

Initiation of New Programmes, Validation and Approval for Taught Postgraduate Programmes

A proposed self-financed taught postgraduate programme with degree to be conferred by Lingnan needs to go through two stages before it is approved. These stages are:

1. Planning a programme; and
2. Programme validation.

A flow chart showing programme development and approval procedures is given in [Appendix A](#).

1.1 Planning a New Programme

1.1.1 An individual, or a group of staff from one department or from a number of departments may put forward a proposal for a new programme as long as it is supported by the relevant Department Board(s), the Faculty Management Board (FMB)(s)^{1,2} and where appropriate, the School of Graduate Studies (GS). The GS is particularly relevant for degree programmes that involve inter-university and/or international collaboration. If considered useful, staff member(s)/department(s) are welcomed to approach the GS from the beginning to discuss plans for a new programme which may or may not involve inter-university and/or international collaboration.

1.1.2 Before proposing a new programme, staff should consider carefully whether:

- (a) there is any evidence as to community need and student demand for the proposed programme;
- (b) the proposed programme has distinct characteristics which differentiate it from other similar programmes offered in Hong Kong;
- (c) the proposed programme is consistent with the strategic direction of development of the University;
- (d) the proposed programme can justify the level of resources (support staff, space, library, computers) needed for the programme;
- (e) there is adequate academic expertise within the University to support the programme; and
- (f) any additional academic expertise required can be readily obtained.

1.1.3 The staff member(s) should prepare an initial programme proposal which should include the items in [Appendix B](#), and then raise it at the relevant Department Board(s), and FMB(s) for discussion. For a new programme which will be co-offered with overseas institution(s), the initial programme proposal should also be raised to the GS.

1.1.4 With the recommendation of the relevant Department Board(s), the FMB(s) and, if applicable, the GS, a Programme Planning Committee (PPC) should be formed to

¹ The role of the FMB in the Faculty of Arts is taken up by the Executive Committee in Arts.

² The Board of Graduate Studies/School of Interdisciplinary Studies Management Board shall assume the role of FMB for programmes to be offered by the School of Graduate Studies/School of Interdisciplinary Studies respectively.

prepare a full submission for validation, which will be conducted in the form of either on-site or postal exercise to be decided by the Chairman of the Postgraduate Studies Committee (PSC) in consultation with the Dean(s) concerned based on the guiding principle that postal validation is normally opted for only if the discipline or area of study is not new to the University or the programme offering unit(s) already has/have the required expertise and experience in the relevant discipline. The detailed terms of reference and membership of the PPC should be included in the initial programme proposal.

- 1.1.5 The main job of a PPC is to plan the programme/stream in final detail and to prepare the full submission for validation. The GS will support all PPCs in their planning and preparation of the full submission through experience and information sharing, in order to help smoothen the whole process from preparation to submission to the PSC.
- 1.1.6 The general format of a full submission is given in Appendix C. The document shall give a prominent place to outcome-based approaches to learning, teaching and assessment. It shall cover the intended learning outcomes of the programme, how the programme curriculum, the learning and teaching activities will lead to achievement of these outcomes and what measures will be taken or evidence will be gathered to determine whether the intended outcomes are achieved.
- 1.1.7 The PPC should invite the Director of Teaching and Learning Centre to provide written input to the outcome-based elements in the programme proposal and blended learning element in the proposed programme/courses. For details, please refer to Section 3.3.9 in Chapter 3. In addition, the proposed budget of the programme, together with justifications for the rate of tuition fee, should be submitted to the Office of the Comptroller for advice and endorsement.
- 1.1.8 When planning the detailed curriculum, the PPC should understand clearly and bear in mind the broad resource parameters which the University has agreed for the programme. This is to avoid rejection of the full submission on resource grounds. The fine tuning of the resources demands should be referred to appropriate committee(s) for consideration separately but concurrently with the validation process.
- 1.1.9 The PPC of a taught postgraduate programme should report to the PSC on the progress of its work. The Chairman of the PPC should give as much notice as possible, and certainly not less than four weeks, of the precise date when the full submission will be ready, so that arrangement for consideration of the document by the Faculty Board concerned/School of Interdisciplinary Studies Management Board (SISMB)/Board of Graduate Studies (BGS)³ can be made and the Programme Validation Panel (PVP) (for on-site validation) or external assessors (for postal validation) can be appointed by the PSC. He should also ensure that all necessary documentation is prepared to meet the agreed deadline.

1.2 Programme Validation

- 1.2.1 After the programme submission is prepared, a validation shall be conducted, either in the form of a postal or an on-site exercise as earlier decided by the Chairman of PSC in

³ For programmes housed under the SIS/GS.

consultation with the Dean(s) concerned.

1.2.2 The general aim of a validation is to establish that the submission merits the full support of the University. In more specific terms, the PVP/external assessors will consider:

- (a) the rationale and coherence of the following items, both separately and in the overall programme context:
 - (i) uniqueness of the proposed programme;
 - (ii) community needs;
 - (iii) student demand;
 - (iv) admission requirements;
 - (v) aims and learning outcomes;
 - (vi) the required standard at relevant level in the Hong Kong Qualifications Framework (HKQF);
 - (vii) programme design philosophy, structure and credit units;
 - (viii) programme curriculum and content;
 - (ix) programme operation, management, quality assurance and enhancement;
 - (x) teaching/learning activities;
 - (xi) assessment methods and regulations;
 - (xii) employment opportunities and their match with output;
 - (xiii) the overall intellectual level of the programme and the intellectual demands it places on students; and
 - (xiv) the consistency between the programme standards and those articulated for the University.
- (b) the adequacy of staff and resource support, both current and planned, and any resource implications for the University over and above the previously agreed levels;
- (c) the quality and experience of academic staff who will teach the programme, together with any staff development plans and intended staff appointments;
- (d) the relationship with the University's policies and regulations, and with any published principles/regulations/guidelines of the external professional body, if appropriate;
- (e) the presentation and quality of the submission document; and
- (f) where relevant, the likelihood of acceptance by a specified professional body.

In addition, the PVP/external assessors has/have to advise on and determine whether the proposed curriculum, learning and teaching activities and the assessment methods are adequate and appropriate for achieving the learning outcomes, as well as whether the evidence to be collected will be adequate and appropriate for measuring outcomes.

1.2.3 Postal Validation

1.2.3.1 Two external assessors who are usually reputable experts from other institutions, including one member selected from one of the benchmarking institutions of the University⁴ or the academic unit(s) proposing the programme, where possible, shall be appointed by the PSC. If necessary (such as for a programme involving more

⁴ International Christian University of Japan, Yale-NUS College of Singapore, Sun Yat-sen University of China, and Williams College and Oberlin College and Conservatory of USA

disciplines), more external assessors can be appointed.

- 1.2.3.2 The PPC has to submit the validation document to the Faculty Board concerned/SISMB/BGS which will ensure its quality and compliance with the guidelines as set out in Appendix C. The PPC should revise the document taking into account comments, if any, from the Faculty Board concerned/SISMB/BGS.
- 1.2.3.3 After obtaining endorsement from the Faculty Board concerned/SISMB/BGS on the validation document, the PPC shall approach the external assessors to seek their input and comments on the programme submission. A sample template is given in Appendix D. In the assessment reports, the external assessors shall indicate support to the submission (with or without amendments) or refer the submission back for further considerations of specific issues. In addition, to facilitate communication between the PPC and the external assessor(s), a teleconference or video conference can be arranged. It is not necessary for the external assessors to make a recommendation on approval/non- approval of the programme submission. The document, upon endorsement from the Faculty Board concerned/SISMB/BGS, should also be forwarded to the PSC Secretariat concurrently for vetting against Appendix C.
- 1.2.3.4 An honorarium* will be paid to an external assessor who has completed the assessment. (*HK\$3,500 from 2021-22 to 2023-24, and HK\$4,500 from 2024-25)
- 1.2.3.5 The PPC has to prepare a response to the comments made by the external assessors, and where appropriate, revise its submission taking into account the assessors' comments as well as those from the PSC Secretariat (if any). The PPC has the discretion whether to send the response to relevant assessors.
- 1.2.3.6 The assessment reports and the response of the PPC will form part of the documentation to be attached to the programme submission to be submitted to the FMB concerned/SISMB/BGS for endorsement and to the PSC.

1.2.4 On-Site Validation

- 1.2.4.1 The PPC has to submit the validation document to the Faculty Board concerned/SISMB/BGS which will ensure its quality and compliance with the guidelines as set out in Appendix C. The document should also be forwarded to the PSC Secretariat for vetting against Appendix C. The PPC should revise the document taking into account comments, if any, from the Faculty Board concerned/SISMB/BGS and the PSC Secretariat.
- 1.2.4.2 The PSC will appoint a PVP with the composition as follows to conduct the exercise:
 - (a) a Chairman – a senior academic outside the host Department(s) to be nominated by the host Department(s) or the GS (for a new programme involving inter-university and/or international collaboration) and appointed by the PSC.
 - (b) the following categories of membership to be appointed by the PSC:
 - two external members who are usually reputable experts from other institutions, including one from one of the benchmarking institutions of the University^{Note} or the academic unit(s) proposing the programme, where possible; and if necessary

- (such as for programmes involving more disciplines), more external members can be appointed;
- one academic staff members to be co-opted where deemed necessary.
- (c) GS and the host Department(s) will provide secretarial support to PVPs.
- 1.2.4.3 There should be a suitable combination of members reflecting internal responsibility for academic standards, subject expertise, programme planning and validating experience, knowledge of programmes of a similar type, and knowledge of the graduate employment possibilities arising from the programme.
- 1.2.4.4 The GS will organise the validation and later draft the validation report, in collaboration with the Chairman of the PVP.
- 1.2.4.5 For a visit of a non-local external member, the visit shall be up to four days. The package will include a return air ticket of economy class (with a ceiling rate based on point-to-point direct full-fare economy ticket rate), accommodation expenses of up to HK\$1,500 per night[^] and a per diem allowance at HK\$900 per day.
[^] up to HK\$1,700 per night from 2024-25
- 1.2.4.6 The Panel should adopt a peer group approach in its consideration of the submission and in its discussions with the PPC but must, nevertheless, conduct a rigorous evaluation of the merits of the submission. The validation shall normally be a one day on-site exercise to facilitate more thorough and in depth discussion. However, to cater for the availability of the PVP, flexibility is allowed for conducting the validation. If a member cannot join the validation meetings on campus, he/she will be invited to provide input using video conference or by paper assessment. External members will be invited to provide written comments in areas specified under 1.2.2 above. If deemed necessary, they can request additional information from the PPC.
- 1.2.4.7 The Panel will meet privately with the PPC to consider the submission and may choose to see particular facilities relevant to the programme. The panel can have a separate session to meet with junior academic staff, if deemed necessary. The panel may also meet with relevant graduates and students. The validation document (except sensitive data) should be provided to them.
- 1.2.4.8 The Panel or its Chairman will verbally convey the outcome of the validation to the PPC. Then the external members will provide written feedback/recommendations which form the basis of a report which, in conclusion, will recommend to the PSC that the submission:
- (a) be approved with or without recommendations; or
 - (b) be referred back for further considerations of specific issues, subject to a further, full validation.
- 1.2.4.9 An honorarium* will be paid to an external member who has completed his/her duties. (*HK\$3,500 from 2021-22 to 2023-24, and HK\$4,500 from 2024-25)
- 1.2.4.10 A report prepared by the Secretariat will be forwarded without delay to the PPC. The PPC has to prepare a response to the specified recommendations and, where appropriate, revise its submission taking into account the specified recommendations.

1.2.5 After the Validation

1.2.5.1 The FMB concerned/SISMB/BGS will consider and endorse as appropriate the response and the revised submission from the PPC. On the basis of the report(s) of the PVP (for on- site validation)/external assessors' reports (for postal validation), the endorsed response and the revised submission from the PPC, the PSC will be responsible for deciding:

- (a) that the academic validity of the programme submission is acceptable, either without conditions or subject to specified conditions being met; or
- (b) that the academic validity of the programme submission is not acceptable, and the submission is referred back for further consideration of specified issues or conditions and is then subject to reconsideration by the validating panel and the PSC; or
- (c) that, in exceptional cases, the programme submission is deferred for a limited or indefinite period for stated reasons.

1.2.5.2 The PSC will forward the report(s) of the PVP (for on-site validation) and the revised programme submission (with external assessors' reports attached for a postal validation) to the Senate for approval/information and possible comment.

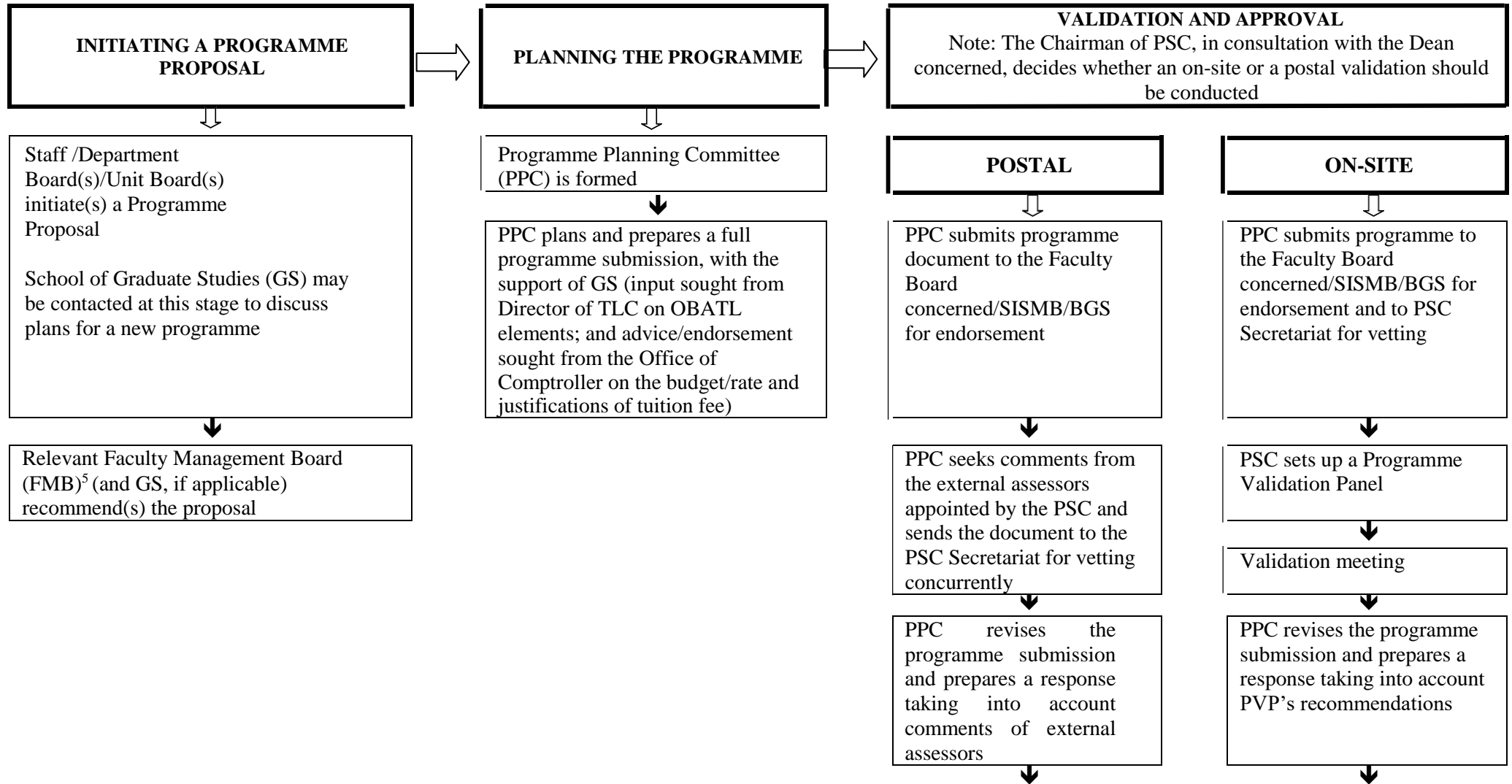
1.2.5.3 Following approval by the Senate, the programme submission document may need to be thoroughly revised, taking into account the comments made by the PVP/external assessors, the FMB concerned/SISMB/BGS, the PSC and the Senate. The Council will be informed of the approved programme.

[Note: Please refer to [Appendix E](#) for approved procedures for launching self-financed postgraduate programmes. Please also refer to the "[Guidelines for Self-financed Programmes](#)" available from the webpage of the Finance Office (via intranet)]

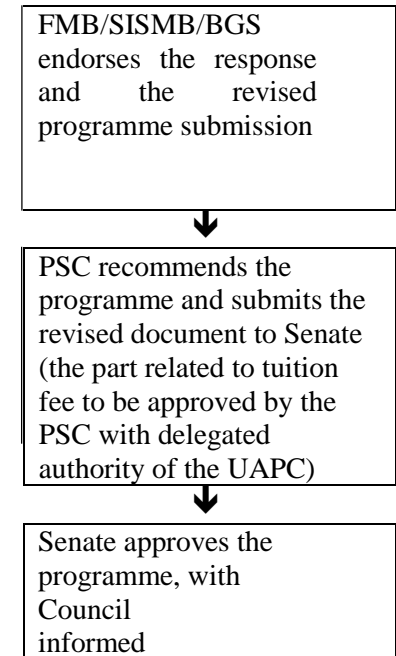
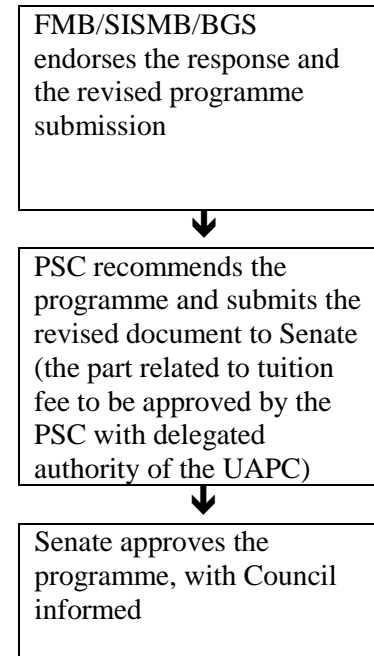
Revised on 27 November 2023 (with immediate effect)

APPENDIX A

Flow Chart of Programme Development and Approval Procedures for a New Taught Postgraduate Programme



⁵ Board of Graduate Studies (BGS) for programmes to be offered by GS and School of Interdisciplinary Studies Management Board (SISMB) for programmes under the School of Interdisciplinary Studies (SIS).



APPENDIX B

Format of an Initial Programme Proposal

This document should normally contain the following information:

1. General information - the title of the programme, normal duration of programme, QF level of the programme, qualification to be awarded, and the likely commencement date.
2. Faculty(ies)/Department(s) responsible for the programme.
3. Need for the programme - this section should establish the need for the programme by industry, commerce and the community. It should contain the results of a detailed investigation obtained from surveys, Government projections for manpower requirements, employment projections, graduate employment etc., taking into account the existing and proposed provision of similarly qualified personnel from other institutions. Evidence of student demand should be supplied. In particular, it should highlight the uniqueness of the proposed programme.
4. Aims and philosophy of the programme - relating the need for the programme to its proposed educational objectives.
5. Entrance requirements.
6. The programme structure including training components.
7. Outline of programme content - the courses (a few lines of description), the teaching pattern, the total hours of lectures, tutorials, laboratory sessions etc. per term, and the departments responsible for teaching.
8. Planned student numbers from start to steady-state.
9. Resources - an estimate of the resources required from the year of development; staff (academic, technician and general), specialist and general teaching accommodation, equipment, general expenses. The impact of the proposal on central services units such as the Library and Information Technology Services Centre should also be identified. A 3-year budget plan shall be prepared and vetted by the Finance Office, as stipulated in the Guidelines for Self-financed Programmes/Activities.
10. The likely staff development needs.
11. Programme Planning Committee - proposed membership.
12. Projected involvement of other departments.
13. The relationship of this programme to other programmes.
14. Evidence of preliminary peer group evaluation, including comment from individual(s) external to the host department(s).

APPENDIX C

Format of a Full Submission

The heading and notes below suggest a comprehensive format for the preparation and presentation of a proposed new programme at the validation stage. Variations in content, sequence or volume may be necessary to reflect the circumstances of a particular programme or stream.

Part I : General Information

1. Introduction

Title of the programme (in both English and Chinese), normal and maximum duration (for different study modes e.g. full-time/part-time), QF level and proposed starting date.

2. Host and Contributing Departments/Overseas Institution(s)

Faculty(ies)/Department(s) hosting the programme and, if applicable, overseas institution(s) contributing to the teaching of the programme, with their approximate percentage contribution.

3. Justification for the Programme

Evidence and analysis of the economic and social needs for the programme.

4. Student Numbers

The proposed initial intake to the programme should be shown, together with the pattern of build-up of student numbers over the first five years of the programme.

The programme should explain its strategies for student recruitment.

5. Admission Requirements

A complete statement of minimum admission requirements, with any special conditions for direct entry to higher years of the programme and for exemptions.

6. Aims and Learning Outcomes of the Programme

The educational and relevant aims and intended learning outcomes of the programme, expressed, as appropriate, to reflect knowledge, attitude and skills (e.g. analytical and communication skills), the intellectual and imaginative development of the student. Particular emphasis be placed on what students are expected to learn. Illustrate briefly the mapping between the learning outcomes of the programme and Lingnan's Ideal Graduate Attributes for Taught Postgraduate level to show how the programme contributes to the achievement of some or all of Lingnan's Ideal Graduate Attributes. Please provide a mapping table between the learning outcomes of the programme and Lingnan's Ideal Graduate Attributes following the standard table shown in Annex 1. The learning outcomes of the programme are mapped to the full list of courses to show how individual

courses contribute to the fulfilment of programme's learning outcomes. Please deliberate more on the relationship between different components, programme aims and intended learning outcomes in Section 9 below.

7. Level of Award

Arguments and justification for the level of the award. Include also a mapping between the learning outcomes of the programme and the relevant Generic Level Descriptors (GLDs) of the HKQF. For relevant GLDs for HKQF Levels 6 and 7 and the template to be completed, please refer to [Annexes 2 and 3](#) respectively.

8. Consistency between Programme Standards and those Articulated for the University

A statement on how the programme standards are consistent with those articulated for the University. The overarching statement of the University about its academic standards is given in [Annex 4](#).

9. Programme Design, Structure and Credit Units

Design philosophy and academic structure of the programme in detail. For master's programmes, credit units of the programme (normally 30) and justification for requesting special approval for increasing or reducing the credit units should be provided. For doctoral programmes, there should be taught and research components. While the University does not stipulate a standard credit unit requirement, the workload required should be justifiable for a programme at the doctoral level. The inter-relationships between courses should be identified and any streaming of the programme clearly presented. How the components in the programme align with the programme aims and will lead to achievement of the programme aims and intended learning outcomes. (The mapping table of learning outcomes of the programme and the full list of courses should be provided in Section 6 above.) In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory courses and with regulations for the choice of streams and elective courses. The conditions for the award in terms of credit accumulation should be defined, and typical programmes of study or routes through the programme scheme should be given.

10. Programme Curriculum

The curriculum should be specified in terms of the detailed teaching pattern for each of the courses offered. This should include the courses and activities in each year of the programme, the time allocated to each course in terms of lectures, tutorials, workshops, syndicates, etc., and each activity together with the planned teaching group size.

11. Programme Operation, Management, Quality Assurance and Enhancement

Details of programme operation, management, quality assurance and enhancement, including constitution and terms of reference of the Programme and Curriculum Committee or other committee(s) responsible for programme management, quality assurance and enhancement. Name (if available) and responsibilities of the Programme Director. Other programme responsibilities as appropriate – admission/year/stream tutors,

course coordinators, etc.

Information with regard to the future review of the programme via the conduct of benchmarking including names of institutions selected for benchmarking, reasons for the selection, aspects to be benchmarked (mainly on teaching and learning related matters), intended goals to be achieved and indicative timeline for conducting the benchmarking exercise.

What measures will be taken to achieve the intended learning outcomes and evidence will be gathered to determine whether the intended learning outcomes of the programme and/or individual courses are achieved, such as collection and handling of results of Course Teaching and Learning Evaluation, views and suggestions from External Academic Advisers, Advisory Board and Staff-Student Consultation Committee, graduates survey, alumni survey, employers survey, results of benchmarking activities, etc.

12. Teaching/Learning Methods and Projects (if any)

General description of the teaching and learning methods/activities including balance of and rationale for the proposed teaching/learning methods/activities.

Project work should be explained in detail, typical examples given and the proposed organisation and assessment methods described.

How the teaching and learning methods/activities will contribute to the achievement of the intended learning outcomes.

13. Examination and Assessment

What are the general strategy and methods in assessing students for the programme. How the assessment methods serve to measure the learning outcomes of the overall programme and individual courses. There may be some highlights or examples on assessment methods specifically for certain courses to be used to measure certain learning outcomes.

It should be clearly stated that whether the University-wide examination and assessment regulations will be followed. Any deviations and additional requirements have to be spelt out.

For new taught postgraduate programmes, requirements for the intermediate awards, if any, have to be spelt out. In addition, the following details may/shall be specified by individual programmes:

- (a) the Cumulative GPA for progression from one stage to another (the University regulations specify that a student whose Cumulative GPA is below 2.33 will be put on academic probation in the following term; individual programmes may set higher and additional requirements),
- (b) the minimum Cumulative GPA threshold for special consideration for a chance of continuation shall be specified ^(Note),
- (c) conditions on which a student will be given a warning (the University regulations specify that a warning concerning the need to improve his/her academic performance should be issued to a student whose Cumulative GPA is at or above the level required for progression but below the level for graduation; individual programmes may set

- conditions for additional warning), and
- (d) the Cumulative GPA for graduation (the University regulations specify that the minimum Cumulative GPA for graduation will be specified by individual programmes and this shall not be below 2.67).

[Note: Students who reach the specified minimum Cumulative GPA threshold but do not meet the GPA requirement for progression shall be closely considered by the Programme Director/Associate Programme Director/Programme Coordinator concerned (e.g. through an interview) to find out their quality or standard. The BoE concerned could then take themselves a decision on those marginal cases and report their thinking and decision to PSC for information, or make recommendations on these marginal cases for special consideration by the PSC for a chance of continuation.]

14. Relevant Current Programmes of the Contributing Departments

List programmes and current intake numbers.

15. Professional Recognition (if applicable)

Indicate the local and/or overseas relevant professional bodies the University has contacted or going to contact for seeking recognition, and the likelihood that the programme can satisfy requirement/criteria for recognition/exemption.

16. Staff Development, Research, Consultancy and Related Activities

The contributing departments' policy and approach to staff development, including:

- (a) current and planned research projects;
- (b) consultancies undertaken;
- (c) current Postgraduate Degree and Research Degree registration;
- (d) other staff development activities; and
- (e) the particular staff development needs associated with the programme/stream and plans to meet these needs.

17. Resource Support for the Programme or Stream

The resources which will be used to support the programme or stream should be specified according to the headings (a) to (h) below. A distinction should be made between those resources in place, and those still to be obtained.

(a) Academic Staff

- 1- Listing of academic staff who will be involved in the programme/stream, with rank, qualifications, experience/posts held, research expertise, and teaching and/or other programme responsibilities; and
- 1- rank and subject area of additional posts, those previously agreed and any now requested, with justifications, if any.

(b) Other Staff Support

- 1- Present establishment and rank of administrative, technical and general staff who will support the programme/stream; and

- 1- any additional supporting/technical staff as previously agreed or now requested.
- (c) *Accommodation*
- 1- Tabulation of the host departments' accommodation including staff rooms and specialised areas;
 - 1- additional demands on general teaching accommodation created by the programme/stream; and
 - 1- any essential, new specialist accommodation required by the programme/stream, as previously agreed or now requested.
- (d) *Equipment*
- 1- List of major equipment items available to support the programme/stream; and
 - 1- additional major equipment items needed, as previously agreed or now requested.
- (e) *General Expenses*
- 1- List of departmental allocations for general expenses and equipment maintenance in current and previous two years; and
 - 1- any increase in the recurrent level of general expenses needed to support the programme/stream, as previously agreed or now requested.
- (f) *Library Support*
- 1- List of books/journals/periodicals relevant to the programme/stream currently held by the Library; and
 - 1- additional library expenditure needed to support the programme/stream, both initial and recurrent, as previously agreed or now requested.
- (g) *Computing Support*
- 1- List of computing facilities, software, etc. available to the programme/stream; and
 - 1- any additional computing expenditure required, as previously agreed or now requested.
- (h) *Other Support Facilities*
- 1- Other University facilities which will directly support the programme/stream; and
 - 1- any additional facilities needed for the programme/stream, and their cost, as previously agreed or now requested.

18. Budget

A budget showing annual income and expenses of the proposed programme with justifications for the proposed rate of tuition fee is needed.

Part II : Syllabuses

A syllabus should be provided for each course contained in the programme scheme following the standard format shown in Annex 5, and with assessment rubrics for the course attached. Two standard syllabus templates illustrating two forms of presentation for the Measurement of Learning Outcomes section are shown in Annex 6 and Annex 7. An interactive Course Syllabus Generation Tool is available at <http://tlc.ln.edu.hk/SyllabusTool/> which provides step by step guidelines to develop course syllabus meeting the standard format.

Mapping of the Programme Intended Learning Outcomes (PILOs) to Lingnan's Graduate Attributes for Taught Postgraduate Programmes:

Programme Intended Learning Outcomes (PILOs)	Graduate Attributes for Taught Postgraduate				
	Independent and Critical Scholar ⁶	Advanced Professional Problem-solver ⁷	Critical and creative ⁸	Skilled communicator ⁹	Ethically and Socially Responsible Researcher/Professional ¹⁰
PILO 1					
PILO 2					
PILO 3					
Etc.					

⁶ LU graduates will possess in-depth discipline specific knowledge as well as a diverse range of professional and scholarship skills.

⁷ LU graduates will have a deep understanding of discipline knowledge to creatively solve complex problems and provide innovative solutions.

⁸ LU graduates will be critically analytical and have a creative perspective and outlook in their research areas / professional discipline.

⁹ LU graduates will be advanced communicators and be able to articulate clearly and coherently in written, digital and oral forms.

¹⁰ LU graduates will be reflective, ethical and socially responsible in conducting their research / professional practice.

GLDs for HKQF

Level 6

Knowledge and Intellectual Skills	Processes	Autonomy and Accountability	Communication, ICT and Numeracy
<ul style="list-style-type: none"> - Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice - Utilise highly specialised technical, research or scholastic skills across an area of study - Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector 	<ul style="list-style-type: none"> - Apply knowledge and skills in a broad range of specialised technical, professional or management activities - Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation - Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity - Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues - Deal with complex issues and make informed judgements in the absence of complete or consistent data/information 	<ul style="list-style-type: none"> - Exercise significant autonomy in determining and achieving personal and/or group outcomes - Accept accountability in decision making relating to the achievement of outcomes - Demonstrate leadership and make an identifiable contribution to change and development - Deal with complex ethical and professional issues 	<ul style="list-style-type: none"> - Use advanced and specialised skills to support academic and professional work in a subject/discipline/sector - Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists - Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness - Undertake critical evaluations of numerical and graphical data in support of decision-making

Level 7

Knowledge and Intellectual Skills	Processes	Autonomy and Accountability	Communication, ICT and Numeracy
<ul style="list-style-type: none"> - Demonstrate a critical overview of a substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice, including an evaluative understanding of its broad relationship with other disciplines - Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships - Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information 	<ul style="list-style-type: none"> - Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts - Demonstrate command of research and methodological issues and engage in critical dialogue - Produce creative and original responses to problems and issues in the context of new circumstances - Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information 	<ul style="list-style-type: none"> - Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others - Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making - Deal with very complex ethical and professional issues 	<ul style="list-style-type: none"> - Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/sector - Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts - Use advanced features of ICT applications and specify requirements in anticipation of future needs - Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative

Notes:

1. This version of the GLDs is as of **April 2018** which is retrieved from the HKQF website: <https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html>
2. Programmes should always **refer to the HKQF website for the latest version of GLDs** to be adopted in the programme proposal.

Template for Mapping of Programme Intended Learning Outcomes (PILOs) against the Generic Level Descriptors (GLDs) of the Hong Kong Qualification Framework (HKQF) – Levels 6 (for postgraduate certificate/diploma and taught master’s programmes) and 7 (for taught doctoral programmes)

PILO	GLD Domain		GLDs (HKQF - Level 6)															
			K			P					A				C			
			K1	K2	K3	P1	P2	P3	P4	P5	A1	A2	A3	A4	C1	C2	C3	C4
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

Notes:

1. Please do the mapping by ticking appropriate boxes. It is not necessary for having a full match between PILOs and GLDs (i.e. not all boxes in the template need to be ticked).

GLDs for HKQF - Level 6

K - Knowledge and Intellectual Skills	P - Processes	A - Autonomy and Accountability	C - Communication, ICT and Numeracy
<p>K1 - Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice</p> <p>K2 - Utilise highly specialised technical, research or scholastic skills across an area of study</p> <p>K3 - Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector</p>	<p>P1 - Apply knowledge and skills in a broad range of specialised technical, professional or management activities</p> <p>P2 - Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation</p> <p>P3 - Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity</p> <p>P4 - Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues</p>	<p>A1 - Exercise significant autonomy in determining and achieving personal and/or group outcomes</p> <p>A2 - Accept accountability in decision making relating to the achievement of outcomes</p> <p>A3 - Demonstrate leadership and make an identifiable contribution to change and development</p> <p>A4 - Deal with complex ethical and professional issues</p>	<p>C1 - Use advanced and specialised skills to support academic and professional work in a subject/ discipline/sector</p> <p>C2 - Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues, specialists</p> <p>C3 - Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness</p> <p>C4 - Undertake critical evaluations of numerical and graphical data in support of decision making</p>

	P5 - Deal with complex issues and make informed judgements in the absence of complete or consistent data/information		
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GLDs for HKQF - Level 7

K - Knowledge and Intellectual Skills	P - Processes	A - Autonomy and Accountability	C - Communication, ICT and Numeracy
<p>K1 - Demonstrate a critical overview of a substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice, including an evaluative understanding of its broad relationship with other disciplines</p> <p>K2 - Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships</p> <p>K3 - Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information</p>	<p>P1 - Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts</p> <p>P2 - Demonstrate command of research and methodological issues and engage in critical dialogue</p> <p>P3 - Produce creative and original responses to problems and issues in the context of new circumstances</p> <p>P4 - Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information</p>	<p>A1 - Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others</p> <p>A2 - Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making</p> <p>A3 - Deal with very complex ethical and professional issues</p>	<p>C1 - Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/ sector</p> <p>C2 - Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts</p> <p>C3 - Use advanced features of ICT applications and specify requirements in anticipation of future needs</p> <p>C4 - Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative</p>

Notes:

1. This version of the GLDs is as of **April 2018** which is retrieved from HKQF website: <https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html>
2. Programmes should always **refer to the HKQF website for the latest version of GLDs** to be adopted in the programme proposal.

Academic Standards of Lingnan University

Lingnan University academic standards are realised by means of benchmarking, review and assessment. In terms of benchmarking, the Lingnan ideal graduate attributes have been developed so as to reflect the parameters of Hong Kong Qualification Framework (HKQF) while not losing the distinctive nature of the liberal arts education provided by the University. Accordingly, new and existing programmes are developed with reference to both the Lingnan graduates attributes and the relevant generic level descriptors contained within the HKQF. Similarly, new programme validation and programme review exercises are conducted with the Lingnan ideal graduate attributes and the relevant HKQF parameters in view.

The emphasis on benchmarking is also reflected in the fact that in programme validation and review exercises and the External Academic Advisers system, wherever possible, the relevant panels and External Academic Advisers of a programme include at least one senior academic from one of the University's approved benchmark partners.

Given this emphasis on benchmarking in the process of programme development, review and quality assurance and enhancement, the University is well placed to emphasise the Outcome-Based Approach to Teaching and Learning (OBATL). This means that all course outlines clearly reflect one or more of the programme level outcomes to the extent that all the programme level outcomes are addressed by the programme curriculum overall.

In each of the courses, assessment tasks are then clearly designated as measuring the attainment of one or more course learning outcomes such that all who graduate from a particular programme have been measured against course learning outcomes and the relevant programme learning outcomes that they reflect.

Generic and/or analytical rubrics have been developed for all courses in the Lingnan programme portfolio which means that the academic achievement of students is measured directly against the academic standards established for the relevant programmes and courses and not against artificially imposed grading norms.

Format of a Course Syllabus

Course Title	: (in English, and in Chinese if any)
Course Code	: (at least indicates letter code and the first digit)
Recommended Study Year*	:
No. of Credits/Term	:
Mode of Tuition	: Sectional approach or Lecture-tutorial mode
Class Contact Hours	: Total hours/hours per week (if sectional approach is adopted – indicate the number of hours/week, otherwise, indicate the number of hours per week for each activity, e.g. Lecture/non-lecture activities)
Category	: (e.g. Foundation/Core/Stream required/Stream elective/Free elective, etc.)
Discipline*	: (if applicable)
Prerequisite(s)	: (if any)
Co-requisite(s)	: (if any)
Exclusion(s)	: (if any)
Exemption Requirement(s)	: (if any)
Brief Course Description	: (brief description on aims and content, 60-120 words in English, and 90-180 characters in Chinese if applicable)
Aims	:
Learning Outcomes [#]	:
Indicative Content	:
Teaching Method	:
Measurement of Learning Outcomes [#] :	
Assessment	: (% in continuous assessment, test and examination, etc)
Required/Essential Readings:	
Recommended/Supplementary Readings:	

*optional items

[#] Reference materials on writing of “Learning Outcomes” and “Measurement of Learning Outcomes” and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC’s webpage < <https://ln.edu.hk/tlc/support-for-staff/outcomes-based-approaches-to-teaching-and-learning/obatl-resource>>.

Notes:

- (1) Most courses are term courses of 3 credits under the Credit-based System. Therefore, if a course is not a term course, it has to be stated explicitly in the syllabus.
- (2) Prerequisite:
If a course has a prerequisite, a student must have taken and passed it before enrolling in the course concerned.
- (3) Co-requisite:
If a course has a co-requisite, a student must take both courses in the same term.

- (4) Exclusion:
If a course has another course as exclusion, a student is allowed to enroll only in one of the two courses during his/her period of study, unless he/she fails any one.
- (5) Format for Readings:
Academic staff can follow the following existing examples which have been adopted for years for listing readings in course syllabuses. Alternatively, they can take reference to two common citation styles, viz. Chicago-style and APA-style citations, information of which is shown in the Attachment for listing readings in the course syllabuses.
- Author, Book Title (*in italics*), Edition, Place, Publisher, Year.
e.g. Dess, G. G., Lumpkin, G. T., and Eisner, A. B., *Strategic Management: Creating Competitive Advantages*, 4th Edition, McGraw-Hill International Edition, McGraw-Hill/Irwin, 2008.
黃子平、許子東編：《香港短篇小說選2002-2003》，香港：三聯書店，2006年。
(Titles of Chinese publications should be printed in Chinese and where possible followed by English. For translated works, the title and author of the original work need to be provided.)
- (6) Assessment rubrics for each assessment task should be attached to the course syllabus.
- (7) The syllabus of a Chinese (or Chinese medium) course can be presented in either way:
- written in Chinese with an English version, or
 - basically in English, but with information in Chinese for some items, e.g. course titles, course description, indicative content, readings, etc., and the medium of instruction be spelt out clearly.

Important Notes:

- Students are expected to spend a total of 9 hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.
- Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- Students are required to submit writing assignment(s) using Turnitin.
- To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

* Numbers of hours are subject to adjustment for individual courses.

Information on Chicago-style and American Psychological Association (APA)-style Citations

A. Chicago-style Citation

a) Book/Chapter or other part of a book

Author, Book Title (*in italics*), Edition, Place, Publisher, Year.

Some examples are given below:

(i) Books

- Dess, Gregory, G. T. Lumpkin, and A. B. Eisner. *Strategic Management: Creating Competitive Advantages*. 4th Edition, McGraw-Hill International Edition, McGraw-Hill/Irwin, 2008.
- 黃子平、許子東編：《香港短篇小說選2002-2003》，香港：三聯書店，2006年。

(ii) Book published electronically

- Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/>.

(iii) Chapter or other part of a book

- Kelly, John D., "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67-83. Chicago: University of Chicago Press, 2010.

b) Journal article

Author, Article Title, Journal Title (*in italics*), Volume, Issue, Year, Page Number.

Some examples are given below:

(i) Article in a printed journal

- Weinstein, Joshua I. "The Market in Plato's Republic." *Classical Philology* 104 (2009): 439-58.
- 陳昭珍：從實體到虛擬：談資訊組織發展現況與展望，《中國圖書館學會會報》，68期，2012年6月：頁26-36。

(ii) Article in an online journal

- Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405-50. doi: 10.1086/599247.

c) Paper for a meeting or conference

Author, Conference Paper Title, Conference Name (*in italics*), Place, Date.

Some examples are given below:

- Adelman, Rachel. "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumin and Midrashic Tradition." Paper presented at the *annual meeting for the Society of Biblical Literature*, New Orleans, Louisiana, November 21-24, 2009.

- 程良程：公共圖書館在網際網路上環境的發展。在《網際網路與圖書館發展研討會》論文集，臺北市，民國88年12月4日，中國圖書館學會編，頁79-93。臺北市：編者，1999年。

Note:

Chicago-style citation lists readings in alphabetical order of the last name of an author. If multiple readings of an author are listed, the readings should be in chronological order of publication date. For more details of this citation style, please refer to the Chicago Manual of Style Online [<http://www.chicagomanualofstyle.org/home.html>].

B. APA-style Citation

a) Book/Chapter or other part of a book

Author, A. A. (Year). Book Title (*in italics*), Place: Publisher.

Author, A. A. (Year). Chapter title. In B. B. Editor (Ed.), Book Title (*in italics*) (page numbers). Place: Publisher.

Some examples are given below:

(i) Books

- Dess, G. G., Lumpkin, G. T., and Eisner, A. B. (2008). *Strategic management: Creating competitive advantages*. 4th Edition, McGraw-Hill International Edition, McGraw-Hill/Irwin.

- 王道隆、崔茂登和洪其華 (1997)：《香港教育》，深圳，海天出版社。

(ii) Book published electronically

- Johnson, W. (2009). Open access journals: The global movement and local publishing. In W. Jones (Ed.), *E-Journals access and management*. New York, NY: Routledge. Retrieved from <http://lib.myilibrary.com/Browse/open.asp?ID=170652&loc=25>

(iii) Chapter or other part of a book

- Shoho, A. R., Merchant, B. M., & Lugg, C. A. (2005). Social justice: Seeking a common language. In F. W. English (Ed.), *The Sage handbook of educational leadership: Advances in theory, research, and practice* (pp. 47-66). Thousand Oaks, CA: Sage Publications.

- 譚寶芝 (2004)：網上漢語文語法解難自學教程設計探討，輯於謝錫金、祁永華和岑紹基編《漢語文教學網絡建構研究及課堂應用》，(頁282-291)，廣州，廣東高等教育出版社。

b) Journal article

Author, A. A. (Year). Article title. Journal Title (*in italics*), Volume(Issue), page numbers.

Some examples are given below:

(i) Article in a printed journal

- Bill, M., & Emmy, M. (2008). Writing tutors in the economics classroom: A case study. *The Canadian Journal of Higher Education*, 38(3), 21-36.

- 徐少華 (2009)：復器、復國與楚復縣考析，《中央研究院歷史語言研究所集刊》，80(2)，197-216。

(ii) Article in an online journal

- Bore, A., & Wright, N. (2009). The wicked and complex in education: developing a transdisciplinary perspective for policy formulation, implementation and professional practice. *Journal of Education for Teaching*, 35, 241-256. doi:10.1080/02607470903091286.

c) Paper for a meeting or conference

If the proceedings of meetings and symposia have been published in book or periodical form, use the citation format as for a book or periodical.

If the symposium contributions, paper or poster presentation has not been formally published, include the month and year of the symposium or meeting in the reference.

Some examples are given below:

- Raquel, M. R., & Stone, D. (2009, July). *Refining an English placement test for undergraduates and graduates students*. Paper presented at the Pacific Rim Objective Measurement Symposium 2009 (PROMS 2009) Hong Kong, The Hong Kong Institute of Education, Hong Kong, China.
- 保隆、謝寶媛、盧昆宏 (1997)。品質管理策略與圖書館業務機能相關性之研究。在銘傳管理學院編，1997 海峽兩岸管理科學學術研討會論文集 (頁190-195)。台北市，編者。

Note:

APA-style citation lists readings in alphabetical order of the last name of an author. If multiple readings of an author are listed, the readings should be in chronological order of publication date. For more details of this citation style, please refer to the American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author, Call No.: BF76.7 .P83 2010 or online APA style, <http://www.apastyle.org/>.

**Sample of a Course Syllabus Using Texts to Describe
How Learning Outcomes Match with their Associated Assessment Tasks**

Course Title	: <i>The Four Books</i> and Chinese Intellectual Tradition 《四書》與中國士人傳統
Course Code	: CLB9012
Recommended Study Year	: Any
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Humanities and the Arts Cluster in Core Curriculum
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Nil
Exemption Requirement	: Nil

Brief Course Description:

This course introduces students to the basic concepts of Confucian humanism contained in the four great Confucian texts—*The Four Books*—and examines the formation and transformation of Chinese intellectual tradition. It provides students with an in-depth study of selected passages from *The Analects of Confucius* (*Lunyu*), *Mencius* (*Mengzi*), *The Great Learning* (*Daxue*), as well as *The Doctrine of the Mean* (*Zhongyong*).

Aims:

This course aims at exploring a more authentic understanding of Confucian humanism (compared to traditional and contemporary interpretations) through close reading and critical analysis of *The Four Books*. It also aims at reassessing the relevance of Confucian humanism to the present-day world. As a result, the students will be better equipped ethically to face the challenging world.

Learning Outcomes (LOs):

Upon completion of this course, students will be able to:

1. Describe the development of Confucian thought;
2. Explain the fundamentals of Confucian humanism;
3. Analyze and critically evaluate the important issues surrounding *The Four Books*;
4. Apply Confucian humanist principles to a selection of modern-day issues and problems.

Indicative Contents:

- 1) The lives of Confucius and Mencius 孔子、孟子生平簡介
- 2) The importance of the Si Meng Confucian School in the development of early Confucianism 思孟學派與早期儒學
- 3) The compilation and transmission of *The Four Books* 《論語》、《孟子》、《大學》、《中庸》的成書及其流傳
- 4) Zhu Xi's (1130—1200) commentary on *The Four Books* and its place in Chinese intellectual history 朱熹《四書章句集注》及其學術地位
- 5) A critical study of the traditional and contemporary interpretations of *The Analects of*

Confucius 傳統與當代《論語》詮釋平議

- 6) Selected readings of *The Four Books* 《四書》選讀
- 7) The core values of Confucian humanism contained in *The Four Books* 《四書》所見儒家人文精神的核心價值
- 8) *The Four Books* and imperial examination 《四書》與科舉
- 9) The relationship of *The Four Books* with the formation and transformation of Chinese intellectual tradition 《四書》與中國士人傳統
- 10) The role Chinese intellectual tradition can play in the modern society 中國士人傳統在現代社會可扮演的角色
- 11) The relevance of Confucian humanism to our daily life and its contribution in dealing with contemporary problems 儒家人文精神的現代意義

Teaching Method:

2 hours of lecture and 1 hour of tutorial per week. During the lectures, selected masterpieces of *The Four Books* will be introduced and analyzed. Student presentation, discussion and report-submission will take place during the tutorial.

Students are required to give presentations on assigned topics in the tutorials. They have to interpret, analyze and evaluate the topics using a variety of critical perspectives learnt in the lectures. They should demonstrate a breadth of knowledge of the fundamentals of Confucian humanism. After the presentation, they also need to lead the discussion on their presented topic.

A sample topic: Explain what Confucius meant by saying: “Only women and underlings are difficult to deal with: be friendly, and they become insolent; be distant, and they resent it.” (*The Analects of Confucius* 17.25) Analyze and critically discuss the causes of discrepancy between Confucius’s intended meaning and scholars’ interpretations (both traditional and contemporary).

At the end of the term, students have to submit for assessment a final report on their presentation. They are expected to demonstrate evidence of a revision process by incorporating in their final reports comments and feedbacks from teachers and group-mates.

The examination comprises essay-type questions that measure students’ knowledge of the development of Confucian thought, their understanding of the basic concepts of Confucian humanism, as well as their ability to critically analyze selected passages from *The Four Books* and related topics. Case studies may also be used to assess students’ ability to apply learnt concepts to realistic situations.

A sample question: *Ren* has been regarded as the supreme Confucian value since ancient times. Explain what Confucius meant by *ren* in *The Analects of Confucius* and why it became the cornerstone of Chinese humanism. Analyze and critically discuss the potential contribution of *ren* to resolving social conflicts in Hong Kong.

Measurement of Learning Outcomes:

Students’ ability to describe Confucian thought and explain the fundamentals of Confucian humanism will be assessed in tutorial presentations that require interpretation, analysis and evaluation of relevant topics using a variety of critical perspectives presented in the lectures. (LO1, LO2)

Students' ability to analyze and critically evaluate the important issues surrounding The Four Books and apply Confucian humanist principles to a selection of modern-day issues and problems will be assessed in final reports that will review tutorial presentations including feedback received from instructor and peers, and place the presentations in a wider context. (LO3, LO4)

Students' comprehension of Confucian thought, important issues surrounding The Four Books and the modern day applicability of Confucian humanist principles will be assessed in examination comprises essay-type questions will focus on a comprehensive case that addressed each learning outcome. (LO1, LO2, LO3, LO4)

Assessment:

Examination: 50%

Continuous assessment: 50% (Tutorial presentation 20%, Final report 30%)

Essential Readings:

朱熹：《四書集註》，香港：太平書局，1964年。

朱熹：《四書章句集注》，北京：中華書局，1983年。

許倬雲：《知識分子：歷史與未來》，桂林：廣西師範大學出版社，2011年。

錢穆：《四書釋義》，臺北：中華文化出版事業委員會，1953年。

Supplementary Readings:

杜維明：《現代精神與儒家傳統》，北京：三聯書店，1997年。

杜維明著，段德智譯：《論儒學的宗教性：對「中庸」的現代闡釋》，武漢：武漢大學出版社，1999年。

杜維明著，錢文忠、盛勤譯：《道·學·政：論儒家知識分子》，上海：上海人民出版社，2000年。

唐君毅：《青年與學問》，香港：人生出版社，1960年。

唐君毅：《人文精神之重建》，香港：新亞研究所，1974年。

唐君毅：《中華人文與當今世界》，臺北：臺灣學生書局，1988年。

徐復觀：《知識份子與中國》，臺北：時報文化出版事業有限公司，1980年。

徐復觀：《中國人文精神之闡揚》，北京：中國廣播電視出版社，1996年。

徐復觀：《中國知識分子精神》，上海：華東師範大學出版社，2004年。

陳來：《人文主義的視界》，南寧：廣西教育出版社，1997年。

陳來、甘陽主編：《孔子與當代中國》，北京：三聯書店，2008年。

商衍鎰：《清代科舉考試述錄》，北京：三聯書店，1958年。

錢穆：《中國知識分子》，香港：中國問題研究所，1951年。

錢穆：《孔子與論語》，臺北：聯經出版事業公司，1974年。

錢穆：《孔子傳》，臺北：東大圖書股份有限公司，2003年。

劉述先：《當代儒學發展之契機》，林安梧主編，劉述先等著，臺北：文津出版社，1997年。

Gardner, D. K., *The Four Books: The Basic Teachings of the Later Confucian Tradition*, Indianapolis: Hackett Publishing Company, 2007.

Jensen, L. M., *Manufacturing Confucianism: Chinese Tradition and Universal Civilization*, Durham: Duke University Press, 1997.

Wu, P. Y., *The Confucian's Progress: Autobiographical Writings in Traditional China*, Princeton: Princeton University Press, 1990.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

**Sample of a Course Syllabus Using Matrix
to Match Learning Outcomes with their Associated Assessment Tasks**

Course Title	: <i>The Four Books</i> and Chinese Intellectual Tradition 《四書》與中國士人傳統
Course Code	: CLB9012
Recommended Study Year	: Any
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Humanities and the Arts Cluster in Core Curriculum
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Nil
Exemption Requirement	: Nil

Brief Course Description:

This course introduces students to the basic concepts of Confucian humanism contained in the four great Confucian texts—*The Four Books*—and examines the formation and transformation of Chinese intellectual tradition. It provides students with an in-depth study of selected passages from *The Analects of Confucius* (*Lunyu*), *Mencius* (*Mengzi*), *The Great Learning* (*Daxue*), as well as *The Doctrine of the Mean* (*Zhongyong*).

Aims:

This course aims at exploring a more authentic understanding of Confucian humanism (compared to traditional and contemporary interpretations) through close reading and critical analysis of *The Four Books*. It also aims at reassessing the relevance of Confucian humanism to the present-day world. As a result, the students will be better equipped ethically to face the challenging world.

Learning Outcomes (LOs):

Upon completion of this course, students will be able to:

1. describe the development of Confucian thought;
2. explain the fundamentals of Confucian humanism;
3. analyze and critically evaluate the important issues surrounding *The Four Books*;
4. apply Confucian humanist principles to a selection of modern-day issues and problems.

Indicative Contents:

- 1) The lives of Confucius and Mencius 孔子、孟子生平簡介
- 2) The importance of the Si Meng Confucian School in the development of early Confucianism 思孟學派與早期儒學
- 3) The compilation and transmission of *The Four Books* 《論語》、《孟子》、《大學》、《中庸》的成書及其流傳
- 4) Zhu Xi's (1130—1200) commentary on *The Four Books* and its place in Chinese intellectual history 朱熹《四書章句集注》及其學術地位
- 5) A critical study of the traditional and contemporary interpretations of *The Analects of*

Confucius 傳統與當代《論語》詮釋平議

- 6) Selected readings of *The Four Books* 《四書》選讀
- 7) The core values of Confucian humanism contained in *The Four Books* 《四書》所見儒家人文精神的核心價值
- 8) *The Four Books* and imperial examination 《四書》與科舉
- 9) The relationship of *The Four Books* with the formation and transformation of Chinese intellectual tradition 《四書》與中國士人傳統
- 10) The role Chinese intellectual tradition can play in the modern society 中國士人傳統在現代社會可扮演的角色
- 11) The relevance of Confucian humanism to our daily life and its contribution in dealing with contemporary problems 儒家人文精神的現代意義

Teaching Method:

2 hours of lecture and 1 hour of tutorial per week. During the lectures, selected masterpieces of *The Four Books* will be introduced and analyzed. Student presentation, discussion and report-submission will take place during the tutorial.

Students are required to give presentations on assigned topics in the tutorials. They have to interpret, analyze and evaluate the topics using a variety of critical perspectives learnt in the lectures. They should demonstrate a breadth of knowledge of the fundamentals of Confucian humanism. After the presentation, they also need to lead the discussion on their presented topic.¹

A sample topic: Explain what Confucius meant by saying: “Only women and underlings are difficult to deal with: be friendly, and they become insolent; be distant, and they resent it.” (*The Analects of Confucius* 17.25) Analyze and critically discuss the causes of discrepancy between Confucius’s intended meaning and scholars’ interpretations (both traditional and contemporary).

At the end of the term, students have to submit for assessment a final report on their presentation. They are expected to demonstrate evidence of a revision process by incorporating in their final reports comments and feedbacks from teachers and group-mates.²

The examination comprises essay-type questions that measure students’ knowledge of the development of Confucian thought, their understanding of the basic concepts of Confucian humanism, as well as their ability to critically analyze selected passages from *The Four Books* and related topics. Case studies may also be used to assess students’ ability to apply learnt concepts to realistic situations.³

A sample question: *Ren* has been regarded as the supreme Confucian value since ancient times. Explain what Confucius meant by *ren* in *The Analects of Confucius* and why it became the cornerstone of Chinese humanism. Analyze and critically discuss the potential contribution of *ren* to resolving social conflicts in Hong Kong.

Measurement of Learning Outcomes:

Learning Outcome	Assessment Method		
	Tutorial presentation ¹	Final report ²	Examination ³
Students will be able to describe the development of Confucian thought	X	X	X
Students will be able to explain the fundamentals of Confucian humanism	X	X	X

Students will be able to analyze and critically evaluate the important issues surrounding <i>The Four Books</i>	X	X	X
Students will be able to apply Confucian humanist principles to a selection of modern-day issues and problems	X	X	X

Assessment:

Examination: 50%

Continuous assessment: 50% (Tutorial presentation 20%, Final report 30%)

Essential Readings:

朱熹：《四書集註》，香港：太平書局，1964年。

朱熹：《四書章句集注》，北京：中華書局，1983年。

許倬雲：《知識分子：歷史與未來》，桂林：廣西師範大學出版社，2011年。

錢穆：《四書釋義》，臺北：中華文化出版事業委員會，1953年。

Supplementary Readings:

杜維明：《現代精神與儒家傳統》，北京：三聯書店，1997年。

杜維明著，段德智譯：《論儒學的宗教性：對「中庸」的現代闡釋》，武漢：武漢大學出版社，1999年。

杜維明著，錢文忠、盛勤譯：《道·學·政：論儒家知識分子》，上海：上海人民出版社，2000年。

唐君毅：《青年與學問》，香港：人生出版社，1960年。

唐君毅：《人文精神之重建》，香港：新亞研究所，1974年。

唐君毅：《中華人文與當今世界》，臺北：臺灣學生書局，1988年。

徐復觀：《知識份子與中國》，臺北：時報文化出版事業有限公司，1980年。

徐復觀：《中國人文精神之闡揚》，北京：中國廣播電視出版社，1996年。

徐復觀：《中國知識分子精神》，上海：華東師範大學出版社，2004年。

陳來：《人文主義的視界》，南寧：廣西教育出版社，1997年。

陳來、甘陽主編：《孔子與當代中國》，北京：三聯書店，2008年。

商衍鎰：《清代科學考試述錄》，北京：三聯書店，1958年。

錢穆：《中國知識分子》，香港：中國問題研究所，1951年。

錢穆：《孔子與論語》，臺北：聯經出版事業公司，1974年。

錢穆：《孔子傳》，臺北：東大圖書股份有限公司，2003年。

劉述先：《當代儒學發展之契機》，林安梧主編，劉述先等著，臺北：文津出版社，1997年。

Gardner, D. K., *The Four Books: The Basic Teachings of the Later Confucian Tradition*, Indianapolis: Hackett Publishing Company, 2007.

Jensen, L. M., *Manufacturing Confucianism: Chinese Tradition and Universal Civilization*, Durham: Duke University Press, 1997.

Wu, P. Y., *The Confucian's Progress: Autobiographical Writings in Traditional China*, Princeton: Princeton University Press, 1990.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

APPENDIX D

[Note: This is a sample template of an assessment report. Programme offering units shall make adjustments to the template according to the items/captions in the document of the proposed programme.]

LINGNAN UNIVERSITY
Assessment Report on Proposed Programme

SAMPLE

Title of Proposed Programme: _____

Name of Assessor: _____

Assessors are invited to make reference to the “*Extract from Guidelines regarding Programme Validation*” when making comments on the programme document.

A. Outcome of the validation (Please consider the aspects listed under Section 1.2.2 of the Guidelines and indicate your decision by ticking one of the boxes below):

support without further amendments

support with further amendments

refer the submission back for further considerations of specific issues

B. Comment on specific areas in the submission:

Part I : General Information

1. Introduction

2. Host and Contributing Departments/Overseas Institution(s)

3. Justification for the Programme

4. Student Numbers

--

5. Admission Requirements

--

6. Aims and Learning Outcomes of the Programme

--

7. Level of Award

--

8. Consistency between Programme Standards and those Articulated for the University

--

9. Programme Design, Structure and Credit Units

--

10. Programme Curriculum

--

11. Programme Operation, Management, Quality Assurance and Enhancement

--

12. Teaching/Learning Methods and Projects (if any)

--

13. Examination and Assessment

--

14. Relevant Current Programmes of the Contributing Departments

--

15. Professional Recognition (if applicable)

--

16. Staff Development, Research, Consultancy and Related Activities

--

17. Resource Support for the Programme or Stream

--

18. Budget

--

Part II. Syllabuses

--

Part III. Overall or Other Comments:

--

APPENDIX E

Procedures for Launching Self-financed Postgraduate Programmes

1. Postgraduate degrees to be conferred by Lingnan, e.g. MA Chinese, MIBF
 - may or may not be collaborative
 - department/programme concerned manages and oversees department/programme based degree
 - University programme approval, quality assurance and enhancement procedures apply, i.e. Staff/Department Board/Unit Board initiates, Department Board(s), Unit Board(s) and/or Faculty Management Board¹¹ (FMB)s (and School of Graduate Studies, if applicable) endorse(s) initial proposal, Faculty Board (FB)/(School of Interdisciplinary Studies Management Board (SISMB)/Board of Graduate Studies (BGS) endorses full degree proposal, FMB/SISMB/BGS and PSC endorse (revised) full degree proposal (after validation), and Senate approves degree.
 - PSC, FB/SISMB/BGS and Senate monitors degree

2. Postgraduate awards to be conferred by Lingnan and programmes run by Lingnan Institute of Further Education (LIFE)
 - may or may not be collaborative
 - LIFE manages and oversees the programme
 - University programme approval, quality assurance and enhancement procedures apply with slight adjustment based on the committee structure of LIFE, i.e. Staff initiates, Sub-degree and Diploma Programme Management Committee of the Community College at Lingnan University & LIFE supports the proposal, Academic Committee of the Community College at Lingnan University & LIFE (and School of Graduate Studies, if applicable) endorses initial proposal, PSC endorses programme proposal (including validation), and Senate approves award.
 - PSC/Senate monitors award

3. Postgraduate degrees not to be conferred by Lingnan, e.g. DBA (Curtin)
 - collaborative
 - department/programme manages and oversees degree
 - UAPC endorses proposal and reports to Senate for noting
 - University programme approval, quality assurance and enhancement procedures do not apply

4. Degrees to be conferred by partner institution and run by LIFE
 - LIFE initiates a proposal of new partners for programme collaboration to the Board of Governors of the Community College at Lingnan University and LIFE for approval
 - Academic Committee of the Community College at Lingnan University and LIFE approves programme proposal and reports to the Board of Governors for noting
 - PSC for noting
 - Partner institution assumes quality assurance and enhancement procedures
 - University programme approval, quality assurance and enhancement procedures do not apply

[Note: There is a separate set of Guidelines on Degree Programmes offered by LIFE with Awards Granted by the Partner Institutions.]

¹¹ Board of Graduate Studies (BGS) for programmes to be offered by GS and School of Interdisciplinary Studies Management Board (SISMB) for programmes under the School of Interdisciplinary Studies (SIS).