



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

CONFIDENTIAL

ACCREDITATION REPORT

CHU HAI COLLEGE OF HIGHER EDUCATION

LEARNING PROGRAMME ACCREDITATION

**MASTER OF ARTS IN ARTS TECH AND DIGITAL
COMMUNICATION PROGRAMME**

AND

**MASTER OF ARTS IN INNOVATIVE APPLICATION FOR
CREATIVE INDUSTRIES PROGRAMME**

JUNE 2022

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA781), 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 to conduct a Learning Programme Accreditation 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 Arts Tech and Digital Communication Programme and the Master of Arts in Innovative Application for Creative Industries Programme of Chu Hai College of Higher Education (the College) meet the stated objectives and QF standard and can be offered as accredited programmes; and
- (b) To issue to the College an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the Master of Arts in Arts Tech and Digital Communication Programme (MA-ATDC) and the Master of Arts in Innovative Application for Creative Industries Programme (MA-IACI) meet the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, both programmes can be offered as accredited programmes with a validity period of three years.

2.2 Validity Period

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

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the conditions set out in Para 2.4 by the specified deadline.

2.3 The determinations on the MA-ATDC and MA-IACI Programmes are specified as follows:

Name of College	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	Master of Arts in Arts Tech and Digital Communication Programme 藝創科技及數碼傳播文學碩士課程	Master of Arts in Innovative Application for Creative Industries Programme 創意產業應用科技文學碩士課程
Title of Qualification	Master of Arts in Arts Tech and Digital Communication 藝創科技及數碼傳播文學碩士	Master of Arts in Innovative Application for Creative Industries 創意產業應用科技文學碩士
Primary Area of Study and Training	Arts, Design and Performing Arts	Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries	Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
QF Level	Level 6	
QF Credits	104	116
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 2 years	
Intermediate Exit Award(s)	Not applicable	

Start Date of Validity Period	1 September 2023	
End Date of Validity Period	31 August 2026	
Number of Enrolment(s)	Two enrolments per year (Fall and Spring)	
Maximum Number of New Students	Full-time: 50 per year Part-time: 10 per year	Full-time: 60 per year Part-time: 30 per year
Address of Teaching / Training Venue(s)	80 Castle Peak Road, Castle Peak Bay, Tuen Mun, New Territories, Hong Kong	

2.4 Condition

2.4.1 Pre-conditions

2.4.1.1 The College is to develop a detailed and documented plan on equipment, laboratory and specialised teaching spaces, which should:

- (a) demonstrate that students will have access to sufficient contemporary and appropriate equipment, laboratory space and specialised teaching spaces for the anticipated cohorts in both Programmes;
- (b) ensure that there is a documented and funded approach for regularly updating the equipment; and
- (c) provide for technical support staff to ensure that the equipment can be maintained and utilised by the students over a flexible range of hours to support both full-time and part-time students.

The College is to submit a detailed and documented plan to HKCAAVQ on the fulfilment of the above pre-condition **on or before 31 December 2022**. (Para 4.6.9)

2.4.1.2 The College is to develop a formal agreement document that would be sent to all industry advisers and industry supervisors for signing, including those involved in the Elite Collaboration Scheme and those acting as external supervisors for projects. This formal agreement should cover the following:

- (a) An agreement to abide by formal College sexual harassment and discrimination policies; and
- (b) An attachment describing the process for students to register a complaint against and/or appeal their assignment of an industry adviser or supervisor.

The College is to submit the formal agreement and relevant documents on the fulfilment of the above pre-condition **on or before 31 December 2022**. (Para 4.5.10)

2.5 Requirements

- 2.5.1 The College is to review and expand the library holdings to include more journals related to the disciplines of arts, creativity, and the social and cultural impacts of arts, technology and creativity.

The College is to report on up-to-date library acquisitions to HKCAAVQ on the fulfilment of the above requirement **within the first year of the operation of the Programmes**. (Para 4.6.3)

- 2.5.2 The College is to ensure that all industry advisers and supervisors who contribute to the programmes via lectures and/or involvement in project supervision, would undertake an appropriate orientation and training programme. This training programme should include an introduction to assessment processes.

The College is to submit a report to demonstrate the above has been implemented. The report is to be provided **at the end of the first year of the operation of the Programmes**. (Para 4.5.10)

2.6 Recommendations

The Panel also offers the following recommendations for continuous improvement of both Programmes.

- 2.6.1 The College should review the use of the term “entrepreneur” in the PILOs and course description of the MA-IACI Programme to make it clear that the Programme would provide some entrepreneurial skills, but does not guarantee that the graduates will be equipped to become entrepreneurs. (Para 4.1.14)

- 2.6.2 The College should ensure that the prospectus, website and promotional materials, provide clear advice to prospective students that, without either a cognate undergraduate degree or significant work experience in the area, it would be difficult to undertake either of the Programmes. (Para 4.2.4)
- 2.6.3 The College should clarify the use of the term “research” in both Programmes to make it clear that this is applied research, including market research, and this is not academic research which might lead to admission to a PhD programme. (Para 4.3.6)
- 2.6.4 The College should augment their ongoing staffing expertise with staff with experience and knowledge in the areas of arts, creativity and design. (Para 4.5.5)
- 2.6.5 The College should ensure that there is sufficient administrative support to manage the student projects and the differentiation of responsibilities between the academic and industry supervisors. The administrative support should also manage the timeline to ensure that all students are on track to complete their projects on time. (Para 4.5.11)
- 2.6.6 The College should ensure the staff responsible for supervising industry advisers and supervisors are appropriately trained in managing their different responsibilities and dealing with any issues arising from the formal agreement with these industry advisers and/or supervisors as discussed. (Para 4.5.12)

2.7 **Advice**

The Panel also offers the following advice for continuous improvement of both Programmes.

- 2.7.1 The College should broaden the focus of the MA-IACI Programme to have a greater emphasis on design and performance which are integral to the creative industries. (Para 4.1.15)
- 2.7.2 The College should monitor the demand for both full-time and part-time places in both Programmes, with a view to adjusting the ratio of these as appropriate. (Para 4.2.6)
- 2.7.3 The College should consider increasing the amount of performing arts and music in the MA-ATDC Programme, particularly in the course *Comparative Visual Art History and Theory* to make the

Programme explicitly relevant to students in all art disciplines. (Para 4.3.9)

- 2.7.4 The College should enhance the humanistic perspective of creative and innovative applications in addition to the current emphasis on technical skills in the MA-IACI Programme. (Para 4.3.12)
- 2.7.5 The College should ensure that the processes associated with the trilingual nature of the MA-IACI Programme are made explicit to students so that they understand which languages will be used for different topics and components of the Programme. (Para 4.4.6)
- 2.7.6 The College should consider acquiring journals distributed by companies such as Intellect UK, Taylor and Francis and Sage, all of which have a large range of journals with a practical focus in the areas of arts, creativity and the social and cultural impact of arts, technology and creativity. (Para 4.6.4)
- 2.8 HKCAAVQ will subsequently satisfy itself whether the College remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the College by reference to, amongst other things, the College'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 Chu Hai College of Higher Education (the College) was registered in 2004 under the Post Secondary Colleges Ordinance (Cap. 320) as a privately funded, non-profit-making post-secondary college. The College has undergone a number of Learning Programme Accreditation (LPA) and Re-accreditation (Re-LPA) exercises. In addition, the College has successfully obtained Programme Area Accreditation (PAA) for Chinese Language, Chinese Literature, Journalism, Mass Communication, Accounting, Finance, General Business Administration, Civil Engineering and Architecture.

- 3.2 The College commissioned HKCAAVQ to conduct LPA exercise for the Master of Arts in Arts Tech and Digital Communication Programme and the Master of Arts in Innovative Application for Creative Industries Programme. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at **Appendix 1**).
- 3.3 In view of the outbreak of the COVID-19 pandemic and considered participants' safety as the top priority, the on-site visit was replaced by video-conferencing in the period of 29 March to 1 April 2022. In conducting this exercise, HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* served as the guiding document for the College and the Panel.
- 3.4 In consideration of the College's track record established from previous accreditation exercises, and in accordance with the results of applying HKCAAVQ's Differentiation Approach, the College was required to provide information pertinent to all the standards of LPA.

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 College.

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 Both MA-ATDC and MA-IACI Programmes are hosted by the Department of Journalism and Communication under the Faculty of Arts and Social Sciences of the College.
- 4.1.2 The Objectives and Intended Learning Outcomes of the MA-ATDC Programme are as follows:

Programme Objectives (POs)

PO1	To satisfy the societal needs for a new generation of arts and communication professionals able to work out digital solutions with a creative and cross-boundary mind and horizons;
PO2	To enhance the digital competence of young people to tap the opportunity in the rapid socio-economic development of the Greater Bay Area;
PO3	To develop an arts tech hub in the College to provide an interdisciplinary training across academic departments and awake the arts community and general public to experience the impact of various forms of arts creation with new technologies;
PO4	To promote a digital and convergent arts culture in Hong Kong and the Mainland.

Programme Intended Learning Outcomes (PILOs)

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

PILO1	Identify and interpret the multifaceted and complex interaction of the Chinese and Western arts cultures and identities being affected by the international flows of media contents;
PILO2	Apply the latest IT skills necessary for designing and employing arts technologies for cultural and creative production, performing and digital communication;
PILO3	Engage in research on traditional arts culture and history in conjunction and convergence with the contemporary Chinese and Western arts developments;
PILO4	Exercise the acquired professional expertise, critical thinking and leadership capacity to serve the arts and media industries.

- 4.1.3 The Objectives and Intended Learning Outcomes of the MA-IACI Programme are as follows:

Programme Objectives (POs)

PO1	Develop students' innovative competence required for executives and entrepreneurs of the creative industries of today and the future. 培養學生作為當今和未來創意產業高管和企業家所需的創新能力
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PO2	Nurture students' research skills and cross-disciplinary discernment for issues relating to the creative industries. 培育學生的研究技能和對創意產業相關議題的跨學科洞察力
PO3	Equip students with professional know-how and applications of advanced technology to increase their efficacy for innovative solutions in the realm of creative industries. 為學生提供專業知識和先進技術的應用，使其能在創意產業領域中提出和執行創新的解決方案
PO4	Provide creative industries in Hong Kong and the Greater Bay Area with graduates who demonstrate the highest standards of professionalism and ethics in planning and executing missions with commitment and leadership. 為香港和大灣區的創意產業提供高專業水平和專業操守的畢業生，讓他們在規劃和執行任務時具有承擔和領導能力

Programme Intended Learning Outcomes (PILOs)

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

PILO1	Comprehend the manifold complexities of the creative industries that interact with technology advancement. 理解創意產業的多樣性及其與科技創新的相互關係
PILO2	Integrate innovative ideas into strategic application for creative entrepreneurship. 將創意理念融入創新產業的策略應用
PILO3	Analyze and execute research projects relating to the creative industries for the markets in Hong Kong and the Greater Bay Area. 為香港及大灣區的創意產業市場進行分析及執行相關的研究項目
PILO4	Demonstrate genuine creativity and professionalism in executing missions for the creative industries with commitment and leadership. 具有承擔和領導能力，在創意產業的事業發展中表現出色的創造力和專業精神

4.1.4 The College provided the Panel the following to demonstrate the Programmes' fulfilment of POs, PILOs and QF standard:

- (a) Mapping of the College's mission against POs;
- (b) Mapping of POs against PILOs;

- (c) Mapping of PILOs against the Generic Level Descriptors (GLDs) at QF level 6; and
- (d) Course syllabi of both Programmes.

- 4.1.5 On the MA-ATDC Programme, the College clarified in its *Responses to the Panel's Initial Comments*, that the POs of Chinese and Western art cultures would correlate to PILO1 and PILO3. It was due to the fact that, a wide range of media and apps could intertwine with different art cultures and art forms. The College would introduce the convergence of art cultures with technologies by adopting both Chinese and Western art cultures, the majority among all types of art cultures.
- 4.1.6 The College clarified that PO3 was designed to align with the College' development. The College was applying for the HKSAR Government's Institutional Development Scheme (IDS) to establish an Arts Tech Research Centre, which was proposed to promote collaboration across all departments of the College and artists through exhibitions and experiments.
- 4.1.7 On the MA-IACI Programme, the Panel discussed with the College the correlation between POs, PILOs and graduates' employment. The Panel observed that the graduates' employment had suggested a high level of knowledge and real-world experience; however, both sets of POs and PILOs might not correlate to the job positions as described in the graduates' employment. The College responded that the MA-IACI Programme was designed based on three areas, namely (1) creative production and entrepreneurship, (2) advanced technology application, and (3) research for creative industries. Thus, the graduates' pathway would match with these three areas. With the fulfilment of POs and PILOs, students would be capable to compete for the job positions described in the graduates' profile (**Appendix 3**). The external stakeholders shared a similar view that, the industries would look for graduates with the three qualities, i.e. creativity, business awareness and technology. They supported the notion that the Programme would nurture students with these three qualities that ensure they are fit for industry needs.
- 4.1.8 To ascertain the potential market demand for both Programmes, the College has conducted surveys to prospective students and employers in June and July 2021:

- (1) On the MA-ATDC Programme, 200 valid responses from prospective students and 20 valid responses from employers were received. More than 90% of each respondent group shared the same view that the Programme would foster senior level professionals in arts and communication fields with arts tech ideas and training so as to meet with the industry needs. In particular, 80% of the prospective students expressed that they would be interested in enrolling in the Programme as they could learn from the professionals in the industry; whereas over 60% of employers expressed that they would be willing to recruit staff with the knowledge of arts tech and digital communication at postgraduate level.
- (2) On the MA-IACI Programme, 200 valid responses from prospective students and 21 valid responses from employer respondents were received. Over 80% of prospective student respondents indicated their interest in the Programme, and 91% would consider enrolling the Programme. All employer respondents agreed with the three objectives of the Programme.

4.1.9 The College made reference to the official data and relevant policies to demonstrate the HKSAR Government's support of the development of arts tech and creative industries:

- (1) On the MA-ATDC Programme, the College made reference to the Chief Executive's 2020 Policy Address in the areas of arts tech development and culture exchange in Hong Kong. The College was confident the Programme would nurture professionals who could bring benefit to the development of East Kowloon Cultural Centre, a major arts tech venue and incubator for the provision of structured training in the region.
- (2) On the MA-IACI Programme, the College made reference to the Government's report on Manpower Projection to 2027, for which the College stated that it shared similar findings with the College's surveys. The Government's report pointed out that there would be continuous demand for manpower in information and communications, cultural and creative industries, design and advertising sectors as there has been since 2017, with a significant proportion of job vacancies at the managerial level.

- 4.1.10 In terms of the attractiveness of the two proposed Programmes to potential students, and the employability of future graduates to employers, the College benchmarked the MA-ATDC Programme against 4 similar Master's programmes offered by local universities and 3 similar Master's programmes offered by overseas universities; the MA-IACI Programme against 4 similar Master's programmes offered by local universities and 2 similar Master's programmes offered by overseas universities. Based on the findings from the benchmarking, the College considered that both Programmes would have niches in the market by offering students the opportunities to share with the professionals of the industries, as well as specific education and training in arts tech with digital communication, and advanced technology that can be applied in academic research and creative production.
- 4.1.11 Having considered the above, the Panel is of the view that both MA-ATDC and MA-IACI Programmes had POs and PILOs designed to address education and industry needs, and also with PILOs at the appropriate standards of the claimed QF level.
- 4.1.12 During the site visit, the Panel discussed the programme positioning with the College and the external stakeholders. The external stakeholders showed support to the MA-ATDC Programme. One representative of external stakeholders shared that the Programme featured a unique programme title and a few similar programmes offered by local universities at the time being. It was believed that the Programme could generate a good number of graduates to the arts tech industries in future.
- 4.1.13 The Panel learnt that the College's Elite Collaboration Scheme (ECS) would be one of the major features of the MA-IACI Programme. Industrial elites would be invited and assigned to be mentors and/or project supervisors of students on one-to-one basis. Students would substantially learn the specialised knowledge and leadership skills under the mentorship. The Panel had a thorough discussion on the ECS's involvement in assessment and staffing as elaborated in Para 4.5.7.
- 4.1.14 The Panel inquired on the positioning of the MA-IACI Programme as the foci on entrepreneurship and creative industries were not significantly reflected into its programme title, POs and PILOs. The College responded through its *Response to the Panel's Initial Comments* as well as in the site visit discussions with the Panel, students would be introduced to the entrepreneurial skills and knowledge, so as to enable them to start up their own businesses in

creative industries. The College understood that not every graduate would become an entrepreneur; however, possession of these skills and knowledge would be advantageous for their career advancement. The Panel commented that students should be made known that they would not necessarily be trained as entrepreneurs, but they would be equipped with entrepreneurial skills and knowledge upon completion of the MA-IACI Programme. The College is **recommended** to review the use of the term “entrepreneur” in the PILOs and course description of the MA-IACI programme to make it clear that the course would provide some entrepreneurial skills, but does not guarantee that the graduates will be equipped to become entrepreneurs.

- 4.1.15 The Panel observed that the College had adopted the definition of “creative industries” provided by the HKSAR Government in 2002, which seemed irrelevant to Hong Kong’s present creative industries. The College explained that the Government’s definition could still relate to the Mainland’s creative industries in film production, music, marketing, etc. The Panel expressed that the design and performance elements found in the various aspects of arts and culture, media entertainment, and artistic expertise could cross over with the creative industries. The College is **advised** to broaden the focus of the MA-IACI Programme to have a greater emphasis on design and performance which are integral to the creative industries.
- 4.1.16 The College provided examples of job positions in which that graduates of both Programmes could potentially be employed. Graduates of MA-ATDC Programme would be able to be digital art appraiser, crossmedia arts designer, museum and arts curator, arts tech educator, and producer of performing arts, etc. Graduates of MA-IACI Programme would be able to be academic researcher of creative industries, visual art director, creative analyst, and multimedia manager, etc. Full graduate profiles of MA-ATDC and MA-IACI Programmes can be found in **Appendices 2 and 3**. The Panel commented that all these positions would require students to attain a high level of specific knowledge and skills, teamwork and collaborative understanding, which are closely connected to the College’s graduate attributes and the domain Autonomy and Accountability under the GLDs. In the *Response to the Panel’s Initial Comments* and at the site visit meetings, the College clarified that graduates of both Programmes would be equipped with the specialised knowledge, leadership skills and teamwork spirit through learning and assessment activities. Graduates would acquire the independent ability and leadership skills through individual and group projects.

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 both MA-ATDC and MA-IACI Programmes are stipulated as follows:

MA-ATDC Programme

An applicant who wishes to be admitted to this Programme shall hold:

1. a Bachelor's degree; or
2. an equivalent qualification.

An applicant seeking admission on the basis of a qualification from a university or institution in which the language of teaching and/or examination is not English, shall satisfy one of the following minimum language requirements:

1. a score of 79 in internet-based test or 550 in paper-based of TOEFL; or
2. an overall score of 6.0 in IELTS; or
3. a minimum level 6 of the College English Test (CET); or
4. equivalent

MA-IACI Programme

An applicant who wishes to be admitted to this Programme shall have:

1. a recognized Bachelor's degree or an equivalent qualification; and
2. proficiency/knowledge of the Chinese language at one of the following levels:
 - (i) Level 3 in Chinese Language of HKDSE;
 - (ii) Level 5 at Hanyu Shuiping Kaoshi (HSK) (漢語水平考試第五級);
 - (iii) Level 2-B at Putonghua Shuiping Ceshi (PSC), State Language Affairs Commission (國家語言文字工作委員會 普通話水平測試二級乙等); or
 - (iv) Bachelor's degree from a university or institution in which

the medium of instruction and/or examination is Chinese;
and

3. proficiency/knowledge of the English language at one of the following levels:
 - (i) Level 6 of the College English Test (CET); or
 - (ii) Bachelor's degree from a university or institution in which the medium of instruction and/or examination is English; or
 - (iii) Level equivalent to (i) and (ii)

4.2.2 In the *Response to the Panel's Initial Comments*, the Panel was provided with explicit examples of cognate disciplines that the College would consider for admission to both Programmes. For the MA-ATDC Programme, applicants who are holders of Bachelor's degree in various communication fields, arts and design, film and media production, digital production, cultural studies, advertising, computer science, architectural design, performing arts, visual arts, etc., would be considered as most appropriate to the Programme. For the MA-IACI Programme, holders of Bachelor's degree in mass media, journalism and communication would be considered as most appropriate to the Programme.

4.2.3 In the *Response to the Panel's Initial Comments*, the College provided examples of equivalent qualifications and non-standard qualifications in relation to a Bachelor's degree for both MA-ATDC and MA-IACI Programmes, added that four categories of applicants were summarised for the MA-ATDC Programme. As stipulated in the College's admission guidelines of its Quality Manual, admission under "Non-standard Entry" will be capped at 5% of the total yearly student intake number on a programme basis. The College further indicated that, for non-standard entry, they would consider applications from applicants without a Bachelor's degree but possess substantial years in relevant industries. The College stressed that a rigorous interview selection would be cautiously conducted.

4.2.4 Having considered the above, the Panel is of the view that the cognate disciplines and work experience are important and **recommended** that the College to ensure that the prospectus, website, and promotional materials, provide clear advice to prospective students that, without either a cognate undergraduate degree or significant work experience in the area, it would be difficult to undertake either of the Programmes.

- 4.2.5 Regarding the English language requirement of the MA-ATDC Programme, in the *Response to the Panel's Initial Comments* and during the site visit, the Panel queried whether the minimum overall band score of 6.0 in IELTS would be sufficient for applicants to take up the Programme which would require the students undergo a certain number of reading and writing tasks featured in a Master's programme. The College clarified that the MA-ATDC Programme was not primarily designed as a text-based programme but rather a workshop-based programme. Applicants with IELTS 6.0 would be able to take up the Programme. Having taken reference to similar programmes offered by UK universities, it is common to set IELTS 6.0 as a threshold for Master's programme entrance. The College added that, in their own teaching experience, the difference between 6.0 and 6.5 is minimal.
- 4.2.6 The Panel noted that the maximum yearly student intake number for both MA-ATDC and MA-IACI Programmes as 60 and 90 respectively. The College further indicated that these numbers took into consideration the expected popularity of both programmes as well as its resources in terms of staffing and facilities. The College expressed that since the market for both programmes were newly established, it would take time to introduce both Programmes to the public and interested industries. During the meeting with representatives of external stakeholders, they agreed that both Programmes would better fit the needs for in-service practitioners. The College could consider adjusting the quota for part-time places in future. The Panel **advised** the College to monitor the demand for both full-time and part-time places in both Programmes, with a view to adjusting the ratio of these as appropriate.
- 4.2.7 To conclude, the Panel considered that the minimum admission requirements with the illustration of cognate disciplines and work experiences are clearly spelt out, and the student selection process is suitable for recruiting learners with the necessary skills and knowledge to undertake both MA-ATDC and MA-IACI Programmes.

4.3 **Programme Structure and Content**

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

- 4.3.1 Both MA-ATDC and MA-IACI programmes are of one year's full-time and two year's part-time duration. The maximum study period should not exceed two years for full-time and four years for part-time. Each course under both programmes carries three College credits, except the courses *Arts Tech Application (Capstone Project)* and *Research Project in Innovation and Application for Creative Industries*. Both of these courses carry six College credits within the structure of MA-ATC and MA-IACI Programmes. Students are required to pass 18 College credits (five courses) of core courses and 9 College credits (three courses) of elective courses for both Programmes, normally within two semesters (Fall and Spring). The total notional learning hours (contact hours plus self-study hours) of both MA-ATDC and MA-IACI programmes are 1,035 and 1,161, converting to QF credits as 104 and 116 respectively.
- 4.3.2 There were two changes made to the programme structure of MA-ATDC programme; the core course *Comparative Art History and Theory* was retitled as *Comparative Visual Art History and Theory*; the credit value of the core course *Arts Tech Application (Capstone Project)* was adjusted to six College credits. With the changes made on the programme content, students should complete 18 College credits (five courses) of core courses and 9 College credits (three courses) instead of 15 College credits (five courses) of core courses to 12 College credits (four elective courses). The rationale for these changes is elaborated in Para. 4.3.7 – 4.3.10.
- 4.3.3 The core and elective courses to be offered in both Programmes are as follows. Some elective courses would be offered by the Department of Computer Science and the One Belt One Road Research Institute.

MA-ATDC Programme

Course Title	No. of Credits	QF Credits
Core courses (18 credits)		
Research Methods for Arts Tech	3	12
Technology for Arts and Digital Communication	3	12
Comparative Visual Art History and Theory^	3	12
Strategic Management for Arts Tech Businesses	3	12
Arts Tech Application (Capstone Project)	6 [#]	19.5

Elective courses (Choose 3 courses) (9 credits)		
Digital Arts and Aesthetics	3	12
Digital Storytelling and Media Software Application*	3	12
Contextual Studies: Professional Internship in Arts Tech Institutions	3	19
Cross-cultural Management: Regional Context**	3	12
Big Data and Analytics*	3	12
Media and Communication in the Greater Bay Area***	3	12

* Courses offered by the Department of Computer Science.

** Courses offered by the One Belt One Road Research Institute

*** Courses offered by the MA in Global Communication, Department of Journalism and Communication.

^ The course originally titled as Comparative Art History and Theory

The College credits originally valued at 3

MA-IACI Programme

Area	Course Title	No. of Credits	QF Credits
Core Courses (15 credits)			
Creative Production and Entrepreneurship	Research Project in Innovation and Application for Creative Industries	6	25.8
Advanced Technology Application	AI Theories and Application for Creative Industries*	3	12.9
	Applications of Multimedia Technology	3	12.9
Research for Creative Industries	Research Method for Creative Industries	3	12.9
Elective Courses (Choose at least 4 courses) (12 credits)			
Creative Production and Entrepreneurship	Future Context for Cultural Production	3	12.9
	Innovative Motion Pictures Making	3	12.9
	Innovative Tools for Art and Culture	3	12.9
	Multi-channel Marketing Strategy for Infotainment Business	3	12.9
	New Media Creative Entrepreneurship	3	12.9
	Challenges and Opportunities in Digital Transformation	3	12.9
	Application of Immersion Technology for Creative Industries	3	12.9

Advanced Technology Application	Business Model Innovation through Big Data*	3	12.9
Research for Creative Industries	Critical Issues in Creative Entrepreneurship	3	12.9
	Creative Economy and Cultural Ecosystems of the Greater China	3	12.9
	Risk Synthesis of Creative Industries	3	12.9

* Courses offered by the Department of Computer Science.

- 4.3.4 In terms of programme content, the College provided the syllabus of individual courses including course description, Course Intended Learning Outcomes (CILOs), QF level, QF credits, contact and self-study hours, medium of instruction, indicative topics, teaching and learning activities, and assessment methods. Updated lists of textbooks and references were provided in the written response to initial comments. To further elaborate the teaching and learning and assessment activities, the College provided an exemplar of assessment rubrics in the main submission documents and provided examples of teaching and learning and assessment activities to be conducted in some courses in the *Response to the Panel's Initial Comments*.
- 4.3.5 The Panel discussed with the College the contact hours ratio for lecture/tutorial (36 hours) and laboratory/studio work (18 hours) for courses featuring technologies and demonstration. The College explained that since both Programmes would involve workshop sessions in small groups, students would benefit from learning through demonstration. The College would consider emerging the laboratory/studio work hours into lecture/tutorial hours.
- 4.3.6 The Panel observed that research is featured in the POs and PILOs of both Programmes. While reviewing the teaching materials and the College's definition provided in the *Response to the Panel's Initial Comments*, the Panel has concerns over the research paradigm since both qualitative and quantitative research was not introduced deeply. The College's definition seemed to focus on teaching applied research rather than academic research. While discussing with the external stakeholders, the representatives viewed that the College should focus on one to two research methods instead of delivering a broad introduction to each research method. The Panel **recommended** the College to clarify the use of the term "research" in both programmes to make it clear that this is applied research, including market research, and this is not academic research which might lead to admission to a PhD programme.

- 4.3.7 Upon receipt of the Panel's initial comments, the College made changes in response to the Panel's observation on the two courses within MA-ATDC Programme. For the core course *Comparative Arts History and Theory*, the Panel commented that the course content, syllabus and CILOs had emphasised visual art, which barely reflected its course title. The College agreed with the Panel's observation and stated that the course was primarily focusing on visual arts. The College then retitled the course as *Comparative Visual Arts History and Theory*, and modified the course syllabus and CILOs in the *Response to the Panel's Initial Comments*.
- 4.3.8 The Panel held the view that arts tech would be a core component in the MA-ATDC Programme. Students would be provided with the cross-over and convergence of different art forms and could then develop the use of mixed media. The College agreed that such hybridity would allow students opportunities to display the convergence of art forms through projects and assessment activities. The College would consider making clear to students the aims of the course to challenge the hybridity.
- 4.3.9 The Panel further discussed the course content with the College during the site visit. On the course *Comparative Visual Arts History and Theory*, the Panel commented that the mix of Chinese and Western cultures might not adequately address the question of cultural diversity. Furthermore, students with other arts knowledge might have difficulties in this course if the course content were only focused on mainly visual arts. The College elaborated that students with bare arts background would be introduced with the Chinese, Western and Islamic arts culture during the course. The emphasis on visual arts could be a model to widen the students' arts perspective. The components of visual arts could cross over with other art forms. The Panel noted that, by restricting the course content to visual arts, students might have difficulties in comprehending other art forms. The College is **advised** to consider increasing the amount of performing arts and music in the MA-ATDC Programme, particularly in the course *Comparative Visual Art History and Theory* to make the Programme explicitly relevant to students in all art disciplines.
- 4.3.10 The Panel held the view that the core courses *Arts Tech Application (Capstone Project)* under the MA-ATDC Programme, and *Research Project in Innovation and Application for Creative Industries* under the MA-IACI Programme were designed as integration of all course materials within the Programmes, with the guidance of their project

supervisors, students should be able to apply the knowledge and skills throughout the courses. As such, these two core courses should share the same College credit value at six. The College agreed with the Panel's observation and amended the College credit value for *Arts Tech Application (Capstone Project)* from three to six. The College assured that this change would not affect the full curriculum of the MA-ATDC Programme.

4.3.11 A subject on artificial intelligence (AI) was introduced in the MA-IACI Programme. Since AI is multi-faceted and broad, the term might sound appealing to students. The College explained that, since AI technology would keep evolving, in terms of career advancement, students would be benefitted by adopting AI technology in upholding their competitiveness in the industries.

4.3.12 In the *Response to the Panel's Initial Comments* and during the site visit, the Panel observed that humanistic content of creativity and innovation were not mentioned in the MA-IACI Programme. The College explained that as these contents had already been covered in the undergraduate curriculum, they would prefer providing more technology courses to students who wish to develop their careers in creative industries. The external stakeholders' view was that, as technology would be human-centric, the humanistic content could be incorporated into the Programme. To summarise the views from the Panel and external stakeholders, the College is **advised** to enhance the humanistic perspective of creative and innovative applications in addition to the current emphasis on technical skills in the MA-IACI programme.

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 Regarding the assessment activities designed for both MA-ATDC and MA-IACI Programmes, the Panel was provided with the assessment schemes, which includes the information on the assessment methods of each course and the weighting of each assessment item. Both formative and summative assessments will be adopted for both programmes. Formative assessments include, for example, tests, assignments, quizzes, written reports, oral presentations, and class participation. Summative assessments are

mainly final projects and reports. The Panel was provided with an exemplar of assessment rubrics extracted from the College's *Quality Manual*, and two examples of how the exemplar of assessment rubrics will be adapted for different types of assessments of courses in both Programmes.

- 4.4.2 The Panel observed that there was no formal examination in the assessment activities in the MA-IACI Programme. The College responded that they would adopt more project work so that students would not study by rote memory. To ensure students' achievements of outcomes, the College would provide the teaching staff with relevant training and guidance on teaching methodology, quality assurance measures and moderation policy. In regard to the project reports involving dual supervision, students would be required to submit report to their supervisors so that supervisors could ensure students' progress.
- 4.4.3 The graduation requirements for both MA-ATDC and MA-IACI Programmes are to achieve a minimum of 27 credits, comprising 18 credits in core courses and 9 credits in elective courses, and a Graduate Grade Point Average (GGPA) of 2.0 within the maximum period of study (24 months full-time and 48 months part-time). Students who attain a GGPA of 3.5 will be awarded with Distinction; those who attain a GGPA of 3.00 and 2.00 will be awarded the degree with Merit and Pass respectively.
- 4.4.4 The medium of instruction (Moi) for the MA-ATDC Programme is English. In some practical courses Cantonese and/or Putonghua would be adopted to facilitate students' understanding in jargons and technical terms. The Moi for the MA-IACI Programme is Chinese, where teaching staff would be teaching in Cantonese and/or Putonghua. English would be adopted to supplement some jargon and technical terms in course materials.
- 4.4.5 The Panel had a thorough discussion with the College on the trilingual approach to the MA-IACI Programme. The Panel learnt that, in its Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the College had identified "Chinese as teaching medium" as one of the strengths. The College proposed to recruit students outside Hong Kong and from Mainland China. Overseas students might not understand either Cantonese or Putonghua, and also be less competent in written Chinese. Students could receive tutorials from the College's language centre to improve their language proficiency. The College recalled their experience that, since local students are required to learn Putonghua in their primary school

education, they were confident that local students would have no issues with lessons conducted in Putonghua. Mainland students would be able to read traditional Chinese after receiving language tutorials at the College's language centre for one semester. They learn Cantonese through daily life. The Panel appraised that there was adequate language support to facilitate students learning. The Panel commented that teaching staff, in particular MA-IACI Programme, should pay extra attention with the use of the spoken languages in their course, so as to ensure students would be competent in the languages used, especially for students recruited outside Hong Kong and from Mainland China, where teaching staff could opt to use Cantonese and/or Putonghua in class.

4.4.6 In light of the above observation, the Panel **advised** that the College should ensure the processes associated with the trilingual nature of the MA-IACI Programme are made explicit to students so that they understand which languages will be used for different topics and components of the Programme

4.4.7 Based on the above information, the Panel formed the view that the teaching and learning activities designed for both Programmes are appropriate for delivering the programme content.

4.5 **Programme Leadership and Staffing**

The College 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 Academic leadership of both MA-ATDC and MA-IACI Programmes would be provided by the Dean of Faculty of Arts and Social Sciences (Acting Dean at the time being), and the Head of Department of Journalism and Communication. The Dean would be responsible for overseeing the preparation and implementation of the programmes. The Head of Department would be responsible for supervising the design of various components of the programmes and allocating staff resources for the delivery of courses in the programmes. Programme Directors would be responsible for the programme design and development, annual report preparation and teaching duties. The Programme Management Committee would be

responsible to monitor and manage the programmes and to perform programme reviews.

- 4.5.2 The Panel was provided with the CVs of all full-time staff to be involved in course delivery of both Programmes. On the planned number of teaching staff in the upcoming five years (2023/24 to 2027/28), there would be a steady increase in the number of full-time teaching staff. Part-time teaching staff with experience in the industries and at senior managerial positions of global companies will be invited to deliver guest lectures or teach in relevant elective courses.
- 4.5.3 The Panel reviewed the expertise of current full-time teaching staff and found that their experience in arts-related disciplines and creative industries were relatively less broad. The College had identified this issue and had sought advice from external advisers. In order to expand the expertise in arts, creativity and design, the College would plan to recruit full-time teaching staff at the ranks of Associate Professor and Assistant Professor in the disciplines of arts tech and digital communication. The current part-time teaching staff within the department were industrial practitioners. They would be able to share the updates and practical ideas with students. The College was confident that the current and proposed staffing plans would enrich students' learning experience.
- 4.5.4 The Panel discussed with the College and external stakeholders the notion of having guest lectures for both Programmes. The College indicated that as both Programmes received positive feedback from the external stakeholders and their chief executive officers (CEOs), the College would plan to engage industrial professionals and frontline arts tech curator and artists to deliver seminars and talks to students. These seminars and talks would either be embedded into regular teaching schedule, or undertaken through sharing sessions outside the curricula. With the contribution of industrial professionals, the College was confident that students would enrich their knowledge by grasping the latest development, technology, and artistic experience in related industries.
- 4.5.5 In terms of staff development, the College would encourage the teaching staff to acquire more real-world experience through collaboration with the industries, and apply for internal and external funding to carry out research activities and engage in professional activities for enhancement of knowledge in relevant fields. The Panel noted that the College had a staff development plan in place, and **recommended** that the College augment their ongoing staffing

expertise with staff with experience and knowledge in the areas of arts, creativity and design.

- 4.5.6 Overall, the Panel considered that the leadership of both Programmes as well as the qualities of the teaching staff are adequate and appropriate for the future programme management and delivery.
- 4.5.7 As introduced in Para. 4.1.12, the Panel learnt that industry elites would be invited to participate in the Elite Collaboration Scheme (ECS). Industry elites could opt to be project supervisors and/or mentors to the students. The College would assign supervisors from the industries to each student according to students' project topics. Each project supervisor would supervise at most three students. The matching process would be repeated if once students would like to change their project topics. The Panel understood that students would benefit from the supervision of industry elites; however, both Programmes might heavily rely on the involvement of industry elites to supervise students' projects. The College should have preventive measures in place to avoid students' participating in any tasks assigned by the industry elites, which would be out of students' project scopes.
- 4.5.8 The Panel was concerned whether the College had any sexual harassment and discrimination policies that would be made available to protect students. To gather more feedback from the College, the Panel continued the discussion on this matter during the call-back session. The College provided the Panel with the internal guidelines including sexual harassment and discrimination policies for full-time staff. The College stressed that all full-time staff members would abide by the College's guidelines on sexual harassments and discrimination policies. The Panel held the view that, as industry professionals and elites would be involved in both Programmes by performing the roles as project supervisors and/or mentors, students should be secured with the sexual harassment and discrimination policies, whereas they should know that they could seek assistance from and be protected by the College. Therefore, the College was required to have sexual harassment and discrimination policies in place for both full-time and part-time teaching staff members.
- 4.5.9 During the dialogue with the College, the Panel learnt that each student would be assigned with up to two project supervisors, one internal full-time teaching staff and one industry supervisor. The Panel also received feedback from the external stakeholders that, industry supervisors should be introduced with explicit quality

assurance mechanism and assessment policies where dual supervision exists. The assessment weightings should be made clear to both full-time teaching staff and industry supervisors.

- 4.5.10 Having considered the substantial involvement of industry advisers and supervisors discussed above, the Panel has set the following **pre-condition** and **requirement** for the betterment of the staffing:

Pre-condition

The College is to develop a formal agreement document that would be sent to industry advisers and industry supervisors for signing, including those involved in the Elite Collaboration Scheme and those acting as external supervisors for projects. This formal agreement should cover the following:

- (a) An agreement to abide by formal College sexual harassment and discrimination policies; and
- (b) An attachment describing the process for students to register a complaint against and/or appeal their assignment of an industry adviser or industry supervisor.

Requirement

The College is to ensure that all industry advisers and supervisors who contribute to the programmes via lectures and/or involvement in project supervision, would undertake an appropriate orientation and training programme. This training programme should include an introduction to assessment processes.

- 4.5.11 The Panel also took the view that, with the substantial involvement of the industry professionals and elites, the relationships with them should be cautiously handled. The Panel resolved to **recommend** the College that sufficient administrative support should be ensured to manage the student projects and the differentiation of responsibilities between the academic and industry supervisors. The administrative staff should also manage the timeline to ensure that all students are on track to complete their projects on time.
- 4.5.12 Furthermore, to avoid any misunderstanding and grievances from students and industry advisors and supervisors, the Panel also **recommended** the College should ensure staff responsible for supervising industry advisors and supervisors should be appropriately trained in managing their different responsibilities and dealing with any issues arising from the formal agreement with these industry advisors and supervisors discussed above.

- 4.5.13 Notwithstanding the requirements and recommendations, the Panel considered that the staff development activities are adequate for keeping staff updated for the quality delivery of both Programmes.

4.6 Learning, Teaching and Enabling Resources/Services

The College 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 College provided the Panel with budget plans for both MA-ATDC and MA-IACI Programmes for the next five years (2023/24 to 2027/28). The breakeven student number for both Programmes would be at 16. The College estimated that the MA-ATDC Programme could recruit at least 20 students for the first three years of operation, and 48 – 60 students for the fourth and the fifth years of operation. The Programme is expected to be able to generate a surplus annually. The MA-IACI Programme could recruit at least 55 students for the first three years of operation, and 90 students for the fourth and the fifth years of operation. The Programme is expected to be able to generate a surplus annually. In the event of under-enrolment, the College will monitor the situation and make a decision in the third year after launching the Programmes on whether to sunset the programme. The College also clarified that the staff development and training expenses would be provided at the College level and would not be affected by the development of individual programmes at departmental or faculty level.
- 4.6.2 The College provided the Panel with the current library holdings and items that would be acquired once both Programmes commenced. The Panel commented that there were subscriptions to major journals and articles in disciplines of arts tech and communications, in both electronic and hard copies. The items in live art and performing arts were relatively limited. The Panel held the view that, the holdings and items were general and generic. The Panel was not sure whether students could retrieve any resources and hands-on experience from these library holdings to support their completion on capstone projects and get deeper understanding on the topics relevant to arts and creativity.
- 4.6.3 The Panel determined that the College is **required** to review and expand the library holdings to include more journals related to the

disciplines of arts, creativity, and the social and cultural impacts of arts, technology and creativity.

- 4.6.4 Apart from the above requirement to be fulfilled, the Panel also **advised** the College to consider acquiring journals distributed by companies such as Intellect UK, Taylor and Francis and Sage, all of which have a large range of journals with a practical focus in the areas of arts, creativity and the social and cultural impact of arts, technology and creativity.
- 4.6.5 The Panel reviewed the supplementary information provided by the College on their contingency plan if the COVID-19 outbreak would not be lessened. The College would keep their good practice on conducting lessons online and whatever means they could connect to the students. The Panel supported the plan and noted that the College would put extensive effort and time to support students' learning.
- 4.6.6 With regard to the physical resources provided by the College, the Panel was impressed with the campus virtual tour. The Panel also reviewed the information in facilities available on campus, including classrooms, computer laboratories, specialised studios and laboratories, as well as special equipment available for teaching and learning. With advanced booking and under the supervision of an instructor and studio assistants, students of both Programmes are entitled to make use of the specialised studios and laboratories. On the hybrid of contemporary arts and live performing arts dealt with in the MA-ATDC Programme, one black box theatre for live arts performance was available. The Panel commented that, it was foreseen that the current physical resources might not be able to accommodate live arts and digital media activities once the Programme has operated for several intakes. The College responded that as the Programme would be supported by arts tech practitioners, students would learn to do contextual studies and field visits outside classroom. The College indicated that, apart from the black box theatre, two medium size studios could be converted to live performance spaces.
- 4.6.7 The Panel further discussed with the College the plan of equipment and specialised teaching spaces during the call-back session. The Panel observed that, as both Programmes would involve a large extent of technology and equipment, regular upgrading of technology and equipment would be critical for the success of both Programmes. The College responded that students would be able to utilise specialised facilities in some practical courses. The College

proposed to apply for Government's subsidies and funding schemes to support the establishment and operation of specialised laboratories and teaching spaces. The College cited the application for the IDS as an example. The subsidies could suffice the set-up of the Arts Tech Research Centre and the recruitment of senior technical staff at the operation level.

- 4.6.8 The Panel enquired how the College would accommodate the needs of part-time students, as they would need to work during daytime and be available during evenings and weekends. In order to facilitate part-time students' access to the laboratories and specialised facilities during evening and weekends, the College would assign sufficient technical staff to provide support to students 24 by 7, and support the daily operation and maintenance of the equipment and laboratories.
- 4.6.9 Subsequent to the discussion with the College on the above, the Panel summarised their observation that all required equipment and systems ought to be in place before the commencement of both Programmes and any specified courses. The Panel understood that it would take time to resolve the spacing issue, the College might consider renting spaces off-campus as short-term solution. The Panel placed a concern on the practicability of the proposed technical staff support arrangement and whether the College would have contingency plan for seeking extra funding once they fail in applying the Government's funding schemes. The Panel resolved to determine that the College is **required** to develop a detailed and documented plan on equipment, laboratory and specialised teaching spaces, which should:
- (a) demonstrate that students will have access to sufficient contemporary and appropriate equipment, laboratory space and specialised teaching spaces for the anticipated cohorts in both programmes;
 - (b) ensure that there is a documented and funded approach for regularly updating the equipment; and
 - (c) provide for technical support staff to ensure that the equipment can be maintained and utilised by the students over a flexible range of hours to support both full-time and part-time students.
- 4.6.10 Subject to the fulfilment of the above requirements on physical resources and library holdings, the Panel considered that the financials would adequately support the programme operation.

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

The College 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 Regarding the development and approval of both Programmes, the Panel was provided with approval records from the 2021-22 academic year of departmental, faculty and college level boards and committees, with details as follows:
- (a) Minutes of the Programme Team meeting, Departmental Programme and Quality Committee meetings for the planning of both MA-ATDC and MA-IACI Programmes and the preparation of and subsequent revision to the Learning Programme Accreditation documents submitted to the Education Bureau and HKCAAVQ;
 - (b) Minutes of Faculty Board meetings for internal vetting and approval of the new programme proposal and the Learning Programme Accreditation documents;
 - (c) Minutes of Programme Committee and Quality Committee and Academic Board meetings for consideration and approval of the new programme proposal;
 - (d) Minutes of college-level Programme Committee for consideration and approval of the Learning Programme Accreditation documents; and
 - (e) Letter from the Education Bureau with the observations and comments on the two Programmes.
- 4.7.2 The Quality Assurance Manual set out the approval processes and procedures at each stage of programme development and review. The Panel commended the rigorous QA system in place for programme monitoring and review.
- 4.7.3 The Panel was supplemented with the monitoring details on research activities as both programmes would lay considerable emphasis on research. The College's Research Committee is the governing body of the research activities and is responsible for advising on and

formulating strategies and procedures to support research development and scholarship activities. The Research Services Office and the Research Ethics/Safety Sub-Committee are responsible for execution of policies on research governance, ethics and safety, and advising on the ethics and safety standards and overseeing the compliance of the approved research activities respectively.

- 4.7.4 Notwithstanding the above information on quality assurance matters, the Panel concluded that the College has the mechanism in place to monitor the development of both Programmes at different stages, and to maintain the quality of the programme implementation on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the College 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 College (whether by reference to the College'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 College after HKCAAVQ has issued the accreditation report(s) to the College 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 College notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of College 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 College is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the College 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 College is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the College 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 College 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 College 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: 55/32/01
31 May 2022
JoH/AnC/SaM/ErC/foI

Chu Hai College of Higher Education

Learning Programme Accreditation

**Master of Arts in Arts Tech and Digital Communication Programme, and
Master of Arts in Innovative Application for Creative Industries
Programme**

29 March – 1 April 2022

Panel Membership

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Professor John ROSENBERG

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***Panel Secretary**

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

**Graduate Profile of Master of Arts in Arts Tech and Digital
Communication Programme**

Qualification Title	Master of Arts in Arts Tech and Digital Communication Programme 藝創科技及數碼傳播文學碩士課程
Qualification Type	Master Degree
QF Level	Level 6
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The objectives of the Programme are:</p> <ol style="list-style-type: none">1. To satisfy the societal needs for a new generation of arts and communication professionals able to work out digital solutions with a creative and cross-boundary mind and horizons;2. To enhance the digital competence of young people to tap the opportunity in the rapid socio-economic development of the Greater Bay Area;3. To develop an arts tech hub in the College to provide an interdisciplinary training across academic departments and awake the arts community and general public to experience the impact of various forms of arts creation with new technologies;4. To promote a digital and convergent arts culture in Hong Kong and the Mainland.
Programme Intended Learning Outcomes	<p>Upon completion of the Programme, students should be able to:</p> <ol style="list-style-type: none">1. Identify and interpret the multifaceted and complex interaction of the Chinese and Western arts cultures and identities being affected by the international flows of media contents;

	<ol style="list-style-type: none"> 2. Apply the latest IT skills necessary for designing and employing arts technologies for cultural and creative production, performing and digital communication; 3. Engage in research on traditional arts culture and history in conjunction and convergence with the contemporary Chinese and Western arts developments; 4. Exercise the acquired professional expertise, critical thinking and leadership capacity to serve the arts and media industries.
Education Pathways	<p>Graduates of this Programme can pursue further study via enrolment in research-based programmes (e.g. MPhil or PhD) or taught postgraduate programmes in related areas offered by local and overseas universities.</p>
Employment Pathways	<ul style="list-style-type: none"> • Digital Arts Appraiser • Exhibit Designer • Museum and Arts Curator • Audio-Visual Specialist • Installation Artist • Museum Digital Specialist • Arts Tech Artist of Various Art Forms • Arts Tech Educator • Arts Tech Designer • Manager of Visitor Experience • Producer of Performing Arts • Event Organizer • Visual Centre Designer • Digital Arts and Merging Arts Practitioner • Crossmedia Arts Designer • Experimental Art Designer • Interactive Art Curator
Minimum Admission Requirements	<p>An applicant who wishes to be admitted to this Programme shall hold:</p> <ol style="list-style-type: none"> 1. A Bachelor's degree; or 2. Equivalent. <p>An applicant seeking admission on the basis of a qualification from a university or institution in which the language of teaching and/or examination is not English, shall satisfy one of the following minimum language requirements:</p> <ol style="list-style-type: none"> 1. A score of 79 in internet-based test or 550 in paper-based of TOEFL; or 2. An overall score of 6.0 in IELTS; or

	3. A minimum level 6 of the College English Test (CET); or 4. Equivalent
College	Chu Hai College of Higher Education 珠海學院

Graduate Profile of Master of Arts in Innovative Application for Creative Industries Programme

Qualification Title	Master of Arts in Innovative Application for Creative Industries Programme 創意產業應用科技文學碩士課程
Qualification Type	Master Degree
QF Level	Level 6
Primary Area of Study and Training	Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The Programme aims to nurture students to:</p> <ol style="list-style-type: none"> 1. Develop students' innovative competence required for executives and entrepreneurs of the creative industries of today and the future; 培養學生作為當今和未來創意產業高管和企業家所需的創新能力； 2. Nurture students' research skills and cross-disciplinary discernment for issues relating to the creative industries; 培育學生的研究技能和對創意產業相關議題的跨學科洞察力； 3. Equip students with professional know-how and applications of advanced technology to increase their efficacy for innovative solutions in the realm of creative industries; 為學生提供專業知識和先進技術的應用，使其能在創意產業領域中提出和執行創新的解決方案； 4. Provide creative industries in Hong Kong and the Greater Bay Area with graduates who demonstrate the highest standards of professionalism and ethics in planning and executing missions with commitment and leadership.

	<p>為香港和大灣區的創意產業提供高專業水平和專業操守的畢業生，讓他們在規劃和執行任務時具有承擔和領導能力。</p>
Programme Intended Learning Outcomes	<p>Upon completion of the Programme, students should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the manifold complexities of the creative industries that interact with technology advancement; 理解創意產業的多樣性及其與科技創新的相互關係； 2. Integrate innovative ideas into strategic application for creative entrepreneurship; 將創意理念融入創新產業的策略應用； 3. Analyze and execute research projects relating to the creative industries for the markets in Hong Kong and the Greater Bay Area; 為香港及大灣區的創意產業市場進行分析及執行相關的研究項目； 4. Demonstrate genuine creativity and professionalism in executing missions for the creative industries with commitment and leadership. 具有承擔和領導能力，在創意產業的事業發展中表現出色的創造力和專業精神。
Education Pathways	<p>Graduates of this Programme can pursue further study via enrolment in research-based programmes (e.g. MPhil or PhD) or taught postgraduate programmes in related areas offered by local and overseas universities.</p>
Employment Pathways	<ul style="list-style-type: none"> • Academic Researcher of Creative Industries • Visual Art Director • Creative Analyst • Multimedia Executive Editor • Multimedia Production Manager • Research Institution Specialist • New Media Publisher
Minimum Admission Requirements	<p>An applicant who wishes to be admitted to this Programme shall have:</p> <ol style="list-style-type: none"> 1. A recognized Bachelor's degree or an equivalent qualification; and 2. Proficiency/knowledge of the Chinese language at one of the following levels:

	<ul style="list-style-type: none"> (i) Level 3 in Chinese Language of HKDSE; (ii) Level 5 at Hanyu Shuiping Kaoshi (HSK) (漢語水平考試第五級); (iii) Level 2-B at Putonghua Shuiping Ceshi (PSC), State Language Affairs Commission (國家語言文字工作委員會普通話水平測試二級乙等); or (iv) Bachelor's degree from a university or institution in which the medium of instruction and/or examination is Chinese; and <p>3. Proficiency/knowledge of the English language at one of the following levels:</p> <ul style="list-style-type: none"> (i) Level 6 of the College English Test (CET); or (ii) Bachelor's degree from a university or institution in which the medium of instruction and/or examination is English; or (iii) Equivalent.
College	<p>Chu Hai College of Higher Education 珠海學院</p>

