



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

CONFIDENTIAL

ACCREDITATION REPORT

THE HANG SENG UNIVERSITY OF HONG KONG

LEARNING PROGRAMME RE-ACCREDITATION

MASTER OF ARTS IN STRATEGIC COMMUNICATION

**MASTER OF ARTS IN TRANSLATION
(COMPUTER-AIDED TRANSLATION)**

MARCH 2022

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA762), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by The Hang Seng University of Hong Kong (the Operator/University) to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Master of Arts in Strategic Communication and Master of Arts in Translation (Computer-Aided Translation) of the Operator meet the stated objectives and QF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Master of Arts in Strategic Communication (MA-SC) and Master of Arts in Translation (Computer-Aided Translation) (MA-TCAT) meet the stated objectives and QF standard at Level 6 and can continue to be offered as accredited programmes with a validity period of three years.

2.2 Validity Period

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

2.3 The determinations on the MA-SC and MA-TCAT Programmes are specified as follows:

Name of Operator	The Hang Seng University of Hong Kong 香港恒生大學	
Name of Award Granting Body	The Hang Seng University of Hong Kong 香港恒生大學	
Title of Learning Programme	Master of Arts in Strategic Communication 策略傳播文學碩士	Master of Arts in Translation (Computer-Aided Translation) 翻譯文學碩士 (電腦輔助翻譯)
Title of Qualification [Exit Award]	Master of Arts in Strategic Communication 策略傳播文學碩士	Master of Arts in Translation (Computer-Aided Translation) 翻譯文學碩士 (電腦輔助翻譯)
Primary Area of Study and Training	Mass Media and Communications, Journalism and Public Relations	Languages and Related Studies
Sub-area (Primary Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations	Languages and Related Studies
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
Industry	Not applicable	
Branch	Not applicable	
QF Level	Level 6	
QF Credits	108	
Mode of Delivery and Programme Length	Full-time, 1 year Part-time, 2 years	

Intermediate Exit Award	Not applicable	
Start Date of Validity Period	1 September 2022	
End Date of Validity Period	31 August 2025	
Number of Enrolment	Two enrolments per year	
Maximum Number of New Students	40 per year for full-time mode 40 per year for part-time mode	30 per year for full-time mode 30 per year for part-time mode
Specification of Competency Standards-based Programme	☐ Yes ☒ No	
Address of Teaching Venue	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories	

2.4 Recommendation

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

MA-SC Programme

- 2.4.1 The University should review and develop its plans to market the Programme more widely to attract and enroll higher calibre applicants for stronger future cohorts, particularly with higher English proficiency. (Para 4.2.4)
- 2.4.2 The University should raise students' awareness about the important value of the capstone module as a point of convergence of theory and practice in the sustained and independent learning, and review the optional status of the capstone module. (Para 4.3.2)
- 2.4.3 The University should closely monitor the medium of instruction in the delivery of modules, to ensure that the medium of instruction and the related policy are followed in the learning, teaching and assessments of the Programme. (Para 4.4.4)

MA-TCAT Programme

- 2.4.4 The University should further develop and formalise its strategic planning at the programme level for student recruitment, with a view to improve student numbers for future intakes of the Programme. (Para 4.2.9)
- 2.4.5 The University should continue to review and maintain effective ways to optimise the offering of modules in each semester for students' needs, to ensure that appropriate and sufficient elective modules are available for students' selection. (Para 4.3.6)
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The Hang Seng University of Hong Kong (HSUHK) acquired the university title in October 2018. Its predecessor, Hang Seng Management College (HSMC), was restructured from Hang Seng School of Commerce (HSSC) in 2010 as a self-financing post-secondary college registered under the Post Secondary Colleges Ordinance (Cap. 320).
- 3.2 The MA-TCAT and MA-SC Programmes have been accredited and re-accredited respectively by HKCAAVQ in 2017 with a validity period of four years from 1 September 2018 to 31 August 2022.
- 3.3 HSUHK commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation exercise for the MA-SC and MA-TCAT programmes. For this exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video conference from 19 to 21 January 2022 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance*

Process under the Hong Kong Qualifications Framework was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

MA-SC Programme

- 4.1.1 The MA-SC Programme is hosted by the School of Communication of the University. The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the Programme are as follows:

MA-SC Programme Objectives (POs)

The MA-SC Programme aims to nurture quality graduates with the following capabilities:

PO1	To possess advanced knowledge of communication strategies in political communication and social marketing;
PO2	To pursue professional development and excellence with quantitative and qualitative tools of communication research;
PO3	To communicate effectively with various stakeholders in the fields of media, politics, business, and community development;
PO4	To apply knowledge of communication strategies in social or political campaigns;
PO5	To critically and ethically analyse social and political issues with a strong sense of social responsibility.

MA-SC Programme Intended Learning Outcomes (PILOs)

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

PILO1	Critically examine current communication issues from political, social and business perspectives;
PILO2	Practice a research-driven and analytical approach to address political and social challenges through strategic communication;
PILO3	Synthesize the acquired knowledge and skills to lead strategic communication campaigns;
PILO4	Possess competence in integrating new media and the latest communication techniques for effective communication;
PILO5	Practice strategic communication and leadership in an ethical way.

4.1.2 To demonstrate that the graduates have effectively achieved the POs and PILOs of the MA-SC Programme and that the Programme continues to meet the QF standard at Level 6, the University provided the following information to the Panel for review:

- (a) Mapping of the POs against the PILOs;
- (b) Mapping of the POs and PILOs against HSUHK Desired Attributes of Taught Postgraduate Students;
- (c) *Module Outlines* of all modules, with information on module description, module intended learning outcomes (MILOs), module content, pedagogical and assessment methods, and texts and references;
- (d) Mapping of each module's MILOs against the PILOs and the Generic Level Descriptors (GLDs) at QF Level 6;
- (e) Samples of marked student assessments of three modules, covering high, medium and low performance, with associated marking schemes and assessment rubrics;
- (f) Reports of the External Examiners (Module) and the External Examiner (Programme); and
- (g) Summary information on graduates' employment of the Programme.

- 4.1.3 The Panel noted from the reports of the External Examiners that the External Examiners' comments on the modules and the Programme indicated appropriateness of the academic standard of the Programme including the assessments of the modules. During the site visit, the Panel met with the representatives of the external advisors, employers, students and graduates, and learnt their positive support for the Programme. The Panel also noted that the focus and design of the Programme have offered opportunities to students to understand the rapidly changing social environment and policy landscape, particularly in the Hong Kong community.
- 4.1.4 The University provided to the Panel summary information of employment of graduates in 2020, as well as information of the graduates' profile of the Programme (as at **Appendix 2**), including the education and employment pathways of the graduates.
- 4.1.5 The Panel noted from the accreditation documents that the University has taken actions to address the recommendations made by HKCAAVQ in the last re-accreditation for the MA-SC Programme in 2017, for the purpose of continuous improvement.
- 4.1.6 In consideration of the above information, the Panel formed the view that the MA-SC Programme has achieved the POs and PILOs as a whole and has met the QF standard at Level 6, and the Programme is in general fit for purpose in the local context.

MA-TCAT Programme

- 4.1.7 The MA-TCAT Programme is hosted by the School of Translation and Foreign Languages. The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the Programme are as follows:

MA-TCAT Programme Objectives (POs)

The MA-TCAT Programme objectives are to:

PO1	Lay a solid theoretical foundation in professional language services and translation technology;
PO2	Provide students with the technical knowledge, expertise and transferable skills needed for professional work in the language services industry;
PO3	Develop students' ability to critically assess translation technology and the application of computer-aided translation strategies;

PO4	Provide students with insights into the field of computer-aided translation; and
PO5	Enhance students' ability to communicate effectively in English and Chinese.

MA-TCAT Programme Intended Learning Outcomes (PILOs)

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

PILO1	Apply highly specialised technical know-how and conceptual skills to formulate solutions for professional language services with translation technology;
PILO2	Conduct research on complex issues relating to translation technology and professional language services;
PILO3	Reflect critically on the multifaceted issues and practices relating to translation technology and professional language services;
PILO4	Utilise and extend a wide spectrum of skills and knowledge of translation technology to enhance the efficiency and effectiveness of professional language services; and
PILO5	Communicate effectively in English and Chinese in a broad range of professional activities and for research and study purposes.

4.1.8 To demonstrate that the graduates have effectively achieved the POs and PILOs of the MA-TCAT Programme and that the Programme continues to meet the QF standard at Level 6, the University provided the following information to the Panel for review:

- (a) Mapping of the POs against the PILOs;
- (b) Mapping of the POs and PILOs against HSUHK Desired Attributes of Taught Postgraduate Students;
- (c) *Module Outlines* of all modules, with information on module description, module intended learning outcomes (MILOs), module content, pedagogical and assessment methods, and texts and references;
- (d) Mapping of each module's MILOs against the PILOs and the Generic Level Descriptors (GLDs) at QF Level 6;

- (e) Samples of marked student assessments of three modules, covering high, medium and low performance, with associated marking schemes and assessment rubrics; and
- (f) Comments of the External Examiners on the modules.

4.1.9 The Panel noted from the comments of the External Examiners on the modules offered in 2019/20 and 2020/21 that the academic standard and assessments of the modules are appropriate. During the site visit, the Panel met with the representatives of the external advisors, employers, students and graduates, and learnt their positive support for the Programme. The Panel also noted that the focus and design of the Programme have offered opportunities to students to acquire professional translation skills and get hands-on experience in translation technology.

4.1.10 The University provided to the Panel, in accreditation documents and *Response to the Panel's Initial Comments* and during the site visit, summary information of employment of recent graduates, as well as information of the graduates' profile of the Programme (as at **Appendix 3**), including the education and employment pathways of the graduates.

4.1.11 The Panel noted from the accreditation documents that the University has taken actions to address the recommendation made by HKCAAVQ in the last accreditation for the MA-TCAT Programme in 2017, for the purpose of continuous improvement.

4.1.12 In consideration of the above information, the Panel formed the view that the MA-TCAT Programme has achieved the POs and PILOs as a whole and has met the QF standard at Level 6, and the Programme is in general fit for purpose in the local context.

4.2 **Learner Admission and Selection**

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

MA-SC Programme

4.2.1 The Programme follows the University's policies regarding student admission. The Panel noted that the following minimum admission requirements for the MA-SC Programme remain unchanged as approved in the last re-accreditation.

- (a) A bachelor's degree from a recognised university or equivalent; and
- (b) Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university where English is the medium of instruction: TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); IELTS $\geq$ 6.5; CET 6 $\geq$ 430; TEM-4 $\geq$ 70.

Remark

Preference will be given to applicants with a communication / business / political science / social science background.

4.2.2 The Panel noted from the accreditation documents and *Response to the Panel's Initial Comments* that face-to-face and phone interviews have been conducted in the student selection process in the cohorts within the validity period, particularly for applicants whose bachelor's degree were obtained from universities where English is not the medium of instruction. The Panel also noted that written test will be conducted if needed in addition to interviews from 2022/23 onwards to further ensure that students' English proficiency meets the minimum requirements of the Programme.

4.2.3 The Panel noted that the Programme deferred the admission of its first cohort of students from 2018/19 to 2019/20 due to low application numbers. The Panel was provided with the profiles of the admitted students and the attrition rates of the Programme from 2019/20 to 2021/22 (Semester 1). The Panel noted that no non-standard entrants were admitted during the validity period, which is in line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes that the maximum number of non-standard admission (including mature aged students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

4.2.4 The Panel observed from the *Response to Panel's Initial Comments* and *Annual Programme Reports AY2019/20 and AY2020/21* that the

academic standard of non-local applicants and admitted students was not high, for example, in terms of performance in the undergraduate studies, class performance and English proficiency. The Panel therefore **recommended** that the University should review and develop its plans to market the Programme more widely to attract and enroll higher calibre applicants for stronger future cohorts, particularly with higher English proficiency.

- 4.2.5 The University provided to the Panel the yearly student intake of the Programme from 2019/20 to 2020/21, and proposed the maximum numbers of new students per year below. The Panel considered the proposed maximum numbers of new students appropriate.

Full-time mode: 40 new students per year

Part-time mode: 40 new students per year

- 4.2.6 Notwithstanding the recommendation above, the Panel formed the view that the minimum admission requirements have been in general effective for recruiting students with necessary skills and knowledge to undertake the MA-SC Programme.

MA-TCAT Programme

- 4.2.7 The Programme follows the University's policies regarding student admission. The Panel noted that the following minimum admission requirements for the MA-TCAT Programme remain unchanged as approved in the last accreditation.

- (a) A bachelor's degree from a recognised university or equivalent; and
- (b) Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university where English is the medium of instruction: TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); IELTS $\geq$ 6.5; CET 6 $\geq$ 430; TEM-4 $\geq$ 70.

- 4.2.8 The Panel noted that the Programme suspended its admission of students in 2018/19 and commenced from 2019/20. The Panel was provided with the profiles of the admitted students and the attrition rates of the Programme from 2019/20 to 2021/22. The Panel noted that no non-standard entrants were admitted during the validity period, which is in line with HKCAAVQ's policy on the yearly quota

of non-standard admission for its accredited programmes that the maximum number of non-standard admission (including mature aged students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

- 4.2.9 The Panel observed from the *Response to Panel's Initial Comments* and *Annual Programme Reports AY2019/20 and AY2020/21* that the student enrolments have been on the low side from 2019/20 to 2021/22, which might be attributed to the social movement in 2019 and the pandemic since 2020, as the Panel was informed. Having discussed the observation related to low enrolments with the programme management staff, teaching staff and external stakeholders during the site visit, the Panel **recommended** that the University should further develop and formalise its strategic planning at the programme level for student recruitment, with a view to improve student numbers for future intakes of the Programme.
- 4.2.10 The Panel noted that the number of enrolment of students is proposed to change from once per year to two enrolments per year in this re-accreditation, and considered the change appropriate.
- 4.2.11 The University provided to the Panel the yearly student intake of the Programme from 2019/20 to 2021/22, and proposed the maximum numbers of new students per year below. The Panel considered the proposed maximum numbers of new students appropriate.

Full-time mode: 30 new students per year

Part-time mode: 30 new students per year

- 4.2.12 Notwithstanding the recommendation above, the Panel considered that the minimum admission requirements have been in general effective for recruiting students with the necessary skills and knowledge to undertake the MA-TCAT Programme.

4.3 **Programme Structure and Content**

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

MA-SC Programme

4.3.1 The MA-SC Programme is a one-year full-time and two-year part-time programme. To be eligible for graduation and the award, students are required to complete a minimum of 24 credits comprising four core modules of 12 credits and four elective modules of 12 credits, as laid down in the curriculum, and obtain a minimum cumulative GPA of 2.5. The programme structure is shown in the tables below:

	No. of modules*	Credits
Core modules	4	12
Elective modules	4^	12
Total	8	24

Remarks:

* All the core and elective modules weigh three credits.

^ Students are required to select at least 1 elective module in public affairs communication and 1 elective module in corporate engagement communication. The module "Capstone in Strategic Communication" will not count toward this requirement.

Module Code and Title	Credits
Core Modules	
STC5001 Strategic Communication Theories	3
STC5002 Research and Data Analytics	3
STC5003 Global Issues and Social Responsibility	3
STC5004 Communication Planning and Campaigns	3
Elective Modules - Public Affairs Communication	
STC5121 Advocacy and Lobbying	3
STC5122 Public Communication and Social Marketing	3
STC5123 Public Affairs and Governance	3
STC5124 Crisis and Issues Management	3
STC5190 Capstone in Strategic Communication	3
STC5191 Topical Studies in Public Affairs Communication	3
Elective Modules - Corporate Engagement Communication	
STC5181 Brand Strategy and Consumers Communication	3
STC5182 Corporate Social Responsibility and Sustainability	3
STC5183 Stakeholders Communication and Engagement	3
STC5184 Digital and Mobile Marketing	3
STC5190 Capstone in Strategic Communication	3
STC5192 Topical Studies in Corporate Engagement Communication	3

- 4.3.2 The Panel noted that the Programme has featured a capstone module, *STC5190 Capstone in Strategic Communication*, which provides students with a scholarly experience to critically consolidate and creatively apply the theory and practice of strategic communication in the form of a thesis or a project. In the *Response to Panel's Initial Comments*, the Panel observed that the capstone module has not been offered until 2021/22 Semester 2 during the validity period due to low enrolment numbers and students' relatively low interest in selecting the module. Having discussed the high value of the capstone module with the representatives of the programme management staff, teaching staff, graduates and students, the Panel **recommended** that the University should raise students' awareness about the important value of the capstone module as a point of convergence of theory and practice in the sustained and independent learning, and review the optional status of the capstone module.
- 4.3.3 In consideration of the above information and the discussion with various stakeholders, notwithstanding the recommendation above, the Panel considered that the structure and content of the MA-SC Programme have been effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

MA-TCAT Programme

- 4.3.4 The MA-TCAT Programme is a one-year full-time and two-year part-time programme. To be eligible for graduation and the award, students are required to (a) complete a minimum of 24 credits as laid down in the curriculum; (b) complete the four core modules; (c) complete at least one elective module in Area 1 (Professional Language Services (Computer-aided)); (d) complete at least one elective module in Area 2 (Translation Technology); and (e) obtain a minimum cumulative GPA of 2.0. The programme structure is shown in the tables below:

	No. of modules*	Credits
Core modules	4	12
Elective modules	4^	12
Total	8	24

Remarks:

* All the core and elective modules weigh three credits.

^ Students are required to complete at least one elective module in Area 1 (Professional Language Services (Computer-aided)) and at least one elective module in Area 2 (Translation Technology).

Module Code and Title	Credits
Core Modules	
<i>TRA6001 Translation Technology: Knowledge and Skills</i>	3
<i>TRA6002 Professional Language Services: Skills and Strategies</i>	3
<i>TRA6003/ TRA5003* Translation in Business and Law</i>	3
<i>TRA6004 Professional Workshop for Online Collaborative Translation</i>	3
Elective Modules	
Area 1: Professional Language Services (Computer-aided)	
<i>TRA6101 Scientific and Technical Translation</i>	3
<i>TRA6102 Translation for International Trade and Transportation</i>	3
<i>TRA6103 Electronic Tools for Translators of Philosophical, Historical and Literary Texts</i>	3
<i>TRA6104 Medical and Pharmaceutical Translation</i>	3
<i>TRA6105/ TRA5110* Interpreting for Business and Law</i>	3
<i>TRA6106 Translation for Digital Entertainment</i>	3
Elective Modules	
Area 2: Translation Technology	
<i>TRA6201 Localisation and Bilingual Web Development</i>	3
<i>TRA6202 Technology for Bilingual Digital Marketing</i>	3
<i>TRA6203 Natural Language Processing for Translators</i>	3
<i>TRA6204 Technology for Translation Research</i>	3
<i>TRA6205 Advanced Topics in Translation Technology</i>	3
<i>TRA6206 Technology for Interpreting</i>	3

* Modules to be cross-listed with the Master of Arts in Translation (Business and Legal) Programme.

4.3.5 The Panel noted that the Programme proposed to add the two new electives below to the curriculum. The Panel reviewed the two new electives and considered that they are appropriate in terms of content and standard.

- (a) Adding *TRA6106 Translation for Digital Entertainment* to Area 1: Professional Language Services (Computer-aided) to equip students with the knowledge and skills in translating online and social media videos, games, comics, and web novels with the help of translation technology, in the light of the recent growth in digital entertainment.

- (b) Adding *TRA6206 Technology for Interpreting* to Area 2: Translation Technology to help students get familiar with the use and development of interpreting technology, with an emphasis on speech technology and remote interpreting platforms for webinars and virtual conferences.

4.3.6 The Panel observed from the *Response to Initial Comments* and during the site visit meeting with the representatives of the programme management staff, teaching staff, students and graduates that additional efforts were needed to coordinate and determine what modules were to be offered in each semester, given the low enrolment numbers and small cohort size. The Panel noted that the programme team has conducted pre-registration surveys and consultations with students to understand students' preferences for electives. Having met with various stakeholders, the Panel **recommended** that the University should continue to review and maintain effective ways to optimise the offering of modules in each semester for students' needs, to ensure that appropriate and sufficient elective modules are available for students' selection.

4.3.7 In consideration of the above information and the discussion with various stakeholders, notwithstanding the recommendation above, the Panel considered that the structure and content of the MA-TCAT Programme have been effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

4.4 **Learning, Teaching and Assessment**

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

MA-SC Programme

4.4.1 The MA-SC Programme employs a range of teaching and learning activities, such as lectures, guest lectures, workshops, group projects, class discussions, campaign designs and tours. The University provided to the Panel the Module Outlines which includes summary information of each module such as module description, module intended learning outcomes, module content, pedagogical methods and assessment methods. The typical class size of a lecture is 40 students while the module *Capstone in Strategic Communication project* is supervised on a one-on-one basis.

4.4.2 In the accreditation documents and *Response to Panel's Initial Comments*, the University provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics, of the following four modules:

- *STC5003 Global Issues and Social Responsibility*
- *STC5004 Communication Planning and Campaigns*
- *STC5122 Public Communication and Social Marketing*
- *STC5182 Corporate Social Responsibility and Sustainability*

4.4.3 In terms of assessment, a range of methods has been adopted in the Programme, including class participation, assignments, projects, presentations, tests and examinations, etc. The comments of the External Examiners on modules indicated that the assessment and the marking were appropriate. Having reviewed the distribution of award classifications of graduates from 2019/20 to 2020/21, summary GPA scores of students from 2019/20 to 2020/21, assessment schemes, and samples of marked student assessments covering high, medium and low performance of the four modules below, along with the associated assessment papers, marking schemes and assessment rubrics, the Panel formed the view that the assessments have been able to assess students' achievement of the intended learning outcomes and the standard at QF Level 6.

- *STC5003 Global Issues and Social Responsibility*
- *STC5004 Communication Planning and Campaigns*
- *STC5122 Public Communication and Social Marketing*
- *STC5182 Corporate Social Responsibility and Sustainability*

4.4.4 English is the medium of instruction of the Programme. During the review of the samples of marked student assessments, the Panel observed that some samples of assessments of the module *STC5004 Communication Planning and Campaigns* were written in Chinese. Having discussed the observation with the programme management staff, teaching staff, students and graduates during the site visit, the Panel was informed that the assessment was about speeches delivered in political campaigns in the Hong Kong community, and the Panel learnt that in other modules Cantonese/Putonghua might have been used occasionally by students during in-class discussions. The Panel **recommended** that the University should closely monitor the medium of instruction in the delivery of modules, to ensure that the medium of instruction and the related policy are followed in the learning, teaching and assessments of the Programme.

- 4.4.5 The Panel was provided with summary information and results of students' evaluation of the modules offered from 2019/20 and 2020/21 (Semester 2), and student feedback collected in Graduate Exit Survey conducted by the University in 2020. The students and graduates whom the Panel met in the site visit meeting commented positively in general, on their learning experience and on the Programme such as the support provided by the teaching staff.
- 4.4.6 Notwithstanding the recommendation above, the Panel considered that the learning, teaching and assessment activities of the MA-SC Programme have been in general effective in delivering the programme content and assessing students' attainment of the intended learning outcomes.

MA-TCAT Programme

- 4.4.7 The MA-TCAT programme adopts an experiential and authentic teaching and learning approach, so as to enable students to acquire first-hand experience on how translators work in a real-life context. Moreover, students are expected to be able to develop a range of generic competencies, such as creative thinking, decision making, interpersonal communication and team work through their learning experiences in the Programme. The Programme employs a range of teaching and learning activities, such as lectures, guest lectures, case studies, class exercises and discussion, self-access modes of inquiry and learning, oral presentations, group and individual projects, and written assignments. The University provided to the Panel the Module Outlines which includes summary information of each module such as module description, module intended learning outcomes, module content, pedagogical methods and assessment methods.
- 4.4.8 English is the primary medium of instruction for the programme, supplemented by Chinese (Cantonese and/or Putonghua) in all areas of the curriculum. The typical class size for lectures is 35 students, and for interpreting classes, the typical class size is 25 students.
- 4.4.9 In the accreditation documents and *Response to Panel's Initial Comments*, the University provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics, of the following three modules:

- *TRA6001 Translation Technology: Knowledge and Skills*
- *TRA6106 Translation for Digital Entertainment*
- *TRA6203 Natural Language Processing for Translators*

4.4.10 In terms of assessment, a range of methods has been adopted in the Programme, including class participation, assignments, exercises, projects, presentations, academic essays and examinations, etc. The comments of the External Examiners on modules offered in 2019/20 and 2020/21 indicated that the assessment and the marking were appropriate. Having reviewed the distribution of award classifications of graduates from 2019/20 to 2020/21 (Semester 1), summary GPA scores of the 2019/20 intake of students, assessment schemes, and samples of marked student assessments covering high, medium and low performance of the three modules below, along with the associated assessment papers, marking schemes and assessment rubrics, the Panel formed the view that the assessments have been able to assess students' achievement of the intended learning outcomes and the standard at QF Level 6.

- *TRA6002 Professional Language Services: Skills and Strategies*
- *TRA6004 Professional Workshop for Online Collaborative Translation*
- *TRA6101 Scientific and Technical Translation*

4.4.11 The Panel was provided with summary information and results of students' evaluation of the modules offered in 2019/20, surveys of online teaching and learning in 2020, and graduate's evaluation for the first batch of graduates in 2020/21. The students and graduates whom the Panel met in the site visit meeting commented positively in general, on their learning experience and on the Programme such as the support provided by the teaching staff.

4.4.12 In consideration of the above information, the Panel considered that the learning, teaching and assessment activities of the MA-TCAT Programme have been effective in delivering the programme content and assessing students' attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme

management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

MA-SC Programme

- 4.5.1 Four full-time and 11 part-time teaching staff members are currently teaching the Programme. The University provided to the Panel information of the deployment of teaching staff for the modules from 2019/20 to 2020/21. The Panel noted that the staff-to-student ratio of the Programme was 1:11.7 and 1:14.3 for 2019/20 and 2020/21 respectively.
- 4.5.2 The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme. The breadth of experience of the teaching team is considered wide and beneficial to the students and the Programme. The Panel noted that the minimum appointment criterion for the teaching staff of the Programme is normally a doctoral degree in a relevant discipline.
- 4.5.3 In terms of staff development, the University provided to the Panel summary information of staff development activities, academic and research activities from 2019/20 to 2020/21, and publications and research grants of the teaching staff of the Programme covering 2018/19 and 2019/2020 of the validity period.
- 4.5.4 During the site visit meeting with the representatives of the programme management, teaching staff, students and graduates, the Panel learnt the contributions of the programme management staff to students' improvement and reflection in the learning journey as well as selection of modules, for example, via one-on-one consultation. The Panel commended the leadership of the Programme for balancing strategic management with personal engagement for students and staff.
- 4.5.5 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the programme leadership and staffing are appropriate in general and the staff have appropriate qualifications and experience necessary for effective management and delivery of the MA-SC Programme.

MA-TCAT Programme

- 4.5.6 Five full-time and five part-time teaching staff members are currently teaching the Programme. The University provided to the Panel information of the deployment of teaching staff for the modules from 2019/20 to 2020/21, as well as the actual and projected numbers of teaching and supporting Staff for the Programme from 2020/21 to 2024/25. The Panel noted that the staff-to-student ratio of the Programme was 1:17 and 1:14 for 2019/20 and 2020/21 respectively.
- 4.5.7 The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme. The Panel noted that the minimum appointment criterion for the teaching staff of the Programme is normally a doctoral degree with a track record of relevant teaching, or research and development experience.
- 4.5.8 In terms of staff development, the University provided to the Panel summary information of staff development activities, staff development activities covering from 2018/19 to 2020/21 of the validity period, and summary of publications covering 2018/19 and 2019/20.
- 4.5.9 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the programme leadership and staffing are appropriate in general and the staff have appropriate qualifications and experience necessary for effective management and delivery of the MA-TCAT Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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

MA-SC Programme

- 4.6.1 On financial resources, the Panel was provided with the Income and Expenditure Statements from 2019/20 to 2020/21 for the Programme, and noted that the Programme has generated a surplus in the two years. The University also provided the Panel with statements of Income and Expenditure Projection from 2021/22 to 2025/26. Based

on the financial information provided, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and continues to be financially viable.

- 4.6.2 On physical resources, the University provided to the Panel information on its learning, teaching and enabling resources relevant to the delivery of the Programme, besides the general teaching and learning facilities, such as software packages (such as *Adobe CS6 Production Premium*, *Adobe CS6 Design Standard*, *Adobe CC (for education)*, *Edius*, *SPSS*) and teaching facilities (such as computer laboratories). The University also provided the Panel with a presentation of the programme-specific teaching facilities.
- 4.6.3 The Panel was provided with summary information of library holdings, subscriptions and planned acquisitions relevant to the Programme, including journal subscriptions and electronic databases. During discussion with the representatives of students and graduates in the site visit, the Panel noted that some textbooks on the reading lists of the modules could not be found in the library. The Panel **advised** the University to review regularly the library provision including online journals and e-books to ensure that, when possible, a wider range of relevant teaching and learning materials including printed books, e-books and e-journals can be available to students.
- 4.6.4 In consideration of the above information and the discussion with relevant stakeholders, the Panel considered that the University has provided appropriate and sufficient learning, teaching and enabling resources for the delivery of the MA-SC Programme.

MA-TCAT Programme

- 4.6.5 On financial resources, the Panel was provided with Income and Expenditure Statement for 2019/20 for the Programme, and noted that the Programme generated a surplus for the year. The University also provided the Panel with a statement of Income and Expenditure Projection from 2020/21 to 2024/25, as well as the break-even student number for the Programme. The Panel noted in the *Response to Panel's Initial Comments* and accreditation documents that the University provides financial aids for master's degree programmes to support the preparatory costs and initial operation, and a donation has been secured to support the Programme for three years. Based on the financial information provided, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and continues to be financially viable.

- 4.6.6 On physical resources, the University provided to the Panel information on its learning, teaching and enabling resources relevant to the delivery of the Programme, besides the general teaching and learning facilities, such as computer software packages (such as *SDL Trados Studio Professional*, *SDL MultiTerm Desktop*, *SDL MultiTerm Extract*, *Sketch Engine*, *Systran 8 Business Translator (English World Pack)*, *MemoQ Translator Pro*, *Mainstage 3*, *Logic Pro X*) and teaching facilities (such as *Translation Technology Workshop*, *Translation and Interpretation Laboratory*, *Fung Yiu King Conference Hall* with interpreting booths for interpretation training, *Virtual CAT Learning Centre*). The University also provided the Panel with a presentation of the programme-specific teaching facilities and some web-based tools and services that students can have access to support the learning of CAT tools.
- 4.6.7 The Panel was provided with summary information of library holdings, subscriptions and planned acquisitions relevant to the Programme including journal subscriptions and electronic databases. Some representatives of students and graduates, in the site visit meeting, expressed that some classic books in the discipline were not available in the library. The Panel **advised** the University to review regularly the library provision including online journals and e-books to ensure that, when possible, a wider range of relevant teaching and learning materials including printed books, e-books and e-journals can be available to students.
- 4.6.8 In consideration of the above information and the discussion with relevant stakeholders, the Panel considered that the University has provided appropriate and sufficient learning, teaching and enabling resources for the delivery of the MA-TCAT Programme.

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

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

MA-SC Programme

- 4.7.1 The University provided to the Panel the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

- (a) Meeting minutes / extracts of Academic Board, Graduate Studies Committee, School Board, and Programme Committee;
- (b) Reports of the External Examiners (Module);
- (c) Reports of the External Examiner (Programme);
- (d) Attrition rates, summary GPA scores of students, and distribution of award classification of the graduates;
- (e) Results and feedback from Students' Evaluation of modules;
- (f) Feedback from Graduate Exit Survey;
- (g) Annual Programme Review Reports; and
- (h) Report of the Independent Review Panel.

4.7.2 The Panel observed that feedback from key stakeholders has been collected through various channels. For example, students' evaluation and feedback on modules and teaching are collected at the end of each semester, and students' feedback on the programme learning experience is collected via Graduate Exit Survey at the end of the final year. Feedback from staff, students and external stakeholders such as External Examiners, advisors and alumni is collected in an Annual Programme Report each year. External Examiners' comments are provided in External Examiners' Reports, and comments and recommendations from external advisors from academia and the industry sector are documented in the Report of the Independent Review Panel. During the site visit meeting with the external stakeholders of the Programme, the Panel learnt their engagement and dedication to the Programme such as the External Examiners, members of the Programme Advisory Committee and the Independent Review Panel.

4.7.3 In light of the above, the Panel formed the view that the University has in place an effective quality assurance system in place for monitoring and reviewing the development and performance of the MA-SC Programme on an on-going basis.

MA-TCAT Programme

4.7.4 The University provided to the Panel the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

- (a) Meeting minutes / extracts of Academic Board, Graduate Studies Committee, School Board, and Programme Committee;
- (b) Comments of the External Examiners on the modules;
- (c) Attribution rates, summary GPA scores of students, and distribution of award classification of the graduates;
- (d) Results of Survey of Online Teaching and Learning;
- (e) Results of Students' Evaluation of modules;
- (f) Results of Graduate Evaluation survey;
- (g) Vettors' reports on new elective modules;
- (h) Annual Programme Review Reports; and
- (i) Report of the Independent Re-accreditation Panel.

4.7.5 The Panel observed that feedback from key stakeholders has been collected through various channels. For example, students' evaluation and feedback on modules and teaching are collected at the end of each semester, and students' feedback on the programme learning experience is collected via Graduate Exit Survey at the end of the final year. Feedback from staff, students and external stakeholders such as External Examiners, advisors and alumni is collected in an Annual Programme Report each year. External Examiners' comments are provided in External Examiners' Reports, and comments and recommendations from external advisors from academia and the industry sector are documented in the Report of the Independent Re-accreditation Panel. During the site visit meeting with the external stakeholders of the Programme, the Panel learnt about their engagement and dedication to the Programme such as the External Examiners, members of the Programme Advisory Committee and the Independent R-accreditation Panel.

4.7.6 In light of the above, the Panel formed the view that the University has in place an effective quality assurance system in place for monitoring and reviewing the development and performance of the MA-TCAT Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

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

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

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

5.2 Appeals

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

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

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 56/22/03;56/23/02

31 March 2022

JoH/SF/DnL/dnl/et

The Hang Seng University of Hong Kong

Learning Programme Re-accreditation for

- (i) Master of Arts in Strategic Communication and
(ii) Master of Arts in Translation (Computer-Aided Translation)**

19 - 21 January 2022

Panel Membership

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Deputy Vice Chancellor (Academic)
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*** Panel Secretary**

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

Appendix 2

Graduate Profile of Master of Arts in Strategic Communication

Qualification Title	Master of Arts in Strategic Communication 策略傳播文學碩士
Qualification Type	Master's Degree
QF Level	Level 6
Primary Area of Study and Training	Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The programme aims to nurture quality graduates with the following capabilities: 1. To possess advanced knowledge of communication strategies in political communication and social marketing; 2. To pursue professional development and excellence with quantitative and qualitative tools of communication research; 3. To communicate effectively with various stakeholders in the fields of media, politics, business, and community development; 4. To apply knowledge of communication strategies in social or political campaigns; and 5. To critically and ethically analyse social and political issues with a strong sense of social responsibility.
Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. Critically examine current communication issues from political, social and business perspectives; 2. Practice a research-driven and analytical approach to address political and social challenges through strategic communication; 3. Synthesize the acquired knowledge and skills to lead strategic communication campaigns;

	4. Possess competence in integrating new media and the latest communication techniques for effective communication; and 5. Practice strategic communication and leadership in an ethical way.												
Education Pathways	Graduates of the Programme may pursue further study at PhD level, particularly in the fields of communication, public relations, organisation and group communication, political communication, Advertising and New Media.												
Employment Pathways	<table border="1"> <thead> <tr> <th>Position</th><th>Industry</th></tr> </thead> <tbody> <tr> <td>Public Relationship Officer, Crisis Communicator</td><td>Business, Political organisations / parties, Government authorities, Non-government organisations (NGOs)</td></tr> <tr> <td>Journalist, Media Strategist, Political Campaign Consultant</td><td>Mass Media, Consultancy</td></tr> <tr> <td>Advocacy Communicator, Non-profit Organisation Campaign Strategist</td><td>NGOs</td></tr> <tr> <td>Advertising Executive, Media Planner</td><td>Advertising</td></tr> <tr> <td>Promoter, Speech Writer</td><td>Government and private organisations</td></tr> </tbody> </table>	Position	Industry	Public Relationship Officer, Crisis Communicator	Business, Political organisations / parties, Government authorities, Non-government organisations (NGOs)	Journalist, Media Strategist, Political Campaign Consultant	Mass Media, Consultancy	Advocacy Communicator, Non-profit Organisation Campaign Strategist	NGOs	Advertising Executive, Media Planner	Advertising	Promoter, Speech Writer	Government and private organisations
Position	Industry												
Public Relationship Officer, Crisis Communicator	Business, Political organisations / parties, Government authorities, Non-government organisations (NGOs)												
Journalist, Media Strategist, Political Campaign Consultant	Mass Media, Consultancy												
Advocacy Communicator, Non-profit Organisation Campaign Strategist	NGOs												
Advertising Executive, Media Planner	Advertising												
Promoter, Speech Writer	Government and private organisations												
Minimum Admission Requirements	(a) A bachelor's degree from a recognised university or equivalent; and (b) Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university where English is the medium of instruction: TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); IELTS $\geq$ 6.5; CET 6 $\geq$ 430; TEM-4 $\geq$ 70.												
Operator	The Hang Seng University of Hong Kong 香港恒生大學												

Appendix 3

Graduate Profile of Master of Arts in Translation (Computer-Aided Translation)

Qualification Title	Master of Arts in Translation (Computer-Aided Translation) 翻譯文學碩士（電腦輔助翻譯）
Qualification Type	Master's Degree
QF Level	Level 6
Primary Area of Study and Training	Languages and Related Studies
Sub-area (Primary Area of Study and Training)	Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The Programme Objectives are to: 1. Lay a solid theoretical foundation in professional language services and translation technology; 2. Provide students with the technical knowledge, expertise and transferable skills needed for professional work in the language services industry; 3. Develop students' ability to critically assess translation technology and the application of computer-aided translation strategies; 4. Provide students with insights into the field of computer-aided translation; and 5. Enhance students' ability to communicate effectively in English and Chinese.
Programme Intended Learning Outcomes	Upon completion of the programme, students should be able to: 1. Apply highly specialised technical know-how and conceptual skills to formulate solutions for professional language services with translation technology; 2. Conduct research on complex issues relating to translation technology and professional language services;

	3. Reflect critically on the multifaceted issues and practices relating to translation technology and professional language services; 4. Utilise and extend a wide spectrum of skills and knowledge of translation technology to enhance the efficiency and effectiveness of professional language services; and 5. Communicate effectively in English and Chinese in a broad range of professional activities and for research and study purposes.
Education Pathways	Graduates of the Programme may pursue further studies at MPhil or PhD levels, particularly in the areas of translation, language studies and language technology.
Employment Pathways	Graduates may take up the following positions in translation/printing houses, language service providers, banks/financial institutions, government departments, private enterprises, tertiary institutions, and software/web/game localisation companies: 1. Professional Translators 2. Professional Language Service Providers 3. Project Managers 4. Terminologists 5. Translation Application Developers 6. Technical Writers 7. Public Relations Officers 8. Communication Officers 9. Language Trainers 10. Language Teachers
Minimum Admission Requirements	(a) A bachelor's degree from a recognised university or equivalent; and (b) Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university where English is the medium of instruction: TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); IELTS $\geq$ 6.5; CET 6 $\geq$ 430; TEM-4 $\geq$ 70.
Operator	The Hang Seng University of Hong Kong 香港恒生大學

