



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

ACCREDITATION REPORT

CHU HAI COLLEGE OF HIGHER EDUCATION

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF ARTS (HONOURS) IN ENGLISH FOR
PROFESSIONAL COMMUNICATION**

NOVEMBER 2021

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA721), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by Chu Hai College of Higher Education (the College) to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592) to determine whether the following programme of Chu Hai College of Higher Education (the College) meets the stated objectives and QF standards and can continue to be offered as an accredited programme from the date as specified in the accreditation report, where appropriate; and

BA (Hons) English for Professional Communication
Qualifications Register (QR) No: 12/000832/5

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BA (Hons) English for Professional Communication (BAEPC programme/ the Programme) meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme 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 Programme are specified as follows:

| | |
|--|---|
| Name of Operator | Chu Hai College of Higher Education 珠海學院 |
| Name of Award Granting Body | Chu Hai College of Higher Education 珠海學院 |
| Title of Learning Programme | Bachelor of Arts (Honours) in English for Professional Communication programme 專業英語傳意（榮譽）文學士課程 |
| Title of Qualification | Bachelor of Arts (Honours) in English for Professional Communication 專業英語傳意（榮譽）文學士 |
| Primary Area of Study and Training | Languages and Related Studies |
| Sub-area (Primary Area of Study and Training) | Languages and Related Studies |
| Other Area of Study and Training | Not applicable |
| Sub-area (Other Area of Study and Training) | Not applicable |
| QF Level | Level 5 |
| QF Credits | 123 |
| Mode(s) of Delivery and Programme Length | Full time, 4 years (normal); 6 years (maximum) |
| Intermediate Exit Award(s) | Not applicable |
| Start Date of Validity Period | 1 September 2022 |
| End Date of Validity Period | 31 August 2027 |
| Number of Enrolment(s) | One enrolment per year |
| Maximum Number of New Students | 60 per year |
| Address of Teaching / Training Venue(s) | 80 Castle Peak Road, Castle Peak Bay, Tuen Mun, New Territories, Hong Kong |

2.4 Recommendations

HKCAAVQ offers the following **recommendations and advice** for continuous improvement of the Programme:

- 2.4.1 The Panel acknowledged the intentions of the College to position the Programme and recommended the College to take on some further reflection on the re-positioning of the Programme; which could be made clearer to prospective students and external stakeholders (*Para. 4.1.8*).
- 2.4.2 To review and revise promotion strategies of the programme to increase application and enrollment numbers. For instance, to showcase success stories of distinguished alumni online; highlight opportunities available for engaging in internships and academic exchange activities in other English-speaking countries to attract potential learners, etc. (*Para. 4.2.8*).
- 2.4.3 Regarding the revised programme structure, the college is **recommended** to ensure smooth implementation of the revamping and effective monitoring of its progress by taking into consideration the following (*Para. 4.3.3*):
 - (a) To provide a whole picture of the implementation plan of the phased revamping, with a clear timeframe for each procedure; consult and involve students and provide guidance for the affected groups and how these changes will be accommodated including the likely impacts and possible outcomes;
This may include: schedules for the phasing in and out of the courses, the impacts of different modes of delivery for teaching staff and students, (e.g., via videoconference); scheduled dialogue with the senior management and with the programme team; launching regular Q & A sessions on the college website and on student chatrooms to publicize the revised Programme, and communication with various stakeholders and employers.
 - (b) To track feedback and to respond accordingly to problems encountered by students or staff and where appropriate make corresponding adjustments and plan responsively;
 - (c) Prioritize students' learning needs and expectations against the learning objectives and outcomes;
 - (d) To provide clear academic and pastoral support for staff and students; and

- (e) To strengthen the academic guidance available for students wishing to transfer to advanced study.

2.4.4 The College is recommended to review the number, balance, and combination of elective choices available to students by considering the following: (*Para. 4.3.4*):

- (a) To limit the number of electives ('programme-specific' and 'free electives') to provide the students with appropriate and focused study choices aligned to their career choices and with pedagogically effective staff-student ratios;
- (b) To review the definition and clarity of the academic pathways students can choose;
- (c) To provide a clear map of possible study options and career pathways (including articulation opportunities for further study locally or overseas; or for career progression and employment).

2.4.5 With respect to curriculum design, the College is recommended (*Para. 4.3.5*):

- (a) To research and review students' career aspirations and educational goals drawing on feedback and evidence and employer needs to moderate the programme content to satisfy students' learning needs.
- (b) To target academic advice and support students academically and professionally to make judicious elective choices that support their future career plans and aspirations.

2.4.6 To review and establish the appropriate minimum number of students required to offer a viable course and to ensure peer-to-peer learning (*Para. 4.4.7*).

2.4.7 To confirm the leadership of the programme and the roles of all full-time core subject teachers to ensure a stable, mutually supportive academic team; and to enable strategic planning for the development of the programme (*Para. 4.5.2*)

2.4.8 To develop strategic partnerships with a range of employers or potential employers in targeted industry sectors aligned with the programme pathways and to enhance opportunities for internships. The College may also consider developing new strategic

partnerships with overseas universities in English-speaking nations to facilitate relevant exchange programmes for students. The College may consider establishing a strategic partnership with a relevant postgraduate programme to facilitate articulation and opportunities for advanced study (*Para 4.4.6 [b]*).

- 2.4.9 The Panel **recommended** that the College reconsider the title of the programme to accurately reflect its content and chosen focus (*Para. 4.1.9*).

- (i) *Professional Communication*
- (ii) *Literature and Language Studies (more academic)*
- (iii) *Translation and Interpretation.*

Advice:

- 2.4.10 To emphasize the enrichment of students' learning in professional settings and the provision of site visits to demonstrate and understand how English language may be applied in different practice contexts (*Para. 4.4.6 [a]*).

- 2.4.11 To monitor the effectiveness of the English Language and Culture Centre; including how often it is used by students and to what extent the Centre enables students to learn or enhance their English proficiency. Evidence may be drawn from qualitative and quantitative student feedback and from the database of the Centre which could be analyzed and contribute to the Programme design and enhancement of students' learning of English Language (*Para. 4.6. 5*).

- 2.5 HKCAAVQ will subsequently satisfy itself as to whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as presented by the Operator by reference to, 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 College has been registered since 2004 under the Post-Secondary Colleges Ordinance (Cap. 320) as a privately funded, non-profit-making post-secondary college. Since then, the College has undergone a number of Learning Programme Accreditation (LPA) and Re-accreditation (Re-LPA) exercises. It currently has 23 accredited programmes and successfully obtained Programme Area Accreditation (PAA) for specific programmes.
- 3.2. The College commissioned HKCAAVQ to conduct a Re-LPA exercise for Bachelor of Arts (Honours) in English for Professional Communication programme. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at **Appendix 1**).
- 3.3. The Panel noted that the College has operated the Programme as an HKCAAVQ accredited programme since September 2012, and the programme had undergone re-accreditation in 2017.
- 3.4. In accordance with the results of applying HKCAAVQ's Differentiation Approach, the College was requested to provide information pertinent to all the standards of Re-LPA.
- 3.5. In view of the unstable circumstances brought by the COVID-19 pandemic, and considered participants' safety as top priority, the on-site visit was replaced by videoconference arranged at HKCAAVQ on 12 and 13 August 2021. In conducting this exercise, HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualification Framework (HKQF, Version 1.2, Nov 2020)* served as the guiding document for the College and the Panel.

4. PANEL'S DELIBERATIONS

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 Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the Programme have been changed in 2017 and propose to be revised in this Re-LPA exercise. The proposed revised POs and proposed revised PILOs are as below:

| Revised Programme Objectives (POs) | |
|---|---|
| PO 1 | Enable graduates to acquire all the generic and intellectual as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors); |
| PO 2 | Enable graduates to evolve into knowledgeable individuals, highly proficient and articulate in English and appreciative of the cultural, historical, socio-political, aesthetic, and philosophic backgrounds behind the English language; |
| PO 3 | Empower graduates to mediate and communicate effectively in areas of business, technical, media, publishing sectors; and |
| PO 4 | Enable graduates with the above skills to cultivate a life long learning attitude. |
| Revised Programme Intended Learning Outcomes (PILOs) | |
| PILO 1 | Demonstrate English proficiency in all practical situations and in particular commercial, industrial, media, publishing, or any other relevant environment; |
| PILO 2 | Function competently in the English medium, using English as a world language, in situations in which subtle features and characteristics of the English language figure prominently; |
| PILO 3 | Build a good grounding in the literature, linguistics, and cultural backgrounds of the English-speaking nations so as to be culturally sensitive; |
| PILO 4 | Develop critical thinking, creativity, problem-solving, and decision-making skills; |
| PILO 5 | Cultivate a lifelong propensity and capability of applying the integrated skills of language and communication towards a whole-person development. |

- 4.1.2 The Panel observed that since the ‘de-streaming’ of the original programme, students studying on the revised Programme are required to mediate and communicate effectively between clients and practitioners in professional contexts of their chosen stream of study, but also in more areas of employment sectors. The Panel observed that the PO3 requirements were higher than those of the existing programme.

- 4.1.3 In response to external advisors' comments about positioning of the Programme, more elements of English as subject should be added to increase students' exposure to western culture and tradition. Graduates are enabled to become 'knowledgeable' individuals with global perspectives and cultural sensitivity in the revised POs. Instead of merely knowing technical skills in English to communicate and articulate proficiently, graduates are expected to be appreciative of cultural, historical, socio-political, aesthetic and philosophic backgrounds behind English language. The Panel noted and considered this to be a higher level academic ambition.
- 4.1.4 The Panel noted the aspiration of the College to raise the ambitions and expectations of the Programme and as reflected in the Programme Objectives.
- 4.1.5 The Panel noted that although the number of PILOs had been reduced from seven to five and observed that overall the PILOs demonstrated a shift in academic ambition of the programme.
- 4.1.6 The Programme Team provided the following to demonstrate that the Programme continue to meet appropriate QF standard at Level 5:
- (a) External examiners' reports on the current Programme;
 - (b) Rationale for the Programme revamp;
 - (c) Extracts of written reports and email contents commenting on the proposed revision to the Programme by corresponding External Examiner and Academic Advisors;
 - (d) Tables indicate the mapping and interrelationships between the College's mission as well as the revised set of POs and PILOs;
 - (e) Current and revised curriculum content including how the courses contribute to the PILOS; and to the knowledge, competence and skills to be acquired by the students;
 - (f) Curriculum Vitae of teaching staff demonstrating their qualifications and teaching experiences;
 - (g) Teaching and learning materials extracted from selected courses, including current and revised programme core courses and electives;

- (h) Sample course materials with guidelines and rubrics of written assignments and presentations; marked assignment scripts ranging from high-mid-low grades; test and examination papers with marking schemes;
- (i) Samples of students' Final Year Project (FYP);
- (j) Feedback of students to the proposed programme revamping;
- (k) Summary of the Results of Graduate Employment Survey (2016-17); and
- (l) Graduate Profile (in Appendix 2).

4.1.7 The Panel reviewed the alignment between the revised set of POs and PILOs and against the Generic Level Descriptors (GLDs) for QF Level 5; and the mapping of both the proposed new courses with respective CILOs and mapping the revamped Programme content and graduation requirements with the revised set of POs and PILOs. In addition, the Panel reviewed content and outcomes of the submitted samples and concluded that the Programme continues to meet the QF standard at Level 5.

4.1.8 The Panel reviewed samples of students' Final Year Project (FYP) and concluded that the Programme successfully supported students in achieving the POs and PILOs at the appropriate level of qualification, commensurate with the outcome standards expected of the qualification according to the four domains of the GLD.

4.1.9 The Panel noted that several changes had been made to the curriculum since the launch of the Programme. Further programme revamping is proposed in this re-accreditation exercise. The Panel observed that the position of the Programme had been vacillating between an emphasis on the professional and practical use of English and a more academically-tilted position since its accreditation in 2017; particularly since the Programme had not achieved SCOLAR listing by the Education Bureau of HKSAR.

4.1.10 The Panel noted that the programme emphasis had shifted from an initially 'professionally-oriented' position 'aimed at developing tailor-made employment in for example, English language teaching. The recent developments and de-streaming proposed the addition of more specialised academic strands including literary studies, linguistics, and translation aimed at strengthening the study of

English Language. This included the re-introduction of translation as a specialist strand, that was initially dropped in 2017.

- 4.1.11 The Panel observed, and the College confirmed that the revised PILOs had taken a middle-of-the-road approach to position the Programme as ‘a general English Programme with literary, linguistic, translation and Professional Communication elements’ (Response to the Initial Comments, p.14). The Panel noted that the re-positioning of the Programme may require some further reflection and could be made clearer to prospective students and external stakeholders. The Panel acknowledged the intentions of the College and **recommended**:

that the College may require some further reflection on the re-positioning of the Programme; which could be made clearer to prospective students and external stakeholders.

- 4.1.12 The Panel noted that the proposed title of the Programme may induce misunderstanding about the emphasis of subject knowledge. The Panel questioned whether the emphasis and focus of the Programme was on English studies for professional communication; or whether the emphasis of study was on professional communication conducted in English. The Panel observed that breadth and array of content appeared to offer a generic study programme with a specialised area(s) of study.

*The Panel **recommended** that the College reconsider the title of the programme to accurately reflect its content and chosen focus.*

- (i) Professional Communication*
- (ii) Literature and Language Studies (more academic)*
- (iii) Translation and Interpretation.*

- 4.1.13 On consideration of the evidence provided by the College and observations and dialogue presented by the programme team, advisors, students, graduates and alumni during the site visit the Panel confirmed that the Programme has continuously endeavoured to meet its objectives and facilitated students’ achievement of its intended learning outcomes.

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 Panel was provided with admission-related data since the last re-accreditation, including (a) Table of summarized enrolment figures: figures on admission via exemption; and a profile of existing students' admission type; (b) profiles of students admitted annually, with HKDSE result in English; (c) template of the latest version of admission interview assessment form; and (d) table manifests total student number and intake number from 2017/18 onwards. Having reviewed the provided documents, the Panel regarded that the College has an appropriate admission policy and suitable procedures for guidance in managing student admission to the Programme.
- 4.2.2 The Panel noted that the Programme had reduced the English Language requirement from HKDSE Level 4 to Level 3 from 2017/18 onwards. These align with the College's general entrance requirements stipulated for all other undergraduate studies.
- 4.2.3 The Panel noted that the minimum admission requirements of the Programme have remained unchanged since the last re-accreditation in 2017. They are listed as follows:
- General Entrance Requirement (for DSE graduates): Level 3 for both English Language and Chinese Language; Level 2 in Mathematics, Level 2 or attained (A) in Liberal Studies or Citizenship and Social Development; Level 2 in one Elective subject; OR
 - Accredited Associate Degree or Higher Diploma from local educational institutions; OR
 - Be an overseas applicant (admitted on a case-by-case basis; OR
 - Be a mature applicant of at least 23 years of age; AND
 - Pass an admission interview
- 4.2.4 The Panel raised some concern about the reduction of the DSE English Language result from Level 4 to Level 3 as a general entrance requirement to the Programme. Having reviewed students' performance from the sample assignments, examination results, and comments from the external examiners reports, the Panel

acknowledged that the change had not affected the overall performance of students since the last accreditation in 2017.

- 4.2.5 The Panel noted that the Programme has been experiencing recruitment challenges and that were reflected in the student intake as shown in the table below:

| | Academic Year | | | |
|--------------------|---------------|---------|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Total Student No. | 36 | 31 | 21 | 16 |
| Student Intake No. | 11 | 6 | 3 | 1 |

- 4.2.6 The College proposed that the maximum number of new students remain unchanged at 60 full-time students per year. The Panel questioned whether the College would consider adjustments to the admission quota.

- 4.2.7 The College responded with confidence and noted that they had instigated a series of recruitment strategies. These include, for example, the Programme Team launching promotion activities through various means, including an Outreach Programme for Secondary Schools in January 2021 and building up of a network with secondary school English teachers through conducting seminars, workshops and activities for DSE students. Moreover, the College has been developing articulation and credit transfer arrangements with local tertiary institutions so as to enlarge the sources of student admission and facilitate those suitable applicants who have successfully completed other sub-degree programmes to be admitted to the Programme with advanced standing (p.6, Response to the Panel's Initial Comments). Given the discussions during the site visit and the evidence provided, the Panel considered that the College has appropriate plans and the capability to admit the projected number of students in future years. It noted that the College would need to manage the 5% cap of non-standard students that could be accepted from local degree programmes to safeguard quality and standard.

- 4.2.8 The Panel interviewed student and alumni representatives via videoconference and found them to be confident and good at expressing themselves fluently in English. The Panel noted that a number of the students had been engaged with and aligned to their

educational and career aspirations. Collectively the student group demonstrated the positive impact and outcomes of the Programme on their learning. In addressing the decline of the student population in recent years, the College is **recommended**:

to review and revise promotion strategies of the programme to increase application and enrollment numbers. For example, to showcase success stories of distinguished alumni online; highlight opportunities available for engaging in internships and academic exchange activities in other English-speaking countries to attract potential learners, etc.

- 4.2.9 In conclusion, the Panel considered that the minimum admission requirements and selection process of the Programme have ensured students with the necessary skills and knowledge to undertake the programme have been recruited.

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 Programme at Chu Hai provides a 4-year full-time mode with maximum duration of 6 years. Since the initial validation in 2012, it has undergone several phases of change. The Panel noted that the curricular changes have reflected the development of the Programme and have generally considered advice from the departmental academic advisor, external examiners and the 2017 accreditation panel. The following table briefly shows the differences in the structural change throughout these years:

| Curricular Components | Proposed changes as from 2017/18 | Current programme structure | Proposed changes as from 2021/22 (Revamp) |
|----------------------------------|---|--|---|
| College Required Generic Courses | Freshman English (6 credits) Freshman Chinese (6 credits) Physical Education (0 credit) | Freshman English (6 credits) University Chinese (3 credits) Computer Literacy (3 credits) Physical Education (0 credit) | |
| Sub-total: | | 12 credits | |

| | | | |
|--|---|--|--|
| General Education | 4 3-credit GE courses | | |
| Sub-total: | 12 credits | | |
| Foundation Stage Common Core Courses | 14 3-credit courses | 16 3-credit core courses (except 6 credits for FYP) 7 3-credit courses from one out of two specialized streams with its required courses) | 17 3-credit courses (except 6 credits for FYP) |
| | 42 credits | | |
| Specialization Stage Common Core and Stream Required Courses | 10 3-credit courses (total 20 credits) with 2 streams | | |
| | 30 credits | | |
| Sub-total: | 72 credits | | 54 credits |
| Programme Electives | 7 3-credit courses | | 10 3-credit courses |
| Sub-total: | 21 credits | | 30 credits |
| Free Electives | 2 3-credit courses | | 5 3-credit courses (i) English for Specific Purpose (ESP) + (ii) Electives |
| Sub-total: | 6 credits | | 15 credits |
| No. of credits for graduation | 123 | | |

4.3.2 In the proposed curricular change, students are required to study 3 College- required generic courses, 4 GE courses, 17 core courses, 10 programme electives, 5 electives to fulfill a total of 123 credits required for graduation. The Programme provides 4,797 Notional Learning Hours (NLH) in total. Majority of courses provide 39 contact hours and 78 self-study hours to students, except for Final Year Project. All courses provided in the Programme are pitched at QF Level 5.

4.3.3 The Panel noted that the most significant change proposed in the revised programme is to remove the two former specialized streams i.e. Business and Technical Communication; and Media Communication. The proposed changes aim to increase the number of courses students will take from both programme electives and free electives. The courses previously provided within these two specialized streams, (in addition to those courses known as English for Specific Purpose (ESP)) will be 'pooled' under the category of 'free electives', and open to all students. Courses categorized under 'free electives' will also be offered by the English Department

alongside courses from other departments as modes of elective study.

The Panel noted the changes to the Programme structure and which appears to deviate from the major/minor structure that the College had previously developed. The Panel expressed some concern about the readiness of both teachers and students to accommodate these changes particularly for those students who will be moving into their final years of study in the new academic year.

The College is **recommended** to review and ensure a smooth implementation of the revamping and effective monitoring of its progress by taking into consideration the following:

- (a) *To provide a whole picture of the implementation plan of the phased revamping, with a clear timeframe for each procedure; consult and involve students and provide guidance for the affected groups and how these changes will be accommodated including the likely impacts and possible outcomes.
This may include: schedules for the phasing in and out of the courses, the impacts of different modes of delivery for teaching staff and students, (e.g., via videoconference); scheduled dialogue with the senior management and with the programme team; launching regular Q & A sessions on the college website and on student chatrooms to publicize the revised Programme, and communication with various stakeholders and employers.*
- (b) *To track feedback and to respond accordingly to problems encountered by students or staff and where appropriate, make corresponding adjustments and plan responsively;*
- (c) *Prioritize students' learning needs and expectations against the learning objectives and outcomes;*
- (d) *To provide clear academic and pastoral support for staff and students*
- (e) *To strengthen the academic guidance available for students wishing to transfer to advanced study*

4.3.4 Under the revised and proposed programme structure, some foundational courses from the three strands of specialist knowledge are amalgamated to create the Programme's common core, to create additional flexibility and to increase access to the two elective programmes as well as creating space for new courses in literature, linguistics and language studies.

- 4.3.5 The overall total number of courses in the revamped programme remains unchanged, but number of courses students must take in each category in the revised structure will be different. Number of core courses will be reduced from 23 to 17; Programme Electives will be increased from 7 to 10 courses; while Free Electives from 2 to 5. According to the College's Response to the Panel's initial comments, 'the revised programme is planned to be a generalized professional English studies programme including options in translation, literature and linguistic elements. The programme electives comprise of three strands of knowledge with the emphasis more on English Studies as the core subject knowledge. This proposal and the addition of subjects responds to the recommendations from the previous accreditation Panel to include translation as a specialism. This was suspended in 2017 but will be reinstated and additional linguistics courses will also be added to 'produce a powerful sense of the quality of the generalist in English' (p.15, Response to the Panel's Initial Comments).
- 4.3.6 The revised programme provides breadth and flexibility for students by increasing their choices in electives. The Panel questioned whether all the electives courses would have enough students to guarantee a positive learning experience; and whether there were adequate teaching staff and an appropriate student/staff ratio to deliver the courses resulting from the multiplicity of students' choices and that there were enough academic staff to supervise the range of final year 'capstone' projects (FYPs). The Panel also expressed concern as to whether students may be overwhelmed or confused by the complexity of the programme and may struggle with selecting the courses and the appropriate pathway to meet their career aspirations.
- 4.3.7 The Panel recognized that the College will make every endeavor to increase the total number of student enrolments each year and to ensure that there is a critical mass of students entering the senior years of the programme in the interim period. The Panel considered that there should be a minimum enrolment of five students for each course offered to facilitate effective peer learning, the College is recommended to review the number, balance and combination of elective choices available to students by considering the following:
- (a) *To limit the number of electives ('programme-specific' and 'free electives') to provide the students with appropriate and focused study choices aligned to their career choices and with pedagogically effective staff-student ratios;*

- (b) *To review the definition and clarity of the academic pathways students can choose; and*
- (c) *To provide a clear map of possible study options and career pathways (including articulation opportunities for further study locally or overseas; or for career progression and employment.*

4.3.8 The curriculum design of the revised Programme proposes a dual emphasis on both academic and professional orientations, with the intention of offering a broad spectrum of courses that can prepare students for either further academic study or the skills and knowledge to embark on a professional career. The Panel expressed some concern as to the number and complexity of the programme. They also observed that students who were planning to seek employment may find difficulties graduating from a more generalist course, when a greater degree of specific skills and knowledge will be required relating to professional contexts (e.g., as an English teacher or translator). Conversely those who wish to pursue further academic study may require more in-depth discipline-specific knowledge in English Studies.

4.3.9 Following interviews with a small sample of alumni and recent graduates via the Panel noted that current graduate destinations were varied. Some had been admitted to non-/ local universities to further their professional qualifications in English teaching or other disciplines, while others had entered employment in hotel/tourism and in business administration. The Panel reviewed the outcomes of the employment survey (2016-17). These showed that graduates had entered an array of different employment sectors, including 'customer service', 'secretarial services', 'marketing' and 'communication', that are out of the anticipated employment stated in the revised programme information.

4.3.10 The Panel acknowledge the challenge the College faced in balancing clear specialist pathways and providing a broader and more generic programme, that may not deliver the required level of skills for either advanced study or professional employment in English Studies.

4.3.11 The panel recognised the challenges for the College with reference to breadth and depth and expressed some concern that the curriculum design may not meet the students' career or academic aspirations. the College is therefore **recommended**:

- (a) *To research and review students' career aspirations and educational goals drawing on feedback and evidence and employer needs to moderate the programme content to satisfy students' learning needs.*
- (b) *To target academic advice and support students academically and professionally to make judicious elective choices that support their future career plans and aspirations.*

4.3.12 The Panel was provided with the overall curriculum design and the course information. The Panel noted that the Final Year Project (FYP) included a one-year common core course that would not change the revised Programme. It carries 6 credits and students are required to focus on a supervised individual 'capstone' project of their own devising for most of their final year. Given the focused supervisory relationship that is developed through the FYP, the Panel **suggested** that the College may consider supporting the FYP supervisors to advise and assist students in applying for and seeking employment or academic opportunities.

4.3.13 The Panel noted that internship opportunities do not appear to be a formalized or explicit part of the English programme. During the site visit student representatives spoke highly of the internship experiences when they were interviewed and the Panel suggested that the College consider making internships a formal component in the revised programme as a unique selling point and to provide opportunities for students to enhance their employability skills in response to more clearly mapped graduate pathways.

4.3.14 The revised programme design and modifications were discussed with the programme team during the visit. The Panel also discussed the proposals with the external stakeholders and reviewed the course syllabi and all information provided. Notwithstanding the recommendations in paragraphs 4.3.3 to 4.3.5, the Panel concluded that the content and structure of the Programme was generally coherent, integrated and would enable students to achieve the stated PILOs.

4.4 **Learning, Teaching and Assessment**

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

- 4.4.1 The Programme uses English as the medium of instruction. The teaching and learning activities comprised mostly of face-to-face lectures and other in-class activities such as task-based activities, oral presentations and public speaking training activities, creative/formal writing tasks. In addition, teaching includes role-play and other simulation activities, language lab learning and related exercises. The Panel was provided with a summary of teaching and learning activities for each course, and reviewed samples of teaching and learning materials as well as substantive lecture notes in PowerPoint for the new courses proposed.
- 4.4.2 The Panel noted from the submitted documents and discussion with staff during the site visit that since the outbreak of the COVID-19 pandemic, the College has complied with the HKSAR Government's social distancing measures, with classes conducted via videoconference. When schools were allowed to resume some face-to-face classes, students were invited to return to the College to attend lectures and other teaching and learning activities. At the same time, stringent hygiene measures were being implemented on campus.
- 4.4.3 The Panel was provided with the College assessment policy and its rationale. It was noted that the substantial changes submitted for the HKCAAVQ assessment were approved by January 2021. These changes included:
- (a) changed the passing mark from 60 to 40;
 - (b) added A+ in the grading system; and
 - (c) expanded grade point from 4.0 to 4.3 in the grading system.
- 4.4.4 The Panel requested confirmation from the College that these changes did not pose any risk to the Programme and would not impact on students' performance.
- 4.4.5 The Panel was provided with the assessment scheme the Programme currently adopts for the courses in the submitted documents. Moreover, proposed revised assessment methods and weightings, compared to the current assessment schemes for selected courses were listed in a table. It clearly reveals the changes in types of assessments, assessment tasks and methods, weightings in percentages, and when and how the assessments occur. At the site visit, the College confirmed that the proposed changes would not affect the fairness in assessing students' progress of learning and overall performance.

- 4.4.6 As noted in Para 4.1.6, the Panel reviewed samples of marked student scripts and samples of students' Final Year Project provided by the College, these reflected good quality in students' performance.
- 4.4.7 The Panel discussed the students' learning experience and their challenges during the site visit and noted that the students appreciated the learning and pastoral support provided by the College, the experience of internships in industry and the student exchange programme in Germany. The Panel noted that both the internship and the exchange programme are optional and credits are not assigned to these as they are not a formal part of the programme's accredited provision.

The College was **advised**:

- (a) *To emphasize the enrichment of students' learning in professional settings and the provision of site visits to demonstrate and understand how English language may be applied in different practice contexts.*

And the College was also **recommended**:

- (b) *To develop strategic partnerships with a range of employers or potential employers in targeted industry sectors aligned with the programme pathways and to enhance opportunities for internships. The College may also consider developing new strategic partnerships with overseas universities in English-speaking nations to facilitate relevant exchange programmes for students. The College may consider establishing a strategic partnership with a relevant postgraduate programme to facilitate articulation and opportunities for advanced study.*

- 4.4.8 The Panel also noted the projected class size for different delivery modes stated in the submitted documents but observed that the Programme had been challenged with falling recruitment in recent years and students' choices for electives will be further increased and dispersed as a result of the programme revisions. The Panel expressed concern about the allowable minimum class size and experiences of peer-to-peer learning through interactions and discussions as learning activities would inevitably be affected. To maintain the quality of peer-to-peer learning, the College is **recommended**:

To review and establish the appropriate minimum number of students required to offer a viable course and to ensure peer-to-peer learning.

4.4.9 The graduation requirements are clearly listed in the submitted document that students have to fulfil all College and Programme requirements. They are summarised as below:

- Passing all Core, Elective and GE courses as prescribed;
- Achieve a minimum of 123 credits; and
- Obtain a minimum GPA of 1.75 for graduation (Obtain a cumulative of GPA of at least 2.5 to be eligible for conferring the Bachelor Degree award of this Programme) within the maximum period of study.

4.4.10 While reviewing the proposed changes in the assessment methods and weighting, the Panel noted inconsistencies across different courses, such as 'examination' instead of 'final examination'; different terms and criteria were adopted to assess 'class participation' of students. The College noted these variances across the courses at the site visit. The College confirmed that 'final examination' would be used in the revised programme documents and that the criteria and weighting of assessing student's class participation should be the same across all courses (10%). The College confirmed that the necessary revisions to the course syllabi would be made accordingly.

4.4.11 The Panel confirmed that, in the light of the evidence provided in documents and through a range of exchanges during the site visit, the teaching, learning and assessment activities for the programme have been effective in delivering the content and assessing students' attainment of the 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 Panel was provided with current staffing, planned headcount and profile of academic staff with information on their relevant academic qualifications, work experience and teaching experience, as well as the detailed Curriculum Vitae (CV) for each member of teaching staff. The current academic staff structure of the programme comprises 10 teaching staff (4 Part-time [PT] and 6 Full-time [FT]) and one administrator. Ranks of teaching staff are: 1 professor; 1 Assistant Professor; 1 Senior Lecturer; 5 Lecturers (1 FT and 4 PT) and 2 Assistant Lecturers. The key leaders of the programme are the Head of English Department, currently seconded to the Acting Deanship of Faculty of Arts and Social Sciences, the Acting Head, and the Programme Director.

4.5.2 The Panel noted that the Faculty Dean and the Department Head are currently in 'acting status' and their respective posts have not been confirmed. The Panel recognised that appointees to the acting posts are experienced staff who have been engaged in teaching core subjects and provided supervision to students' FYP. However, the Panel expressed some concern that without a scheduled plan for hand-over, their current teaching assignments and new delegations of teaching duties will directly impact on students' learning. In considering the stability of the course and the confidence of the staff to commit to the long-term development of the programme, the College is **recommended**:

To confirm the leadership of the programme and the roles of all full-time core subject teachers to ensure a stable, mutually supportive academic team; and to enable strategic planning for the development of the programme.

4.5.3 The Panel was informed that teaching duties were shared across six full-time teaching staff (including the Acting Faculty Dean) and four part-time teaching staff. Based on the profiles and CVs of the Programme Director and teaching staff, the Panel considered that the expertise of the teaching team can provide the essential expertise to deliver the proposed programme. The Panel was appreciative of the range and varied experience of the staff team to provide and manage the programme, and the capability of the teaching staff to deliver a wide spectrum of courses effectively.

4.5.4 The Panel noted that the College has an institute-wide staff development policy. The programme team also provided the Panel with projected staffing numbers over the next five years and the anticipated staff workload regarding their engagement in the programme. With a staff development plan for the next five years

provided, the Panel observed that the College recognises the importance of its staff and their contributions (in terms of their commitment and loadings) as well as the development needs for all staff. The Panel noted that the College provides relevant training and staff development and that there was also in-house pedagogic training provided through the Quality Teaching and Learning Unit. Paid study leave and professional leave are also offered to academic staff to ensure they remain current and abreast of development trends in academia. Academic staff are also encouraged to engage in research and to apply for research funding and grants provided for editing and publishing academic journal papers, attending conferences, paper presentations, and overseas study tours.

- 4.5.5 The evidence provided by the College demonstrated that it places a teaching team with qualities, competence, qualifications and experiences necessary for effective management and delivery of the Programme. The Panel were confident that there were mechanisms in place to monitor the provision of appropriately planned staff development and training activities, that are mapped to identified staff development needs through the annual staff appraisal meetings and teaching evaluation results. The Panel were satisfied that the College sufficiently supports staff training and development activities to ensure that staff can maintain their subject currency and can support the continual quality enhancement of the programme.

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

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

- 4.6.1 From the information provided in the documents, the Panel noted that the College has set in place the Policy for Ensuring Adequacy of Resources (7.2.4, p.44, Main Document) to guarantee resources are adequate (including the budget) of each unit before any proposed programmes is launched. The Senior Management Team also undertake a prudent assessment before making proposal to the Finance Committee of the College Council for final approval. In general, resources are allocated according to the Strategic Plan of the College. In case of contingency, the Programme would be supported by the College.

- 4.6.2 As the College is operating on a self-financing basis, tuition fees are the major source of income for the BAEPC Programme. Regardless of facing challenges in recruitment in the past years due to an overall declining student population, the College demonstrates confidence by retaining the maximum student intake number per year at 60; and believes that the situation will be ameliorated given the demands for bilingual talents in many sectors and that has been increasing in accordance with the development of Greater Bay Area (Response to the Panel's Initial Comments, p.13). Moreover, the College inferred from the records of comparing academic years of 2016/17 and 2017/18 that, there had been a threefold increase in the number of students enrolled, particularly those from Mainland China, which comprised 66% of student intake in 2017/18. Hence, the College regarded a trend of increasing the number of Mainland students (Attachment 2: Response to the Panel's Initial Comments, p.35).
- 4.6.3 The College recognized these students are important sources of tuition income and considers expanding outreach programmes and strengthening connections with secondary-school English teachers to enlarge numbers of enrolments through English-related workshops and activities for DSE students.
- 4.6.4 The College provided a five-year budget plan that was presented to the Panel demonstrating a gradual increase in surplus projected from 2021/22 to 2025/26. Based on the above information, the Panel confirmed its confidence that the College will provide the financial resources in supporting the Programme.
- 4.6.5 Given COVID-19, the Panel did not visit the campus in person, but on-site information was provided with information presentation and video clips by the College showing the availability of support as well as adequate allocation of resources and funds to the programme for its continued delivery and development.
- 4.6.6 At the site visit, the College representatives confirmed that the library holdings and resources facilitating students' learning in English Language are sufficient. They also introduced the English Language and Culture Centre (ELCC), funded by the Government until 2022 and will be continued by the College afterward. The Panel considered the ELCC facilitates students' learning in English by its current provision of services, like coordinating exchange programmes, walk-in consultations for students, self-access corners and self-help online resources. Moreover, a virtual interpreting system, KOSMOS, has been installed on all computers at the ELCC to support interpretation training of the English Department. The

Panel confirmed that the current support services provided by the ELCC could be developed further and could be better integrated and coordinated with the programme and help to gather information about difficulties students encountered in learning English Language. Gathering such data would enable the programme to provide more substantive support to students. The College is **advised**:

To monitor the effectiveness of the English Language and Culture Centre; including how often it is used by students and to what extent the Centre enables students to learn or enhance their English proficiency. Evidence may be drawn from qualitative and quantitative student feedback and from the database of the Centre which could be analyzed and contribute to the Programme design and enhancement of students' learning of English Language.

- 4.6.7 As noted in Para 4.1.9, the revised programme has taken a 'middle-ground' approach, that embraces goals for meeting the professional and academic development needs of the students. The de-streaming plus new English studies subjects in the proposed curricular change increase students' exposure to different strands of knowledge in the subject domain of English Studies, preparing them for further academic study; while simultaneously providing professionally-oriented subjects for students to support career development. However, given the market demands and complex pathways, students may require more strategic guidance in choosing electives to align with their career plans.
- 4.6.8 The Panel welcomed confirmation by the College that each student is assigned an academic advisor. The advisors also help to identify students-at-risk during their advisory sessions. The Panel **suggested** that the role of these advisors might also be strengthened to offer advice and counselling to students in making study and career choices.
- 4.6.9 Other enabling resources/services that facilitate teaching, student learning also includes IT support, computer lab and services offered by the Student Affairs Office. The Panel considered the level and types of resources and services provided by the College to support the educational development activities of the programme are appropriate.

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 Panel noted that the College has developed formal quality assurance processes and mechanisms and the present system involves different levels of personnel and external inputs from various stakeholders. At the College level, the Academic Board, the highest academic policy making body chaired by the College President via the Quality Assurance Committee, approves new programmes and ensures their quality and on-going development. At the departmental level, the Programme Committee is chaired by the Department Head, who works together with the Board of Examiners to ensure programme quality. Academic leadership of the programme rests with the programme leader, supported by subject specialist teachers to ensure that the curriculum content is current and delivered at QF Level 5 standard.
- 4.7.2 The Panel reviewed the following documentary evidence provided by the College on its QA process for the revised Programme:
- (a) QA Manual of the College;
 - (b) The QA mechanism and the committees / personnel involved;
 - (c) Extracts of meetings minutes of selected Boards and Committees;
 - (d) Extracts of comments made by external academic advisors on the current and revised Programme structure and contents;
 - (e) Students Feedback Questionnaires (SFQ) mean score and consolidated results and students' comments on individual courses; their views toward the proposed revisions to the Programme; and
 - (f) External Examiner's comments on selected courses and students' performances; as well as their views toward the proposed revisions to the Programme.
- 4.7.3 The Panel reviewed a range of documents with respect to the management, monitoring and review of the Programme. At the site visit, the Panel met with representatives at different levels in the QA process. They shared with the Panel their responsibilities and engagement in assuring the quality of the Programme. Overall, the Panel was of the view that the College has followed the established

quality assurance policies and has put in place mechanisms for continuous monitoring and improvement 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 () 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 <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognized under the QF.

Ref: 55/15/03

04 November 2021

JoH/SF/AIL/ail/sp

Chu Hai College of Higher Education

**Learning Programme Re-accreditation for Bachelor of Arts (Honours) in
English for Professional Communication Programme**

12 – 13 August 2021

Panel Membership

Panel Chair

Professor BODDINGTON Anne

Professor Emerita
Faculty of Design Innovation
Kingston University, London
THE UNITED KINGDOM

Panel Secretary

Ms Angel LUI

Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
HONG KONG

Panel Members

Ms CHAN May See Christy

Senior Tutor, Coordinator-Bespoke Language
Services and Scholarship Support
Chan Fung Meng Lin and Chan Shuk Lin
English Language Centre
City University of Hong Kong
HONG KONG

Professor LI Defeng

Associate Dean of Faculty of Arts and
Humanities
Director of Centre for Studies of
Translation, Interpreting and Cognition
(CSTIC)
University of MACAU
MACAU

Dr LI Kam Cheong

Director of Research
Open University of Hong Kong
HONG KONG

Appendix 2

Graduate Profile of Bachelor of Arts (Honours) in English for Professional Communication

| | | | | | | | | | | |
|--|---|--|-----|--|-----|--|-----|---|-----|---|
| Qualification Title (in English and Chinese, if applicable) | Bachelor of Arts (Honours) in English for Professional Communication 專業英語傳意（榮譽）文學士 | | | | | | | | | |
| Qualification Type (e.g. Bachelor Degree) | Bachelor Degree | | | | | | | | | |
| QF Level | 5 | | | | | | | | | |
| Primary Area of Study/Training | Languages and Related Studies | | | | | | | | | |
| Other Area of Study/Training (if any) | English Language | | | | | | | | | |
| Programme Objectives | Existing Programme Objectives : <table><tr><td>PO1</td><td>Enable graduates to acquire and internalize all the generic and intellectual skills as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors).</td></tr><tr><td>PO2</td><td>Empower graduates to evolve into knowledgeable intellectuals, highly proficient and articulate in effectively communicating English.</td></tr><tr><td>PO3</td><td>Empower graduates to mediate effectively between clients and practitioners in one of the two streams of business and technical communication and media communication (of their choice).</td></tr><tr><td>PO4</td><td>Enable graduates equipped with both professional communication skills and a knowledge base of the relevant sector, to function in a specialist environment (of the local commercial, industrial, publishing, or media sector) meaningfully and usefully in contributing to successful completion of practical assignments on the job.</td></tr></table> | | PO1 | Enable graduates to acquire and internalize all the generic and intellectual skills as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors). | PO2 | Empower graduates to evolve into knowledgeable intellectuals, highly proficient and articulate in effectively communicating English. | PO3 | Empower graduates to mediate effectively between clients and practitioners in one of the two streams of business and technical communication and media communication (of their choice). | PO4 | Enable graduates equipped with both professional communication skills and a knowledge base of the relevant sector, to function in a specialist environment (of the local commercial, industrial, publishing, or media sector) meaningfully and usefully in contributing to successful completion of practical assignments on the job. |
| PO1 | Enable graduates to acquire and internalize all the generic and intellectual skills as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors). | | | | | | | | | |
| PO2 | Empower graduates to evolve into knowledgeable intellectuals, highly proficient and articulate in effectively communicating English. | | | | | | | | | |
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| PO4 | Enable graduates equipped with both professional communication skills and a knowledge base of the relevant sector, to function in a specialist environment (of the local commercial, industrial, publishing, or media sector) meaningfully and usefully in contributing to successful completion of practical assignments on the job. | | | | | | | | | |

| | | | | | | | | | | | |
|---|--|---|---|-------|--|-------|--|-------|---|-------|---|
| | <p>Proposed Programme Objectives effective from 2022-23:</p> <table border="1" data-bbox="655 313 1417 981"> <tr> <td data-bbox="655 313 810 499">PO1</td><td data-bbox="810 313 1417 499">Enable graduates to acquire all the generic and intellectual as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors).</td></tr> <tr> <td data-bbox="655 499 810 757">PO2</td><td data-bbox="810 499 1417 757">Enable graduates to evolve into knowledgeable individuals, highly proficient and articulate in English and appreciative of the cultural, historical, socio- political, aesthetic, and philosophic backgrounds behind the English language.</td></tr> <tr> <td data-bbox="655 757 810 902">PO3</td><td data-bbox="810 757 1417 902">Empower graduates to mediate and communicate effectively in areas of business, technical, media, and publishing sectors.</td></tr> <tr> <td data-bbox="655 902 810 981">PO4</td><td data-bbox="810 902 1417 981">Enable graduates with the above skills to cultivate a life- long learning attitude.</td></tr> </table> | PO1 | Enable graduates to acquire all the generic and intellectual as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors). | PO2 | Enable graduates to evolve into knowledgeable individuals, highly proficient and articulate in English and appreciative of the cultural, historical, socio- political, aesthetic, and philosophic backgrounds behind the English language. | PO3 | Empower graduates to mediate and communicate effectively in areas of business, technical, media, and publishing sectors. | PO4 | Enable graduates with the above skills to cultivate a life- long learning attitude. | | |
| PO1 | Enable graduates to acquire all the generic and intellectual as well as communication skills as prescribed for QF Level 5 (vide Generic Level Descriptors). | | | | | | | | | | |
| PO2 | Enable graduates to evolve into knowledgeable individuals, highly proficient and articulate in English and appreciative of the cultural, historical, socio- political, aesthetic, and philosophic backgrounds behind the English language. | | | | | | | | | | |
| PO3 | Empower graduates to mediate and communicate effectively in areas of business, technical, media, and publishing sectors. | | | | | | | | | | |
| PO4 | Enable graduates with the above skills to cultivate a life- long learning attitude. | | | | | | | | | | |
| <p>Programme Intended Learning Outcomes</p> | <p>Existing PILOs :</p> <table border="1" data-bbox="655 1115 1434 1823"> <tr> <td colspan="2" data-bbox="655 1115 810 1189">Upon completion of the Programme, students should be able to:</td></tr> <tr> <td data-bbox="655 1189 810 1375">PILO1</td><td data-bbox="810 1189 1434 1375">Communicate with a high-level English proficiency in all practical situations and in particular in a specific commercial, industrial, media, publishing, or any other relevant environment.</td></tr> <tr> <td data-bbox="655 1375 810 1561">PILO2</td><td data-bbox="810 1375 1434 1561">Function linguistically in the English medium, using English as a world language, in situations in which subtle features and characteristics of the English language figure prominently.</td></tr> <tr> <td data-bbox="655 1561 810 1673">PILO3</td><td data-bbox="810 1561 1434 1673">Demonstrate a working knowledge base requisite for operation in the commercial, industrial, media or publishing sector.</td></tr> <tr> <td data-bbox="655 1673 810 1823">PILO4</td><td data-bbox="810 1673 1434 1823">Demonstrate a good grounding in the literature, linguistics, history, and philosophy of the English- speaking nations so as to be culturally sensitive.</td></tr> </table> | Upon completion of the Programme, students should be able to: | | PILO1 | Communicate with a high-level English proficiency in all practical situations and in particular in a specific commercial, industrial, media, publishing, or any other relevant environment. | PILO2 | Function linguistically in the English medium, using English as a world language, in situations in which subtle features and characteristics of the English language figure prominently. | PILO3 | Demonstrate a working knowledge base requisite for operation in the commercial, industrial, media or publishing sector. | PILO4 | Demonstrate a good grounding in the literature, linguistics, history, and philosophy of the English- speaking nations so as to be culturally sensitive. |
| Upon completion of the Programme, students should be able to: | | | | | | | | | | | |
| PILO1 | Communicate with a high-level English proficiency in all practical situations and in particular in a specific commercial, industrial, media, publishing, or any other relevant environment. | | | | | | | | | | |
| PILO2 | Function linguistically in the English medium, using English as a world language, in situations in which subtle features and characteristics of the English language figure prominently. | | | | | | | | | | |
| PILO3 | Demonstrate a working knowledge base requisite for operation in the commercial, industrial, media or publishing sector. | | | | | | | | | | |
| PILO4 | Demonstrate a good grounding in the literature, linguistics, history, and philosophy of the English- speaking nations so as to be culturally sensitive. | | | | | | | | | | |

| | | |
|--|---|--|
| | PILO5 | Foster, promote, and sharpen critical thinking, creativity, problem-solving, and decision-making skills. |
| | PILO6 | Consolidate, further develop, and inter-relate Programme and individual course aims, intended learning outcomes, and course content holistically. |
| | PILO7 | Synthesise knowledge, understanding, skills, and experience towards cultivating a lifelong propensity and capability of applying and furthering these elements to achieve a whole-person development towards advancing the academic and pedagogical goals and fruits of the Programme for lifelong learning and for bridging East and West in cultural and intellectual terms. |
| | Proposed PILOs effective from 2022-23 : | |
| | Upon completion of the Programme, students should be able to: | |
| | PILO1 | Demonstrate English proficiency in all practical situations and in particular commercial, industrial, media, publishing, or any other relevant environment. |
| | PILO2 | Function competently in the English medium, using English as a world language, in situations in which subtle features and characteristics of the English language figure prominently. |
| | PILO3 | Build a good grounding in the literature, linguistics, and cultural backgrounds of the English-speaking nations so as to be culturally sensitive. |
| | PILO4 | Develop critical thinking, creativity, problem-solving, and decision-making skills. |
| | PILO5 | Cultivate a lifelong propensity and capability of applying the integrated skills of language and communication towards a whole-person development. |

| Education Pathways | Articulation to further studies at both local and overseas universities and other institutions of higher. | | | | | | | | | | | | |
|---|---|---------|-------------------|---------------------------------------|---------|------------------|---------|-------------|---------|---|-------------------------|-------------------------------|------------------------|
| Employment Pathways | Positions in companies/ firms/ organizations in commercial, industrial, media, publishing, logistics, etc.; executive and administrative grade in the Civil Service, financial and banking sectors, teaching in secondary schools, etc. | | | | | | | | | | | | |
| Minimum Admissions Requirements | <p>General Entrance Requirement (for DSE Graduates)</p> <table border="1"> <thead> <tr> <th>Subject</th><th>Level Requirement</th></tr> </thead> <tbody> <tr> <td>Chinese Language¹ Level 3</td><td>Level 3</td></tr> <tr> <td>English Language</td><td>Level 3</td></tr> <tr> <td>Mathematics</td><td>Level 3</td></tr> <tr> <td>Liberal Studies or Citizenship and Social Development</td><td>Level 2 or Attained (A)</td></tr> <tr> <td>Elective subject²</td><td>Level 2 in one subject</td></tr> </tbody> </table> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Accredited Associate Degree or Higher Diploma from local educational institutions <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Be an overseas applicant (admitted on a case-by-case basis) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Be a mature applicant of at least 23 years of age | Subject | Level Requirement | Chinese Language ¹ Level 3 | Level 3 | English Language | Level 3 | Mathematics | Level 3 | Liberal Studies or Citizenship and Social Development | Level 2 or Attained (A) | Elective subject ² | Level 2 in one subject |
| Subject | Level Requirement | | | | | | | | | | | | |
| Chinese Language ¹ Level 3 | Level 3 | | | | | | | | | | | | |
| English Language | Level 3 | | | | | | | | | | | | |
| Mathematics | Level 3 | | | | | | | | | | | | |
| Liberal Studies or Citizenship and Social Development | Level 2 or Attained (A) | | | | | | | | | | | | |
| Elective subject ² | Level 2 in one subject | | | | | | | | | | | | |
| Operator (in English and Chinese, if applicable) | Chu Hai College of Higher Education 珠海學院 | | | | | | | | | | | | |

¹ For non-Chinese speaking (NCS) applicants, he/she must obtain one of the following Chinese Language qualifications as the equivalent of HKDSE Chinese Language:

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

² Besides Category A elective subjects, Mathematics extended modules (M1/M2) and "other languages" (at grade E or above) can also be used to meet the elective requirement. If students take both M1 and M2, they are counted as one subject only.

HKCAAVQ Report No.: 21/147

Chu Hai College of Higher Education

**Learning Programme Re-accreditation for Bachelor of Arts (Honours) in
English for Professional Communication Programme**

Corrigendum

On page 2 of the Accreditation Report:

Original

- Title of Learning Programme: Bachelor of Arts (Honours) in English for Professional Communication programme 專業英語傳意（榮譽）文學士課程
- QF Credits: 123

Correction

- Title of Learning Programme: Bachelor of Arts (Honours) in English for Professional Communication programme 專業英語傳意（榮譽）文學士學位課程
- QF Credits: 480

HKCAAVQ

30 May 2022