



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

ACCREDITATION REPORT

THE HANG SENG UNIVERSITY OF HONG KONG

PERIODIC INSTITUTIONAL REVIEW

FOR

**ACCOUNTING
FINANCE
GENERAL BUSINESS ADMINISTRATION
GENERAL MANAGEMENT
MARKETING
LOGISTICS STUDIES
SUPPLY-CHAIN MANAGEMENT
TRANSLATION**

JUNE 2021

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE	1
2. HKCAAVQ'S DETERMINATION	2
3. INTRODUCTION	6
4. PANEL'S DELIBERATIONS	7
4.1 <i>Organisational Effectiveness and Planning</i>	8
4.2 <i>Organisational Leadership and Staffing</i>	13
4.3 <i>Programme Area Development and Management</i>	16
4.4 <i>Management of Resources and Services</i>	22
4.5 <i>Organisational Quality Assurance and Enhancement</i>	26
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	28

Appendix	HKCAAVQ Panel Membership
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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA681), 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 The Hang Seng University of Hong Kong (Operator or University) to conduct Periodic Institutional Review with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether The Hang Seng University of Hong Kong (the Operator) can be approved to maintain the Programme Area Accreditation status for the Programme Areas (as listed under the Specifications of the Programme Areas undergoing Periodic Institutional Review) for a specified validity period; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.2 Specifications of the Programme Area(s) undergoing Periodic Institutional Review

Area of Study and Training	Sub-area	Programme Area	Claimed QF level
Business and Management	Accounting, Finance and Investment	Accounting	5
		Finance	5
	General Business Management	General Business Administration	5
		General Management	5
		Marketing	5
	Transports and Logistics	Logistics Studies	5
		Supply-chain Management	5
Languages and Related Studies	Languages and Related Studies	Translation	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out in paragraph 2.5, the Operator can be approved to maintain the Programme Area Accreditation (PAA) status for the programme areas specified in the table under paragraph 1.2 with a validity period of five years.

2.2 The Operator approved to maintain the PAA status is considered as meeting the HKCAAVQ accreditation standards of the Periodic Institutional Review. The Operator's policies are in line with the strategic plans and are consistent with the overall mission, aims and objectives of its operation. The Operator continues to have appropriate mechanisms and management procedures to ensure effective academic development, quality assurance, staffing and staff development. Its resource allocation supports the development and management of the programme areas. The Operator also has robust internal processes that ensure its learning programmes meet the stated objectives and QF standards.

2.3 Validity Period

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

2.3.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirement set out in paragraph 2.5.1 by the specified deadline.

2.4 The determinations on the maintenance of the PAA status are specified as follows:

Name of Operator 營辦者名稱	The Hang Seng University of Hong Kong 香港恒生大學
Address of Operator 營辦者地址	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories 新界沙田小瀝源行善里
Name of Award Granting Body 資歷頒授者名稱	The Hang Seng University of Hong Kong 香港恒生大學

Area of Study and Training 學習及培訓範疇	Sub-area 子範疇	Programme Area and Scope of Programme Area 學科範圍
Business and Management	Accounting, Finance and Investment	Accounting Study and training in the accounting function of business, which includes the systematic and comprehensive recording of financial transactions pertaining to a business, as well as the process of summarizing, analysing and reporting these transactions.
Business and Management	Accounting, Finance and Investment	Finance Study and training in the finance function of business, with finance being the leading subject matters, including the management, creation, analysis and study of money, financial markets, financial instruments, financial statements, assets and liabilities.
Business and Management	General Business Management	General Business Administration Study and training in the general administration of business enterprises, which include a combination of basic studies in multiple functional areas, including Accounting, Management, Financial Management, Human Resources Management, Marketing, International Business and Entrepreneurship.
Business and Management	General Business Management	General Management Study and training in the general management of business, which include basic business functional areas in Accounting, Management, Financial Management, Human Resources Management, Marketing, International Business and Entrepreneurship.
Business and Management	General Business Management	Marketing Study and training in the marketing function of business, which include the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

Business and Management	Transports and Logistics	Logistics Studies Study and training in the management of activities that source materials and services, transforming them into in-process and final products, and delivering the products via a distribution network in order to meet the requirements of customers or corporations.
Business and Management	Transports and Logistics	Supply-chain Management Study and training in the management of activities that source materials and services, transforming them into in-process and final products, and delivering the products via a distribution network in order to meet the requirements of customers or corporations.
Languages and Related Studies	Languages and Related Studies	Translation Study and training in the theories and practices of translation, interpreting and language services.
QF Level 資歷架構級別	Level 5	
Start Date of Validity Period 有效期的開始日期	1 September 2021	
End Date of Validity Period 有效期的終止日期	31 August 2026	
Other Specific Condition(s) of Approval 獲批准的其他附帶條件	One requirement to be fulfilled. The Operator is to submit Report 1 on or before 31 December 2021, and Report 2 on or before 31 December 2022 to HKCAAVQ for the fulfilment of the requirement.	
Address of Teaching / Training Venue(s) 授課地址	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories 新界沙田小瀝源行善里	

2.5 Condition

2.5.1 Requirement

The Operator is to ensure that resource planning is commensurate with admission planning and enrolments as a result of informed and deliberated decision making at the university level, which is effective in preventing over-enrolment in future.

HSUHK is required to provide the HKCAAVQ with two reports as supporting evidence of meeting the requirement by the dates stipulated below.

Report 1

This report should provide documentary evidence (such as meeting minutes/reports) of a review of the existing policies and mechanisms for the management and coordination of admission planning and enrolments, and the approved enhancement actions adopted, or to be adopted, to prevent over-enrolment with regard to the planned resources (including physical and human).

Report 2

This report should provide evidence of the effectiveness of actions identified in Report 1 supported by data, including but not limited to admission quotas, actual enrolments, staffing and budgets, related to all programmes/Schools covered under the eight approved Programme Areas.

The Operator is to submit Report 1 **on or before 31 December 2021**, and Report 2 **on or before 31 December 2022** to HKCAAVQ for the fulfilment of the above requirement. (para. 4.1.15)

2.6 Recommendations

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

- 2.6.1 The Panel recommended that the Operator should undertake regular reviews of the committee structure and its membership in order to streamline the work by encouraging more effective means of operating and achieving strategic initiatives without sacrificing the rigour of the process. (para. 4.1.10)

- 2.6.2 The Panel recommended that the Operator should introduce a set of key performance indicators, which reflect the University's future strategic direction, in order to plan and monitor achievements at the institutional and School levels, and also incorporate its set of Key Profile Indicators. (para. 4.1.12)
- 2.6.3 The Panel recommended that the Operator should analyse relevant data across all teaching units to ensure that the mechanisms for determining and reviewing the distributions of graduation honours across all programmes are consistently applied in order to guarantee consistent implementation of the University's guidelines. (para. 4.5.5)

Programme Areas – Accounting, Finance, General Business Administration, General Management, and Marketing

- 2.6.4 The Panel recommended that the Operator should review the appropriateness of current assessment methods in order to reduce the burden of assessment but maintain the rigour of the process. (para. 4.3.10)
- 2.7 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The Hang Seng University of Hong Kong (HSUHK) acquired a private university title in October 2018. Its predecessor, Hang Seng Management College, has been registered under the Post Secondary Colleges Ordinance (Cap 320) as a privately-funded, non-profit post-secondary college since 2010. HSUHK has five Schools, namely (i) Business, (ii) Communication, (iii) Decision Sciences, (iv) Humanities and Social Science and (v) Translation and Foreign Languages. It currently offers a total of 24 bachelor's degree programmes accredited at QF Level 5, and six master's degree programmes accredited at QF Level 6. The offering of new degree programmes by HSUHK is subject to CE-in-Council approval.

- 3.2 Up to April 2021, HSUHK has attained PAA status at QF Level 5 in 10 programme areas, namely (i) General Business Administration, (ii) General Management, (iii) Marketing, (iv) Accounting, (v) Finance, (vi) Translation, (vii) Logistics Studies, (viii) Supply-chain Management, (ix) English Language and English Literature and (x) Mass Media and Communications, Journalism and Public Relations.
- 3.3 HSUHK commissioned HKCAAVQ to conduct a Periodic Institutional Review (PIR) to cover eight approved programme areas under its PAA status. HKCAAVQ formed an expert Panel for this accreditation exercise (Panel Membership at Appendix). A Financial Expert was engaged to review the finance of the Operator. A site visit took place on 22-26 March 2021. With the unstable development of the Coronavirus pandemic, HKCAAVQ and the Operator agreed to conduct the site visit by video conferencing. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

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

Hereafter, the following abbreviations will be used:

PA(BUS)	The programme areas of Accounting, Finance, General Business Administration, General Management, and Marketing
PA(SCM)	The programme areas of Logistics Studies and Supply-chain Management
PA(TRA)	The programme area of Translation
SBUS	School of Business
SDSC	School of Decision Sciences
STFL	School of Translation and Foreign Languages

4.1 Organisational Effectiveness and Planning

The Operator must demonstrate that it is meeting its educational/training objectives, aligned with its vision and mission, and informed by comprehensive review of organizational effectiveness and implementation of strategically planned initiatives.

- 4.1.1 HSUHK has a Board of Governors (BoG) and a Council to perform governance functions. The BoG is the supreme governing body of the University and it is responsible for setting out the overall broad direction and policy, making decisions regarding approval of financial resources, and making appointments of key officers of the University. The Council is the executive body responsible for formulating important University policies subject to the directions set out by the BoG which is supported by four standing committees, namely, Audit Committee, Finance Committee, Foundation Management Committee, and Fundraising and Donation Committee.
- 4.1.2 The Panel was provided with the terms of reference and membership of both the BoG and the Council. The BoG is entirely composed of independent external stakeholders, including members from the senior management of Hang Seng Bank, the business sector and the local higher education community. It has 14 members and currently meets twice a year. Membership of the Council includes four ex-officio members from the University management, namely the President, Provost and two Vice-Presidents, two staff representatives (one academic and one administrative staff) elected by staff of the University, and external stakeholders who are persons with expertise in higher education and business sectors. The Council has 15 members and one Student Observer and currently meets four times a year.
- 4.1.3 The Academic Board (AB) and School Boards (SB) are responsible for the University's academic governance. The AB, chaired by the President, is the principal academic body which regulates all academic affairs of the University subject to the financial control of the Council. It meets almost every month and has 17 standing committees. The SB, chaired by the School Dean, is responsible for the administration of the School's academic programmes/modules and the monitoring and maintenance of standards of its teaching, learning and research activities.
- 4.1.4 The Senior Management Committee (SMC) is the principal administrative body which regulates all administrative affairs of HSUHK. It regulates the planning, implementation, coordination and

review of all financial, space and staffing resources of the University. It is supported by nine standing committees.

- 4.1.5 HSUHK has five schools, with a SB established for each school. Both the School of Business and the School of Humanities and Social Science have four departments. The School of Decision Sciences has three departments. The School of Communications and the School of Translation and Foreign Languages operate as integrated schools without the establishment of individual departments within the schools.
- 4.1.6 The Panel was provided with the following documents for review:
- (a) Strategic Plan 2018-2023;
 - (b) First Progress Report on the Five-Year Strategic Plan;
 - (c) meeting minutes of the BoG;
 - (d) meeting minutes of the Council; and
 - (e) meeting minutes of the SMC.
- 4.1.7 The Panel noted that the governing body and its standing committees monitor the performance of various aspects of HSUHK through a clearly defined reporting mechanism. For instance, the four standing committees of the BoG provide regular reports to the BoG. The Panel noted evidence of discussion on reported items and provision of advice to the management from meeting minutes of the governing bodies. Relevant information was presented to the BoG for deliberation and/or approval of issues, such as the annual operating budget, campus development funding arrangement, donation-related matters, and appointments of new academic staff. The major developments of HSUHK were reported to the meetings of the Council.
- 4.1.8 The Strategic Plan 2018-2023 provides guidance on the development of HSUHK. The Strategic Plan lists five strategic focus areas, with goals under each focus area and action items under each goal. As a quality assurance (QA) mechanism of monitoring progress against milestones laid down in the Plan, annual progress reports are presented to the Council.
- 4.1.9 With regard to the academic development of the University, the Panel was provided with the University Academic Development Plan 2019/20-2021/22, which sets out the directions for programme development, enhancement of teaching and learning quality, research performance and student development. Each School has its own School Academic Development Plan, which guides the

School's academic development and growth in line with the University's overall directions and strategies for growth.

- 4.1.10 According to the membership composition and terms of reference provided in the accreditation documents, there were at least 38 Boards/Committees in the institutional governance framework and management structures. The Panel pointed out that the committee structure is complex and labour intensive. The University responded that it has streamlined the committee structure and the work of some committees in the past few years. During the site visit, the Panel met several teaching staff members who were either chairman or member of up to eight to nine Boards/Committees. The Panel noticed that key personnel, such as the Dean of School was chairman/member of 11 Boards/Committees. Although the Panel appreciated the commitment by the staff, it was also evident that the number of committees would require a significant commitment of time by key personnel. The Panel **recommended** that the Operator should undertake regular reviews of the committee structure and its membership in order to streamline the work by encouraging more effective means of operating and achieving strategic initiatives without sacrificing the rigour of the process.
- 4.1.11 To support the implementation of an evidence-based approach, HSUHK has established a set of "Key Profile Indicators" at the School and the University levels for evaluating the University and School Academic Development Plans, assessing the effectiveness of the strategies and identifying problems, strength and areas for improvement. HSUHK has put in place various channels to collect the Key Profile Indicator data and feedback/comments from different groups of stakeholders on a regular basis, including the Employer Survey, Student Learning Experience Survey, Graduate Exit Survey, and Student Admission figures.
- 4.1.12 The Panel enquired how the University devises its academic strategies and then sets the key performance indicators against which to measure them. The Panel noticed that HSUHK uses Key Profile Indicators to measure the current status of its academic strategies based on annual recruitment levels, and considered that this use of profiling is a bottom-up process aimed at informing the University's future academic strategies on the basis of market-led recruitment patterns. In this respect, the Panel formed a view that the Key Profile Indicators were largely reflective in helping to identify the shape of the overall institution's activities based on earlier decisions and demands. The Panel also felt that a set of prospective performance indicators were also necessary in order to determine

the degree to which the institution was meeting its future aims and aspirations. In this context, key performance indicators should be set as part of the strategic planning and should be based on institutional future aims instead of retrospective performance through market needs. During the site visit, the senior management of HSUHK expressed that key performance indicators could not always be objective and measurable. The Panel observed that the inclusion of key performance indicators could inform better practice of benchmarking driven by institution-wide strategies and planning, such as, for example, benchmarking performance indicators with other similar institutions. The Panel formed the view that both Key Profile Indicators and key performance indicators are necessary and suggested that the integration of both approaches would provide a consistent and comprehensive picture that was both reflective and prospective. The Panel **recommended** that the Operator should introduce a set of key performance indicators, which reflect the University's future strategic direction, in order to plan and monitor achievements at the institutional and School levels, and also incorporate its set of Key Profile Indicators.

- 4.1.13 Admission statistics of the 12 programmes covered under the eight approved programme areas for 2016/17 to 2020/21 were provided to the Panel for review. The Panel noted a gap between the strategic planning of student recruitment at the institutional level and annual recruitment levels driven by market demand at a programme level, including (i) the actual student intake exceeded the individual admission quotas by more than 800 students, of which more than 600 are Year 3 entrants; (ii) in another case the actual enrolment (337 Year 3 entrants of BBA programme in 2019/20) exceeded the admission quota (150 Year 3 entrants) by up to 220%; and (iii) student intake to nine out of 12 programmes exceeded the individual admission quotas.
- 4.1.14 The Panel observed the continuous and substantive over-enrolment of students. In response to the Panel's enquiry, HSUHK described the process of student admission and mechanisms that had been implemented to govern over-enrolment. The University informed the Panel that the planned intake quotas of programmes have been reviewed annually and adjusted if necessary after taking into consideration various factors. The adjustments have been endorsed at the Academic Planning and Development Committee (APDC) and the AB around April and May each year. In the prime admission months, June to August, the University could exercise flexibility for enrolment of individual programmes. The Chairman of the Admissions Committee could approve with justifications the

enrolment of students exceeding the admission quotas. The Panel expressed concern over the challenges of recruiting sufficient qualified teaching staff to deliver the programmes when they were over-enrolled just a few weeks before the semester commences. The University advised the Panel that the new students can study common modules in the first semester and new teachers would be hired to deliver modules in the second semester. The Panel observed that the majority of the over-enrolled students were Year 3 entrants who would study many speciality modules in their two years of study in HSUHK.

- 4.1.15 The Panel's considered view is that the over-enrolment of students is an issue of concern as it not only impacts on the resources required (staff, facilities, learning, and other supporting measures) to support teaching and learning in achieving the stated programme intended learning outcomes, but also suggests a possible disconnect between the process of strategic planning and its implementation. The Panel stressed that HSUHK should have high-level oversight over its administrative operations and processes in relation to the setting, implementation and monitoring of recruitment targets and subsequent enrolments. The University should review and achieve the organisational effectiveness of institutional systems for the governance and management of recruitment targets and their implementation. The Panel concluded that the University should close the gap between the original admission quotas and actual enrolments and manage staffing and revenue budgets to more closely align with actual admissions in order that the quality of student experience is assured. Accordingly, the Panel set out the following requirement:

Requirement

The Operator is to ensure that resource planning is commensurate with admission planning and enrolments as a result of informed and deliberated decision making at the university level, which is effective in preventing over-enrolment in future.

HSUHK is required to provide the HKCAAVQ with two reports as supporting evidence of meeting the requirement by the dates stipulated below.

Report 1

This report should provide documentary evidence (such as meeting minutes/reports) of a review of the existing policies and mechanisms for the management and coordination of admission planning and

enrolments, and the approved enhancement actions adopted, or to be adopted, to prevent over-enrolment with regard to the planned resources (including physical and human).

Report 2

This report should provide evidence of the effectiveness of actions identified in Report 1 supported by data, including but not limited to admission quotas, actual enrolments, staffing and budgets, related to all programmes/Schools covered under the eight approved Programme Areas.

The Operator is to submit Report 1 **on or before 31 December 2021**, and Report 2 **on or before 31 December 2022** to HKCAAVQ for the fulfilment of the above requirement.

4.2 **Organisational Leadership and Staffing**

The Operator must demonstrate that it continues to have a sufficient number of qualified and competent programme leaders, teaching and support staff, as a result of effective staff planning and development, and that these arrangements align with the development of the programme area(s).

- 4.2.1 Regarding academic leadership, each School is led by a Dean who assumes the overall responsibility of planning, administering and operating the programmes under the School in alignment with the strategic plan of the University. The Associate Dean provides support to the Dean such as overseeing the learning and teaching agenda, research matters and reaching out to external stakeholders. Except SDSC which has two Associate Deans, each of SBUS and STFL has one Associate Dean. The SBUS and SDSC have four and three Departments, respectively. Each Department is led by a Head who takes the role of the chief academic and administrative officer of the respective department who then reports to the relevant Dean. Each Department Head is assisted by an Associate Head who coordinates the operations of the Department. The Programme Director of each programme ensures the smooth running of the degree programme.
- 4.2.2 The policy guidelines and procedures governing new appointments, continuous appointments, performance appraisals, and promotions for academic staff of different track and rank were provided to the Panel for review. HSUHK stipulates that the full-time (FT) academic staff are required to have master degree qualification or above. Academic staff are divided into (i) professorial, (ii) professorial

(practice) and (iii) teaching tracks. The main duties of staff on the professorial track (i.e. chair professor, professor, associate professor and assistant professor) are teaching, research, and administration. The primary duties of staff on a professorial (practice) track (i.e. professor of practice and associate professor of practice) are teaching, mentoring and industry liaison. Staff on the teaching track (i.e. principal lecturer, senior lecturer and lecturer) have the primary duties of teaching and administration. Regarding the teaching load, the University advises that professorial, professorial (practice) and teaching tracks have teaching loads of 4-6 modules, 6-8 modules and 8-12 modules per year respectively. Academics who have taken up extra administrative duties or a concurrent appointment would receive workload reduction. During discussion with academic staff of the University at the site visit, the Panel noted that they were aware of performance expectations and considered the workload reasonable.

4.2.3 The Panel was provided with figures over the past four academic years, including (i) the teaching staff-to-student ratio which fell into the range of 21.43 (2018/19) to 22.8 (2019/20); and (ii) the FT to part-time (PT) academic staff ratio which was about 8:2. During the site visit, the senior management of HSUHK advised the Panel that the planned institutional FT to PT staff ratio was about 3:1, and that the FT to PT staff ratio in the STFL was close to 1:3, the Panel urged the University and the STFL to review its strategy concerning PT staff recruitment to ensure that the quality of teaching is not compromised.

4.2.4 The profiles of academic staff of each individual School were provided to the Panel for review. In response to the summary of the Panel's initial comments, HSUHK provided the following tables showing the projected number of FT equivalent academic staff required for each individual School for the next five years based on the development of the programme area(s):

SBUS	2021/ 22	2022/ 23	2023/ 24	2024/ 25	2025/ 26
Professor	4	4	4	4	4
Associate Professor	15	15	15	15	15
Assistant Professor	24	24	24	24	24
Senior Lecturer	21	21	21	21	21
Lecturer	15	15	15	15	15
Total	79	79	79	79	79

SDSC	2021/ 22	2022/ 23	2023/ 24	2024/ 25	2025/ 26
Professor	1	1	1	1	1
Associate Professor	6	6	6	6	6
Assistant Professor	4	4	4	4	4
Senior Lecturer	2	2	2	2	2
Lecturer	7	7	7	7	7
Total	20	20	20	20	20

STFL	2021/ 22	2022/ 23	2023/ 24	2024/ 25	2025/ 26
Professor	1	1	1	1	1
Associate Professor	2	2	3	3	3
Assistant Professor	2	3	2	2	2
Senior Lecturer	1	2	2	2	2
Lecturer	5	5	5	6	6
Total	11	13	13	14	14

4.2.5 Regarding the staffing plan, the projected number of the FT equivalent academic staff of SBUS would remain at the same level over the next five years. As such, the Panel expressed concern over the planned development for its five programme areas given the increase in the projected student number by more than 900 students (28%) in 2024/25 (para. 4.3.8 (a)). In response to the Panel's enquiry, the University responded that they judged the staffing plan to be reasonable. As a self-financing university, HSUHK's position is that when student demand increases, additional faculty will be recruited. During the six-to-twelve-month time lag in the recruitment exercise, the School would be allowed to fill any vacant positions in teaching through hiring PT or adjunct faculty members. The Panel was concerned about staff planning. The Panel held the view that manpower projections should be made alongside academic development planning (see the requirement at para. 4.1.15).

4.2.6 Regarding administrative and academic support staff, the Panel reviewed those documents having the policy guidelines and procedures governing new appointments, performance appraisal, promotions, staff disciplinary matters and the sponsorship of staff development programmes. The University reported that over the past four academic years the staff turnover rate fell into the range of 12.4% (2019/20) to 22.6% (2018/19).

4.2.7 On academic staff development, HSUHK organises seminars, workshops for academic staff members periodically. It has been regularly providing training workshops to staff to enhance online teaching competence. The Centre for Teaching and Learning (CTL)

has organised a series of experience sharing seminars on “Online Teaching and Learning” for teachers. Staff members also attend external staff development activities, including conferences, courses, seminars, etc.

- 4.2.8 The Panel was provided with aggregate reports of annual staff research outputs for each School. The Panel noticed that academics are supported with various internal funding sources for conducting research such as University Research Start-up Fund, Grants for Conference Presentations, Research Visits and Externally-funded Field Research. Academics are entitled to workload reduction if their external research funding has provision for relief teaching support.
- 4.2.9 The Panel noted a strong sense of support from the academic and administrative community of the University. Students were impressed by the professional experience, networks and supportive attitude of the teaching staff. Staff representatives across units showed commitment and pride in contributing to learners’ experience and the development of the University.
- 4.2.10 In consideration of the above, the Panel was of the view that the current staff, including academic leaders and teaching staff, are qualified for the current operation, and that the staff development activities are suitable for supporting the development of the eight programme areas.

4.3 **Programme Area Development and Management**

The Operator must demonstrate that the processes for programme approval, development, review, as well as the formulation of strategic plans at both the organisational and programme area levels, are linked and continue to remain effective to meet its educational/training objectives within the approved programme area(s).

- 4.3.1 The table below shows the programmes covered under the eight programme areas.

Sub-area (Primary Area of Study and Training)	Programme Area	Programme
Accounting, Finance and Investment	Accounting; Finance	Bachelor of Business Administration (Honours) in Corporate Governance and

		Compliance ["BBA-CGC"]
		Bachelor of Business Administration (Honours) in Financial Analysis ["BBA-FA"]
		Bachelor of Business Administration (Honours) in Finance and Banking ["BBA-FB"]
		Bachelor of Business Administration (Honours) in Professional Accountancy ["BBA-PA"]
General Business Management	General Business Administration; General Management; Marketing	Bachelor of Business Administration (Honours) ["BBA"]
		Bachelor of Business Administration (Honours) in Management ["BBA-MGT"]
		Bachelor of Business Administration (Honours) in Human Resource Management ["BBA-HRM"]
		Bachelor of Business Administration (Honours) in General Business ["BBA-GB"]
		Bachelor of Business Administration (Honours) in Global Business Management ["BBA-GBM"]
		Bachelor of Business Administration (Honours) in Marketing ["BBA-MKT"]
Transports and Logistics	Logistics Studies; Supply-chain Management	Bachelor of Business Administration (Honours) in Supply Chain Management ["BBA-SCM"]
Languages and Related Studies	Translation	Bachelor of Translation with Business (Honours) ["BTB"]

4.3.2 The Panel was provided with the following information related to the eight programme areas or programmes covered under these programme areas during the validity period:

- (a) meeting minutes of the AB;
- (b) School Academic Development Plan 2019/20-2021/22;
- (c) statistics on admission, progression, attrition and graduation;
- (d) Annual Programme Reports;
- (e) External Examiners' reports;
- (f) accreditation documents of new programmes of the SBUS;

- (g) proposals for restructuring programmes;
- (h) meeting minutes of Department Assessment and Examinations Committee (DEAC);
- (i) meeting minutes of the Programme Advisory Committees;
- (j) SWOT analysis of the SBUS and SDSC; and
- (k) Risk Registers for the SBUS, SDSC and STFL.

4.3.3 The Panel noted the following major developments across the programme areas during the validity period (2016/17 to 2020/21):

PA(BUS)

- (a) The BBA programme with three concentrations of studies, namely Accounting, Banking and Finance, and Marketing, was spitted into three new programmes, i.e. BBA-PA, BBA-FB and BBA-MKT, and they started to admit the first batch of students in 2019/20. The BBA programme would be phased out in 2020 when the existing students graduate;
- (b) Three new programmes, namely BBA-HRM, BBA-GBM and BBA-GB programme were launched;
- (c) A total of eight minor options in business were offered, namely (i) Business Administration, (ii) Accounting, (iii) Corporate Governance and Compliance, (iv) Marketing, (v) Finance and Banking, (vi) Financial Analysis, (vii) Management and (viii) Human Resource Management;
- (d) In 2020/21, the SBUS added a language element (Minor) in French, German and Spanish to the BBA-GB programme;
- (e) The Bachelor of Business Administration (Honours) in Corporate Governance (BBA-CG) was retitled as BBA-CGC;

PA(BUS) and PA(SCM)

- (f) Three programmes under the approved programme areas, namely BBA-MGT, BBA-HRM and BBA-SCM faced an increase in student demand, and the admission quotas were increased; and
- (g) A number of programmes obtained professional recognition from a range of local and international organisations.

4.3.4 The Panel noted that the QA Manual stipulates the processes and procedures for new programme development and programme monitoring. In the accreditation document, the BBA-MKT programme has been taken as an example to demonstrate the processes of programme development and approval. New programme development starts with an initial proposal that should be vetted by the SB (para. 4.1.3) and reviewed by the APDC (para. 4.1.14) before seeking approval from the AB. After the initial proposal is approved,

a Programme Development Committee (PDC) is then set up to oversee the detailed development of individual modules, by module teams led by module coordinators. PDC is responsible for ensuring the alignment of the Programme Intended Learning Outcomes (PILOs) with the programme aims and adhering to the relevant QF standards, and an Independent Review Panel will be invited to examine, among others, the programme objectives, PILOs, and the academic standards in accordance with the HKQF. External advice on the design of individual modules is sought from external experts, and the programme undergoes an internal accreditation process conducted by an Independent Review Panel that involves reviewing the programme document and conducting a site visit.

- 4.3.5 Regarding programme monitoring, the BBA-PA programme has been taken as an example to demonstrate the processes of programme monitoring and review. Programme monitoring is the responsibility of a Programme Committee chaired by a Programme Director. It takes into account feedback from students, teachers and external examiners. The Programme Director prepares an Annual Programme Report which consolidates major information on the delivery of the programme. The Annual Programme Report is then endorsed by the Programme Committee and submitted to the Department Board for approval. It is also included in the Annual Department Report and Annual School Report, which are then submitted to the SB for endorsement. The membership of the SB consists of all FT academic staff of the School and student representatives. The SB serves as a gatekeeper of academic governance and puts forward proposals from the School to the AB for consideration and approval.

- 4.3.6 Regarding programme areas development in the next validity period (2021/22 to 2025/26), the Panel noted the following responses from the three Schools:

PA(BUS)

- (a) The SBUS has no plan to develop new undergraduate programmes. The Minor in FinTech has been developed. The School is considering offering a further Minor in Law to support the marketing, business and management programmes. The annual admission quotas of six programmes will be increased. Of which, the increase in the annual admission quotas of the BBA-FA, BBA-MKT and BBA-PA by more than 50% when compare with the quotas in 2020/21.

PA(SCM)

- (b) The SDSC has no plan to develop new undergraduate programmes. The curriculum of BBA-SCM programme will be reviewed to incorporate the elements of latest information technologies, such as artificial intelligence, blockchain, cloud computing and data analytics into its core modules.

PA(TRA)

- (c) Although the STFL mentioned that it planned to offer new programme(s) in the areas of Translation and Technology, Intercultural Information Transfer, and Bilingual Language Services, the Panel could not find the implementation plan, such as the timelines, the admission quota and allocation of resources among the submitted materials. In response to the Panel's enquiry, the STFL explained that this plan is at the initial stage only and the execution of this plan will depend on market demand and the availability of financial and academic resources.

- 4.3.7 With reference to the five-year projection of income and expenditure presented by HSUHK, the Panel noted the following annual admission quotas of the programmes covered under the eight programme areas from 2021/22 to 2024/25.

	Programme	Admission quota		
		Year 1 entry	Year 2 entry	Year 3 entry
PA(BUS)	BBA-CGC	35	0	40
	BBA-FA	40	0	90
	BBA-FB	90	0	80
	BBA-MGT	70	20	50
	BBA-HRM	60	20	60
	BBA-GB	70	0	40
	BBA-GBM	30	0	10
	BBA-MKT	120	30	160
	BBA-PA	150	0	150
PA(SCM)	BBA-SCM	105	0	60
PA(TRA)	BTB	60	0	40

4.3.8 The tables below show the actual/projected student number of the programmes covered under the approved programme areas in the individual Schools in the next validity period:

(a) PA(BUS)

Programme	Actual student no.	Projected student no.			
	2020/21	2021/22	2022/23	2023/24	2024/25
BBA	1385	650	0	0	0
BBA-CGC	195	196	198	194	220
BBA-FA	295	331	357	324	340
BBA-FB	147	317	487	479	520
BBA-MGT	430	419	424	419	440
BBA-HRM	225	365	413	398	420
BBA-GBM	75	115	155	132	140
BBA-GB	69	179	249	319	360
BBA-MKT	291	601	911	870	890
BBA-PA	182	482	782	829	900
Total	3294	3659	3976	3964	4230

(b) PA(SCM)

Programme	Actual student no.	Projected student no.			
	2020/21	2021/22	2022/23	2023/24	2024/25
BBA-SCM	554	553	552	539	540

(c) PA(TRA)

Programme	Actual student no.	Projected student no.			
	2020/21	2021/22	2022/23	2023/24	2024/25
BTB	184	221	267	282	320

4.3.9 In line with the general expectation on self-financed operators in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the percentage of the Year 1 non-standard admissions including mature applicants should be capped on a programme basis at a maximum of 5% of the actual number of Year 1 new students of the year, and not more than

3% on an institutional basis. According to the figure provided by HSUHK from 2018/19 to 2020/21, the Panel noted that the University is adhering to this policy.

PA(BUS)

- 4.3.10 The Panel observed that the current assessment regime appeared burdensome and that alternative forms of assessment that could streamline the process without a loss of rigour did not seem to be in consideration. The Panel considered that assessments should have a diversity that reflects the application contexts in the industry. During the site visit, the teaching staff of HSUHK acknowledged the observations. The Panel was advised that a School retreat had discussed these issues, and teaching staff would look for ways for modification. The Panel **recommended** that the Operator should review the appropriateness of current assessment methods in order to reduce the burden of assessment but maintain the rigour of the process.

PA(TRA)

- 4.3.11 The Panel noted the generally declining Year 1 student intake over the past five years and a noticeable decline in the entrants' score of DSE English over the past two years. Given the demand for students' English proficiency in the area of translation, declining scores could have an impact on the graduates' attributes and development of the programme area. The Panel **advised** that the Operator should look into more effective strategies for future programme development.
- 4.3.12 Having reviewed the above information and meeting with representatives of HSUHK including external stakeholders, the Panel was of the view that the processes for programme approval, development and review at the programme area levels are continuing to remain effective to meet its educational/training objectives within the approved programme areas.

4.4 Management of Resources and Services

The Operator must demonstrate that, within the approved programme area(s), the mechanisms for management and deployment of resources and services continue to be effective to meet the educational/training objectives, as a result of implementing organisational resource allocation policies and financial budgets.

- 4.4.1 Regarding management of resources and services, there are standing committees under the SMC to oversee the effective resource planning covering human, financial, physical and information resources at institutional and programme levels. The Resources Allocation Committee (RAC), chaired by the President, makes recommendations on all resource allocation policies and budgeting matters. The Campus Facilities Management Committee (CFMC), chaired by the Associate Vice-President (Development and Campus Services), decides on matters relating to the management, operations, repair and maintenance of campus facilities, such as teaching and learning facilities, and student facilities and services. The IT Advisory Committee (ITAC), chaired by the Department Head of Computing or representative, advises on the needs, directions, and strategies of providing IT equipment, facilities, services, and training in the University. The Advisory Committee on Campus Development and Habitat (ACCDH), co-chaired by a BoG member and professional expert in the field, advises on strategic directions on potential lands acquisition and makes initial recommendations for the BoGs' consideration. The Panel was provided with minutes of internal resource and infra-structure allocation discussions for review. Upon requested by the Panel, HSUHK provided the projected utilisation rate in the next validity period which are, for normal classrooms and normal computer rooms, 59.1-63.5% and 66.5-71.4%, respectively.
- 4.4.2 HSUHK provided a video tour of the campus facilities. Regarding the teaching and learning facilities, the Panel noted the following programme area(s) specific facilities.

PA(BUS)

- (a) The Bloomberg Financial Trading Laboratory is equipped with Bloomberg terminals to create a trading environment that allows students to access the same data sets, company reports and other real-time resources that are available to investment professionals around the world.

PA(SCM)

- (b) The Decision Sciences Technology Laboratory is equipped with a series of SCM-related software. One of the Virtual Reality Centre focuses is on the interactive visualisation and big data analytics research and development in the areas of supply chain and logistics.

PA(TRA)

(c) The Translation and Interpretation Laboratory is purpose-built to simulate a real-life interpretation environment. The Translation Technology Workshop, provides tools for professional translation and language services, including automatic translation systems, corpora, translation memories, terminology databases, multimedia processing platforms, and integrated translation systems.

- 4.4.3 Regarding the library resources, the Library and Learning Resources Committee (LLRC), chaired by a senior academic staff member appointed by the President, oversees the development, operation and use of the library and learning resources. The HSUHK's library provides teachers and students access to resources outside the library and remote access to the licensed electronic resources, such as e-Books, e-Journals and online databases subscribed by the library via EZproxy outside the campus. In the accreditation document, the STFL mentioned that it has been working closely with the library to substantially expand the collection on translation. The BTB programme also takes the initiative to identify new sources for acquisition. By the end of fiscal year 2019/20, the library has subscriptions to 157 databases and provides access to over 109,790 e-journal titles and 535,531 e-books titles.
- 4.4.4 Regarding student support services, the University has a policy of appointing a designated academic staff member as an academic advisor for students to provide more comprehensive and professional academic advice to students. With regard to the support for underperformed students, who have cumulative GPA (cGPA) fall below 1.7 in any one semester, would be invited to meet a personal tutor in person to discuss their study plan and reduction of study load in the subsequent semester. A report would be prepared by the personal tutor and sent to the Programme Committee for review and follow up. Students who are "at risk" will be closely monitored with careful guidance and assistance.
- 4.4.5 Regarding the financial management arrangements, the annual budget is grouped under three main categories: (i) operating expenses budget, (ii) staff cost budget, and (iii) capital budget. The Panel was presented with the budget guidelines issued by the Finance Office that governs the preparation, review, endorsing and approval of budgets. Except for centralised items, the University operates a devolved budgetary system in that resources are allocated to Schools. University budget including the budgets from each of the Schools would be considered for endorsement from

various bodies in the University, including RAC, SMC, Finance Committee and Human Resources Committee (on the budget for salary increment) and the Council. The BoG makes final approval of the budget.

4.4.6 The Financial Expert (FE) appointed by HKCAAVQ for this exercise and the Panel Chair reviewed financial information presented by HSUHK in the accreditation documents, including

- (a) the University budget policy of HSUHK;
- (b) the management account of HSUHK for 2019/20;
- (c) the consolidated audited account of HSUHK for 2018/19;
- (d) institutional approved budget for 2020/21;
- (e) endorsed budgets of SBUS, SDSC and STFL for 2019/20 and 2020/21; and
- (f) the consolidated five-year projection of income and expenditure for the individual programmes covered under the eight approved programme areas for 2020/21 to 2024/25.

4.4.7 According to the accreditation documents provided, the FE was concerned that the license agreements related to teaching Block A and Residential Colleges are going to expire, while those related to the student hostel, staff quarters and teaching Block M have expired. HSUHK's written response stated that it has adequate facilities for teaching and learning considering that the license agreements for use of campus buildings signed with its parent company, Hang Seng School of Commerce, will be renewed with certainty and the construction of a new academic building for exclusive use of HSUHK will soon start.

4.4.8 In response to the FE's enquiry about how the University obtains sufficient financial resource to meet its current liabilities when they come due, HSUHK provided evidence that it has maintained a strong liquidity position to meet its cash outflow obligations. The FE advised that the University should monitor the bank account balances of HSUHK and schedules of payments on a daily basis to ensure sufficient funding is maintained to meet the current liabilities and obligations. Upon requested by the FE, HSUHK provided the most recent management account up to January 2021 to demonstrate that it has sufficient financial resources to support the uptrend in student intake. Based on the above information, the Panel Chair and the FE concluded that HSUHK has the financial viability to sustain its operation in accordance with its plan.

- 4.4.9 In consideration of the above, the Panel considered HSUHK has demonstrated that the mechanisms for management and deployment of resources and services continue to be effective to meet the educational/training objectives.

4.5 **Organisational Quality Assurance and Enhancement**

The Operator must demonstrate its on-going maintenance of an effective quality assurance system for ensuring the quality and standards of its learning programmes at the stated HKQF level(s) in the approved programme area(s), aligning with its educational/training objectives.

- 4.5.1 The updated QA Manual issued in August 2020 provides guidelines and procedures for QA, including programme development, programme monitoring, module/programme modification, and programme review. It outlines the institutional QA framework and the roles and responsibilities of the committees and personnel in different processes. The QA Manual includes templates to facilitate the execution of QA processes. For instance, a template for an Initial New Programme Proposal is provided for programme development, and a template of the Report of Mid-term Periodic Review Panel is provided to facilitate the seeking of external advice on monitoring programmes with PAA status. All new policies and guidelines approved by the AB and other relevant committees will be updated in the QA Manual annually.

- 4.5.2 HSUHK provided a range of documents to demonstrate the operation of its QA system in the approved programme areas during the validity period, including:

- (a) meeting minutes of the AB;
- (b) Annual Programme Reports;
- (c) reports of the Mid-term Periodic Review of BBA-SCM and BTB programmes, and the responses;
- (d) reports of the Independent Review Panel of PA(BUS), PA(SCM) and PA(TRA), and the responses;
- (e) meeting minutes showing deliberations and follow-up actions on External Examiners' reports;
- (f) meeting minutes of the Programme Advisory Committees;
- (g) Student's Survey on Module and Teaching Effectiveness;
- (h) reports of External Examiner (Module) and External Examiner (Programme);
- (i) Graduate Employment Survey; and

(j) alumni survey results.

- 4.5.3 It is evident from the meeting minutes that the AB has been actively monitoring the standards and quality of programmes. For instance, there is record of deliberation and approval of restructuring of programme curriculum, deliberation and formulation of comments on proposals for new elective modules for a programme, approval of appointment of Advisory Committee, and approval of adjustments to the admission quotas for individual programmes.
- 4.5.4 Having reviewed the above documents, the Panel noted evidence of the effectiveness of the QA system that has led to improvements, such as that captured in the Annual Programme Review Reports, that HSUHK has collected feedback from various sources, and planned and taken follow-up actions to improve its learning programmes. The Panel noted that feedback has been collected from students, alumni, staff, and external stakeholders including external examiners and advisors from the industry. The Panel also noticed the Mid-term Periodic Review serves as a periodic health check of the programmes under the PAA status.
- 4.5.5 Regarding the graduation rate and honours classification of BTB programme, the Panel noted that over 60% of the students graduated with First Class Honours and Second Upper in the past four years (2017-20), and this ratio reached 79.4% in 2018. In response to Panel's enquiry, HSUHK expressed that the STFL upheld a prudent marking system and followed the University's guidelines and that the honours classifications had been benchmarked with a local university. However, the Panel observed that over a period of 3-5 years, the average percentage of First Class Honours and Second Upper graduates in BTB (in 2017-20: 68%) was much higher than those of two programmes in other Schools (BBA programme of SBUS in 2017-19: 44%; BBA-SCM programme of SDSC in 2015-19: 46%); such significant variation seems to be beyond normal range. This might indicate potential issues relating to actual implementation of University's guidelines. As the University Examinations and Assessment Committee is responsible for endorsing graduation honours, the Panel **recommended** that the Operator should analyse relevant data across all teaching units to ensure that the mechanisms for determining and reviewing the distributions of graduation honours across all programmes are consistently applied in order to guarantee consistent implementation of the University's guidelines.

- 4.5.6 Notwithstanding the recommendation, the Panel considered that HSUHK has demonstrated its on-going maintenance of an effective QA system for ensuring the quality and standards of its learning programmes at the stated HKQF level in the approved programme areas and aligning with its educational/training objectives.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the 'Guidance Notes on Substantial Change to Accreditation Status' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The maintenance of the PAA status will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

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

5.3 Qualifications Register

- 5.3.1 The PAA status as defined by the approved programme area(s) will enable the Operator, upon the completion of the Periodic Institutional Review exercise, can continue to offer programmes up to the QF level specified for the approved programme area(s) without prior learning programme accreditation. The programmes offered by the Operator up to the QF level specified for the approved programme area(s) are eligible for entry into the Qualifications Register (QR). All other programmes offered by the named Operator falling outside the approved programme area(s) and which have not obtained accreditation status will not be considered as accredited programmes.
- 5.3.2 Upon completion of relevant procedures by Operators as determined by the Qualifications Register Authority, Operators may enter the qualifications covered within the scope of the PAA status into the QR at <https://www.hkqr.gov.hk> for recognition under the Hong Kong Qualifications Framework (QF).
- 5.3.3 Only learners who commence the study of a qualification covered within the scope of the PAA status during the validity period and who

have graduated with the qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 56/33/01

16 June 2021

JoH/SF/FiL/MrC/foI

The Hang Seng University of Hong Kong

**Periodic Institutional Review for
Accounting
Finance
General Business Administration
General Management
Logistics Studies
Marketing
Supply-chain Management
Translation**

22 - 26 March 2021

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