equal opportunity to pursue any minor programmes, which is not limited by their major programmes.

The Operator is to submit to the HKCAAVQ the revised programme curricula of the BAJIS programme and the BACLLC programme with a clear indication of elective courses for students to choose from in each curriculum component, and the study schemes for all years of entry, for the fulfilment of the above pre-condition by **31 July 2024**.

4.3.15 Based on a review of documents, including course timetables, the Panel observed that there may be a potential discrepancy between the planned contact hours and the actual contact hours for the BAJIS and BACLLC programmes, which may impact the total QF credits awarded for the Programmes and create inconsistencies between the stated credits and the actual learning volume. Therefore, the Operator is **advised** to review the calculation of QF credits, taking into consideration the experience of actual implementation of the Programmes (e.g. actual contact hours and assessment hours) in the past years to better reflect the actual learning volume of the qualification.

4.3.16 The Operator proposed to remove the pre-requisite from all core courses for the BAJIS programme. However, as the proposed change

would not enhance the coherence of the structure and content of the learning programme as stipulated in the accreditation standard, the Panel held the view that the pre-requisites stipulated in the courses of the BAJS should be maintained. Any deviation should be substantiated with proper approval, strong justifications and supporting documents.

4.3.17 The Panel also noted the following graduation requirements of the BAJS and BACLLC programmes.

#### BAJS

Students must have

- satisfactorily completed 120 credit units;
- fulfilled the GE requirements; and
- achieved a CGPA of 1.7 or above.

#### BACLLC

Students must have

- satisfactorily completed 120 credit units;
- fulfilled the GE requirements;
- achieved Level 3-A in the Putonghua Proficiency Test; and
- achieved a CGPA of 1.7 or above.

Regarding the requirement on the Putonghua Proficiency Test, if students have not achieved the required result by the end of Semester A in their fourth year of study, they must enrol in a 30-hour enhancement course in Semester B. Any students who still fail to achieve Level 3-A in Putonghua Proficiency even after completing the enhancement course may enrol in a 30-hour intensive summer course. Students who ultimately pass the intensive summer course will be deemed to possess the same level of Putonghua proficiency at Level 3-A.

#### 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 following documents on the learning, teaching and assessment activities of the BAJS and BACLLC Programmes were provided to the Panel:

- (a) Course Information Records for major courses;
- (b) Assessment policy;
- (c) Formative and summative assessments adopted for the core courses;
- (d) Samples of student assessments;
- (e) Assessment rubrics for the group assessment for at least 2 courses;
- (f) A list of dissertation topics, the corresponding supervisors and the grade awarded for the AY2021/22 – AY2022/23;
- (g) Actual enrolment figures in each course for the AY2020/21 to AY2022/23;
- (h) Samples of student dissertations and the assessment records in the AY2020/21; and
- (i) Sample internal moderation forms.

4.4.2 The Programmes employ the Outcomes-Based Teaching and Learning (OBTL) approach and adopt a variety of teaching approaches, such as lectures, tutorials, in-class exercises (e.g. quick quizzes, think-pair-share) using Kahoot or other interactive tools, to help the students to achieve the intended learning outcomes.

4.4.3 Various assessment methods, such as tests, examinations, presentations and project reports, are used to collect evidence on students' attainment of the module learning outcomes.

- 4.4.4 Upon a review of the assessment samples from the non-language courses of the BAJIS programme, the Panel observed that students inadequately synthesised and evaluated the scholarly work of others in their literature reviews, and often cited information from non-scholarly sources on the Internet. Significant variation was noted in students' assessment samples in terms of the number of quantity and quality of the references cited in their work.

The Operator is **recommended** to provide more training to students on synthesising and evaluating scholarly work and enhance assessment design to better develop students' critical thinking skills in Japanese studies.

- 4.4.5 Having reviewed the Course Information Records for major courses of the BACLLC programme, it was noted that the assessment workloads were not consistent among courses pitched at the same qualification level and those at different qualification levels. For example, students were required to submit a written group report of about 3,000 words in *CHI4007 Classical Chinese*, while they were required to submit an individual written essay of 3,500 to 5,000 words in *CHI4008 Special Topics in Classical Chinese Literature*. On the other hand, students were required to submit an individual written essay of 4,000 to 5,000 words in *CHI2007 Modern Chinese*. Besides, while students were required to choose between *CHI4001 Dissertation* and *CHI4002 Creative Literary Writing Project*, they were required to submit a dissertation of 10,000 to 12,000 words in *CHI4001* or a modern poem of 100 lines in *CHI4002*.

In light of the above, the Operator is **recommended** to review the quantitative and qualitative workloads of different courses to achieve a reasonable degree of consistency in assessment requirements.

- 4.4.6 In summary, the Panel held the views that, notwithstanding the recommendations above, the learning and teaching activities are considered as appropriately designed to deliver the learning outcomes and programme content.

#### 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 following documents about the Operator's programme leadership and staffing of the BAJs and BACLLC programmes were provided to the Panel:

- (a) Appointment criteria for management and teaching staff for the Programme at different ranks;
- (b) Qualifications and work experience of the management and teaching staff for the Programme;
- (c) Updated CVs of the teaching staff;
- (d) Workload of teaching staff for the Programme; and
- (e) A list of dissertation topics, the corresponding supervisors and the grades awarded for the AY2021/22 – AY2022/23.

4.5.2 Faculty Dean and Programme Leaders provide academic leadership at the faculty level and at the programme level respectively. The Faculty Dean is responsible for ensuring that the monitoring and review procedures are properly followed. He/She also reviews the annual programme reports and ensures that critical reflection and continual quality improvement are properly performed. The Programme Leader is responsible for collecting and coordinating feedback from course examiners, external academic examiners, students, graduates, and graduate employers; conducting an annual programme review, proposing improvement actions and putting planned actions into effect as necessary; and performing programme administration, including management of the Programme Committee and other committees established for the Programme.

4.5.3 During a review of the list of dissertation topics and the corresponding supervisors, the Panel noted that an assistant professor specialising in Chinese Language and Literature was assigned to supervise and grade the dissertations of students of the BAJs programmes in AY2021/22 and AY2022/23. The Panel raised concerns about the suitability of having language experts to teach non-language/cultural courses and supervise students' dissertations on cultural topics.

The Operator is **recommended** to review teaching requirements to ensure areas outside language skills are appropriately resourced

particularly in Japanese studies for subjects, such as culture and history courses, and appropriate supervision of students' dissertations.

- 4.5.4 Notwithstanding the recommendation above, the Panel considered that the Operator generally has adequate teaching staff with appropriate qualifications and experience necessary for the effective management and delivery of the BAJS and BACLLC programmes.

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

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

- 4.6.1 The following documents about the Programme's learning, teaching and enabling resources/services were provided to the Panel:

- (a) Income and expenditure account for the AY2019/20 to AY2023/24;
- (b) Projected income and expenditure for the AY2024/25 to AY2028/29;
- (c) Assumptions behind the projected income and expenditure;
- (d) Breakeven number of the Programmes;
- (e) Self-learning facilities for students to enhance their Putonghua competence; and
- (f) A list of study and work opportunities for students majoring in Japanese Studies.

- 4.6.2 During the site visit, the Panel was shown a designated Language Laboratory and other enabling facilities that were conducive to students' foreign language learning. Students in the BAJS programme were also able to participate in various study tours to Japan, work-related activities with Japanese corporations and cultural exchange activities.

- 4.6.3 The Panel noted that the BAJS programme had been operating at a deficit in the AY2019/20 but then a surplus from the AY2020/21 to

AY2023/24. However, the Panel noted that the BACLLC programme had been operating at a deficit from AY2019/20 to AY2023/24 and was concerned about the financial viability of the Programme due to low student enrolment throughout the review period.

4.6.4 During the site visit, the Panel further confirmed the Operator's financial commitment towards students of the BACLLC programme. The Panel was assured that students enrolled in the coming validity period would receive their education in this Programme at the same quality until graduation, in terms of maintaining the specified teacher-and-student ratio, sustaining a stable teaching team, and providing all the essential physical resources at the current resource-to-student ratio.

4.6.5 In light of the continuous low student enrolment in the BACLLC programme during the review period, the Panel confirmed with the Operator, in its response to the *Summary of Initial Comments*, that if the Operator decided to cease offering the accredited programmes, the Academic Registry would notify the HKCAAVQ in writing within 14 working days once a decision on programme discontinuation was made. The Operator would ensure proper teach-out arrangement for learners in accordance with the established *Policy on Teach-Out Arrangements for Suspension or Discontinuation of Programmes*.

4.6.6 In view of the above, the Panel considered that the Programmes, with the Operator's financial commitment towards the BACLLC programme, would have appropriate and sufficient resources in place for its learning, teaching and assessment activities.

#### 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 following documents about the Operator's programme approval, review and QA processes were provided to the Panel:

- (a) The Operator's follow-up with the recommendations in the Accreditation Report in its response to the *Summary of Initial Comments*;



- (b) Major quality assurance mechanisms;
- (c) Results of Teaching and Learning Questionnaire (TLQ) for each required course in each semester for the AY2019/20 to AY2022/23, including details of the total number of students in each module, the response rate, and the qualitative feedback from students;
- (d) The External Academic Advisors' Reports for the AY2019/20 to AY2022/23; and
- (e) The External Professional Advisor Reports for the AY2019/20 to AY2022/23.

4.7.2 The Panel noted the following major QA mechanisms from the *Main Submission* of the BAJIS and BACLLC programmes:

- (a) The Teaching and Learning Questionnaires (TLQ) to obtain students' feedback on the quality of learning experience and teaching performance;
- (b) The External Academic Advisor (EAA) Reports to solicit the EAA's view on the academic standard of the Programme;
- (c) The External Professional Advisor (EPA) Reports to solicit the EPA's view on the relevance of the Programme to the industries; and
- (d) The Joint Student-Staff Consultative Committees (JSSCC) and Programme Committees to obtain the views and feedback from students, course examiners and programme management team on the design and implementation of the Programmes.

4.7.3 Having reviewed the results of the Teaching and Learning Questionnaire (TLQ), the Panel observed that students provided both their appreciation to teachers and suggestions for improvement in their qualitative feedback. However, the response rates were generally low across the years. In light of this, the Operator is **recommended** to formulate effective and timely follow-up action to boost the response rate of the Teaching and Learning Questionnaire (TLQ).

4.7.4 Having reviewed the minutes of the Joint Student-Staff Consultative Committees (JSSCC) and Programme Committees of the BAJIS and BACLLC programmes, the Panel noted that the official minutes of

the JSSCC of the BACLLC programme were written by students, and the documentation was written in incomplete sentence and in a disorganised manner. Therefore, the Operator is **recommended** to provide sufficient administrative support to maintain proper documentation of the meetings of the Joint Student-Staff Consultative Committee of the BACLLC programme.

- 4.7.5 It was noted from the Operator's response to the *Summary of Initial Comments* that EPAs for both the BAJS and BACLLC programmes were not required to submit any reports to the Operator after their periodic review of the relevance of the Programme to the industries. Instead, after meeting with the EPAs, a summary of their comments was compiled by the internal staff of the Operator.

To ensure a comprehensive and consistent evaluation, the Operator is **recommended** to design a structured record form for the External Professional Advisers to provide their view on the relevance of the Programme to potential employers.

- 4.7.6 The Panel noted from the Accreditation Documents and discussions with staff representatives during the site visit that the Operator prescribed GE courses in April 2022 for the BAJS and BACLLC programmes starting in AY2022/23 without seeking prior approval from HKCAAVQ. A pre-condition regarding the selection of GE courses is stipulated in Para. 4.3.14(v). To strengthen the QA mechanism to prevent such incidents from recurrence, the Panel stipulated the requirement as follows:

**Requirement**

**For BAJS and BACLLC**

The Operator is to enhance their internal procedures and mechanism in quality assurance to ensure adherence to HKCAAVQ's procedures regarding programme changes.

For the fulfilment of the above requirement, the Operator is to submit to the HKCAAVQ by **31 December 2024** the revised internal procedures and mechanism with justifications on how they can ensure adherence to HKCAAVQ's procedures, together with the documentation on processes undertaken that have led to the revision, including an action plan and records of its implementation.

- 4.7.7 Notwithstanding the above recommendations and requirement, the Panel concluded that the Operator has quality assurance

mechanisms in place for the ongoing review and monitoring of the performance of the Programme.

## **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 (<https://www.elegislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkqf.gov.hk>.

## 5.3 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 107/17/01

4 July 2024

JoH/CQ/JcC/JnC/KiL

**UOW College Hong Kong**

**Learning Programme Re-accreditation for  
Bachelor of Arts (Honours) in Japanese Studies, and  
Bachelor of Arts (Honours) in Chinese Language, Literature and  
Communication**

**20 - 22 December 2023**

**Panel Membership**

**Panel Chair**

**Professor Bernhard FUEHRER**  
Emeritus Professor of Sinology  
School of Oriental and African  
Studies University of London  
THE UNITED KINGDOM

**Panel Secretary**

**Mr Jacky CHAN**  
Registrar  
Academic Accreditation and  
Assessment  
Hong Kong Council for  
Accreditation of Academic and  
Vocational Qualifications  
HONG KONG

**Panel Members (Chinese Language, Literature and Communication)**

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Honorary Professor of Chinese  
The University of Hong Kong  
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**Panel Members (Japanese Studies)**

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Department of Japanese Studies  
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**Dr Christopher MCMORRAN**  
Associate Professor  
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National University of Singapore  
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**Dr Bill TAYLOR**  
Associate Professor  
Department of Public and  
International Affairs  
City University of Hong Kong  
HONG KONG

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

Ref: 107/17/01  
DnL/JcC/kil

## Appendix 2

### **Graduate Profile of Bachelor of Arts (Honours) in Japanese Studies**

Qualification Title	Bachelor of Arts (Honours) in Japanese Studies
Qualification Type	Degree
QF Level	5
Primary Area of Study and Training	A08 Languages and Related Studies
Sub-area (Primary Area of Study and Training)	A0801 Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The aims of this programme are to:</p> <ul style="list-style-type: none"><li>a. develop students' mastery of the Japanese language at a high level of competence for academic and career purposes;</li><li>b. equip students with solid intellectual, academic and practical knowledge of the Japanese language for independent study, research, and lifelong learning;</li><li>c. nurture students to become prudent and versatile global citizens who appreciate and respect cultural diversity; and</li><li>d. cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and the critical and creative thinking skills to meet the challenges of the future.</li></ul>

<p>Programme Intended Learning Outcomes</p>	<p>Upon completion of this programme, students should be able to:</p> <ul style="list-style-type: none"> <li>a. communicate in spoken and written Japanese at a high level of competence in professional, academic and employment-related contexts;</li> <li>b. Critically analyse and evaluate social, cultural and economic issues in contemporary Japan;</li> <li>c. Deploy business knowledge and Japanese language skills to perform various tasks confidently and effectively in business sectors;</li> <li>d. Demonstrate skills and sensitivity in cross-cultural communication in everyday, academic and professional contexts;</li> <li>e. Apply innovative thinking, appropriate analytical, evaluative, problem-solving and IT skills, and multi-disciplinary knowledge to conduct relevant academic as well as workplace research; and</li> <li>f. Develop a sense of ethical standard, responsible citizenship and respect for diversity in their daily life.</li> </ul>
<p>Education Pathways</p>	<p>Graduates of the Programme are expected to be eligible for research-based postgraduate degrees, such as Master of Philosophy (MPhil), as well as taught master's degrees offered at either local or overseas universities, in disciplines related to Japanese Studies, Literary and Cultural Studies, Anthropology, Cultural Studies, Cultural Management, Visual and Cultural Studies, Asian and International Studies, Development Studies, Modern Asian Studies, and International Affairs.</p>
<p>Employment Pathways</p>	<p>Graduates of the Programme are expected to be able to take up employment for jobs in administration and management, customer service, sales and translation in sectors, including trading and business, tourism and travel, hospitality, consumer products and retail, publishing and media work.</p>



<p>Minimum Admission Requirements</p>	<p>The minimum admission requirements of this Programme are set out as below. For details, please refer to Annex to Appendix 2 &amp; 3.</p> <p><b><u>Year-1 entry</u></b></p> <p><b><u>Hong Kong Diploma of Secondary Education (HKDSE) Qualifications</u></b></p> <p>Applicants must have achieved the following minimum grades in four core subjects and one elective subject:</p> <ul style="list-style-type: none"> <li>• Chinese Language: Level 3;</li> <li>• English Language: Level 3;</li> <li>• Mathematics: Level 2;</li> <li>• Citizenship and Social Development: Attained (or Liberal Studies: Level 2); and</li> <li>• One elective subject: Level 2.</li> </ul> <p>The following subjects with the minimum grades specified below will only be accepted to meet the elective subject requirement for programmes in a relevant discipline:</p> <ul style="list-style-type: none"> <li>• Category A Mathematics Extended Part Module 1 (M1) or Module 2 (M2): Level 2;</li> <li>• Category B Applied Learning subjects: Attained; or</li> <li>• Category C Other Languages subjects: Grade E (applicable to 2024 HKDSE or before) or an equivalent level (for 2025 HKDSE onwards).</li> </ul> <p><b><u>The Hong Kong Advanced Level Examination (HKALE) Qualification</u></b></p> <p>Applicants must have achieved the following minimum grades in the two specified AS-Level language subjects and one A-level elective subject / two AS-Level elective subjects:</p> <ul style="list-style-type: none"> <li>• Chinese Language and Culture: Grade E; and</li> <li>• Use of English: Grade E; and</li> <li>• One A-level subject: Grade E, or two AS-level subjects: Grade E.</li> </ul> <p>For HKALE applicants, the following alternative English Language qualifications with the minimum grades specified below can be accepted to fulfil the minimum entrance requirement in English Language:</p> <ul style="list-style-type: none"> <li>• HKALE Literature in English: Grade E;</li> </ul>
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- GCE A-level / AS-level English Language / Literature in English: Grade E;
- Test of English as a Foreign Language (TOEFL): Score of 497 (paper-based test), 170 (computer-based test) or 59 (internet-based test); or
- International English Language Testing System (IELTS): Overall band score of 5.5.

### **Other Acceptable Qualifications**

Other acceptable qualifications include GCE A-level, International Baccalaureate (IB) Diploma, Advanced Placement (AP) Examinations, as well as combinations of Scholastic Aptitude Test (SAT) / American College Testing (ACT) and AP Examinations as follows:

- Grade E or above in all HKALE A-level and AS-level subjects is generally recognised as equivalent to an A-level pass and an AS-level pass in GCE. In this connection, the same admission requirements, including the language proficiency requirements, for applicants with the HKALE qualification are applicable to applicants with the GCE A-level qualification;
- IB Diploma with (i) all “higher level” subjects at Grade 3 or above and all “standard level” subjects at Grade 4 or above in the Diploma Programme Core, as well as (ii) a “higher level” English language subject at Grade 4 or a “standard level” English language subject at Grade 5;
- Grade 3 or above in five AP subjects; and
- Grade 3 or above in three AP subjects, AND a minimum SAT score of 1190 or a minimum composite score of 24 in ACT plus writing.

Applicants with other acceptable qualifications specified above also need to fulfil the language proficiency requirements.

### **Mature Applicants**

Applicants aged 23 or above by September 1 of the year of admission and are able to demonstrate the aptitude and suitability to undertake the Programme they applied for.

### **Year-2 entry**

	<p>Applicants who hold a recognised associate degree or higher diploma in a non-relevant discipline may be eligible for credit transfer of up to 30 credit units on a case-by-case basis and be admitted to Year 2 of a degree programme.</p> <p><b><u>Year-3 entry</u></b></p> <p>Applicants who hold a recognised associate degree or higher diploma in a similar or relevant discipline with a cumulative GPA of 2.0 or above or equivalent may apply for admission to Year 3 of a bachelor's degree programme.</p>
Operator	<p>UOW College Hong Kong 香港伍倫貢學院</p>

### Appendix 3

#### **Graduate Profile of Bachelor of Arts (Honours) in Chinese Language, Literature and Communication**

Qualification Title	Bachelor of Arts (Honours) in Chinese Language, Literature and Communication
Qualification Type	Degree
QF Level	5
Primary Area of Study and Training	A08 Languages and Related Studies
Sub-area (Primary Area of Study and Training)	A0801 Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The aims of this programme are to:</p> <ul style="list-style-type: none"><li>a. develop students' mastery of the Chinese language at a high level of competence for academic and practical purposes;</li><li>b. equip students with solid intellectual, academic and practical knowledge of the Chinese language for independent study, research, and lifelong learning;</li><li>c. nurture students to become prudent and versatile global citizens who appreciate and respect cultural diversity; and</li><li>d. cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and the critical and creative thinking skills to meet the challenges of the future.</li></ul>

Programme Intended Learning Outcomes	<p>Upon completion of this programme, students should be able to:</p> <ul style="list-style-type: none"> <li>a. demonstrate a high level of communicative competence in the Chinese language for academic and professional purposes;</li> <li>b. critically analyse, evaluate, and synthesise the concepts and theories in core areas of Chinese language, literature and communication for a range of academic and professional contexts;</li> <li>c. apply the knowledge of Chinese language, literature and communication to perform academic and professional functions;</li> <li>d. demonstrate the ability to use fluent Cantonese and Putonghua for effective communication;</li> <li>e. apply innovative thinking, analytical, evaluative, problem-solving, IT and multimedia skills to conduct relevant academic research or perform job duties; and</li> <li>f. develop a sense of ethical standard, virtuous and responsible.</li> </ul>
Education Pathways	<p>Graduates of the Programme are expected to be eligible for research-based postgraduate degrees, such as Master of Philosophy (MPhil), as well as taught master's degrees offered at either local or overseas universities, in disciplines related to Chinese Language, Chinese Literature, Chinese Culture, and Language Education.</p>
Employment Pathways	<p>Graduates of the Programme are expected to be able to take up employment for jobs, e.g. teaching assistants, editors, and playwrights.</p>
Minimum Admission Requirements	<p>The minimum admission requirements of this Programme are set out as below. For details, please refer to Annex to Appendix 2 &amp; 3.</p> <p><b><u>Year-1 entry</u></b>  <b><u>Hong Kong Diploma of Secondary Education (HKDSE) Qualifications</u></b></p>

	<p>Applicants must have achieved the following minimum grades in four core subjects and one elective subject:</p> <ul style="list-style-type: none"> <li>• Chinese Language: Level 3;</li> <li>• English Language: Level 3;</li> <li>• Mathematics: Level 2;</li> <li>• Citizenship and Social Development: Attained (or Liberal Studies: Level 2); and</li> <li>• One elective subject: Level 2.</li> </ul> <p>The following subjects with the minimum grades specified below will only be accepted to meet the elective subject requirement for programmes in a relevant discipline:</p> <ul style="list-style-type: none"> <li>• Category A Mathematics Extended Part Module 1 (M1) or Module 2 (M2): Level 2;</li> <li>• Category B Applied Learning subjects: Attained; or</li> <li>• Category C Other Languages subjects: Grade E (applicable to 2024 HKDSE or before) or an equivalent level (for 2025 HKDSE onwards).</li> </ul> <p><b><u>The Hong Kong Advanced Level Examination (HKALE) Qualification</u></b></p> <p>Applicants must have achieved the following minimum grades in the two specified AS-Level language subjects and one A-level elective subject / two AS-Level elective subjects:</p> <ul style="list-style-type: none"> <li>• Chinese Language and Culture: Grade E; and</li> <li>• Use of English: Grade E; and</li> <li>• One A-level subject: Grade E, or two AS-level subjects: Grade E.</li> </ul> <p>For HKALE applicants, the following alternative English Language qualifications with the minimum grades specified below can be accepted to fulfil the minimum entrance requirement in English Language:</p> <ul style="list-style-type: none"> <li>• HKALE Literature in English: Grade E;</li> <li>• GCE A-level / AS-level English Language / Literature in English: Grade E;</li> <li>• Test of English as a Foreign Language (TOEFL): Score of 497 (paper-based test), 170 (computer-based test) or 59 (internet-based test); or</li> <li>• International English Language Testing System (IELTS): Overall band score of 5.5.</li> </ul>
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**Other Acceptable Qualifications**

Other acceptable qualifications include GCE A-level, International Baccalaureate (IB) Diploma, Advanced Placement (AP) Examinations, as well as combinations of Scholastic Aptitude Test (SAT) / American College Testing (ACT) and AP Examinations as follows:

- Grade E or above in all HKALE A-level and AS-level subjects is generally recognised as equivalent to an A-level pass and an AS-level pass in GCE. In this connection, the same admission requirements, including the language proficiency requirements, for applicants with the HKALE qualification are applicable to applicants with the GCE A-level qualification;
- IB Diploma with (i) all “higher level” subjects at Grade 3 or above and all “standard level” subjects at Grade 4 or above in the Diploma Programme Core, as well as (ii) a “higher level” English language subject at Grade 4 or a “standard level” English language subject at Grade 5;
- Grade 3 or above in five AP subjects; and
- Grade 3 or above in three AP subjects, AND a minimum SAT score of 1190 or a minimum composite score of 24 in ACT plus writing.

Applicants with other acceptable qualifications specified above also need to fulfil the language proficiency requirements.

**Mature Applicants**

Applicants aged 23 or above by September 1 of the year of admission and are able to demonstrate the aptitude and suitability to undertake the Programme they applied for.

**Year-2 entry**

Applicants who hold a recognised associate degree or higher diploma in a non-relevant discipline may be eligible for credit transfer of up to 30 credit units on a case-by-case basis and be admitted to Year 2 of a degree programme.

**Year-3 entry**

	Applicants who hold a recognised associate degree or higher diploma in a similar or relevant discipline with a cumulative GPA of 2.0 or above or equivalent may apply for admission to Year 3 of a bachelor's degree programme.
Operator	UOW College Hong Kong 香港伍倫貢學院



**Minimum Entrance Requirements  
for  
Bachelor's Degrees Programmes  
(effective from the 2024/25 academic year)**

**Year-1 entry**

**Hong Kong Diploma of Secondary Education (HKDSE) Qualifications**

Applicants must have achieved the following minimum grades in four core subjects and one elective subject:

- Chinese Language: Level 3;
- English Language: Level 3;
- Mathematics: Level 2;
- Citizenship and Social Development: Attained (or Liberal Studies: Level 2);  
and
- One elective subject: Level 2.

The following subjects with the minimum grades specified below will only be accepted to meet the elective subject requirement for programmes in a relevant discipline:

- Category A Mathematics Extended Part Module 1 (M1) or Module 2 (M2):  
Level 2;
- Category B Applied Learning subjects: Attained; or
- Category C Other Languages subjects: Grade E (applicable to 2024 HKDSE or before) or an equivalent level (for 2025 HKDSE onwards).

For non-Chinese speaking applicants who have either (i) learned Chinese Language for less than 6 years while receiving primary and secondary education, or (ii) learned Chinese Language for 6 years or more in schools but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in local schools, the following alternative Chinese Language qualifications with the minimum grade specified below can be accepted to fulfil the minimum entrance requirement in Chinese Language:

- Applied Learning Chinese: Attained;
- GCE A-level / AS-level Chinese: Grade E; or
- GCSE / IGCSE Chinese: Grade 4 / Grade C.

Except for non-Chinese speaking applicants, other applicants with the HKDSE qualification cannot use alternative Chinese Language qualifications to fulfil the minimum entrance requirement in Chinese Language via the standard entry route.

It is noted that no alternative English Language qualifications can be accepted for applicants with the HKDSE qualification via the standard entry route either.

### **The Hong Kong Advanced Level Examination (HKALE) Qualification**

Applicants must have achieved the following minimum grades in the two specified AS-Level language subjects and one A-level elective subject / two AS-Level elective subjects:

- Chinese Language and Culture: Grade E; and
- Use of English: Grade E; and
- One A-level subject: Grade E, or two AS-level subjects: Grade E.

It is noted that Grade E in HKALE Chinese Literature can be accepted to fulfil the minimum entrance requirement in Chinese Language. However, if the result of HKALE Chinese Literature has been used to fulfil the minimum entrance requirement in Chinese Language, it cannot be double counted towards fulfilling the requirement of one A-level elective subject.

For HKALE applicants, the following alternative English Language qualifications with the minimum grades specified below can be accepted to fulfil the minimum entrance requirement in English Language:

- HKALE Literature in English: Grade E;
- GCE A-level / AS-level English Language / Literature in English: Grade E;
- Test of English as a Foreign Language (TOEFL): Score of 497 (paper-based test), 170 (computer-based test) or 59 (internet-based test); or
- International English Language Testing System (IELTS): Overall band score of 5.5.

It is also noted that similarly, if the result of HKALE Literature in English has been used to fulfil the minimum entrance requirement in English Language, it cannot be double counted towards fulfilling the requirement of one A-level elective subject.

### **Other Acceptable Qualifications**

Other acceptable qualifications include GCE A-level, International Baccalaureate (IB) Diploma, Advanced Placement (AP) Examinations, as well as combinations of Scholastic Aptitude Test (SAT) / American Operator Testing (ACT) and AP Examinations as follows:

- Grade E or above in all HKALE A-level and AS-level subjects is generally recognised as equivalent to an A-level pass and an AS-level pass in GCE. In this connection, the same admission requirements, including the language proficiency requirements, for applicants with the HKALE qualification are applicable to applicants with the GCE A-level qualification;
- IB Diploma with (i) all "higher level" subjects at Grade 3 or above and all "standard level" subjects at Grade 4 or above in the Diploma Programme Core, as well as (ii) a "higher level" English language subject at Grade 4 or a "standard level" English language subject at Grade 5;
- Grade 3 or above in five AP subjects; and
- Grade 3 or above in three AP subjects, AND a minimum SAT score of 1190 or a minimum composite score of 24 in ACT plus writing.

It is noted that applicants with other acceptable qualifications specified above also need to fulfil the language proficiency requirements. To ensure consistency and fairness in admission via the standard entry route, non-Chinese speaking applicants with other acceptable equivalent qualifications may use an "Other Languages" subject of the same qualification level, attainment level and volume of learning (e.g. GCE AS-level or GCE A-level French language) to substitute the attainment of Chinese language proficiency requirement. Alternatively, if the applicants do not study a second language other than the English language, they may use an elective subject of the same qualification level, attainment level and volume of learning to substitute the attainment of Chinese language proficiency requirement.

GCSE, IGCSE and International GCE O-level are comparable to the Hong Kong Certificate of Education Examination (HKCEE) in learning volume, which is pitched at HKQF Level 2, and lower than the qualification level of HKDSE Chinese. Except for non-Chinese speaking applicants with the HKDSE Qualification, applicants with other acceptable qualifications, who intend to use Grade 4 / Grade C in GCSE / IGCSE Chinese to fulfil the Chinese language proficiency requirement, should make up the shortfall in the learning volume of HKDSE Chinese at HKQF Level 3 with an additional equivalent elective subject in terms of learning volume and HKQF Level.

It is noted that applicants with other qualifications, which meet the minimum entrance requirements for bachelor's degree programmes in other places, are not automatically regarded as meeting the minimum entrance requirements for bachelor's degree programmes in Hong Kong. The Operator is responsible for assessing the equivalence of other acceptable qualifications to the HKDSE Qualification in terms of (i) qualification level, (ii) attainment level and (iii) volume of learning, and demonstrating evidence of such equivalence from which decisions are made in accepting these qualifications, when taken as the standard entry route.

### **Mature Applicants**

Applicants aged 23 or above by September 1 of the year of admission and are able to demonstrate the aptitude and suitability to undertake the programme they applied for.

It is noted that for the "aptitude and suitability" that the Operator indicated, the Operator would assess these applicants' prior knowledge and skills when considering the suitability. Also, admission of mature students to bachelor's degree programmes are considered as "non-standard admission".

Applicants with other qualifications not mentioned above may also apply and will be assessed on a case-by-case basis.

### **Year-2 entry**

Applicants who hold a recognised associate degree or higher diploma in a non-relevant discipline may be eligible for credit transfer of up to 30 credit units on a case-by-case basis and be admitted to Year 2 of a degree programme.

### **Year-3 entry**

Applicants who hold a recognised associate degree or higher diploma in a similar or relevant discipline with a cumulative GPA of 2.0 or above or equivalent may apply for admission to Year 3 of a bachelor's degree programme.

Applicants falling short of the minimum entrance requirements or other acceptable qualifications (including language qualifications), and mature applicants, can be admitted on special consideration via the non-standard entry route but should not account for more than 15% of the total intake on a programme basis, and not more than 10% on an institutional basis.

It is noted that to ensure the programme integrity, credit transfer for students admitted via direct entry to Year 2 and Year 3 of the Programme would be granted on the condition of a successful mapping between the courses in the Operator's degree curriculum and students' prior learning by the holistic consideration of (i) the intended learning outcomes, (ii) the learning volume (QF credits), (iii) the coverage of the topics, and (iv) the level of difficulty (with reference to, for example, the year of studies the student takes the course and any prerequisites for the course). Block credit transfer granted to recognise students' prior learning are only accepted for unspecified/free electives of the same area (e.g. a specific domain / area of studies in general education, major electives) at the same QF level in the Operator's degree curriculum. Block credit transfer are not applicable to required courses (e.g. major required courses and compulsory general education courses) designated in the Operator's degree curriculum. Students are required to take additional courses which they do not have prior learning. The Operator would maintain proper

documentation and record of supporting documents, including official transcripts and course outlines, on which decisions on credit transfer are based.

For applicants with qualifications that are unfamiliar to the admission staff of the Operator, the Operator will advise the applicants to undertake formal qualifications assessment at the HKCAAVQ and provide the assessment results to the Operator to ascertain the pre-admission qualification status.

The Operator will also track the academic performance of the following intake populations and provide necessary study support where necessary:

- Those entered with programme-specific elective requirements (e.g. HKDSE Category A Mathematics M1/M2, Category B Applied Learning subjects and Category C Other Languages subjects);
- Students falling short of the minimum entrance requirements or other acceptable qualifications (including language qualifications) admitted via non-standard entry;
- Mature students;
- Students admitted directly to Year 2 of the Programme; and
- Students admitted directly to Year 3 of the Programme.

The admission decisions will be reviewed annually through the internal quality assurance mechanism and the review findings will be recorded in the Operator's relevant board or committee documents for continuous improvement in the admission practices for the ensuing cohorts. For any changes in the minimum entrance requirements upon such reviews, the Operator would have prior communication with HKCAAVQ for assessing the evidence that supports the proposed changes. It is also noted that the Operator will keep up with the accuracy and currency of the admission requirements in line with any updates of government policies and evolution of qualifications.



**UOW College Hong Kong**

**Learning Programme Re-accreditation for  
Bachelor of Arts (Honours) in Japanese Studies, and  
Bachelor of Arts (Honours) in Chinese Language, Literature and  
Communication**

**20 – 22 December 2023**

**Corrigendum**

**On pages 42 and 44 of the Accreditation Report:**

*Original:*

Ref: 107/17/01

*Correction:*

Ref: 107/16/01c

Jacky CHAN  
Registrar  
14 August 2025