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

ACCREDITATION REPORT

THE HANG SENG UNIVERSITY OF HONG KONG

LEARNING PROGRAMME ACCREDITATION

MASTER OF ARTS IN CREATIVE HUMANITIES
MASTER OF SOCIAL SCIENCES IN SOCIAL SUSTAINABILITY

JUNE 2025

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1056), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance [AAVQO (Cap. 592)], was commissioned by The Hang Seng University of Hong Kong (the Operator/University) to conduct Learning Programme Accreditation exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Master of Arts in Creative Humanities and the Master of Social Sciences in Social Sustainability of the Operator meet the stated objectives and the Hong Kong Qualifications Framework (QF) standards and can be offered as accredited programmes; and

(b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Master of Arts in Creative Humanities (MA-CH) Programme meets the stated objectives and QF standards at Level 6, the Master of Social Sciences in Social Sustainability (MSocSc-SS) Programme meets the stated objectives and QF standards at Level 6. Subject to the approval by the Chief Executive in Council, the Programmes can be offered as accredited programmes with a validity period of three years.

2.2 **Validity Period**

2.2.1 The validity period will, provided the Operator fulfils all pre-conditions to the commencement of the validity period as set out in paragraph 2.4.1, commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3　　The determinations on the Programmes are specified as follows:

Name of Operator	The Hang Seng University of Hong Kong 香港恒生大學	
Name of Award Granting Body	The Hang Seng University of Hong Kong 香港恒生大學	
Title of Learning Programme	Master of Arts in Creative Humanities 創意人文文學碩士	Master of Social Sciences in Social Sustainability 社會可持續發展社會科學碩士
Title of Qualification (Exit Award)	Master of Arts in Creative Humanities 創意人文文學碩士	Master of Social Sciences in Social Sustainability 社會可持續發展社會科學碩士
Primary Area of Study and Training	Humanities	Social Sciences
Sub-area (Primary Area of Study and Training)	Humanities	Social and Behavioural Sciences
Other Area of Study and Training	Arts, Design and Performing Arts	Not Applicable
Sub-area (Other Area of Study and Training)	Fine Arts and Visual Arts	Not Applicable
Industry	Not Applicable	
Branch	Not Applicable	
QF Level	Level 6	
QF Credits	108	
Mode of Delivery and Programme Length	Full-time: 1 year Part-time: 2 years	
Intermediate Exit Award	Not Applicable	
Start date of Validity Period	1 September 2026	
End date of Validity Period	31 August 2029	
Number of Enrolments	One enrolment per year	Two enrolments per year
Maximum Number of New Students	90 students per year (80 Full-time and 10 Part-time)	85 students per year (70 Full-time and 15 Part-time)

Specification of Competency Standards-based Programme	☐ Yes ☑ No
Address of Teaching Venue	(1) Hang Shin Link, Siu Lek Yuen, Shatin, N.T., Hong Kong (2) The Create, 15/F, M+ Building, West Kowloon Cultural District, No. 8 Austin Road West, Kowloon

2.4 Condition

2.4.1 Pre-conditions

MA-CH

2.4.1.1 The Operator is to establish a mechanism to ensure that candidates possess the necessary attributes and language proficiency appropriate to the Programme's designated Medium of Instruction, thereby enabling them to successfully undertake the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 30 September 2025. (Paragraph 4.2.10)

2.4.1.2 The Operator is to establish a mechanism to assess and grade student participation to ensure that the assessment of students' attainment of the intended learning outcomes is based on meaningful engagement rather than solely attendance.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 30 September 2025. (Paragraph 4.4.8)

2.4.1.3 The Operator is to establish measures for teaching staff appointments related to Chinese language proficiency, appropriate to the Programme's designated Medium of Instruction, to ensure effective and quality delivery of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 30 September 2025. (Paragraph 4.5.9)

2.5 **Recommendations**

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

MSocSc-SS

2.5.1 The Operator should further promote the social dimension of sustainability and highlight the distinctive attributes regarding multiple research skills and professional capacity in relation to change management and leadership of the Programme. (Paragraph 4.3.8)

MA-CH

2.5.2 The Operator should further enhance the staff development scheme for existing teaching staff to ensure that they remain up to date and capable of delivering the Programme effectively, in alignment with its designated Medium of Instruction. (Paragraph 4.5.5)

Both Programmes

2.5.3 The Operator should foster regular inter-departmental communication to facilitate the exchange of effective practices for programme monitoring and review, thereby driving continuous improvement. (Paragraph 4.7.5)

2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme concerned 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 and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programmes continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

3.1 The Hang Seng University of Hong Kong (HSUHK/the University/the Operator), formerly known as the Hang Seng Management College (the College), has been registered under the Post-Secondary Colleges Ordinance (Cap. 320) as a privately-funded, non-profit post-secondary college since 2010, and it started to offer bachelor's degree programmes accredited by HKCAAVQ in September 2010. On 30 October 2018, the College was granted the university title and changed its name to HSUHK. In the 2024/25 academic year (AY), the University offers 27 bachelor's degree programmes accredited at QF Level 5 and 14 master's degree programmes accredited at QF Level 6.

3.2 The University commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for the Master of Arts in Creative Humanities and the Master of Social Sciences in Social Sustainability. HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at Appendix 1), and a site visit by the Panel was conducted at the University's campus from 23 to 25 April 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the University and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

MA-CH

4.1.1 The MA-CH programme is hosted by the School of Humanities and Social Science of the Operator.

4.1.2 The Operator provided the following relevant information to demonstrate the intended learning outcomes are meeting the QF standards at Level 6:

- The mapping of programme objectives (POs) and programme intended learning outcomes (PILOs);
- The mapping of constituent modules and PILOs;
- The mapping of constituent modules and Generic Level Descriptors (GLDs) for QF Level 6; and
- Module outlines of all modules, with information on module description, module intended learning outcomes (MILOs), teaching, learning and assessment activities.

4.1.3 The POs and PILOs of the MA-CH programme are set out as follows:

POs

PO 1 Impart advanced knowledge in Creative Humanities through the advanced studies of literature, film and art;
透過深入分析文學，電影和藝術，傳授創意人文的高階知識；

PO 2 Cultivate creative and critical thinking for assessing literature, film and art;
培養創意和批判性思維以評論文學、電影和藝術作品；

PO 3 Cultivate digital literacies through the production of video essays and other digital assignments;
透過多媒體習作培養學生的數字能力及素養；

PO 4 Impart practical knowledge of operations in the cultural and creative industries; and
傳授有關文化及創意產業營運的知識；及

PO 5 Cultivate a mindset in assessing global issues with innovation.
培養學生善用創新思維評估全球性議題。

PILOs

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

PILO 1 Synthesize the knowledge and theories in the field of Creative Humanities, specifically those pertinent to film, literature and art;
綜合創意人文研究與電影，文學和藝術有關的理論和知識；

PILO 2　Critically assess film, literature and artwork using the critical and creative thinking pertinent to Creative Humanities;
以嚴謹和創造性思維分析電影，文學和藝術作品；

PILO 3　Produce audiovisual essays for critically assessing film, literature and artwork;
以創意人文學為基礎製作影音作業，深入分析電影文學與藝術；

PILO 4　Distinguish the operations of different sectors in cultural and creative industries; and
辨別文化及創意產業各種部門的操作與營運；及

PILO 5　Critically assess global issues with innovation.
以創新思維評估全球性問題。

4.1.4　The Operator conducted two surveys: one targeting prospective students and the other targeting potential employers. Results from the student survey revealed that over 60% of respondents believed the MA-CH degree would enhance their career development. Additionally, 65% of potential employers strongly agreed that the learning outcomes of the MA-CH programme would be beneficial to their respective fields of work.

4.1.5　Responding to the Panel's initial comment on substantiating the demand from Mainland students, the Operator submitted a 2023 digital manpower report. The report highlighted that digital literacy and creativity are among the most sought-after skills for employees in Mainland China, demonstrating the potential demand for the MA-CH programme. This evidence supports the alignment of the designated Medium of Instruction (MOI), namely Chinese (Putonghua), of the Programme with the needs of the regional job market.

MSocSc-SS

4.1.6　The MSocSc-SS programme is hosted by the Department of Social Science under the School of Humanities and Social Science of the Operator.

4.1.7　The Operator provided the following relevant information to demonstrate the intended learning outcomes are meeting the QF standards at Level 6:
- The mapping of POs and PILOs;
- The mapping of constituent modules and PILOs;
- The mapping of constituent modules and GLDs for QF Level 6; and

- Module outlines of all modules, with information on module description, MILOs, teaching, learning and assessment activities.

4.1.8 The POs and PILOs of the MSocSc-SS programme are set out as follows:

POs

PO 1   Cultivate students' theoretical perspectives in the social sciences necessary for understanding complex social sustainable challenges;

PO 2   Enrich students' knowledge of local and global social sustainability issues;

PO 3   Develop students' knowledge of research principles and methodologies relevant to studies of social sustainability;

PO 4   Foster students' capacity to engage in dialogue with actors in the public, private and social sectors about the social challenges set out by the UN sustainable development goals; and

PO 5   Enrich students' analytical skills for evaluating and developing solutions to social sustainability issues with ethical considerations.

PILOs

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

PILO 1   Employ analytical and theoretical perspectives to identify and conceptualise social sustainable challenges;

PILO 2   Demonstrate knowledge of local and global social sustainability issues;

PILO 3   Apply knowledge and research skills to analyse and evaluate real-world social challenges;

PILO 4   Examine a wide range of social sustainability issues to foster discussions among specialist and non-specialist audiences using a range of written, oral and visual means; and

PILO 5   Analyse and develop strategies to a broad range of social sustainability issues that take in ethical considerations.

4.1.9 The Operator conducted two surveys: one targeting prospective students and the other targeting potential employers. The student survey revealed that over 84% of respondents expressed an interest in pursuing a degree in MSocSc-SS, believing it would benefit their

careers. Furthermore, 88% of potential employers indicated a demand for staff with expertise in social sustainable development, and 74% expressed an interest in hiring MSocSc-SS graduates.

<u>Both Programmes</u>

4.1.10 Through reviewing the provided information and discussions with stakeholders during the site visit, including industry representatives, potential employers, Independent Review Panel (IRP) members, and teaching staff, the Panel considered that the two Programmes effectively support the employment and further educational pathways of their graduates, as detailed in the Graduate Profiles of the MA-CH programme (Appendix 2) and the MSocSc-SS programme (Appendix 3).

4.1.11 In consideration of the above information and the stakeholder discussions, the Panel opined that the POs of the two Programmes address community and education needs, with intended learning outcomes that meet the QF standards at Level 6.

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.

<u>MA-CH</u>

4.2.1 The minimum admission requirements of the Programme are as follows:

(a) Hold a bachelor's degree from a recognised university or equivalent;
(b) Fulfil one of the following Chinese language proficiency requirements:
- Hold a recognised degree in which the medium of instruction is Chinese; or
- Level 3 in Chinese Language of HKDSE; or
- Chinese Language at JEE ≥100; or
- Level 5 (第五級) in Hanyu Shuiping Kaoshi (HSK) (漢語水平考試); or
- Other equivalent qualifications in Chinese language; and

(c) Applicants are required to attend an interview to demonstrate their suitability for the Programme.

4.2.2 Although the MOI for the Programme is Chinese (Putonghua), the Panel observed that English, as an international language, could enhance students' engagement with and appreciation of diverse cultures. The Panel queried why English proficiency is not included as one of the admission requirements. While acknowledging that English serves as a linguistic tool for students to communicate with classmates or future colleagues from foreign countries, the Operator explained that the flexibility in not mandating specific English requirements allows the Programme to attract artistically talented applicants by removing a potential barrier.

4.2.3 During the site visit meeting, the Operator clarified that, even though English language proficiency is not one of the admission requirements, it would also be assessed during the admission interview by native English-speaking teaching staff. This process ensures that appropriate language support services would be provided to enrolled students if necessary.

4.2.4 The Panel noted that "a bachelor's degree from a recognised university or equivalent" is one of the general admission requirements. Responding to the Panel's initial comments on ensuring that applicants with bachelor's degrees in non-relevant disciplines possess the necessary skills and knowledge to undertake the Programme, the Operator explained that the aptitude, personal traits, and enthusiasm of potential candidates in the areas of arts, culture, and humanities would be evaluated during the interview. At the site visit meeting, the Operator elaborated that shortlisted candidates are required to submit creative works of their own and explain the creative process behind their work during the interview.

4.2.5 However, the Panel noted that a comprehensive mechanism for the evaluation of individual attributes and creative works, including sample assessment tools and rubrics, and templates for recording admission assessment results, has yet to be developed and documented.

4.2.6 Responding to the Panel's initial comments regarding the detailed MOI arrangement for learning and teaching activities, the Operator acknowledged that the Programme will be delivered in Putonghua. Depending on the origin of essential learning and teaching materials, these materials and assessment tools will be provided in either Traditional Chinese or Simplified Chinese, with some reference

materials available in English when appropriate. Students may submit written assessments in either Traditional or Simplified Chinese (hereafter collectively referred to as "the Programme's designated Medium of Instruction/MOI").

4.2.7   The Panel noted that the language proficiency requirements outlined in the admission criteria may not ensure that candidates possess the necessary skills for the Programme's designated MOI. For instance, the HKDSE Chinese Language examination does not assess proficiency in Putonghua.

4.2.8   Addressing the Panel's concerns, the Operator clarified that all shortlisted candidates are required to undergo an interview and admission test to assess their Chinese language proficiency, as appropriate, in accordance with the Programme's designated MOI. However, during the site visit, the Panel was informed that a comprehensive mechanism for the evaluation of individual attributes and creative works, including sample assessment tools and rubrics, and templates for recording admission assessment results, has yet to be developed and documented.

4.2.9   During the site visit meeting, senior management shared with the Panel that detailed measures for conducting admission interview would be developed and properly documented.

4.2.10 In view of the observations from paragraphs 4.2.1 to 4.2.9, the Panel stipulated as **pre-condition** that the Operator establishes a mechanism to ensure that candidates possess the necessary attributes and language proficiency appropriate to the Programme's designated MOI, thereby enabling them to successfully undertake the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 30 September 2025

MSocSc-SS

4.2.11 The minimum admission requirements of the Programme are as follows:

(a) A bachelor's degree from a recognised university or equivalent;
(b) Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university/tertiary institution where English is the

medium of instruction: TOEFL ≥ 550 (paper-based), ≥ 79 (Internet-based); IELTS ≥ 6.0; CET 6 ≥ 430; TEM-4 ≥ 70; and

(c) Applicants are required to attend an interview to demonstrate their suitability for the Programme.

4.2.12 During the site visit meeting, the Operator explained that the interview assessment process evaluates various attributes of potential candidates, including English proficiency, logical thinking, basic understanding of social sustainability challenges, learning experience, and future plans. Specifically, eight individual attributes are assessed using a 4-point scale to guide interviewers in their evaluations.

4.2.13 The Panel was informed that pre-interview training on the use of assessment rubrics will be provided to all interviewers to ensure the effectiveness and consistency of the interview process.

4.2.14 Having reviewed the detailed rubrics and acceptance thresholds provided, the Panel considered that the interview process is effective for recruiting students with the necessary skills and knowledge to undertake the Programme.

Both Programmes

4.2.15 Responding to the Panel's comment on the measures to determine the qualifications equivalent to a bachelor's degree from a recognised university for standard admission purposes, the Operator clarified during the site visit that applicants whose qualifications differ from a bachelor's degree from a recognised university must obtain external qualifications assessment. This qualifications assessment must be provided by official agencies in the qualification-issuing country or by HKCAAVQ to qualify for standard admission.

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

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.

MA-CH

4.3.1   The MA-CH programme is a one-year full-time, two-year part-time master's degree programme. It includes four core modules and three elective modules, with students choosing three out of five available elective modules. Additionally, the CRH6300 Capstone Project is a 6-credit and one-year long module. The Programme carries 108 QF credits, and the maximum period of study is five years.

4.3.2   The programme structure and module list are outlined below:

	Module Title	**HSUHK Credits**	**QF Credits**
Core Modules	CRH 6001 Introduction to Creative Humanities 創意人文導論	3	108
	CRH 6002 The Art of Storytelling 古今文藝故事分析	3	
	CRH 6003 Great Stories Retold: Classics and their Adaptations 經典重鑄及其改編	3	
	CRH 6300 Capstone Project 整合專案	6	
Elective Modules	CRH 6101 From Telling to Selling: A Practical Guide in Creative Writing 創意寫作實踐指導	9	
	CRH 6102 Lives Digitized: Representing Culture, History and Artefacts 歷史文化與藝術品的數碼再現		
	CRH 6103 Behind the Screen: from Scriptwriting to Film Production 從劇本寫作到電影製作		
	CRH 6201 Selected Topics in Humanities and Creativity 人文學科與創意專題		

	CRH 6202 Selected Topics in Creative Practices 創意實踐專題		
Total	**7 Modules**	**24**	**108**

4.3.3 Responding to the Panel's comment on how core and elective modules provide adequate technical training and knowledge to support the Capstone Project, the Operator explained that these modules offer students a robust theoretical foundation, enhancing their critical thinking and research skills essential for the Capstone Project. The modules cover areas such as critical theory, research methods, and symbolic analysis, equipping students to interpret cultural phenomena and explore complex human experiences. By addressing social issues and heritage, students ensure their projects contribute meaningfully to contemporary discussions, making their creative output insightful.

4.3.4 Having reviewed the module outlines, the sample learning and teaching materials for the Programme, the Panel considered that the Programme provides sufficient volume of learning and coverage to facilitate the students to achieve the stated learning outcomes that align with the programme objectives.

MSocSc-SS

4.3.5 The MSocSc-SS programme is a one-year full-time, two-year part-time master's degree programme. It includes four core modules and four elective modules, with students choosing four out of eight available elective modules. The Programme carries 108 QF credits, and the maximum period of study is five years.

4.3.6 The programme structure and module list are outlined below:

Core Modules	HSUHK Credits	QF Credits
SS6101 Social Changes and Sustainable Development	3	
SS6102 Research Methods for Social Policy and Sustainability	3	
SS6103 Social Sustainability for Public and Private Sectors	3	108
SS6104 Global Justice and Sustainability	3	
Elective Modules		

(Students are required to choose at least one module from each of the following clusters)		
Cluster 1: Social Affairs		
SS6201 Diversity, Equality and Inclusion	3	
SS6202 Transformation and Innovation in Healthcare Systems	3	
SS6203 Ageing Societies: Trends, Challenges and Solutions	3	
Cluster 2: Economic and Environmental Affairs		
SS6204 Sustainable Cities	3	
SS6205 Decent Work, Economic Growth and Labour Policies	3	
PRG6202 Environment and Global Governance	3	
Special Elective Modules		
SS6206 Applied Study in Social Sustainability	3	
SS6207 Selected Topic in Social Sustainability	3	
Total = 8 modules	**24**	**108**

4.3.7   Responding to the Panel's comment on how the programme structure and content collectively develop transferable skills for students, the Operator elaborated that modules SS6102 Research Methods for Social Policy and Sustainability strengthen students' methodological expertise and policy analysis skills. Similarly, SS6104 Global Justice and Sustainability enhances critical thinking on global issues through a justice-oriented perspective. SS6202 Transformation and Innovation in Healthcare Systems deepens students' understanding of healthcare challenges by requiring empirical studies and the application of analytical frameworks. Meanwhile, SS6205 Decent Work, Economic Growth, and Labour Policies focuses on labour movements and policy comparisons through individual and group research projects. Overall, the curriculum fosters ethical responsibility, ensuring that students are equipped to address social change thoughtfully in a variety of professional contexts.

4.3.8   Having reviewed the programme structure and discussed with the programme management team, the Panel formed the view that the social dimension of sustainability and the multiple research skills and professional capacity in relation to change management and leadership represent a key differentiator of the Programme. To mark out the distinctive nature of the Programme and enhance the employability of the graduates, the Panel **recommended** the Operator to further promote the social dimension of sustainability and

highlight the distinctive attributes regarding multiple research skills and professional capacity in relation to change management and leadership of the Programme.

4.3.9 The Panel reviewed the module outlines, the sample learning and teaching materials for the Programme, and considered that the Programme provides sufficient volume of learning and coverage to facilitate the students to achieve the stated learning outcomes that align with the programme objectives.

Both Programmes

4.3.10 Notwithstanding the recommendation stated in paragraph 4.3.8, based on the review of the above information and the discussions with the representatives from various internal and external stakeholders, the Panel opined that the structure and content of the two Programme are coherent and integrated to facilitate progression in order to enable students to achieve the stated learning outcomes and to meet the programme objectives.

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.

MA-CH

4.4.1 The Programme includes a variety of learning and teaching activities such as lectures, tutorials, exercises, group discussions, workshops (e.g. practising video production in the Innovation Lab), presentations, field trips. The Programme will be delivered in Putonghua in accordance with the Programme's designated MOI.

4.4.2 Responding to the Panel's initial comments on aligning foreign-language learning and teaching materials with the MOI arrangement of the Programme, the Operator explained that whenever essential materials in foreign languages are used, lecturers will provide Chinese translations and offer comparative explanations during class to ensure alignment.

4.4.3 Student learning will be assessed through class participation, as well as formative and summative assessments. Formative assessment

will include tests, assignments, quizzes, written reports, oral presentations. Summative assessment will comprise final written examinations, end-of-semester reports, or Capstone projects.

4.4.4　The Panel noted that class participation accounts for up to 20% of the total assessment in several modules across the Programme. The Panel expressed concern that class attendance alone should not be considered a valid assessment tool and requested evidence to demonstrate how class participation is graded effectively, ensuring that the assessment measures individual students' meaningful engagement.

4.4.5　Responding to the Panel's request, the Operator elaborated that rather than focusing solely on attendance, lecturers place greater importance on the relevance and depth of students' contributions, the critical and insightful nature of their questions and reflections, as well as their enthusiasm, contributions, and leadership in peer learning activities.　Students are expected to attend classes, actively respond to the lecturer's questions, participate in class discussions, complete various class activities and mini exercises.

4.4.6　At the meeting with the programme team, the Panel was informed that relevant attributes would be measured quantitatively in term of students' intellectual input. However, having reviewed the assessment rubrics for class participation for two sample modules, CRH6001 Introduction to Creative Humanities and CRH6102 Lives Digitized: Representing Culture, History, and Artefacts, the Panel opined that the rubrics appeared general rather than attribute-specific.

4.4.7　During the site visit meeting, the Panel emphasised the importance of establishing a robust assessment mechanism to ensure that the evaluation of students' attainment of the intended learning outcomes is not solely based on attendance. Instead, it is to measure meaningful engagement in learning activities. This approach is critical to ensuring that assessments are both valid and effective. The Operator acknowledged this concern and committed to reviewing the assessment policy for class participation. Comprehensive assessment rubrics for the two sample modules, CRH6001 and CRH6102, will be revised to demonstrate that students' meaningful engagement is effectively measured.

4.4.8　In view of the observations outlined in paragraphs 4.4.4 to 4.4.7, the Panel stipulated as **pre-condition** that the Operator establishes a mechanism to assess and grade student participation to ensure that

the assessment of students' attainment of the intended learning outcomes is based on meaningful engagement rather than solely attendance.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of the above pre-condition on or before 30 September 2025.

4.4.9 Responding to the Panel's comments regarding the maximum number of Capstone projects a project supervisor may oversee, the Operator clarified during the site visit meeting that each project supervisor will supervise a maximum of five Capstone projects to ensure effective communication and support for students. Any exceptions will require special approval at the School level.

4.4.10 To be eligible for the award of the Master of Arts in Creative Humanities, students are required to:

(a) obtained a Grade D or above in at least 24 credits, including all core modules and three electives; and
(b) obtained a minimum cumulative GPA of 2.0.

MSocSc-SS

4.4.11 The Programme includes a variety of learning and teaching activities such as lecture, tutorial, lab sessions, exercises, group discussions, presentations, field trips, guest speakers, applied learning. The MOI of the Programme is English.

4.4.12 The Panel reviewed the assessment tools for sample modules and considered that they effectively assess the attainment of the intended learning outcomes while demonstrating relevant academic standards and QF standards at QF Level 6.

4.4.13 To be eligible for the award of the Master of Social Sciences in Social Sustainability, students are required to:

(a) obtained a Grade D or above in at least 24 credits, including all core modules and four elective modules; and
(b) obtained a minimum cumulative GPA of 2.0.

Both Programmes

4.4.14 The Panel noted that, according to the University's class size policy, the optimal number of students per class is 40. In cases where

student numbers exceed 60, the group will be divided into two classes to maintain a quality teaching and learning environment. The Panel considered that the policy is able to enhance effectiveness in engaging students in the learning process.

4.4.15 The Panel noted that a student who fulfils the graduation requirements will be awarded a Master's Degree with one of the following classifications:

Award Classification	Minimum Cumulative GPA
Distinction	3.5
Credit	3.2
Pass	2.0

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.

MA-CH

4.5.1 The Operator provided the following information on the programme leadership and staffing resources for the Programme:
- Academic qualifications, relevant teaching experience and major roles and responsibilities of the key management of the Programme,
- The identified teaching staff of each module,
- Projected Student-to-Staff Ratio (SSR) for the Programme:

Academic Year	2026/27	2027/28	2028/29	2029/30	2030/31
SSR	23.4	25.5	25.5	25.5	25.5

4.5.2 Having reviewed the academic and professional qualifications, research credentials, and/or relevant work experience of the Programme Director and teaching staff, the Panel considered that the teaching staff members are competent in terms of professional knowledge.

4.5.3   The Panel also noted that all existing teaching staff members are equipped with foundational education in Chinese and have experience in delivering courses in Putonghua. During the site visit meeting, the teaching staff shared with Panel their experiences in conducting courses in Putonghua. The Panel formed the view that the existing teaching staff is able to deliver the Programme in accordance with the Programme's designated MOI .

4.5.4   Having reviewed the prevailing staff development scheme, the Panel opined that integrating regular staff development themes specific to the latest Chinese (Putonghua) pedagogical advancements could enrich the quality delivery of the Programme for teaching staff, in accordance with the Programme's designated MOI.

4.5.5   In view of continuous improvement, the Panel **recommended** the Operator to further enhance the staff development scheme for existing teaching staff to ensure they remain up to date and capable of delivering the Programme effectively, in alignment with its designated MOI.

4.5.6   On the other hand, the Panel noted that the appointment criteria for new teaching staff do not specify Chinese language proficiency requirements, which are considered crucial for effective programme delivery and assessment in accordance with the Programme's designated MOI.

4.5.7   During the site visit meeting, the Operator elaborated that the Department will meet and interview all prospective teaching staff during the recruitment process. This process includes a teaching demonstration conducted in Putonghua and the reading of selected short prose in both Traditional and Simplified Chinese, as appropriate. However, the Operator has not provided sufficient evidence to demonstrate that these measures are well established and effectively implemented. Key evidence, such as profiles of the selection panel for Chinese proficiency, language assessment arrangements, and rubrics for the acceptance of Chinese (Putonghua) proficiency, has yet to be developed and documented.

4.5.8   The senior management affirmed at the site visit meeting that the detailed measures will be developed for potential teaching staff and properly documented.

4.5.9   In view of the observations from paragraphs 4.5.6 to 4.5.8, the Panel stipulated as **pre-condition** that the Operator establishes measures for teaching staff appointments related to Chinese language

proficiency, appropriate to the Programme's designated MOI, to ensure effective and quality delivery of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 30 September 2025.

MSocSc-SS

4.5.10 The Operator provided the following information on the programme leadership and staffing resources for the Programme:
- Academic qualifications, relevant teaching experience and major roles and responsibilities of the key management of the Programme,
- The identified teaching staff of each module,
- Projected Student-to-Staff Ratio (SSR) for the Programme:

Academic Year	2026/27	2027/28	2028/29	2029/30	2030/31
SSR	22.4	26.3	26.3	26.3	26.3

4.5.11 Having reviewed the academic and professional qualifications, research credentials, and/or relevant work experience of the Programme Director and teaching staff, the Panel considered that there is adequate staffing capacity with competent programme leadership, teaching capability, and support skills to conduct the learning, teaching, and assessment designed for the programmes.

Both Programmes

4.5.12 The Panel noted that internal funding support for research is available, including:
- Grant for Research Support
- The University Research Start-up Fund
- The Strategic Development Grant
- Leave for Research Purposes
- External Research Funding Schemes

4.5.13 On the staff development provisions, the Operator provided policies and information demonstrating several measures in place, including:
- Attending External Courses, Seminars and Talks
- In-house Seminars/Workshops
- Academic Planning Retreats

4.5.14 Responding to the Panel's comment on how staff development activities are continuously improved across the Programmes, the Operator elaborated that staff development success is measured through participation rates, retention, career advancement, and performance reviews. Additionally, supervisors conduct one-on-one discussions to assess staff growth, ensuring continuous improvement and alignment with professional needs.

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.

Both Programmes

4.6.1 The University provided the Panel with Income and Expenditure Projections for the Programmes covering the period from 2026/27 to 2030/31. The Panel noted that the Programmes are projected to generate a financial surplus over this five-year period. Based on the financial information provided, the Panel considered that the operations of the Programmes are adequately supported in terms of financial resources and remain financially viable.

4.6.2 The University also presented the Panel with information on its learning, teaching, and enabling resources relevant to programme delivery. During the site visit, individual tours of facilities for each Programme were arranged. The Panel was introduced to lecture and tutorial classrooms, programme-specific laboratories, the library, student activity rooms, and student support facilities, which collectively support the delivery of the Programmes.

4.6.3 In addition to general teaching and learning facilities, the Panel observed that programme-specific laboratories and multimedia facilities are available to support specialised teaching and learning activities. Examples of facilities include:

For the MA-CH programme:
(i) The Multi- Media Editing Laboratory and Martin Ka Shing Lee Innovation Lab in the Creative Humanities Hub.
(ii) The Hang Seng University of Hong Kong Foundation – Gallery of the Hub will be used to exhibit module assignments and products of Capstone projects of students

(iii)   Computer laboratory and the Virtual Reality Centre to support digital humanities and distant reading components of the Programme.

For the MSocSc-SS programme:
(i)   The Centre for Public Policy Research
(ii)   Centre for Greater China Studies
(iii)   Institute for Youth Sustainability Leadership
(iv)   Research Centre for ESG

4.6.4   The Panel was also informed that an additional teaching venue, The Create, 15/F, M+ Building, West Kowloon Cultural District, No. 8 Austin Road West, Kowloon, will be made available for conducting certain specific modules where appropriate.

4.6.5   The Panel was provided with summary information on library holdings, subscriptions and planned acquisitions relevant to the Programmes, including journal subscriptions and electronic databases. The Panel considered that the University has sufficient library resources, including printed materials, online journals, and e-books, to comprehensively support the teaching and learning activities of the Programmes.

4.6.6   During the site visit, the Operator introduced the Panel to the e-resource subscriptions of the library, which are designed to support the learning and teaching activities of the Programmes. The Panel considered that these resources were deemed to be adequate and fit for purpose.

4.6.7   In consideration of the above information, the site visit, and discussions with representatives from senior management, the programme team, and relevant external stakeholders, the Panel opined that the Operator is able to provide appropriate and sufficient learning, teaching, and enabling resources to support the delivery of the Programmes.

4.7   **Programme Approval, Review and Quality Assurance**

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

Both Programmes

4.7.1 Responding to the Panel's initial comments regarding evidence of approvals related to the offering of the Programmes, the Operator provided extracts from meeting minutes. These included approval records from the Programme Development Committee, School Board, Graduate Studies Committee, and Academic Board.

4.7.2 The Operator also outlined the new programme proposal, development, and approval processes. To demonstrate that the Programmes are monitored and reviewed on an ongoing basis, the following evidence was provided:
(a) The report of the IRP meeting; and
(b) Reports of Module Vetters and the University's response to the Module Vetters' comments.

4.7.3 Having reviewed the above evidence, the Panel considered that the Programme had been duly vetted and monitored through each approval tier within the University's quality assurance mechanism and recommendations from the IRP and Module Vetters had been addressed and followed through.

4.7.4 The Panel was informed that ongoing review and monitoring measures in place are aligned with the principles outlined in the University's Quality Assurance (QA) Manual. The Panel observed that some practices varied between the two Programmes. For example, the MSocSc-SS programme schedules a minimum of three teaching team meetings per academic year, which serve as a platform for discussing programme-related challenges, sharing feedback, and proposing improvements. However, no similar arrangement was documented for the MA-CH programme.

4.7.5 During the site visit meeting with senior management, the Panel learned that operational flexibility allows individual programmes to adopt practices that best suit their operational needs, provided such practices adhere to the principles outlined in the QA Manual.

While recognising that operational flexibility across programmes is common, the Panel **recommended** the Operator to foster regular inter-departmental communication to facilitate the exchange of effective practices for programme monitoring and review, thereby driving continuous improvement.

4.7.6 The Panel noted that mechanisms are in place to collect feedback from various stakeholders. Students' evaluations and feedback on

modules and teaching are gathered at the end of each semester, while feedback on the overall programme learning experience is collected via the Graduate Exit Survey at the end of the final year. Feedback from staff, students, and external stakeholders such as External Examiners, advisors, and alumni is collected and documented in the Annual Programme Report. External Examiners' comments are recorded in the External Examiners' Reports, while feedback and recommendations from external advisors, both academic and industry-based, are captured in the IRP Report.

4.7.7   The Panel also noted the role of the University Staff-Student Consultative Committee (USSCC), a Standing Committee under the Academic Board (AB). The USSCC facilitates continuous improvement in teaching and learning through consultations between staff and students. It includes representatives from each programme and serves as a platform for addressing student concerns at the University level, as well as for reviewing issues raised by School-level committees.

4.7.8   Notwithstanding the recommendation outlined in paragraph 4.7.5, and in consideration of the information provided as well as discussions with representatives from relevant internal and external stakeholders, the Panel formed the view that the Operator has established an effective quality assurance system to monitor and review the development and performance of the Programmes on an ongoing basis.

5.   IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1   Variation and withdrawal of this Accreditation Report

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

5.1.2   HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the

standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

5.1.3   If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

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

5.2   **Appeals**

5.2.1   If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

5.2.2   If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3   The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4   Please refer to Cap. 592A (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 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 www.hkqr.gov.hk for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 56/46/01
24 June 2025
JoH/CQ/SkC/as/jof

The Hang Seng University of Hong Kong

**Learning Programme Accreditation for
Master of Arts in Creative Humanities
Master of Social Sciences in Social Sustainability**

23 – 25 April 2025

Panel Membership

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Emeritus Professor of Social Research
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* The Panel Secretary is also a member of the Accreditation Panel.

Graduate Profile of Master of Arts in Creative Humanities

Qualification Title	Master of Arts in Creative Humanities (MA-CH) 創意人文文學碩士
Qualification Type	Master's Degree
QF Level	6
Primary Area of Study and Training	Humanities
Sub-area (Primary Area of Study and Training)	Humanities
Other Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Other Area of Study and Training)	Fine Arts and Visual Arts
Programme Objectives (POs)	The Programme Objectives aims to: PO1 Impart advanced knowledge in Creative Humanities through the advanced studies of literature, film and art; 透過深入分析文學，電影和藝術，傳授創意人文的高階知識； PO2 Cultivate creative and critical thinking for assessing literature, film and art; 培養創意和批判性思維以評論文學、電影和藝術作品； PO3 Cultivate digital literacies through the production of video essays and other digital assignments; 透過多媒體習作培養學生的數字能力及素養； PO4 Impart practical knowledge of operations in the cultural and creative industries; and 傳授有關文化及創意產業營運的知識；及

	PO5 Cultivate a mindset in assessing global issues with innovation. 培養學生善用創新思維評估全球性議題。
Programme Intended Learning Outcomes (PILOs)	Upon completion of the Programme, students should be able to: PILO1 Synthesize the knowledge and theories in the field of Creative Humanities, specifically those pertinent to film, literature and art; 綜合創意人文研究與電影，文學和藝術有關的理論和知識； PILO2 Critically assess film, literature and artwork using the critical and creative thinking pertinent to Creative Humanities; 以嚴謹和創造性思維分析電影，文學和藝術作品； PILO3 Produce audiovisual essays for critically assessing film, literature and artwork; 以創意人文學為基礎製作影音作業，深入分析電影文學與藝術； PILO4 Distinguish the operations of different sectors in cultural and creative industries; and 辨別文化及創意產業各種部門的操作與營運；及 PILO5 Critically assess global issues with innovation. 以創新思維評估全球性問題。
Education Pathways	Graduates of the Programme are eligible to apply for doctoral programmes both local and overseas to advance their intellectual pursuit. Examples are as follows: • MPhil/PhD in Cultural Studies, CUHK • MPhil/ PhD in Comparative Literature/ Gender Studies/ Sociology, HKU • MPhil/PhD in Humanities, HKUST • MPhil/ PhD, Film Academy, HKBU • PhD in Creative Media, CityUHK • MPhil/ PhD in Urban Studies/ Cultural Studies/ Visual Studies, LU • MPhil/ PhD in Cultural and Creative Arts/ Literature and Cultural Studies, EdUHK

Employment Pathways	Graduates may take up the following positions: 1. Copywriter/ Content writer/ Journalist 2. Event Assistant/Manager 3. Editorial Assistant 4. Administrative Assistant 5. Public Relations/Communication Officer 6. Production Assistant Potential employers include: 1. Production houses in film and digital entertainment 2. Government-funded bodies in arts and culture 3. Publishing houses 4. Advertising/marketing agencies 5. Theatre companies
Minimum Admission Requirements*	1. Hold a bachelor's degree from a recognised university or equivalent; 2. Fulfil one of the following Chinese language proficiency requirements: • Hold a recognised degree in which the medium of instruction is Chinese; or • Level 3 in Chinese Language of HKDSE; or • Chinese Language at JEE ≥100; or • Level 5 (第五級) in Hanyu Shuiping Kaoshi (HSK) (漢語水平考試); or • Other equivalent qualifications in Chinese language; and 3. Applicants are required to attend an interview to demonstrate their suitability for the Programme.
Graduation Requirements	To be eligible for the award of the Master of Arts in Creative Humanities, students are required to: 1. complete and obtain a Grade D or above in at least 24 credits, including all core modules and three electives; and 2. obtained a minimum cumulative GPA of 2.0.
Operator	The Hang Seng University of Hong Kong 香港恒生大學

Graduate Profile of Master of Social Sciences in Social Sustainability

Qualification Title	Master of Social Sciences in Social Sustainability 社會可持續發展社會科學碩士
Qualification Type	Master's Degree
QF Level	6
Primary Area of Study and Training	Social Sciences
Sub-area (Primary Area of Study and Training)	Social and Behavioural Sciences
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable
Programme Objectives (POs)	The Programme aims to: PO1 Cultivate students' theoretical perspectives in the social sciences necessary for understanding complex social sustainable challenges; PO2 Enrich students' knowledge of local and global social sustainability issues; PO3 Develop students' knowledge of research principles and methodologies relevant to studies of social sustainability; PO4 Foster students' capacity to engage in dialogue with actors in the public, private and social sectors about the social challenges set out by the UN sustainable development goals; and

	PO5 Enrich students' analytical skills for evaluating and developing solutions to social sustainability issues with ethical considerations.
Programme Intended Learning Outcomes (PILOs)	Upon completion of the Programme, students should be able to: PILO1 Employ analytical and theoretical perspectives to identify and conceptualise social sustainable challenges; PILO2 Demonstrate knowledge of local and global social sustainability issues; PILO3 Apply knowledge and research skills to analyse and evaluate real-world social challenges; PILO4 Examine a wide range of social sustainability issues to foster discussions among specialist and non-specialist audiences using a range of written, oral and visual means; and PILO5 Analyse and develop strategies to a broad range of social sustainability issues that take in ethical considerations.
Education Pathways	Students can pursuit further studies at MPhil or PhD levels in various fields including environmental, social and governance (ESG), sustainability studies, social development, social policy, circular economy and sociology.
Employment Pathways	Graduates of the Programme may assume the following occupations: Public Sector: • Career civil servants • Administrative/Executive officers • Research officers/Senior research assistants • Educators Business Sector: • ESG officers/consultants • Business analysis professionals (ESG)

	Third Sector and Others:
	• Community development officers
	• Journalists
	Potential employers of graduates of the Programme may include:
	Public Sector:
	• Government/Public affairs
	• Education and research institutions
	Business Sector:
	• Private companies – banking and finance, consultancy firms, corporate branding specialist, corporate foundations
	• Policy consultancy
	• Public relations
	Third Sector and Others:
	• Non-governmental organizations (NGO)
	• Social enterprises
	• Think tanks
	• Community service organizations
	• Journalism/Mass media
Minimum admission requirements*	1. A bachelor's degree from a recognised university or equivalent;
	2. Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university/tertiary institution where English is the medium of instruction: TOEFL ≥ 550 (paper-based), ≥ 79 (Internet-based); IELTS ≥ 6.0; CET 6 ≥ 430; TEM-4 ≥ 70; and
	3. Applicants are required to attend an interview to demonstrate their suitability for the Programme.
Graduation Requirements	To be eligible for the award of the Master of Social Sciences in Social Sustainability, students are required to:
	1. obtained a Grade D or above on at least 24 credits (8 modules), including all core modules and 4 elective modules; and
	2. obtained a cumulative GPA of at least 2.0.

| Operator | The Hang Seng University of Hong Kong
香港恒生大學 |