



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 GLOBAL ENGLISH LITERARY  
AND CULTURAL STUDIES**

**SEPTEMBER 2020**

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## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA638), 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 University/Operator) to conduct a Learning Programme Accreditation (LPA) for the Master of Arts in Global English Literary and Cultural Studies programme 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 Global English Literary and Cultural Studies programme of the Operator meets the stated objectives and QF standards and can be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) above by HKCAAVQ.

## **2. HKCAAVQ'S DETERMINATION**

2.1 HKCAAVQ has determined that the Master of Arts in Global English Literary and Cultural Studies programme (the Programme) meets the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of three years.

### **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 Programme are specified as follows:

<b>Name of Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學
<b>Name of Award Granting Body</b>	The Hang Seng University of Hong Kong 香港恒生大學
<b>Title of Learning Programme</b>	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Title of Qualification (Exit Award)</b>	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Primary Area of Study and Training</b>	Languages and Related Studies
<b>Sub-area (Primary Area of Study and Training)</b>	Languages and Related Studies
<b>Other Area of Study and Training</b>	Humanities
<b>Sub-area (Other Area of Study and Training)</b>	Humanities
<b>QF Level</b>	Level 6
<b>QF Credits</b>	108
<b>Mode of Delivery and Programme Length</b>	Full-time mode, 1 year Part-time mode, 2 years
<b>Start Date of Validity Period</b>	1 September 2021
<b>End Date of Validity Period</b>	31 August 2024
<b>Number of Enrolment</b>	Two enrolments per year
<b>Maximum Number of New Students</b>	30 students per year for full-time mode 20 students per year for part-time mode
<b>Address of Teaching / Training Venue</b>	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, Hong Kong 香港新界沙田小瀝源行善里

## 2.4 Recommendations

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

- 2.4.1 The University should keep the terms and delivery of 'leadership and 'ethical complexities' in the POs under review. (Para. 4.14)
  - 2.4.2 The University should keep the programme title under review. (Para. 4.16)
  - 2.4.3 The University should keep the elective status of the *Capstone Project* under review. The programme design and PILOs could potentially be simplified and strengthened with modest redefinition of the *Capstone Project*. (Para. 4.3.3)
  - 2.4.4 The University should spell out more clearly the connection between the core and elective modules and highlight the progression of their contents to enhance the coherence of the Programme and ensure all teaching staff and students have a common and consistent understanding of the curriculum design. (Para. 4.3.4)
  - 2.4.5 The University should continue to develop the definition and guidelines for the *Capstone Project* to ensure that the workload for students and for staff is reasonable and the assessment is fair. (Para. 4.4.3)
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. INTRODUCTION**

- 3.1 The Hang Seng University of Hong Kong acquired private university title in October 2018. Its predecessor, Hang Seng Management College (HSMC), was restructured from Hang Seng School of Commerce (HSSC) in 2010 as a non-profit private institution with five Schools (Business, Communication, Decision Sciences, Humanities & Social Science, and Translation), and registered under the Post-Secondary Colleges Ordinance (Cap. 320).
- 3.2 HKCAAVQ formed an expert Panel for this accreditation exercise (Panel Membership at **Appendix 1**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via videoconference on 30-31 July 2020 to reduce social contact. The *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* on the HKCAAVQ website was the guiding document for the Operator and the Panel in conducting this exercise.

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

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

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

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

- 4.1.1 The Programme is hosted by the Department of English, under the School of Humanities and Social Science of the University. The Objectives and Intended Learning Outcomes of the Programme are as follows:

### **Programme Objectives (PO)**

The Programme aims to:

PO 1	Develop students' command of the body of knowledge of Global English Literary and Cultural Studies;
PO 2	Enhance students' creative, evaluative and analytical skills to enable application of skills across the broad range of Global English Literary and Cultural Studies;
PO 3	Improve students' understanding of and ability to navigate the ethical, methodological complexities of Global English Literary and Cultural Studies with autonomy, accountability and leadership; and
PO 4	Provide students with the ability to apply transferable skills and capacities (including collaboration, communication and IT skills) relevant to a range of professional or other contexts.

### **Programme Intended Learning Outcomes (PILOs)**

Upon completion of the Programme, students are expected to be able to:

PILO 1	Show understanding of the body of knowledge in Global English Literary and Cultural Studies in a range of situations, the similarities and differences between them, and including work at the forefront of the study of this field;
PILO 2	Creatively design and apply appropriate methodologies, supporting specialist analysis and evaluation of literary and cultural objects in the field of Global English Literary and Cultural Studies;
PILO 3	Conduct research and other activities that demonstrate clear understanding of ethical and methodological complexities in Global English Literary and Cultural Studies, as well as the requirements of scholarly accountability; and
PILO 4	Apply transferable skills, including communication skills and the use of technology, to conduct and share research and to enhance collaboration in activities relevant to Global English Literary and Cultural Studies.

- 4.1.2 To assess the potential market demand for the Programme, the University considered several sources of information such as (a) the manpower projection by the government, (b) the Chief Executive's 2019 Policy Address about the government's commitment to the development of cultural and creative, innovation and technology, and environmental industries, (c) an industry survey, and (d) a survey of potential students. The external advisors and potential employer of the Programme whom the Panel met in the site visit meeting expressed their strong support for the Programme.
- 4.1.3 The University provided the following information to the Panel to demonstrate that the Programme meets the QF standard at Level 6:
- (a) mapping of the POs and the PILOs;
  - (b) mapping of the PILOs and the MILOs (Module Intended Learning Outcomes);
  - (c) mapping of the MILOs and the Generic Level Descriptors (GLDs) at QF Level 6;
  - (d) *Module Outlines* with summary information of each module such as module description, module intended learning outcomes, QF Level, contact hours, medium of instruction, assessment language, module content, pedagogical methods, assessment methods, and textbooks and references;
  - (e) samples of teaching and learning materials; and
  - (f) samples of assessments and assessment rubrics.
- 4.1.4 The Panel commented that the PILOs are precisely formulated. The Panel sought clarification of the meaning of the terms 'leadership and 'ethical complexities' in the POs and asked about how the Programme will develop students' leadership skills. The Panel noted that the meaning of the term 'leadership' under the POs is not related to business skills in a specific sense. While the Panel was informed that the terms were drawn from the Generic Level Descriptors of QF Level 6, the Panel considered that some rewording of the terms would enhance the overall clarity of the POs, and therefore **recommended** that the University should keep the terms and delivery of 'leadership and 'ethical complexities' in the POs under review.
- 4.1.5 The Panel noted that the Programme focuses on engaging students with global issues in literature while cultural studies is a learning approach which enables the integration of various global issues. Having discussed with the senior management and



teaching staff in the site visit meeting, the Panel considered that the Programme fits with the strategic plans of the University.

- 4.1.6 The Panel shared the same view with the external advisors of the Programme that the programme title could be shortened. The Panel further explored the considerations of the University during the site visit meeting. The Panel understood that the University wishes to maintain the instant communicability of the nature of the Programme, which the current title intends to do. Having considered the views of various stakeholders such as the programme team, teaching staff, external advisors and potential employer, the Panel **recommended** that the University should keep the programme title under review.
- 4.1.7 On the employment pathways, the Panel suggested the University to consider extending the job prospect to cover international job market. A full 'Graduate Profile' of the Programme can be found in **Appendix 2**.
- 4.1.8 In consideration of the above information and discussion with various stakeholders, the Panel formed the view that the POs and PILOs of the Programme meet the relevant QF standards, and address education and industry needs in the community related to teaching, cultural and creative industries.

## 4.2 **Learner Admission and Selection**

*The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.*

- 4.2.1 The minimum admission requirements of the Programme were summarised as follows:
- (a) A Bachelor's degree with liberal arts or humanities components from a recognised university or equivalent; and
  - (b) Documentary evidence demonstrating the applicant's English proficiency, which must include:
    - completion of a degree from a tertiary institution or programme where the medium of instruction is English; or

- a minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; or
- a minimum of 6.5 in IELTS; or
- a minimum of 500 in College English Test-Band 6 (CET-6); or
- an equivalent of any of the above

Note: Applicants will also attend an interview, including a written assessment, to confirm their suitability of the Programme.

- 4.2.2 The Panel commented that the minimum admission requirements are clear and appropriate but a little on the low side, especially for a Master's degree in Global English Literary and Cultural Studies which aims to "develop students with a high level competency in English and an awareness of the complexities of production, circulation and reception of texts in a variety of media in a globalised context" according to the *accreditation documents*. Therefore, the Panel suggested the University not to make further change on lowering the minimum admission requirements in order to ensure that the admitted students have the necessary knowledge and skills to undertake the Programme.
- 4.2.3 The University proposed 30 students for the full-time mode and 20 students for the part-time mode as the maximum numbers of new students per year of the Programme. In response to the Panel's comments, the University advised that it does not anticipate recruiting the maximum numbers of new students initially, and also it will not admit large numbers of students that overwhelm staffing capacities. Having considered the evidence provided by the University including the staffing, resources and break-even number of the Programme, the Panel **advised** the University not to stretch its resource limit to recruit the proposed maximum numbers of new students, especially for the first year of operation.
- 4.2.4 The University confirmed that the Programme will adhere to the HKCAAVQ's policy on the yearly quota of non-standard admission for degree programmes, which requires that the maximum number of non-standard admission (including mature applicants and applicants who do not meet the minimum admission requirements) should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.
- 4.2.5 In light of the above information, the Panel considered that the minimum admission requirements and student selection process of the Programme are appropriate and have been outlined clearly.

### 4.3 Programme Structure and Content

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

- 4.3.1 The curriculum consists of two major parts: (a) three core modules, and (b) four or five elective modules depending whether students choose to take the *Capstone Project* module with double credits. The curriculum is designed to provide students three core modules which focus on introducing key ideas and approaches in literary and cultural studies in a global context as well as giving students opportunities to encounter and analyse literary and cultural texts and products. Elective modules allow students to take advanced interdisciplinary modules that engage with cutting edge topics and research. To be eligible for the award of the Programme, students are required to complete and obtain a Grade D or above in at least 24 university credits, including three core modules, plus four or five other electives, and obtain a minimum cumulative GPA of 2.0. The programme structure is shown in the table below:

	Module Title	University Credits	QF Credits
<b>3 core modules</b> (9 credits)	GELC6001 Critical Approaches to Literary and Cultural Studies	3	13.5
	GELC6002 World Literatures in English	3	13.5
	GELC6003 World Englishes and Cultures	3	13.5
<b>4 or 5 electives</b> (15 credits)  <b>Requirement: At least 3 modules from GELC6101, GELC6102, GELC6103 &amp; GELC6004</b>	GELC6101 Cultures of Apocalypse: Environmental Humanities in the Age of Climate Catastrophe	3	13.5
	GELC6102 Networks and Neoliberalism: Culture and Globalization	3	13.5
	GELC6103 Future Thinking: AI and Cognitive Approaches to Literature and Culture	3	13.5
	GELC6004 Capstone Project	6	27
	DPS6002 Comparative Approaches in Drama and Performance Studies	3	13.5
	DPS6003 Major Forms in Modern and Contemporary Drama	3	13.5
	DPS6005 Major Dramatists	3	13.5
	DPS6006 Major Performances in the Global Theatre	3	13.5
<b>Total</b>	<b>7 or 8 modules*</b>	<b>24</b>	<b>108</b>

\*GELC6004 is a double credit module (i.e. 6 credits).

- 4.3.2 The Panel noted from the *accreditation documents* that related modules from other MA programmes of the University may be added as electives of this Programme in future, and therefore asked the University to share the quality assurance mechanism to ensure that the electives to be added from other MA programmes will meet the POs and PILOs of this Programme. From the response of the University, the Panel noted that modules to be added from other MA programmes will be externally vetted against the POs and PILOs of this Programme and will be submitted to HKCAAVQ for prior approval before implementation.
- 4.3.3 The Panel asked about the rationale of making the *Capstone Project* an elective module rather than a core module and allowing only a selected group of students with exceptional abilities in research and writing communication to take the module. The Panel also queried about how the University will manage this equitably such that all students have equality of opportunity in the Programme. The University shared that there was no intention to stream students into separate categories, and similar MA programmes in Hong Kong also have optional capstone/final projects, such as Hong Kong Baptist University, City University of Hong Kong and Lingnan University. After considering the Panel's comments particularly on equality of opportunity, the University confirmed that all students will be allowed to take this elective module. Based on the proposals submitted by students in the application for the Programme, a recommendation would be provided as guidance only in order to assist students' choices of electives. The Panel noted that the University will ensure that all applicants are well-informed of the arrangement before they enroll on the Programme. Considering the distinctiveness and benefits of the *Capstone Project*, the Panel **recommended** that the University should keep the elective status of the *Capstone Project* under review. The programme design and PILOs could potentially be simplified and strengthened with modest redefinition of the *Capstone Project*.
- 4.3.4 In response to the Panel's queries about the relationship among the three disciplinary areas of the Programme (literature, culture, and interdisciplinary studies related to digital and environmental humanities), the University clarified that the main focus of the Programme is literature with an overarching 'global' theme, while the other disciplinary areas covered by the Programme offer different perspectives to understand the literary texts. Having considered the information in the *accreditation documents* and the discussion with various stakeholders, the Panel **recommended**

that the University should spell out more clearly the connection between the core and elective modules, and highlight the progression of their contents to enhance the coherence of the Programme and to ensure all teaching staff and students have a common and consistent understanding of the curriculum design.

4.3.5 The University also advised that digital humanities will be emphasised and taught as a methodology for the study of literature and culture. Students will learn how to use free-access online databases to generate data for research and how to use distant reading to interpret the data. There are two modules on the Programme that engage with digital methods, namely *GELC6102 Networks and Neoliberalism: Culture and Globalization*, and *GELC6103 Future Thinking: AI and Cognitive Approaches to Literature and Culture*. The Panel noted that students are required to take at least three modules of the four GELC electives which are related to digital and environmental humanities and the capstone project.

4.3.6 In consideration of the above information and discussion with various stakeholders, including the external advisors of the Programme, the Panel formed a view that the structure and content of the Programme is able to facilitate 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.*

4.4.1 The medium of instruction and assessment of the Programme is English. The teaching and learning activities include lectures, seminars, case studies and practical exercises. The Panel was provided the *Module Outlines* with summary information of each module such as module description, module intended learning outcomes, QF Level, contact hours, medium of instruction, assessment language, module content, pedagogical methods, assessment methods and weighting, textbooks and references. The Panel asked the University to select one module as an example to illustrate the pedagogies to be used to achieve the intended learning outcomes and to maintain the teaching and learning quality. The Panel also asked about how teaching innovation will be

realised, encouraged, and recognised in the Programme. Having discussed with various stakeholders, the Panel acknowledged the effort of the University on the production of guidance to support staff in addressing online learning in response to the COVID-19. The Panel noted that increased online delivery may open up new opportunities for international partnerships and engagements for the students and for the University.

- 4.4.2 The Panel reviewed samples of assessments of three modules and considered that they are able to demonstrate the academic standard of the Programme at QF Level 6. In response to the Panel's comments, the University confirmed that students are required to meet all the learning outcomes in order to pass a module.
- 4.4.3 It was noted that students will be given the choice in the *Capstone Project* module to produce a research capstone or another form of output, for example, a creative output, or a public facing report, website, documentary, etc. Given the diverse nature of creative output, the Panel **recommended** that the University should continue to develop the definition and guidelines for the *Capstone Project* to ensure that the workload is reasonable for students and for staff and the assessment is fair.
- 4.4.4 In view of the above information and discussion with various stakeholders, the Panel considered that the learning, teaching and assessment activities designed for the Programme are appropriate to deliver the programme content and assess 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.*

- 4.5.1 The Programme is hosted by the Department of English and supported by the School of Humanities and Social Science and other Schools where their broader cultural expertise will enhance the delivery of the Programme. The School of Humanities and

Social Science has expertise in humanities covering a wide range of cultural studies, complemented by staff expertise in English literary and cultural studies in the Department of English.

- 4.5.2 The Panel reviewed the profiles of eight full-time staff and considered that they have relevant qualifications and experience to manage and teach the Programme. A new full-time professorial staff member is expected to join the teaching team in January 2021. In response to the Panel's comments, the University provided projected staff-student ratio of the Programme, which the Panel considered appropriate.
- 4.5.3 According to the university policy, academic staff members on professorial track are expected to teach between 6 and 9 hours per week, practice-based staff on professorial track are expected to teach between 9 and 12 hours per week, and staff on teaching track are expected to teach between 15 and 18 hours per week. The university policy also allows self-financing programmes to employ full-time staff to teach on an 'outside practice' basis at a maximum of 100 hours subject to the approval of the Vice-President (Academic and Research). The external advisors of the Programme commented that the engagement of existing teaching staff through the 'outside practice' policy to teach this Programme would constitute additional workload for the teaching staff, and they advised the University to monitor overall staff deployment to avoid overloading the current teaching staff. The Panel noted that the Department will limit the 'outside practice' to one module per staff member for each academic year, excluding capstone supervision, to manage the workload of the teaching staff. The Panel also noted that the Department will also recruit part-time teaching staff to ease the teaching load. The Panel reminded the University to provide relevant support to part-time teaching staff and to monitor their teaching quality on a regular basis. The Panel noted that the acquisition, support and retention of staff will be important to the development and future of the Programme.
- 4.5.4 The Panel acknowledged the enthusiasm of both the management and teaching staff and their determination to ensure the Programme's success. The Panel also noted that additional full-time staff would be required in the longer term. The University shared with the Panel its policies on institutional support for research and for staff development activities designed to ensure that teaching staff maintain and enhance the quality and delivery of the Programme.

- 4.5.5 After considering the above information and discussion with various stakeholders, the Panel formed the view that the University has adequate staff with appropriate qualifications and experience to teach and deliver the Programme as described.

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

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

- 4.6.1 The University provided the income and expenditure projection, and the breakeven number of the Programme. At its launch, the University will provide a 'seed loan' to support the initial delivery costs of the Programme. In discussion with the senior management, the Panel confirmed the financial commitment of the University to support the operation of the Programme in its initial years. The Panel also requested and received contingency plans in the event of under-enrolment in the initial years of delivery.
- 4.6.2 The University provided information concerning the teaching and learning resources relevant to the Programme such as the campus facilities, library holdings, journals, electronic databases, and resources for digital humanities. To support the healthy development of the Programme, the Panel **advised** the University to continuously review and expand its learning and teaching resources and ensure they are available and accessible for all students and staff.
- 4.6.3 In light of the above information and discussion with stakeholders, the Panel considered that the provision of learning, teaching and enabling resources are appropriate and sufficient for delivery of the Programme.

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

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



4.7.1 The University provided the Panel with the following information to demonstrate the systems it has in place to monitor and review the development, performance and quality enhancement of the Programme:

- (a) quality assurance mechanism, including programme development and management;
- (b) quality assurance manual;
- (c) student feedback form on modules and teaching;
- (d) learning experience survey for taught postgraduate students;
- (e) membership and terms of reference of the Programme Development Committee, and the profile of the external member;
- (f) meeting minutes of the Programme Development Committee, Department Board, School Board, Graduates Studies Committee, and Academic Board;
- (g) module vetter reports, and responses to the reports; and
- (h) report of the Independent Review Panel, and responses to the report.

4.7.2 The Panel noted that the University appoints external examiners for all programmes at both programme and module levels. The Panel was provided with the anticipated profile of the external examiners of this Programme.

4.7.3 The Panel noted that the quality assurance system is comprehensive. With respect to the modules, the vetting system is particularly useful, and the advice given by the 'external vetters' was helpful to the programme team. The Panel also noted that the Independent Review Panel engaged by the University provided useful inputs to improve the Programme.

4.7.4 In consideration of the above information and discussion with various stakeholders, the Panel concluded that the University has appropriate systems in place to monitor and review the development, performance and quality enhancement of the Programme.

## **5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT**

### **5.1 Variation and withdrawal of this Accreditation Report**

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

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

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

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

### **5.2 Appeals**

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

- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://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 <http://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: 56/30/01

16 September 2020

AbC/JoH/CCh/cch/fol

**HKCAAVQ Panel Membership**

**Panel Chair**

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Pro Vice Chancellor Research, Business  
and Innovation  
Kingston University London  
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**Professor YU Kwan Wai Eric**

Professor and Associate Vice-President  
(Quality Assurance)  
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HONG KONG

## Appendix 2

### **Graduate Profile of the Master of Arts in Global English Literary and Cultural Studies programme**

<b>Qualification Title</b>	Master of Arts in Global English Literary and Cultural Studies 環球英語文學及文化研究文學碩士
<b>Qualification Type</b>	Master Degree
<b>QF Level</b>	Level 6
<b>Primary Area of Study and Training</b>	Languages and Related Studies
<b>Sub-area (Primary Area of Study and Training)</b>	Languages and Related Studies
<b>Other Area of Study and Training</b>	Humanities
<b>Sub-area (Other Area of Study and Training)</b>	Humanities
<b>Programme Objectives</b>	<ol style="list-style-type: none"><li>1. Develop students' command of the body of knowledge of Global English Literary and Cultural Studies;</li><li>2. Enhance students' creative, evaluative and analytical skills to enable application of skills across the broad range of Global English Literary and Cultural Studies;</li><li>3. Improve students' understanding of and ability to navigate the ethical, methodological complexities of Global English Literary and Cultural Studies with autonomy, accountability and leadership; and</li><li>4. Provide students with the ability to apply transferable skills and capacities (including collaboration, communication and IT skills) relevant to a range of professional or other contexts.</li></ol>
<b>Programme Intended</b>	<ol style="list-style-type: none"><li>1. Show understanding of the body of knowledge in Global English Literary and Cultural Studies in a range of</li></ol>

<b>Learning Outcomes</b>	<p>situations, the similarities and differences between them, and including work at the forefront of the study of this field;</p> <ol style="list-style-type: none"> <li>2. Creatively design and apply appropriate methodologies, supporting specialist analysis and evaluation of literary and cultural objects in the field of Global English Literary and Cultural Studies;</li> <li>3. Conduct research and other activities that demonstrate clear understanding of ethical and methodological complexities in Global English Literary and Cultural Studies, as well as the requirements of scholarly accountability; and</li> <li>4. Apply transferable skills, including communication skills and the use of technology, to conduct and share research and to enhance collaboration in activities relevant to Global English Literary and Cultural Studies.</li> </ol>
<b>Education Pathways</b>	MPhil or PhD in the areas of Literary and Cultural Studies
<b>Employment Pathways</b>	<p>Graduates may take up the following positions:</p> <ul style="list-style-type: none"> <li>▪ Teacher/Teaching Assistant</li> <li>▪ Copywriter, Journalist, Cultural Critic</li> <li>▪ Event Assistant/Manager</li> <li>▪ Administrative Assistant</li> <li>▪ Editorial Assistant</li> <li>▪ Public relations/communication officers</li> </ul> <p>Potential employers may include:</p> <ul style="list-style-type: none"> <li>▪ Media/Creative and cultural industries</li> <li>▪ Arts and culture event or project management</li> <li>▪ Arts administration</li> <li>▪ Third sector/NGO</li> <li>▪ Publishing/Communications</li> <li>▪ Advertising/Marketing</li> <li>▪ Publication and various industries</li> </ul>
<b>Minimum Admission Requirements</b>	<p>A Bachelor's degree with liberal arts or humanities components from a recognised university or equivalent; and</p> <p>Documentary evidence demonstrating the applicant's English proficiency, which must include:</p> <ul style="list-style-type: none"> <li>▪ completion of a degree from a tertiary institution or programme where the medium of instruction is English; or</li> <li>▪ a minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; or</li> <li>▪ a minimum of 6.5 in IELTS; or</li> <li>▪ a minimum of 500 in College English Test-Band 6 (CET-6); or</li> <li>▪ an equivalent of any of the above</li> </ul>

	Note: Applicants will also attend an interview, including a written assessment, to confirm their suitability of the Programme.
<b>Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學

