



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

ACCREDITATION REPORT

THE HANG SENG UNIVERSITY OF HONG KONG

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF SCIENCE (HONOURS) IN
APPLIED COMPUTING
BACHELOR OF SOCIAL SCIENCES (HONOURS) IN
ASIAN STUDIES**

JANUARY 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1093), 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 Re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Science (Honours) in Applied Computing and Bachelor of Social Sciences (Honours) in Asian Studies of the Operator (with specifications below) meet the stated objectives and the Hong Kong Qualifications Framework (QF) standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Stream(s) leading to distinctive awards, if any	Claimed QF level
Bachelor of Science (Honours) in Applied Computing 計算機應用(榮譽) 理學士	Bachelor of Science (Honours) in Applied Computing 計算機應用(榮譽) 理學士	Full- time	4 years	N/A	5
Bachelor of Social Sciences (Honours) in Asian Studies 亞洲研究(榮譽)社 會科學學士	Bachelor of Social Sciences (Honours) in Asian Studies 亞洲研究(榮譽)社 會科學學士	Full- time	4 years	N/A	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Science (Honours) in Applied Computing (BSc-AC) programme meets the stated objectives and QF standards at Level 5, and that, subject to the fulfilment of the condition set out below, the Bachelor of Social Sciences (Honours) in Asian Studies (BSocSc-AS) programme meets 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.

2.2 Validity Period

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

2.3 The determinations on the Programmes are specified as follows:

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	Bachelor of Science (Honours) in Applied Computing 計算機應用(榮譽)理學士	Bachelor of Social Sciences (Honours) in Asian Studies 亞洲研究(榮譽)社會科學學士
Title of Qualification (Exit Award)	Bachelor of Science (Honours) in Applied Computing 計算機應用(榮譽)理學士	Bachelor of Social Sciences (Honours) in Asian Studies 亞洲研究(榮譽)社會科學學士
Primary Area of Study and Training	Computer Science and Information Technology	Social Sciences
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology	Social and Behavioural Sciences
Other Area of Study and Training	Not Applicable	Humanities

Sub-area (Other Area of Study and Training)	Not Applicable	Humanities
Industry	Not Applicable	
Branch	Not Applicable	
QF Level	Level 5	
QF Credits	552	538
Mode of Delivery and Programme Length	Full-time: 4 years	
Intermediate Exit Award	Not Applicable	
Start date of Validity Period	1 September 2026	
End date of Validity Period	31 August 2031	
Number of Enrolments	One enrolment per year	
Maximum Number of New Students	Year 1 entry - 70 students per year Year 3 entry – 30 students per year	Year 1 entry – 40 students per year Year 2 entry – 10 students per year Year 3 entry – 30 students per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Address of Teaching Venue	Hang Shin Link, Siu Lek Yuen, Shatin, N.T., Hong Kong	

2.4 Condition

2.4.1 Pre-condition

BSocSc-AS

2.4.1.1 The Operator is to review and revise the Programme Intended Learning Outcomes (PILOs) to ensure they are coherent, clearly articulated, measurable, and in alignment with the updated programme structure.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of this pre-condition on or before 30 April 2026. (Paragraph 4.1.20)

2.5 Recommendations

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

Both Programmes

- 2.5.1 The Operator should enhance the clarity and transparency of the mapping of grade descriptions (A to F) to numerical marks (0 to 100) to ensure that students are clearly informed about these mappings and associated rubrics. (Paragraph 4.4.13)
- 2.5.2 The Operator should implement proactive intervention measures, in addition to the existing departmental alert practices, to manage the number of students who exceed the normal study duration. (Paragraph 4.6.9)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes 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 the 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 2025/26 academic year (AY), the University offers 29 bachelor's degree programmes accredited at QF Level 5 and 17 master's degree programmes accredited at QF Level 6.

- 3.2 The University commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) exercise for the Bachelor of Science (Honours) in Applied Computing and the Bachelor of Social Sciences (Honours) in Asian Studies (the Programmes). HKCAAVQ formed an expert Panel for this Re-LPA exercise (Panel Membership at Appendix 1), and a site visit by the Panel was conducted at the University's campus from 5 to 7 November 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.3, 1 April 2025)* was the guiding document for the University and the Panel in conducting this exercise.
- 3.3 In consideration of HSUHK's track record established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, HSUHK is not required to provide the following information in the *submission documents* of the BSc-AC and BSocSc-AS programmes for demonstration of meeting the respective accreditation standards.

Domain of Competence	Information Not Required
LPA-6 Learning, Teaching and Enabling Resources/ Services	Information on university-wide student support services is not required, except for services specific to supporting non-local students if the programme expects to have a portion of such students.
LPA-7 Programme Approval, Review and Quality Assurance	Information on university-wide quality assurance process and mechanism is not required.

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.

BSc-AC

4.1.1 The BSc-AC programme is hosted by the Department of Computer Science under the School of Decision Sciences of the Operator.

4.1.2 The Operator provided the following relevant information to demonstrate the intended learning outcomes meet the QF standards at Level 5:

- 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 5; 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 BSc-AC programme was last accredited in 2021, and the Operator confirmed that there was no change to the POs and PILOs since the last accreditation exercise. The POs and PILOs are set out as follows:

POs

- PO 1 develop students' creativity, critical thinking, analytical ability and problem-solving skills in a multi-disciplinary environment;
- PO 2 cultivate students' interpersonal and communication skills in preparation for them to take up leading roles in their careers;
- PO 3 encourage students to learn independently and think critically, and to become autonomous learners for life-long learning;
- PO 4 provide students with a solid foundation of the conceptual,

theoretical and practical knowledge in the field of computer software development supplemented with knowledge from arts, humanities and business;

- PO 5 develop students' ability to produce efficient and reliable IT solutions with due consideration of related ethical issues;
- PO 6 develop students' ability to produce human-centred designs with visually appealing user-interface, functionality, usability, user-friendliness and positive customer experience; and
- PO 7 enhance student's awareness of art, culture and marketing in the practice of user experience design.

PILOs

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

- PILO 1 address professional and personal challenges through the application of multi-disciplinary knowledge acquired;
- PILO 2 communicate effectively in academic and business-related contexts, and in a team with effective social and interpersonal skills;
- PILO 3 learn independently and think critically, and manage independent lifelong learning;
- PILO 4 apply knowledge and theories to solving computing problems in the software, business and creative industries;
- PILO 5 produce efficient and reliable IT solutions with good documentation practice and due consideration of related ethical issues;
- PILO 6 produce human-centred designs with visually appealing user-interface, functionality, usability, user-friendliness and positive customer experience; and
- PILO 7 take into account art, culture and marketing considerations in the practice of user experience design.

- 4.1.4 The Operator conducted an annual student learning experience survey to assess students' progress in achieving the PILOs and desired graduate attributes (iGPS). In addition, an annual graduate exit survey is conducted to collect students' feedback on the overall learning experience at the University in relation to achievement of the PILOs and iGPS. The Panel noted that the latest results from both surveys were overall satisfactory.

- 4.1.5 The Operator also provided the survey results of an alumni survey, which evaluated the extent to which graduates felt the BSc-AC programme has equipped them to achieve the PILOs. The survey findings indicated that graduates generally perceived that the Programme supported their attainment of the PILOs.
- 4.1.6 A graduate employment survey to gather information on graduates' employment status is conducted on a yearly basis. Survey results from Graduate Year 2020 to Graduate Year 2023 for employment and further studies demonstrated increasing recognition of the Programme in the job market and among tertiary institutions.
- 4.1.7 The Panel noted that the Operator proposed updates to the programme structure, as outlined in paragraphs 4.3.2 to 4.3.4, to address the changing educational needs identified during the previous validity period. Having reviewed the proposed updates and the prevailing PILOs, the Panel considered that the alignment between the updated programme structure and PILOs was generally evident.
- 4.1.8 The Panel was given to understand that the Operator checked alignment between MILOs and PILOs by mapping the MILOs of each module to the corresponding PILOs. During site visit meetings, the Panel shared the view that the coherence and measurability of the PILOs could be further enhanced during the process of updating the programme structure. Consequently, the Panel **advised** the Operator to regularly review and revise the PILOs to ensure their coherence and measurability in relation to any future updates made in programme structure.

BSocSc-AS

- 4.1.9 The BSocSc-AS programme is hosted by the Department of Social Science under the School of Humanities and Social Science of the Operator.
- 4.1.10 The Operator provided the following relevant information to demonstrate the intended learning outcomes meet the QF standards at Level 5:
- The mapping of POs and PILOs;
 - The mapping of constituent modules and PILOs;
 - The mapping of constituent modules and GLDs for QF Level 5; and
 - Module outlines of all modules, with information on module description, MILOs, teaching, learning and assessment activities.

4.1.11 The BSocSc-AS programme was last accredited in 2021. The Operator has revised the PILOs during this accreditation exercise. The updated POs and PILOs of the programme are set out as follows:

POs

- PO 1 encourage students to think independently and creatively, and to become autonomous learners for life-long learning;
- PO 2 cultivate students' interpersonal and communication skills in preparation for them to take up leading roles in their careers;
- PO 3 instil in students a strong sense of social responsibility and high commitment to be upright citizens and appreciate cultural diversity in multi-cultural contexts;
- PO 4 provide students with a solid foundation of the theoretical and practical knowledge required in the area of social sciences with humanities in Asian contexts;
- PO 5 enhance students' global and regional awareness through comparing similarities and differences among countries inside and outside Asia;
- PO 6 nurture students' analytical skills through exploring various contemporary problems and consolidating their knowledge of Asian societies; and
- PO 7 hone students' critical research and problem solving skills to develop innovative solutions in intellectual and professional contexts across Asia.

PILOs*

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

- PILO 1 critically analyse and explore complex information, ideas and concepts and take different perspectives to solve problems independently;
- PILO 2 possess effective social and interpersonal skills to work with others, and establish and manage productive relationships to enhance individual and team collaborations;
- PILO 3 evaluate own contributions and responsibilities in becoming responsible employees in a multi-cultural environment;
- PILO 4 analyse the social, political, cultural, historical and economic development in Asian societies;

- PILO 5 evaluate transformation patterns of Asian regions and beyond;
- PILO 6 apply theories, concepts and research methodologies in social sciences with humanities to examine issues, situations and problems in Asian contexts; and
- PILO 7 conduct research on issues and problems faced by Asian societies from multidisciplinary perspectives.

** Note: The PILOs are subject to revision upon the fulfilment of Pre-condition stipulated in paragraph 4.1.20.*

- 4.1.12 The Operator conducted an annual student learning experience survey to assess students' progress in achieving the PILOs and iGPS. In addition, an annual graduate exit survey is conducted to collect students' feedback on the overall learning experience at the University in relation to achievement of the PILOs and iGPS. The Panel noted that the latest results from both surveys were overall satisfactory.
- 4.1.13 The Operator also conducted an annual graduate employment survey to gather information on graduates' employment status. Survey results of Graduate Year 2023 indicated that the top employment sector was Community and Social Services and the top job nature was administration and management.
- 4.1.14 The Panel noted that the Operator proposed updates to the programme structure, as outlined in paragraphs 4.3.9 to 4.3.12, to address the changing educational needs identified during the previous validity period. Furthermore, the PILOs have been revised in relation to the updated programme structure.
- 4.1.15 During the site visit meetings, the Panel reiterated the importance of ensuring that the PILOs, particularly those pertaining to aspects of Asian studies, are properly aligned with the proposed updates of the programme structure.
- 4.1.16 Responding to the Panel's initial comment regarding the unclear articulation of the PILOs articulation with the key focus of the Programme, specifically the overlapping academic scope of PILO4 with that of PILO5, and similarly, the scope of PILO6 with that of PILO7, the Operator explained that the existing PILOs are designed to reflect a progression from analysis to evaluation (PILO4 to PILO5) and from application to research (PILO6 to PILO7). This progression aims to integrate the disciplines of social sciences and humanities, equipping graduates with theoretical, analytical, and practical

competencies to address complex issues through a multidisciplinary perspective.

- 4.1.17 At the site visit meeting, the Panel observed that over 65% of the Asian Studies related modules in the updated programme structure are mapped to all seven PILOs, and expressed concern about the clear articulation and measurability of the PILOs in relation to the updated programme structure.
- 4.1.18 Responding to the Panel's concern, the Operator explained that individual module coordinators appeared ambitious in seeking to cover all the PILOs within their respective modules. As a result, the narrative of the PILOs, including those related to Asian Studies, was intentionally designed to remain relatively generic.
- 4.1.19 During the site visit meetings, the Panel reiterated that their primary concern was ensuring that the PILOs and the newly introduced specialisations demonstrate coherence and a meaningful academic experience for each individual student.
- 4.1.20 Based on the observations in paragraphs 4.1.16 to 4.1.19, as well as those relating to the updated programme structure outlined in paragraphs 4.3.9 to 4.3.12, the Panel stipulated the following Pre-condition to ensure the coherence, clear articulation, and measurability of the PILOs, and their alignment with the updated programme structure:

Pre-condition

The Operator is to review and revise the Programme Intended Learning Outcomes (PILOs) to ensure they are coherent, clearly articulated, measurable, and in alignment with the updated programme structure.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of this pre-condition on or before 30 April 2026.

Both Programmes

- 4.1.21 In consideration of the above information, discussions with representatives from relevant stakeholders, and subject to the fulfilment of the pre-condition set out in paragraph 4.1.20, the Panel considered that the programmes have objectives that address the

community and educational needs, with intended learning outcomes that meet the QF standards at 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.

BSc-AC

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

Admission of Year 1 Students

- *Hong Kong Diploma of Secondary Education (HKDSE) Examination*

Level 3 or above in Chinese Language and English Language, Level 2 or above in Mathematics, “Attained” in Citizenship and Social Development and one elective subject*.

* The minimum requirements of elective subject are: Category A (Mathematics Extended Part exclusive): Level 2; Category B (Applied Learning): Attained; Category C (Other Languages): Minimum proficiency level of respective language examinations accepted by Hong Kong Examinations and Assessment Authority (HKEAA).

- *General Certificate of Education (GCE) A-Level Examination*
Passes in 2 A-Level subjects, excluding Chinese.
- *International Baccalaureate Diploma Programme*
24 points (including 3 subjects at Higher Level and 3 at Standard Level, 12 points or above to be obtained from subjects at Higher Level), i.e., completion of IB Diploma.
- *SAT Qualification*
A minimum of 1650 on SAT Reasoning Test (prior to March 2016) or 1190 on Redesigned SAT (From March 2016); and secondary school examination results may be considered apart from the SAT score.

Admission of Year 3 Students

Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average of 2.5 or equivalent.

- 4.2.2 The Panel noted that the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) quota for the Programme has been reduced from 60 to 55 in AY 2025/26. On the other hand, the Operator proposed to increase the maximum number of Year 1 student admission from 60 to 70 per year. Responding to the Panel's initial comments regarding the reduction in SSSDP quota, the Operator explained that the adjustment is part of a budget-saving measure implemented by the Education Bureau (EDB) across most SSSDP programmes. The Operator also presented statistics on Year 1 student admissions from AY 2021/22 to AY 2025/26, which show a steady increase in enrolment over the past three years. The Panel further noted that non-SSSDP subsidised Year 1 student enrolments accounted for approximately 30% of the total Year 1 enrolments in AY 2025/26.
- 4.2.3 The Operator also elucidated a range of promotional campaigns to enhance programme visibility in order to achieve the proposed increase in student numbers, including seat-back stickers and panels on public transportation, as well as targeted social media outreach. A new promotional video currently in production will further emphasise the professional relevance of the Programme by featuring faculty members and highlighting the vibrant academic environment. Having reviewed the above evidence, the Panel considered that the proposed increase in Year 1 students is acceptable.
- 4.2.4 Responding to the Panel's initial comments on the assessment of interview performance for admission interviewees, the Operator explained that admission priority is based on a composite score combining academic results and interview performance. As interviews are optional, which is in line with the University's admission policy, no minimum score is required. Nonetheless, all applicants must satisfy the minimum admission requirements, as outlined in paragraph 4.2.1, for the respective Year 1 and Year 3 intakes.

- 4.2.5 During the site visit meeting, the programme management explained that one of the key objectives of the admission interview assessment is to introduce the distinctive features and unique aspects of the Programme to interviewees, rather than using it as a primary selection measure. Consequently, the weighting of interview performance is therefore less significant compared to the academic requirements.
- 4.2.6 Having reviewed the overall admission procedures, the Panel considered that they are effective in assessing whether applicants meet the minimum admission requirements. To further enhance the transparency and effectiveness of the admission assessment process, the Panel opined that the minimum admission requirements for the Programme and the objectives of the admission interview should be clearly outlined and communicated to both staff and prospective learners. The Panel therefore **advised** the Operator to clearly communicate the objectives and weighting of the admission interview assessment to all relevant stakeholders.

BSocSc-AS

- 4.2.7 The minimum admission requirements of the Programme are as follows:

Admission of Year 1 Students

- *Hong Kong Diploma of Secondary Education (HKDSE) Examination*
Level 3 or above in Chinese Language and English Language, Level 2 or above in Mathematics, “Attained” in Citizenship and Social Development and one elective subject*.
- * The minimum requirements of elective subject are: Category A (Mathematics Extended Part exclusive): Level 2; Category B (Applied Learning): Attained; Category C (Other Languages): Minimum proficiency level of respective language examinations accepted by Hong Kong Examinations and Assessment Authority (HKEAA).
- *General Certificate of Education (GCE) A-Level Examination*
Passes in 2 A-Level subjects, excluding Chinese.
- *International Baccalaureate Diploma Programme*
24 points (including 3 subjects at Higher Level and 3 at Standard

Level, 12 points or above to be obtained from subjects at Higher Level), i.e., completion of IB Diploma.

- *SAT Qualification*
A minimum of 1650 on SAT Reasoning Test (prior to March 2016) or 1190 on Redesigned SAT (From March 2016); and secondary school examination results may be considered apart from the SAT score.

Admission of Year 2 Students

Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average normally of 2.3 or equivalent.

Admission of Year 3 Students

Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average of 2.5 or equivalent.

- 4.2.8 Responding to the Panel's initial comments on admission interview assessment process, the Operator provided detailed rubrics and acceptance thresholds for the Panel's review.
- 4.2.9 The Operator elaborated that the interview assessment process evaluates various attributes of potential candidates, including English proficiency, logical thinking, a basic understanding of Asia, and the ability to identify regional and global challenges. Specifically, ten individual attributes are assessed using a 4-point scale, which serves as a guide for interviewers during their evaluations.
- 4.2.10 During the site visit meeting, the programme management further clarified that one of the key objectives of the admission interview assessment is to introduce the Programme's distinctive features and unique aspects to the interviewees. Additionally, interviewers place particular emphasis on evaluating certain critical attributes of potential candidates, for example, the English language proficiency.

- 4.2.11 Having reviewed the overall interview process, along with the detailed rubrics and acceptance thresholds provided, the Panel considered that the interview process is effective in recruiting students who possess the requisite skills and knowledge to undertake the programme.

Both Programmes

- 4.2.12 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 upholding the credibility and recognition of the qualifications.
- 4.2.13 Responding to the Panel's initial comments on non-standard admission quota, the Operator confirmed that the Operator's programmes will abide by the prevailing policy and cap the non-standard admission quota accordingly.
- 4.2.14 Notwithstanding the advice stated in paragraph 4.2.6, based on the above information and the discussions with the representatives of relevant internal and external stakeholders, the Panel considered that the minimum admission requirements are clearly outlined for staff and prospective students. The minimum admission requirements and the student selection process are appropriate for the recruitment of students with the necessary skills and knowledge to undertake the Programmes.

4.3 Programme Structure and Content

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

BSc-AC

4.3.1 The BSc-AC programme is a four-year full-time bachelor's degree programme. It includes four study areas, namely i) Applied Computing, ii) Common Core Curriculum, iii) Business Education, and iv) Free Elective. The Programme carries 552 QF credits, and the maximum period of study is six years for Year 1 entry and four years for Year 3 entry.

4.3.2 The Panel noted that the Operator has proposed several key changes to the programme structure, as follows:

- Applied Computing modules:
 - Core modules have increased by two, from 15 to 17,
 - Elective modules have increased by one, from 4 to 5
- Common Core modules: Reduced by one, from 10 to 9
- Free elective modules: Reduced by one, from 3 to 2

The total number of modules in the Programme therefore has increased by one, from 40 to 41.

4.3.3 The Panel also noted that three specialisations will be introduced, namely i) Software Engineering, ii) Artificial Intelligence and Machine Learning, and iii) UI/UX Design.

4.3.4 A specialisation is awarded upon the completion of at least five modules in the chosen area. Students have the option to pursue more than one specialisation, provided that modules are not double-counted. Alternatively, students may opt for no specialisation.

4.3.5 In view of the observations outlined in paragraphs 4.3.2 to 4.3.4, and to further enhance the coherence and measurability of PILOs during future updates to the programme structure, the Panel offered advice as outlined in paragraph 4.1.8.

4.3.6 The updated programme structure and module list are outlined below:

Study Area	Core (HSUHK Credits)	Elective (HSUHK Credits)	Total (HSUHK Credits)	QF Credits
1. Applied Computing	17 (54)*	5 (15)	22 (69)*	552
2. Common Core Curriculum	9 (24)	6 (18)	15 (42)	
(i) <i>FuturEdge Programme</i>	1 (3)	6 (18)	7 (21)	
(ii) <i>Languages</i>				
<i>Chinese</i>	3 (9)	-	3 (9)	

<i>English</i> [^]	4 (9)	-	4 (9)	
<i>(iii) IT Skills</i>	1 (3)	-	1 (3)	
3. Business Education	2 (6)	-	2 (6)	
4. Free Elective	-	2 (6)	2 (6)	
Total	28 (84)	13 (39)	41 (123)	552

* COM4101 Senior Project carries 6 credits, which is a 2-semester long module

[^] Each module carries 3 credits, except that ENG1001 University English (I), ENG1002 University English (II), and ENG2001 English for Academic Purposes have 2 credits each.

4.3.7 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.

BSocSc-AS

4.3.8 The BSocSc-AS programme is a four-year full-time bachelor's degree programme. It includes four study areas, namely i) Asian Studies, ii) Common Core Curriculum, iii) Business Education, and iv) Free Elective. The Programme carries 538 QF credits, and the maximum period of study is six years for Year 1 entry, five years for Year 2 entry and four years for Year 3 entry.

4.3.9 The Panel noted that the Operator has proposed several key changes to the structure of the Programme, as follows:

- Replacing the Core module *ASI2002 Philosophy and Public Affairs in Asia* by *ASI2005 Sustainability in Asia*
- Adding 10 new Major Elective modules
- Removing 6 existing Major Elective modules

Despite these changes, the total number of modules in the Programme remains the same as in the previous validity period.

4.3.10 The Panel also noted that three specialisations will be introduced, namely i) China Studies, ii) Japan Studies, and iii) Korea Studies.

4.3.11 Students may claim up to two specialisations upon graduation by completing 15 credits (including at least 9 credits at Level 3 or above) in each specialisation area with a minimum cGPA of 2.0. The required credits may also be fulfilled through elective modules, with up to 6 credits transferable or exempted, subject to approval.

4.3.12 The Operator elaborated that the newly established specialisations in China, Japan, and Korea Studies respond to the global economic significance of these regions and align with strong student interest. These specialisations aim to equip graduates with cultural literacy, region-specific knowledge, and industry-aligned competencies to meet market demands.

4.3.13 In view of the observations in paragraphs 4.3.9 to 4.3.12 and the observations on the PILOs in paragraphs 4.1.16 to 4.1.19, the Panel stipulated a pre-condition in paragraph 4.1.16 to ensure the coherence, clear articulation, and measurability of the PILOs, as well as their alignment with the updated programme structure.

4.3.14 The updated programme structure and module list are outlined below:

Study Area	Core (HSUHK Credits)	Elective (HSUHK Credits)	Total (HSUHK Credits)	QF Credits
1. Asian Studies	8 (24)*	11/12 (36)#	19/20 (60)	538
2. Common Core Curriculum	10 (27)	6 (18)	16 (45)	
(i) <i>Generic Competency</i>	9 (24)	-	9 (24)	
• <i>Chinese</i>	3 (9)	-	3 (9)	
• <i>English</i>	4 (9)	-	4 (9)	
• <i>Quantitative Methods</i>	1 (3)	-	1 (3)	
• <i>IT Skills</i>	1 (3)	-	1 (3)	
(ii) <i>FuturEdge Programme</i>	1 (3)	6 (18)	7 (21)	
3. Business Education	2 (6)	-	2 (6)	
4. Free Electives	-	3 (9)	3 (9)	
Total	20 (57)	20/21 (63)	40/41 (120)	538

* Students will take either ASI4500 Seminar on Asian Studies (3 credits) or ASI4900 Senior Thesis (6 credits). Pre-requisite for ASI4900 is cGPA \geq 3.3.

Students who take ASI4500 Seminar on Asian Studies will be required to take an additional Major Elective.

4.3.15 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

4.3.16 At the meetings with programme management and teaching staff, the Panel sought the Operator's views regarding the sufficiency of meaningful specialisation, given that each specialisation requires the completion of only five specialised modules. The Operator explained that these optional specialisations will not be specified on students' graduation certificates but will instead be indicated on their transcripts. The main objectives of the specialisations are to enable students to engage more deeply in targeted fields, build portfolios of in-demand skills, and enhance employability in line with their career and further study plans.

4.3.17 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 Programmes 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.

BSc-AC

4.4.1 To be eligible for the award of the Bachelor of Science (Honours) in Applied Computing, students are required to:

- i. obtained a Grade D or above on at least 123 credits (41 modules), including all core and elective modules according to the curriculum structure of the programme and cohorts within the normative/maximum period of study;
- ii. obtained a cumulative GPA of at least 2.0;
- iii. fulfilled the language competency exit requirement; and
- iv. fulfilled the requirements of iGPS Unit and College Assembly within the course of the Programme.

BSocSc-AS

4.4.2 To be eligible for the award of the Bachelor of Social Sciences (Honours) in Asian Studies, students are required to:

- i. obtained a Grade D or above on at least 120 credits (41[^] modules), including all core and elective modules according to the curriculum structure of the programme and cohorts within the normative/maximum period of study;
- ii. obtained a cumulative GPA of at least 2.0;
- iii. fulfilled the language competency exit requirement;
- iv. fulfilled the requirements of iGPS Unit and College Assembly within the course of the Programme; and
- v. fulfilled the outbound learning experience requirement.

[^]40 modules if students choose to take ASI4900 Senior Thesis, which consists of 6 credits

- 4.4.3 The Panel noted that the programme offers elective modules in four Asian Studies languages: Japanese, Korean, Bahasa Indonesia, and Vietnamese. For Japanese and Korean, five levels of modules (Levels I to V) are offered, while for Bahasa Indonesia and Vietnamese, only two levels (Levels I and II) are available.
- 4.4.4 During the site visit, graduates and current students shared with the Panel that, although five levels of popular language modules are included in the elective list, the advanced-level modules (i.e., Levels IV and V) were not always available within the intended study duration of individual students.
- 4.4.5 At the meeting with programme management, the Panel was informed that Levels I to III of Japanese and Korean modules are in high demand, and the Operator typically offers these modules each semester. However, demand for the advanced-level modules is relatively lower, partly due to the fact that students must meet language proficiency prerequisites to enrol in advanced-level modules. Consequently, the Operator decides whether to offer these modules based on student demand and staffing resources in each semester.
- 4.4.6 The Panel considered that scheduling advanced-level language elective modules based on overall student demand and optimal allocation of staffing resources is a common practice. To enhance information transparency and help students better manage their study plans, the Panel **advised** the Operator to clearly communicate to students the levels of language modules that will be available to them during the intended study duration. This would enable students to make well-informed decisions when selecting elective language modules as part of their academic progression.

Both Programmes

- 4.4.7 The Programmes include a variety of learning and teaching activities, such as lectures, tutorials, guest lectures, small group teaching, oral presentations, group and individual projects, guided reading, and field studies. The Medium of Instruction for the Programmes is English.
- 4.4.8 The Panel reviewed the assessment tools for sample modules and considered that they assess the attainment of the intended learning outcomes effectively by demonstrating relevant academic standards and QF standards at QF Level 5.
- 4.4.9 The typical class size for various types of modules is as follows:

Module Types	Class Size
All Modules except Language and Practice-based Modules*	40
Language Modules	25
Practice-based Modules	40

* Computer lab-based modules normally have a class quota 35.

- 4.4.10 The Panel observed a clear mapping of grade descriptions (A to F) to grade points (4.00 to 0). In response to the Panel's initial comments regarding how these grades are mapped to overall numerical marks (100 to 0) to substantiate the attainment of intended learning outcomes and validate the assessment process, the Operator clarified that grade-to-mark mappings vary across modules. This variability is due to outcome-based assessments and differences in module content across years, making a universal scale impractical. Having said that, each Module Coordinator develops grade-to-mark mappings using established rubrics to ensure alignment with the intended learning outcomes, while teaching staff may design their own rubrics when appropriate.
- 4.4.11 The Operator elaborated that Module Coordinators are responsible for ensuring consistent and objective marking. They discuss marking schemes with the module team and implement moderation as necessary. Furthermore, Module Coordinators submit module outlines, assessment details, and grade distributions to the Department/School Examinations and Assessment Committee for approval, ensuring compliance with academic standards.

- 4.4.12 Having reviewed the assessment development and approval process, the Panel considered that the assessment activities are effective in delivering programme content and evaluating the attainment of the intended learning outcomes.
- 4.4.13 During the meeting with the programme management, the Panel shared an observation that students may receive different numerical marks for the same grades and grade points in different modules taken within the same semester. Therefore, the Panel **recommended** that the Operator should enhance the clarity and transparency of the mapping of grade descriptions (A to F) to numerical marks (100 to 0) to ensure that students are clearly informed about these mappings and associated rubrics.
- 4.4.14 The Panel noted that a student who fulfils the graduation requirements will be awarded a Bachelor's Degree with one of the following classifications:

Award Classification	Minimum Cumulative GPA
First Class Honours	3.50
Second Class Honours Division I	3.00
Second Class Honours Division II	2.70
Third Class Honours	2.30
Pass	2.00

- 4.4.15 Notwithstanding the advice and recommendation stated in paragraph 4.4.6 and paragraph 4.4.13 respectively, based on the review of the above information and the discussions with the representatives from the programme management team, teaching staff and other external stakeholders, the Panel formed the view that the learning, teaching and assessment activities designed for the Programmes are appropriate in consideration of the programme objectives and content, and are effective in assessing students' attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the

quality delivery of the programme.

BSocSc-AS

- 4.5.1 Responding to the Panel's initial comments on staffing resources for Taiwan, Korea, and Japan, the Operator explained that the current teaching team comprises one faculty member specialising in Taiwan, three staff members focused on Japan (one of whom also covers Korea), and two part-time staff members teaching Korean language and culture. In AY 2025/26, a new teaching staff member specialising in Japan/Korea migration and student mobility joined the team, further strengthening regional coverage. To support the programme's growth, the Operator also plans to recruit two additional faculty members.

Both Programmes

- 4.5.2 The Operator provided the following information on the programme leadership and staffing resources for the Programmes:
- Academic qualifications, relevant teaching experience and major roles and responsibilities of the key management of the Programme;
 - The identified teaching staff of each module; and
 - Projected Student-to-Staff Ratio (SSR) for the Programmes
- 4.5.3 After reviewing the Staffing Plan 2025/26–2029/30 of the Programme, the Panel considered that these provisions are able to enhance the quality and effectiveness of staff in fulfilling their roles.
- 4.5.4 The Operator has adopted a strategy of bringing in both experienced academics and young scholars; and in addition, experienced professionals from the relevant industries. The followings are the targeted groups of candidates to form a strong academic team:
- (a) Experienced Academics;
 - (b) Young Scholars;
 - (c) Retired Professors;
 - (d) Professionals from Industry; and
 - (e) Visiting Scholars.
- 4.5.5 Having reviewed the academic and professional qualifications, research credentials, and/or relevant work experience of the Programme Directors 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.

- 4.5.6 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; and
 - External Research Funding Schemes.
- 4.5.7 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; and
 - Academic Planning Retreats.
- 4.5.8 The Panel has also reviewed the following relevant evidence provided by the Operator:
- A summary of staff development activities during the validity period;
 - A list of the academic and research activities conducted; and
 - A summary of publication as well as the funded research grant records.
- 4.5.9 In consideration of the above information and the discussions with relevant stakeholders, the Panel was of the view that the programme leadership and staffing are appropriate and the staff development activities of the Operator can ensure that teaching staff are kept updated for the quality delivery of the Programme.

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

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

Both Programmes

- 4.6.1 The University provided the Panel with Income and Expenditure Statements for the periods 2021/22 to 2023/24, as well as Income and Expenditure Projections for 2025/26 to 2029/30 and 2024/25 to 2028/29 for the BSc-AC programme and the BSocSc-AS programme, respectively. The Panel noted that both Programmes have

generated a financial surplus in the past three years, and are projected to continue to generate a financial surplus over these five-year periods. Based on the financial information provided, the Panel concluded that the Programmes are adequately supported in terms of financial resources and remain financially viable.

4.6.2 The Operator presented the Panel with information regarding the learning, teaching, and enabling resources available to support programme delivery. During the site visit, individual tours of the facilities for each Programme were arranged, allowing the Panel to review the adequacy of these resources.

4.6.3 The Operator also 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 these resources to be adequate and fit for purpose, meeting the learning and teaching needs of the Programmes.

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

For the BSc-AC programme:

- (i) The IT Learning Centre, equipped with 35 computer stations and essential software;
- (ii) A designated computer room, featuring 59 high performance computer systems; and
- (iii) A new computer laboratory, furnished with 40 state-of-the-art systems, including NVIDIA GeForce RTX 5080 graphics cards (16 GB GDDR7).

For the BSocSc-AS programme:

- (i) The Centre for Greater China Studies, which organises research seminars and conferences fostering critical discussions on contemporary issues related to the region; and
- (ii) The Centre for Asian Languages and Cultures, which hosts cultural activities, providing students with opportunities to engage with and appreciate diverse perspectives.

4.6.5 The University assigns each student a Personal Tutor, who is a full-time teaching staff member. Personal Tutors provide individualised advice, particularly for students with learning difficulties, ensuring consistent communication. Where necessary, they facilitate referrals

to internal or external professionals for additional support, including professional or medical assistance.

- 4.6.6 The Panel noted a growing trend of students extending their studies beyond the intended study period but still within the maximum allowable study period for both Programmes. The Panel was informed that one common reason is students' difficulty in meeting the University's English or Putonghua Language exit requirements. This issue is particularly prevalent when students delay taking the language tests until their final semester, which increases the risk of delayed graduation. To address this, the Programme Office proactively reminds third-year students to take the language tests early, enabling timely assessment of proficiency and providing sufficient time to address any shortfalls.
- 4.6.7 During the site visit, the Panel was informed of the Operator's concerted efforts to monitor students' academic progress. These measures include regular email reminders, close monitoring of at-risk students by Personal Tutors, and targeted assistance by the administration team and teaching staff. These efforts foster a supportive environment and help students stay on track with their studies.
- 4.6.8 At a meeting with graduates and students, the Panel learned that students were aware of the University's reminders to complete their studies on time. However, some students deliberately chose to pace their studies more slowly, resulting in delayed graduation.
- 4.6.9 The Panel recognised that the University has limited control over cases where students intentionally delay graduation. Nonetheless, the Panel opined that the increasing number of students exceeding the normal study period may not align well with the University's educational objectives in terms of programme administration and delivery. To address the underlying causes of delayed graduation and further mitigate this growing trend, the Panel **recommended** that the Operator should implement proactive intervention measures, in addition to the existing departmental alert practices, to manage the number of students who exceed the normal study duration effectively.
- 4.6.10 Notwithstanding the recommendation stated in paragraph 4.6.9, 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 for the offering of the Programmes, the Operator provided extracts from meeting minutes, including approval records from the Programme Development Committee, School Board, and Academic Board.
- 4.7.2 The Operator also outlined the processes for new programme proposal, development, and approval. To demonstrate that the Programmes are monitored and reviewed on an ongoing basis, the following evidence was provided:
- (a) The Independent Review Panel (IRP) report; and
 - (b) Reports of Module Vettors and the University's response to the Module Vettors' comments.
- 4.7.3 The Panel noted that mechanisms are in place to collect feedback from a wide range of stakeholders. Student 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. Additionally, feedback and recommendations from external specialists, both academic and industry-based, are captured in the IRP Report.
- 4.7.4 Having reviewed the above evidence, the Panel considered that the Programmes had been duly vetted and monitored through each approval tier within the University's quality assurance framework.

Furthermore, recommendations from both the IRP and Module Vettors had been addressed and acted upon.

- 4.7.5 Through reviewing 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.

The Hang Seng University of Hong Kong

**Learning Programme Re-accreditation for
Bachelor of Science (Honours) in Applied Computing
Bachelor of Social Sciences (Honours) in Asian Studies**

5 – 7 November 2025

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Appendix 2

Graduate Profile of Bachelor of Science (Honours) in Applied Computing

Qualification Title	Bachelor of Science (Honours) in Applied Computing 計算機應用(榮譽)理學士
Qualification Type	Bachelor's Degree
QF Level	5
Primary Area of Study and Training	Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable
Programme Objectives (POs)	<p>The Programme Objectives aims to:</p> <p>PO1 develop students' creativity, critical thinking, analytical ability and problem-solving skills in a multi-disciplinary environment;</p> <p>PO2 cultivate students' interpersonal and communication skills in preparation for them to take up leading roles in their careers;</p> <p>PO3 encourage students to learn independently and think critically, and to become autonomous learners for life-long learning;</p> <p>PO4 provide students with a solid foundation of the conceptual, theoretical and practical knowledge in the field of computer software development supplemented with knowledge from arts, humanities and business;</p> <p>PO5 develop students' ability to produce efficient and reliable IT solutions with due consideration of related ethical issues;</p>

	<p>PO6 develop students' ability to produce human-centred designs with visually appealing user- interface, functionality, usability, user-friendliness and positive customer experience; and</p> <p>PO7 enhance student's awareness of art, culture and marketing in the practice of user experience design.</p>
<p>Programme Intended Learning Outcomes (PILOs)</p>	<p>Upon completion of the Programme, students should be able to:</p> <p>PILO1 address professional and personal challenges through the application of multi- disciplinary knowledge acquired;</p> <p>PILO2 communicate effectively in academic and business-related contexts, and in a team with effective social and interpersonal skills;</p> <p>PILO3 learn independently and think critically, and manage independent lifelong learning;</p> <p>PILO4 apply knowledge and theories to solving computing problems in the software, business and creative industries;</p> <p>PILO5 produce efficient and reliable IT solutions with good documentation practice and due consideration of related ethical issues;</p> <p>PILO6 produce human-centred designs with visually appealing user-interface, functionality, usability, user-friendliness and positive customer experience; and</p> <p>PILO7 take into account art, culture and marketing considerations in the practice of user experience design.</p>
<p>Education Pathways</p>	<p>Students graduating from BSc-AC can further pursue higher degrees in the areas of computing, information technology and creative media, such as:</p> <ul style="list-style-type: none"> • LLM in Information Technology and Intellectual Property Law • MSc in Computer Science • MSc in Electronic Commerce and Internet Computing • MSSc in Media, Culture and Creative Cities • MSc in Data Science and Business Statistics • MSc in Information and Technology Management • MSc in Computer Science and Engineering

	<ul style="list-style-type: none"> • MSc in Information Systems Management • MSc in Information Technology • MA in Communication and New Media • MFA in Creative Media • MSc in Business Information Systems • MSc in Electronic Business and Knowledge Management • MSc in Multimedia Information Technology • Master of Visual Arts • MSc in Advanced Information Systems • MSc in Information Technology Management • Master of Design • MSc in Applied Mathematics for Science and Technology (Decision Science) • MSc in Health Informatics • MSc in Information Systems • MSc in Knowledge Management • MSc in Software Technology • MSc in Technology Management
<p>Employment Pathways</p>	<p><u>Software Development</u> Software Developer, Software Engineer, System Analyst, IT Consultant, Web Developer, Mobile Apps Designer, Entrepreneur</p> <p><u>Creative Industry and Multimedia</u> Interface Designer, Video Game Developer, Computer Graphic Designer, Multimedia Content Developer</p> <p><u>Business IT Solution</u> Solution Architect, Business Analyst</p> <p><u>IT Project Management</u> IT Project Manager</p> <p><u>User Experience Design</u> User Experience Designer</p>
<p>Minimum Admission Requirements*</p>	<p><u>Admission of Year 1 Students</u></p> <ul style="list-style-type: none"> • <i>Hong Kong Diploma of Secondary Education (HKDSE) Examination</i> Level 3 or above in Chinese Language and English Language, Level 2 or above in Mathematics, “Attained”

	<p>in Citizenship and Social Development and one elective subject*.</p> <p>* The minimum requirements of elective subject are: Category A (Mathematics Extended Part exclusive): Level 2; Category B (Applied Learning): Attained; Category C (Other Languages): Minimum proficiency level of respective language examinations accepted by Hong Kong Examinations and Assessment Authority (HKEAA).</p> <ul style="list-style-type: none"> • <i>General Certificate of Education (GCE) A-Level Examination</i> Passes in 2 A-Level subjects, excluding Chinese. • <i>International Baccalaureate Diploma Programme</i> 24 points (including 3 subjects at Higher Level and 3 at Standard Level, 12 points or above to be obtained from subjects at Higher Level), i.e., completion of IB Diploma. • <i>SAT Qualification</i> A minimum of 1650 on SAT Reasoning Test (prior to March 2016) or 1190 on Redesigned SAT (From March 2016); and secondary school examination results may be considered apart from the SAT score. <p><u><i>Admission of Year 3 Students</i></u></p> <p>Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average of 2.5 or equivalent.</p>
<p>Graduation Requirements</p>	<p>To be eligible for the award of the Bachelor of Science (Honours) in Applied Computing, students are required to:</p> <ol style="list-style-type: none"> i. obtained a Grade D or above on at least 123 credits (41 modules), including all core and elective modules according to the curriculum structure of the programme and cohorts within the normative/maximum period of study; ii. obtained a cumulative GPA of at least 2.0;

	<p>iii. fulfilled the language competency exit requirement; and</p> <p>iv. fulfilled the requirements of iGPS Unit and College Assembly within the course of the Programme.</p>
Operator	<p>The Hang Seng University of Hong Kong 香港恒生大學</p>

Appendix 3

Graduate Profile of Bachelor of Social Sciences (Honours) in Asian Studies

Qualification Title	Bachelor of Social Sciences (Honours) in Asian Studies 亞洲研究(榮譽)社會科學學士
Qualification Type	Bachelor's Degree
QF Level	5
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	Humanities
Sub-area (Other Area of Study and Training)	Humanities
Programme Objectives (POs)	<p>The Programme aims to:</p> <p>PO1 encourage students to think independently and creatively, and to become autonomous learners for life-long learning;</p> <p>PO2 cultivate students' interpersonal and communication skills in preparation for them to take up leading roles in their careers;</p> <p>PO3 instil in students a strong sense of social responsibility and high commitment to be upright citizens and appreciate cultural diversity in multi-cultural contexts;</p> <p>PO4 provide students with a solid foundation of the theoretical and practical knowledge required in the area of social sciences with humanities in Asian contexts;</p>

	<p>PO5 enhance students' global and regional awareness through comparing similarities and differences among countries inside and outside Asia;</p> <p>PO6 nurture students' analytical skills through exploring various contemporary problems and consolidating their knowledge of Asian societies; and</p> <p>PO7 hone students' critical research and problem solving skills to develop innovative solutions in intellectual and professional contexts across Asia.</p>				
<p>Programme Intended Learning Outcomes (PILOs)</p>	<p>Upon completion of the Programme, students should be able to*:</p> <p>PILO1 critically analyse and explore complex information, ideas and concepts and take different perspectives to solve problems independently;</p> <p>PILO2 possess effective social and interpersonal skills to work with others, and establish and manage productive relationships to enhance individual and team collaborations;</p> <p>PILO3 evaluate own contributions and responsibilities in becoming responsible employees in a multi-cultural environment;</p> <p>PILO4 analyse the social, political, cultural, historical and economic development in Asian societies;</p> <p>PILO5 evaluate transformation patterns of Asian regions and beyond;</p> <p>PILO6 apply theories, concepts and research methodologies in social sciences with humanities to examine issues, situations and problems in Asian contexts; and</p> <p>PILO7 conduct research on issues and problems faced by Asian societies from multidisciplinary perspectives.</p> <p><i>* Note: The PILOs are subject to revision upon the fulfilment of Pre-condition stipulated in paragraph 4.1.20.</i></p>				
<p>Education Pathways</p>	<table border="1"> <thead> <tr> <th data-bbox="600 1787 847 1816">Local University</th> <th data-bbox="847 1787 1409 1816">Programme/ Concentration</th> </tr> </thead> <tbody> <tr> <td data-bbox="600 1816 847 2029">The University of Hong Kong</td> <td data-bbox="847 1816 1409 2029"> <ul style="list-style-type: none"> • Master of Arts in China Development Studies • Master of Arts in Hong Kong History • Master of Arts in Literary and Cultural Studies • Master of Arts in Museum Studies • Master of Arts in the field of Chinese Historical Studies • Master of International and Public Affairs </td> </tr> </tbody> </table>	Local University	Programme/ Concentration	The University of Hong Kong	<ul style="list-style-type: none"> • Master of Arts in China Development Studies • Master of Arts in Hong Kong History • Master of Arts in Literary and Cultural Studies • Master of Arts in Museum Studies • Master of Arts in the field of Chinese Historical Studies • Master of International and Public Affairs
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		<ul style="list-style-type: none"> • Master of Public Administration • Master of Social Sciences in the field of Nonprofit Management • Master of Social Sciences in the field of Population and Policy Analysis • Master of Social Sciences in the field of Social Service Management • Master of Social Sciences in the field of Sociology • Master of Social Sciences in the field of Sustainability Leadership and Governance
	The Chinese University of Hong Kong	<ul style="list-style-type: none"> • Master of Arts in Chinese Studies • Master of Arts in Comparative and Public History • Master of Arts in Cultural Management • Master of Arts in Gender Studies • Master of Arts in Intercultural Studies • Master of Arts in Japanese Studies • Master of Arts in Religious Studies • Master of Arts in Social Policy • Master of Arts in Social Service Management • Master of Arts in Sociology • Master of Social Sciences in Global Political Economy • Master of Social Sciences in Government and Politics (Greater China) • Master of Social Sciences in Public Policy • Master of Social Sciences in Sustainable Tourism
	The Hong Kong University of Science and Technology	<ul style="list-style-type: none"> • Master of Arts in Chinese Culture • Master of Arts in Social Science • Master of Science in Global China Studies
	The Hong Kong Polytechnic University	<ul style="list-style-type: none"> • Master of Arts in Chinese Culture • Master of Arts in Social Policy and Social Development
	City University of Hong Kong	<ul style="list-style-type: none"> • Master of Arts in Applied Social Sciences • Master of Arts in International Studies • Master of Arts in Public Policy and Management • Master of Social Sciences in Sustainability and Development Studies
	Hong Kong Baptist University	<ul style="list-style-type: none"> • Master of Arts in Ethics and Public Affairs • Master of Arts in Global Society • Master of Public Administration • Master of Social Sciences (Contemporary China Studies)
	Lingnan University	<ul style="list-style-type: none"> • Master of Arts in Arts Administration and Cultural Policy • Master of Arts in Arts and Cultural Heritage Management • Master of Cultural Studies • Master of Arts in International Affairs • Master of Social Sciences in Comparative Social Policy (International)
	The Education University of Hong Kong	<ul style="list-style-type: none"> • Master of Arts in Cultural Heritage Education and Management • Master of Arts in Global Histories of Education • Master of Arts in Global Studies in Education

	<table border="1" data-bbox="600 197 1410 430"> <tr> <td data-bbox="600 197 847 430"></td> <td data-bbox="847 197 1410 430"> <ul style="list-style-type: none"> • Master of Arts in Leading Experiential Learning Activities • Master of Arts in Leading Innovative Learning Organizations • Master of Public Policy and Management • Postgraduate Diploma in Education (Primary) • Postgraduate Diploma in Education (Secondary) </td> </tr> </table>		<ul style="list-style-type: none"> • Master of Arts in Leading Experiential Learning Activities • Master of Arts in Leading Innovative Learning Organizations • Master of Public Policy and Management • Postgraduate Diploma in Education (Primary) • Postgraduate Diploma in Education (Secondary)
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<p>Employment Pathways</p>	<p>The Programme provides various professional and practical training which prepares students for the career market. Graduates can enter different professions according to their personal interest and strength, and they can take up posts related to:</p> <ul style="list-style-type: none"> • Social Service • Politics • Administrative • Education • Cultural • Business 		
<p>Minimum admission requirements*</p>	<p><u><i>Admission of Year 1 Students</i></u></p> <ul style="list-style-type: none"> • <i>Hong Kong Diploma of Secondary Education (HKDSE) Examination</i> Level 3 or above in Chinese Language and English Language, Level 2 or above in Mathematics, “Attained” in Citizenship and Social Development and one elective subject*. <p>* The minimum requirements of elective subject are: Category A (Mathematics Extended Part exclusive): Level 2; Category B (Applied Learning): Attained; Category C (Other Languages): Minimum proficiency level of respective language examinations accepted by Hong Kong Examinations and Assessment Authority (HKEAA).</p> <ul style="list-style-type: none"> • <i>General Certificate of Education (GCE) A-Level Examination</i> Passes in 2 A-Level subjects, excluding Chinese. • <i>International Baccalaureate Diploma Programme</i> 24 points (including 3 subjects at Higher Level and 3 at Standard Level, 12 points or above to be obtained from subjects at Higher Level), i.e. completion of IB Diploma. 		

	<ul style="list-style-type: none"> • <i>SAT Qualification</i> A minimum of 1650 on SAT Reasoning Test (prior to March 2016) or 1190 on Redesigned SAT (From March 2016); and secondary school examination results may be considered apart from the SAT score. <p><u><i>Admission of Year 2 Students</i></u></p> <p>Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average normally of 2.3 or equivalent.</p> <p><u><i>Admission of Year 3 Students</i></u></p> <p>Applicants should have completed an Associate Degree or Higher Diploma in a related discipline from a recognised institution in Hong Kong or overseas, with a minimum cumulative Grade Point Average of 2.5 or equivalent.</p>
<p>Graduation Requirements</p>	<p>To be eligible for the award of the Bachelor of Social Sciences (Honours) in Asian Studies, students are required to:</p> <ol style="list-style-type: none"> obtained a Grade D or above on at least 120 credits (41[^] modules), including all core and elective modules according to the curriculum structure of the programme and cohorts within the normative/maximum period of study; obtained a cumulative GPA of at least 2.0; fulfilled the language competency exit requirement; fulfilled the requirements of iGPS Unit and College Assembly within the course of the Programme; and fulfilled the outbound learning experience requirement. <p>[^]40 modules if students choose to take ASI4900 Senior Thesis, which consists of 6 credits</p>

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