



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

CONFIDENTIAL

ACCREDITATION REPORT

HONG KONG SHUE YAN UNIVERSITY

**LEARNING PROGRAMME RE-ACCREDITATION FOR
MASTER OF SCIENCE IN MARKETING AND
CONSUMER PSYCHOLOGY**

FEBRUARY 2023

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA813), 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 Hong Kong Shue Yan University (HKSJU/ the University) to conduct Learning Programme Re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Master of Science in Marketing and Consumer Psychology programme of the Operator meets the stated objectives and QF standards and can continue to be offered as an accredited programme; 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 Science in Marketing and Consumer Psychology programme (the Programme) meets the stated objectives and QF standard at Level 6 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of Operator	Hong Kong Shue Yan University 香港樹仁大學
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Name of Award Granting Body	Hong Kong Shue Yan University 香港樹仁大學
Title of Learning Programme	Master of Science in Marketing and Consumer Psychology 市場學及消費者心理學理學碩士
Title of Qualification(s) [Exit Award(s)]	Master of Science in Marketing and Consumer Psychology 市場學及消費者心理學理學碩士
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	120
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 2 years
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2027
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	27 students per year (Full-time) 6 students per year (Part-time)
Specification of Competency Standards-based Programme	☐ Yes ☒ No
Address of Teaching / Training Venue(s)	10 Wai Tsui Crescent, Braemar Hill Road, North Point, Hong Kong

2.4 Advice

HKCAAVQ offers the following advice for continuous improvement of the Programme.

2.4.1 The Panel **advised** the University to reflect in the PILOs the elements of knowledge, attitude and practice related to ethics and professional conduct. (Para 4.1.4).

2.5 HKCAAVQ will subsequently satisfy itself on 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

3.1 HKSYU was granted the university status in December 2006, and was the first private university in Hong Kong. It was founded in 1971 as Hong Kong Shue Yan College, has been registered under the Post Secondary Colleges Ordinance (Cap. 320) since 1976, and became a recognised private degree-awarding institution in 2001. HKSYU is currently offering 18 bachelor's degree programmes at QF Level 5, 12 master's degree programmes at QF Level 6 and seven doctoral degree programmes at QF Level 7.

3.2 For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19) pandemic, the site visit was conducted via video-conference from 17-18 November 2022 to reduce social contact. 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.

- 3.3 In consideration of the University's track records established from previous accreditation exercises, information on the following aspects of the Programme was not required in accordance with HKCAAVQ's Differentiation Approach.

Domain of Competence	Information Not Required
Learning, Teaching and Enabling Resources/Services	No condition relating to "Financial Resources" was set in the latest two exercises. Information on Financial Resources is not required.

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.

- 4.1.1 The Master of Science in Marketing and Consumer Psychology programme is hosted by the Department of Business Administration. The main aim of the Programme is "to provide students with more advanced business knowledge and skills and to integrate psychological principles in marketing practices" as well as "to equip future leaders in their professions with stronger analytical, innovative and problem-solving abilities".

Programme Aims (PAs)

Building upon the above aim, the four specific PAs are to:

PA1	Develop a comprehensive understanding of marketing and consumer psychology;
PA2	Critically review theories and techniques of marketing and consumer psychology and assess their potential use in business situations;

PA3	Synthesise skills and knowledge in marketing and consumer psychology, and develop a range of effective analytical and planning techniques applicable in solving real-life marketing problems; and
PA4	Design and manage research projects and marketing programmes in consumer-led businesses.

Programme Intended Learning Outcomes (PILOs)

The PILOs are categorized under two dimensions, knowledge and skills. Upon successful completion of the Programme, students will be able to:

With Respect to Knowledge

PILO1	Review and criticize the dominant theories and models relevant to marketing and consumer psychology;
PILO2	Analyse theoretical and practical issues in business and marketing by using psychological theories and models;
PILO3	Identify and evaluate marketing practices in the contemporary business context;
PILO4	Develop new knowledge independently and determine the usefulness of this knowledge within the marketing discipline;

With Respect to Skills

PILO5	Plan, undertake and report a piece of empirical research in a selected topic area related to marketing and consumer psychology;
PILO6	Collect relevant information across a range of areas pertaining to a current marketing situation, analyse that information using relevant techniques and synthesise it into innovative and appropriate marketing strategies;
PILO7	Demonstrate proficiency in applying theoretical concepts of marketing and consumer psychology to different business environments;
PILO8	Communicate effectively, both in terms of writing and speaking for professional purposes; and
PILO9	Work effectively as a team leader and team member.

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

- (a) Course Outlines which spelt out the course aims, course intended learning outcomes (CILOs), course content, pedagogical and assessment methods, and texts and references;
- (b) Mapping of the PAs against the PILOs;
- (c) Mapping of the HKSYU Graduate Attributes against PILOs;
- (d) Mapping of the courses against the PILOs;
- (e) Mapping of the PILOs against the Generic Level Descriptors (GLDs) at QF Level 6;
- (f) Mapping of courses against the GLDs at QF Level 6; and
- (g) Graduate Surveys conducted in September 2021;

4.1.3 Regarding one of the graduate attributes of the University that, “committed to appropriate ethical behaviour, based on a strong sense of social responsibility”, the Panel observed that the elements of business ethics described in this graduate attribute were not concretely illustrated in the PILOs 3 and 5. The Panel reviewed the teaching and learning materials, especially for the course *BUS541-2 Master's Project*, and observed that the knowledge, attitude and practice related to business ethics were covered in different courses. The Panel exchanged views with the representatives of graduates, teaching staff, Programme Team and external examiners during the site visit. The Panel learnt from the interviewees the courses and learning activities have covered the knowledge, attitude and practice related to ethics and professional conduct in both research and practice context. Students and graduates conveyed that they had learnt ethic-related knowledge in different courses, e.g. protecting customer personal data in the course *BUS523 Customer Relationship Management*. The external stakeholders commented that the Programme had covered the ethical knowledge in marketing practice and research practice, and that research ethics have been included in the project handbook.

4.1.4 The Panel formed the view that the related ethical knowledge, attitude and practice were covered in the programme content but they were not spelt out explicitly in the PILOs. The Panel **advised** the University to reflect in the PILOs the elements of knowledge, attitude and practice related to ethics and professional conduct.

4.1.5 The Panel received from the external stakeholders that the results of the graduate survey were satisfactory in general, and graduates had provided positive feedback to the Programme Team. The external stakeholders commented that graduates were competitive, and were able to take up the job positions of project officer, market research,

marketing officer, and so on, as they were well-equipped and conscious of business ethics.

- 4.1.6 The Panel reviewed the accreditation documents, and formed the view that the University has taken actions to address the five recommendations made by HKCAAVQ in the last accreditation for the Programme in 2017. The Panel considered the University's actions and/or rationale suitable.
- 4.1.7 Notwithstanding the advice above, the Panel formed the view that the Programme has achieved the PAs and PILOs as a whole and has met the QF standard at Level 6.

4.2 **Learner Admission and Selection**

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

- 4.2.1 The minimum entrance requirements for the Programme are as follows:
- (a) Possess a bachelor's degree with first or second class honours in Business Administration from an accredited programme; OR a bachelor's degree with first or second class honours from an accredited programme in other areas; OR an equivalent qualification from an institution recognised for this purpose by the University*;
 - (b) Preferably with one-year work experience in marketing or business administration or a related area; and
 - (c) Have fulfilled the language requirement, that applicants whose entrance qualification is obtained from an institution where the medium of instruction is not English should also fulfil the following minimum English proficiency requirement:
 - (i) Overall score of 6.0 in International English Language Testing System (IELTS) (Academic), with no subtest score lower than 5.5; or
 - (ii) Score 550 (Paper-based test) or 80 (Internet-based test) in TOEFL; or

- (iii) CET6 450; or
- (iv) Other equivalent qualifications.

** If the applicant has not taken any quantitative methods and/or marketing course before, s/he needs to take bridging course(s): (1) Quantitative Methods and/or (2) Principles of Marketing.*

4.2.2 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature 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. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications.

4.2.3 The Panel learnt that the University Admission Office (UAO) has adopted different promotion strategies to recruit both local and international students to the Programme, and considered that the strategies were effective in student recruitment. Some examples are listed below:

- (a) The UAO has organised promotion campaigns, education expo, school visit, on-site and online seminars to attract local admission market. Promotional materials have been and will be distributed to all higher education institutions and alumni.
- (b) The UAO has worked with the International Unit to do promotion targeted to overseas students. After the pandemic, the UAO planned to explore the opportunities to deliver information sessions to reach out to the colleges and universities in Guangzhou, Shenzhen and Macau.

4.2.4 The Panel noted a particularly high attrition rate of 40% in 2020/21. During the site visit, the Programme Team shared that they had taken actions to solve the problem of high attrition rate. Apart from emphasising the relationship with students and developing students' sense of belonging to the University, for learning support, there is the Advisory Scheme by which each student was assigned an Academic Advisor to each student. They would contact the students every two weeks. Students could seek help and advice from the Academic Advisors. The Programme Team supplemented that, an intensive teaching approach was also adopted to help students reinforce their learning.

4.2.5 The University proposed the maximum number of new students as 27 full-time students and 6 part-time students per year. The Panel considered the proposed maximum student numbers appropriate.

4.2.6 Having considered the above, the Panel formed the view that the students admitted to the Programme followed the stipulated admission requirements. The University has the capacity to admit the projected number of students. The admission requirements and the student selection processes were considered appropriate to ensure students have the knowledge and skills to undertake the 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.

4.3.1 The courses of the Programme are categorised into three study blocks namely (1) Core Knowledge, (2) Contemporary Marketing Practices, and (3) Research. Except for the course *Master Project* that carries six academic credits, each course carries three academic credits. Students are required to study nine courses with a total of 30 academic credits (120 QF credits) for graduation. The curriculum remains unchanged since the last accreditation exercise in 2017.

Course Title	Academic Credits	QF Credits
Study Block 1: Core Knowledge (12 academic credits – 4 courses)		
BUS501 Consumer Psychology	3	12
BUS502 Marketing Communications and Brand Management	3	12
BUS503 Applications of Psychology to Marketing	3	12
BUS540 Strategic Innovation and Marketing Management	3	12
Study Block 2: Contemporary Marketing Practices (6 academic credits – any 2 out of 5 courses)		
BUS521 Digital Marketing and Internet Consumer Behaviour	3	12
BUS522 Chinese Psychology and Marketing	3	12

BUS523 Customer Relationship Management	3	12
BUS524 Global Marketing	3	12
BUS525 Organizational Marketing	3	12
Study Block 3: Research (12 academic credits – 3 courses)		
BUS531 Research Methods and Design	3	12
BUS532 Marketing Analytics	3	12
BUS541-2 Master's Project	6	24
Total	30	120

- 4.3.2 With regard to the programme content, the Panel exchanged views with the representatives of the external examiner, assessor, graduates and advisor. The Panel received that the curriculum would be reviewed and updated from time to time, so as to keep abreast of the development of certain contemporary context, such as non-fungible token (NFT), Metaverse and digital marketing. One of the external advisors shared that he had been invited to discuss how to incorporate the latest development of NFT and e-marketing into the curriculum.
- 4.3.3 The Panel discussed the Programme's feature of synthesising the knowledge and skills of marketing and consumer psychology with different interviewees. The Panel learnt from the interviewees on the effectiveness of the synthesis. Students and graduates conveyed that they were equipped with the discipline knowledge, and could apply to their daily work. The interviewees supplemented that they had learnt to employ artificial intelligence software to customise a customer relationship management system to their workplace through the course *BUS523 Customer Relationship Management*.
- 4.3.4 The Panel reviewed the samples of marked assessment papers of the course *Master's Project*, and collected evidence from external examiners. The external examiners stated that students were able to demonstrate their competence in evidence-based research in the course. Further discussion on students' performance in this course would be deliberated in Para 4.4.5.
- 4.3.5 In light of the above, the Panel formed the view that the structure and content of the 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.

- 4.4.1 The Programme is conducted in English, and all teaching materials are delivered in English, which strictly follows the University's medium of instruction (MOI) policy.
- 4.4.2 The Staff-Student Ratio (SSR) remains unchanged, and is kept at 1:14. The Programme Team considered that the ratio was effective in teaching and learning at postgraduate level.
- 4.4.3 The Programme employs a range of teaching and learning activities, such as small class and seminar-based teaching and learning activities, guest lectures, group projects, class discussions, individual assignments, and projects.
- 4.4.4 To demonstrate the assessment practices and the standard at QF Level 6 of the Programme, the University provided the following documents for the Panel's review:
 - (a) Course Outlines which include the summary information of each course such as course description, CILOs, teaching and learning activities, course content, assessment tasks and rubrics;
 - (b) Samples of marked student assessments of three courses namely *BUS532 Marketing Analytics*, *BUS540 Strategic Innovation and Marketing Management*, and *BUS541-2 Master's Project*, covering high, medium and low performance, with associated mark schemes and assessment rubrics; and
 - (c) Comments of the External Examiners on the courses.
- 4.4.5 The Panel had in-depth discussion with the interviewees on the course *BUS541-2 Master's Project*. The Panel noted that students would be assigned with two project supervisors, the chief supervisor and the second supervisor. The papers were marked by both the chief supervisor and the second examiner. Further discussions would be carried out when discrepancies are identified. The Panel observed from the samples of marked papers and the comments from the external examiners that, students received substantial

support and close supervision from their project supervisors. The Panel commented that students had demonstrated a high standard of the delivery of the research knowledge and skills, and had developed strong and dedicated theses. The final grades, examiner report and students' final reports for the course are also reviewed by the External Examiners. All in all, the Panel formed the view that a set of rigorous assessment policy was in place to ensure the assessment tasks were duly marked and moderated.

- 4.4.6 In consideration of the above information, the Panel considered that the learning, teaching and assessment activities of the 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.

- 4.5.1 Five full-time and three part-time teaching staff members are currently teaching the Programme. The University provided to the Panel the information on the deployment of teaching staff for the courses, as well as the teaching load of full-time staff in 2021/22. Each teaching staff would teach no more than two courses for the Programme in each academic year. Teaching loads would be relieved when teaching staff were mostly engaged in research. The Panel considered the annual teaching load appropriate, and teaching staff had sufficient capacity to perform teaching and administration roles.
- 4.5.2 With regard to the research duties, the Panel received the list of publications of full-time teaching staff in the academic years of 2017/18 to 2021/22, and the list of selected refereed publications and non-refereed publications by department staff in the academic year of 2021/22. While discussing how the teaching staff could manage the time between teaching and research, the teaching staff supplemented that the University will provide internal grant to support their research projects. They would also prepare proposals to apply for external grants for their research projects. At the University level,

there are research grants and a research centre namely Dr Francis Cheung Business Analytics Research Centre, supporting the research activities. The funding would also further support the recruitment of full-time research assistants in conducting research projects. The Panel noted that there were sufficient resources in supporting both the teaching staff and students in developing their research projects.

- 4.5.3 During the site visit, interviewees shared that in order to cultivate the evidence-based practice to students, they would further polish the students' theses of the course *BUS541-2 Master Project* at scholastic standard. As teaching and research would complement each other, interviewees conveyed that they would also make the best use of their publications as showcase or case study for students.
- 4.5.4 In light of the above observations, the Panel formed the view that the University had provided sufficient resources in supporting teaching staff on research projects.
- 4.5.5 The Panel reviewed the list of teaching development workshops in the academic years of 2017/18 to 2021/22. The Panel considered that the teaching staff had figured out ways to sharpen their teaching skills and obtain the latest development in contemporary business issues. There was also the observation that the Programme Management team has systematic staff development plans.
- 4.5.6 The Panel exchanged views with the Programme Team and teaching staff that the University is aware of the challenges of identifying and appointing teaching staff who are experts in both psychology and marketing. In order to train up the second tier of researchers and encourage students to pursue their studies in researches at postgraduate levels, students with dedicated research topics would be identified for further development in their research capacity. Project supervisors would provide support in publishing research papers.
- 4.5.7 In consideration of the above information, the Panel considered that the programme leadership and staffing are appropriate. Teaching staff involved have obtained academic qualifications and substantial years of teaching experience as well as industry exposure necessary for effective management and delivery of the Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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

- 4.6.1 During the site visit, the University had introduced the campus facilities and resources to further support the programme delivery and students' learning. The interviewees shared that the University had devoted to develop the latest technologies in interactive teaching and virtual reality for teaching and learning. Training for operating technologies was also provided to teaching staff and technical staff. The Panel learnt that students were given additional technical support for online learning during the pandemic.
- 4.6.2 The University shared with the Panel that the programme team provides program-specific support to students to acquire the knowledge of data analysis in the fields of marketing and research. Students would receive supervision and timely feedback from the chief supervisor. In order to facilitate students who do not have prior knowledge in marketing analytics, the University would provide additional assistance to help them build up the foundation knowledge and skills of programming and coding, and the use of tools such as the SPSS. Students would also be supported with free access to specific software such as the SmartPLS programme.
- 4.6.3 The Panel observed that there are career development services provided for students and graduates. The University would organise job fairs and seminars for students and graduates. The University also maintain and mobilise the alumni network so as to support the students and graduates. As the majority of the graduates are from Mainland, they would be invited to join the WeChat group to receive the updated information and newsletters of the Programme. The alumni were invited to share their experience and the latest market trend to students. To connect the current students with the alumni, the alumni were also invited to join the mentorship programme. Student mentees would then learn about the current market development and build an industry network with the practitioners.
- 4.6.4 To demonstrate the adequate resources to support teaching and learning, the Librarian of the University introduced to the Panel the library services and facilities. The Library has acquired 349,000 volumes of printed holdings and over one million e-holdings. In order to improve the library service, the Library would form focus groups to

collect students' feedback on library service and resources annually. Orientation and library workshops are organised to introduce the available services and facilities to students. In order to further support the research activities, the University has planned to expand the library holdings and the depository of electronic resources to support the research and learning needs of the staff and students. It is expected that upgrading the library system to a fully-fledged cloud-based Library Service Platform (LSP) would better support and enhance access to e-resources for Library users.

4.6.5 On financial resources, the Panel was provided with the Programme's income and expenditure for the five years of 2017/18 to 2021/22. It was noted that the Programme, except for the year of 2017-18, had generated a surplus every year. The University also provided the Panel with an Income and Expenditure Projection from the years of 2022/23 to 2023/24. The University would expect to generate a surplus with a breakeven student number of 15. 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 Based on the above information provided by the University, students and graduates, the Panel formed the view that the University has adequate physical resources and has effectively deployed them to support the delivery of teaching and learning.

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

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

4.7.1 The 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 of the Departmental Postgraduate Committee, and the Academic Advisory Board in the period of 2017 to 2022;
- (b) Composition of Academic Board, Quality Assurance Committee, Graduate Studies Committee, Departmental Postgraduate Committee, and roles of programme management;

- (c) Policy and Procedures to External Examiners;
 - (d) Report of External Examiners and the Departmental Responses;
 - (e) Roles and responsibilities of External Programme Assessor (EPA) and composition of Academic Advisory Board;
 - (f) Comments from EPA and Responses to EPA;
 - (g) Graduate Survey and Employment Survey conducted in the period of 2017 to 2021; and
 - (h) Results of Student Learning Experience Questionnaire (SLEQ).
- 4.7.2 The Panel noted that the University would collect feedback from key stakeholders through various channels. Students' evaluation and feedback on teaching and courses are collected at the end of each semester. Students would also provide feedback on their learning experience and employment via Graduate Survey and Employment Survey respectively.
- 4.7.3 Both external examiners and EPA would review and provide comments or recommendations to the Programme for programme enhancement. The Panel learnt from both parties that the Programme Team would take follow-up actions to address their comments for programme enhancement.
- 4.7.4 During the site visit, the University provided supplementary information on the quality assurance (QA) mechanism as illustrated by the process of adopting the proposed changes to course outlines of BUS503, BUS521, BUS522, and BUS540. The University demonstrated how the proposed changes had been duly reviewed and approved by the Departmental Postgraduate Committee and Graduate Studies Committee prior to this re-accreditation exercise.
- 4.7.5 In light of the above information and the discussion with various stakeholders, the Panel considered that the QA mechanism is in place to ensure the structure and content of the Programme are effective in enabling students to achieve the stated learning outcomes and meet the programme 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 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.hkqf.gov.hk>.

5.3 **Qualifications Register**

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

Hong Kong Shue Yan University

**Learning Programme Re-accreditation for
Master of Science in Marketing and Consumer Psychology**

Panel Membership

Panel Chair

Professor SOUTAR Geoffrey Norman
Emeritus Professor
The University of Western Australia
AUSTRALIA

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

