



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

ACCREDITATION REPORT

HANG SENG UNIVERSITY OF HONG KONG

LEARNING PROGRAMME RE-ACCREDITATION

**MASTER OF SCIENCE IN ENTREPRENEURIAL
MANAGEMENT**

**MASTER OF ARTS IN TRANSLATION (BUSINESS AND
LEGAL)**

MAY 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA976), 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 (HSUHK / the Operator) to conduct a learning programme re-accreditation for (i) Master of Science in Entrepreneurial Management; and (ii) Master of Arts in Translation (Business and Legal) with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programmes of The Hang Seng University of Hong Kong (HSUHK / the Operator) (with specifications under (c)) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes;
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ; and
- (c) Specifications of the programmes seeking accreditation status:

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Major(s) leading to distinctive awards, if any	Claimed HKQF Level
Master of Science in Entrepreneurial Management 創業管理理學碩士	Master of Science in Entrepreneurial Management 創業管理理學碩士	Full-time	1 year	N/A	6
		Part-time	2 years		
Master of Arts in Translation (Business and Legal) 翻譯文學碩士（商 務與法律）	Master of Arts in Translation (Business and Legal) 翻譯文學碩士（商 務與法律）	Full-time	1 year	N/A	6
		Part-time	2 years		

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that (i) the Master of Science in Entrepreneurial Management (MSc-EM) programme meets the stated objectives and HKQF standards at Level 6 and can continue to be offered as an accredited programme with a validity period of three years; and (ii) the Master of Arts in Translation (Business and Legal) (MA-TBL) programme meets the stated objectives and HKQF standards 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 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 Science in Entrepreneurial Management 創業管理理學碩士	Master of Arts in Translation (Business and Legal) 翻譯文學碩士（商務與法律）
Title of Qualification(s) [Exit Award(s)]	Master of Science in Entrepreneurial Management 創業管理理學碩士	Master of Arts in Translation (Business and Legal) 翻譯文學碩士（商務與法律）
Primary Area of Study and Training	Business and Management	Languages and Related Studies

Sub-area (Primary Area of Study and Training)	General Business Management	Languages and Related Studies
Other Area of Study and Training	Not applicable	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable	Not applicable
HKQF Level	Level 6	Level 6
HKQF Credits	144	121
Mode(s) of Delivery and Programme Length	Full-time, 1 year Part-time, 2 years	Full-time, 1 year Part-time, 2 years
Start Date of Validity Period	1 September 2024	1 September 2024
End Date of Validity Period	31 August 2027	31 August 2028
Number of Enrolment(s)	Two enrolments per year	Two enrolments per year
Maximum Number of New Students	75 per year for full-time mode 10 per year for part-time mode	70 per year for full-time mode 10 per year for part-time mode
Address of Teaching / Training Venue(s)	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, Hong Kong	

2.4 Recommendation(s)

HKCAAVQ offers the following recommendations for continuous improvement of the MSc-EM and MA-TBL programmes.

(For MSc-EM programme only)

- 2.4.1 HSUHK should review the content of *Special Issues in Entrepreneurial Management* to ensure that it covers the latest and frontier issues and topics in the field of study, and rename its module title for the purpose of more accurately reflecting its focus. (Para. 4.3.4)
- 2.4.2 HSUHK should (a) consider providing pre-session workshops / orientations for accounting and finance to help students be familiarised with the key topics; and (b) ensure that the latest developments in accounting and finance such as ESG considerations and sustainability, which will be relevant for entrepreneurial management, are embedded within the MSc-EM programme. (Para. 4.3.5)
- 2.4.3 HSUHK should consider providing more opportunities for interaction between students and people who are in practice regarding entrepreneurship and offering more mentoring opportunities for students. (Para. 4.4.11)
- 2.4.4 HSUHK should ensure proper usage of AI applications, for instance, by reviewing the extent of the work undertaken by students in percentage and manner of usage in its implementation of the Guidelines for Using Generative Artificial Intelligence in Teaching and Learning. (Para. 4.4.12)
- 2.4.5 HSUHK should consider engaging more teaching staff to take up the role of academic advisors. (Para. 4.5.7)
- 2.4.6 HSUHK should encourage staff members to publish in journals on entrepreneurial management and recognise their efforts. (Para. 4.5.9)
- 2.4.7 HSUHK should further engage alumni to promote the interaction between graduates and students of the MSc-EM Programme. (Para. 4.7.4)

(For MA-TBL programme only)

- 2.4.8 HSUHK should (a) regularly review the adequacy of the English proficiency requirement of “CET-6 $\geq$ 430”; (b) monitor students’ English proficiency; and (c) provide opportunities for developing better English writing skills of the students with different entrance levels. (Para. 4.2.8)
- 2.4.9 HSUHK should provide sufficient opportunities for students to practice foundational translation skills independent of the aid of machine tools. (Para. 4.4.13)
- 2.4.10 HSUHK should revisit the quality assurance process to ensure consistent grading practice across all modules of the MA-TBL programme. (Para. 4.4.14)

2.5 Advice

HKCAAVQ offers the following advice for continuous improvement of the MSc-EM and MA-TBL programmes.

(For MSc-EM programme only)

- 2.5.1 HSUHK is advised to consider generating a pool of guest speakers with a wide spectrum of backgrounds. (Para. 4.4.10)
- 2.5.2 HSUHK is advised to consider increasing the opportunities for site visits and industry exposure / experience as appropriate. (Para. 4.4.11)
- 2.5.3 HSUHK is advised to encourage teaching staff to take advantage of the opportunities for industry attachment. (Para. 4.5.8)

(For MA-TBL programme only)

- 2.5.4 HSUHK is advised to consider offering more support for students who want to pursue further studies at MPhil or PhD levels. (Para. 4.1.12)
- 2.5.5 HSUHK is advised to follow the recommendation of the previous re-accreditation with respect to the number IT-related modules taken by students, taking that it should not exceed one-third of the total number of modules so as to maintain the conceptual distinctiveness of the MA-TBL programme. (Para. 4.3.7)

- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the programmes continue 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 The Hang Seng University of Hong Kong (HSUHK), formerly known as the Hang Seng Management College (the College), has been registered under the Post Secondary Colleges Ordinance (Cap. 320) as a privately-funded, non-profit post-secondary college since 2010, and it started to offer bachelor's degree programmes accredited by HKCAAVQ in September 2010. On 30 October 2018, the College was granted the university title and changed its name to The Hang Seng University of Hong Kong.
- 3.2 Currently, HSUHK offers accredited bachelor's degree programmes and master's degree programmes. HSUHK has attained Programme Area Accreditation status at QF Level 5 in various programme areas such as General Business Administration, General Management and Translation.
- 3.3 The Master of Science in Entrepreneurial Management (MSc-EM) programme was first offered by HSUHK in 2018/19 and then subsequently re-accredited by HKCAAVQ in 2022 with a validity period until 31 August 2024.
- 3.4 The Master of Arts in Translation (Business and Legal) (MA-TBL) programme was first offered by HSUHK in 2016/17 and then subsequently re-accredited by HKCAAVQ in 2020 with a validity period until 31 August 2024.
- 3.5 HSUHK commissioned HKCAAVQ to conduct the Learning Programme Re-Accreditation of the MSc-EM and MA-TBL programmes in 2024. For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). A site visit was conducted at the HSUHK campus in Shatin, Hong Kong on 20-22 March 2024. 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 HSUHK and the Panel in conducting this re-accreditation exercise.

- 3.6 In consideration of HSUHK's track records established from previous accreditation exercises in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the MSc-EM and MA-TBL programmes was not required:

Domain of Competence	Information Not Required
Learning, Teaching and Enabling Resources/ Services	Information on university-wide student support services is not required. Instead, programme-specific financial information and physical resources is required.
Programme Approval, Review and Quality Assurance	Information on university-wide quality assurance process and mechanism is not required. Instead, information on programme-specific quality assurance process and mechanism is 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 MSc-EM programme is hosted by the School of Business (SBUS) of HSUHK while the MA-TBL programme is hosted by the School of Translation and Foreign Languages (STFL) of HSUHK.

4.1.2 HSUHK provided the following information to the Panel to illustrate how both programmes continue to meet the relevant HKQF standards:

- (a) Mapping of programme intended learning outcomes (PILOs) to the programme objectives (POs);
- (b) Mapping of the modules to the PILOs;
- (c) Mapping of the PILOs to the Generic Level Descriptors (GLDs) at HKQF Level 6; and
- (d) Mapping of the modules to the GLDs at HKQF Level 6.

4.1.3 HSUHK provided the following documents and information to demonstrate the achievement of the learning outcomes and the assessment standard of both programmes:

- (a) Sample teaching and learning materials;
- (b) Sample marked assessments (including *MSc Project in Entrepreneurial Management* for the MSc-EM programme, and *Advanced Translation in Business and Law* for the MA-TBL programme) and their associated assessment rubrics;
- (c) Reports of the External Examiners in 2021/22 and 2022/23 for both programmes;
- (d) Results of Graduate Employment Survey in 2020/21 to 2022/23 for the MSc-EM programme, and results of Graduate Survey in 2021/22 and 2022/23 for the MA-TBL programme; and
- (e) Annual Programme Reports in (i) 2021/22 and 2022/23 for the MSc-EM programme; and (ii) 2019/20 to 2022/23 for the MA-TBL programme.

MSc-EM programme

4.1.4 The MSc-EM programme aims to equip students with the essential knowledge and skills for starting and managing new ventures and entrepreneurial organisations. The POs of the MSc-EM programme are as follows:

- (1) Nurture students' sense of effective management in entrepreneurial organisations;
- (2) Equip students with the management skills and entrepreneurial qualities to start and manage the internal and external business landscape effectively;
- (3) Enhance students' knowledge in the functional areas of business, such as accounting, finance and marketing, that is essential in managing entrepreneurial organisations;
- (4) Develop students' ability to think creatively and solve business problems ethically;
- (5) Advance students' interpersonal and communication skills especially in team-based settings; and
- (6) Systematise students' knowledge and skills for business planning and project implementation.

4.1.5 As regards the PILOs of the MSc-EM programme, upon completion of the MSc-EM programme, students should be able to:

- (1) Apply concepts, principles, theories, philosophies and professional ethics underpinning the broad area of entrepreneurial management;
- (2) Evaluate and examine applications of the key concepts in accountancy and corporate finance in entrepreneurial organisations;
- (3) Research and analyse the latest trends of marketing in entrepreneurial organisations;
- (4) Reflect upon the roles of creativity in entrepreneurship;
- (5) Communicate effectively and solve problems with peers and work groups; and
- (6) Prepare, systematise and implement business plans and entrepreneurial management projects.

4.1.6 Having reviewed the POs and PILOs of the MSc-EM programme as well as the set of information mentioned in Paragraphs 4.1.2 and 4.1.3 above, the Panel made the following observations:

- (a) The POs are aligned with the PILOs.
- (b) The sample assessment tasks and graded students' work demonstrated the attainment of learning outcomes at HKQF Level 6.
- (c) The comments given in the External Examiner Reports are positive in general.

4.1.7 As indicated in the Results of Graduate Employment Survey, a majority of the graduates of the MSc-EM programme work in jobs related to marketing / sales, accounting / auditing / taxation, and logistics / transportation. Some of the graduates start their own business or work in their family business. During the site visit, the Panel met with the external advisors, employers, students and graduates and noted their strong support for the MSc-EM programme. The details of the education and employment pathways of the graduates of the MSc-EM programme are provided in **Appendix 2**.

MA-TBL programme

4.1.8 The MA-TBL programme aims to train students to master the theories and skills in translating, interpreting, and writing in business and legal contexts, and to provide students with the essential knowledge of the translation industry and business and law in major Chinese communities. The POs of the MA-TBL programme are as follows:

- (1) Lay a solid theoretical foundation in business and legal translation for students;
- (2) Develop students' ability to put linguistic and conceptual knowledge into practice in translating business and legal documents;
- (3) Equip students with various information technology skills for business and legal translation;
- (4) Develop students' ability to critically assess business and legal translation strategies and terminology;
- (5) Help students gain insights into the field of business and legal translation in Chinese communities; and

- (6) Enhance students' ability to communicate effectively in English and Chinese.

4.1.9 As regards the PILOs of the MA-TBL programme, upon completion of the MA-TBL programme, students should be able to:

- (1) Analyse complex business and legal texts;
- (2) Apply linguistic and conceptual skills to formulate solutions to complex business and legal translation tasks;
- (3) Apply various information technology skills to enhance translation efficiency;
- (4) Reflect critically on the conceptual issues and practice relating to business and legal translation;
- (5) Conduct research on business and legal translation issues; and
- (6) Communicate effectively in English and Chinese in business and legal environments and for research and study purposes.

4.1.10 Having reviewed the POs and PILOs of the MA-TBL programme as well as the set of information mentioned in Paragraphs 4.1.2 and 4.1.3 above, the Panel made the following observations:

- (a) The POs are aligned with the PILOs.
- (b) The sample assessment tasks and graded students' work demonstrated the attainment of learning outcomes at HKQF Level 6.
- (c) The comments given in the External Examiner Reports are positive in general.

4.1.11 As indicated in the Results of Graduate Survey, the majority of the graduates agreed that the MA-TBL programme enabled them to apply skills to formulate solutions to business and legal translation tasks and be confident in handling tasks related to business and legal writing. From the discussion with the students and graduates during the site visit, the Panel noted that the students and graduates considered the MA-TBL programme useful in enriching their knowledge in the relevant discipline. The details of the education and

employment pathways of the graduates of the MA-TBL programme are provided in **Appendix 3**.

4.1.12 The Panel noted that in terms of the education pathways of the MA-TBL programme, graduates may pursue further studies at MPhil or PhD levels, particularly in the areas of translation, language studies, or law degrees such as LLB or JD. The Panel observed that *Translation Project* and *Research Seminar*, which can address possible student pathways for a MPhil or PhD, are elective modules only, both of which were not offered in the past two academic years, and formed the view that the MA-TBL programme has limited research training opportunities available to students. During the site visit, the students whom the Panel met also expressed their desire for more research support resources to be provided by HSUHK. The Panel, therefore, **advised** HSUHK to consider offering more support for students who want to pursue further studies at MPhil or PhD levels.

4.1.13 In light of the above, notwithstanding the advice given, the Panel considered that the POs of both programmes can address the community, education and/or industry needs, and the PILOs of both programmes meet the HKQF standards 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 admission requirements of the MSc-EM programme and the MA-TBL programme are as follows.

MSc-EM programme	MA-TBL programme
• Earned a bachelor's degree from a recognised university or equivalent; and • Fulfilled one of the following English language proficiency requirements if the applicant's bachelor's	• A bachelor's degree from a recognised university or equivalent; • Documentary evidence demonstrating English proficiency (Level 4 or above in HKDSE English Language; TOEFL $\geq$ 550)

MSc-EM programme	MA-TBL programme
degree was not obtained from a university / tertiary institution where English is the medium of instruction: IELTS $\geq$ 6.0; TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); CET-6 $\geq$ 430; TEM-4 $\geq$ 70 or other equivalent tests recognised by HSUHK.	(paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); IELTS $\geq$ 6.5; CET-6 $\geq$ 430; TEM-4 $\geq$ 70; or equivalent); and • Preference will be given to applicants with translation / business / law background.

- 4.2.2 For the MA-TBL programme, during the site visit, the Programme Team confirmed that the English proficiency requirement of “Pass in AS / AL Use of English” is to be removed from 2024/25 and onwards, given that such an English proficiency requirement is no longer commonly used by applicants for the MA-TBL programme to demonstrate their English proficiency.
- 4.2.3 In line with the Government’s policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 10% on programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentage is based on the sum of new student numbers across all years of study of the programme.
- 4.2.4 The Registry is responsible for student admission based on the prescribed admission requirements of the programmes offered at HSUHK. The Admissions Committee set up under the Academic Board is responsible for monitoring the admission requirements and the admission process. An admission interview is conducted in English to assess the applicants’ suitability and aptitude for the MSc-EM programme where necessary. As for the MA-TBL programme, written test and interview are conducted to assess the applicants’ suitability and aptitude where necessary.

- 4.2.5 The Panel reviewed the profiles of students admitted to both programmes since the last re-accreditation. The Panel noted that (a) Duolingo, an online English Test, with a minimum score of 95 was used as an equivalent qualification for meeting the English language requirement for the MSc-EM programme; and that (b) Duolingo English test with a minimum score of 105 was used as an equivalent qualification for meeting the English language requirement for the MA-TBL programme. During the site visit, the Programme Teams confirmed that in view of the return to normality after the Covid-19 pandemic, the Duolingo English test will no longer be accepted by HSUHK as fulfilling the English proficiency requirements of both programmes from 2024/25 and onwards. The Panel considered that both programmes largely followed the stipulated requirements in the admission of students to each of the two programmes, and admission decisions were made through an established procedure.

MSc-EM programme

- 4.2.6 In the coming three academic years from 2024/25, HSUHK is to substantially increase the maximum number of new students per year for the MSc-EM programme at 75 for full-time mode and 10 for part-time mode (as compared to the maximum number of new students per year at 35 for full-time mode and 15 for part-time mode in 2023/24), and with two enrolments per year. HSUHK explained that the main reason for the proposed increase in student intake is the anticipated rise in the demand for the MSc-EM programme, as indicated in the marked increase in the number of applicants over the past few years. Having reviewed the number of students enrolled in and the number of applicants for the MSc-EM programme since the last re-accreditation, and the staffing and physical resources, the Panel considered that the proposed maximum numbers are appropriate.

MA-TBL programme

- 4.2.7 In the coming four academic years from 2024/25, HSUHK is to maintain the maximum number of new students per year for the MA-TBL programme at 70 for full-time mode and 10 for part-time mode, and with two enrolments per year. Having reviewed the number of students enrolled in the MA-TBL programme since the last re-accreditation, and the staffing and physical resources, the Panel considered that the proposed maximum numbers are appropriate.
- 4.2.8 Regarding the English proficiency requirement of “CET-6 $\geq$ 430”, with reference to the English proficiency requirements of similar

programmes of some other local universities, the Panel held the view that the equivalence of “CET-6 $\geq$ 430” would warrant greater attention in the selection of the applicants to the MA-TBL programme, noting that the comparability among various English proficiency requirements may change over time. Further, the Panel noted that students are admitted to the MA-TBL programme with different entrance levels in terms of their English proficiency. The Panel recognised the challenge for some students in undertaking the MA-TBL programme taking into account their English proficiency upon admission to the MA-TBL programme and considered that some of them would need extra English writing practices. As such, the Panel **recommended** that HSUHK should (a) regularly review the adequacy of the English proficiency requirement of “CET-6 $\geq$ 430”; (b) monitor students’ English proficiency; and (c) provide opportunities for developing better English writing skills of the students with different entrance levels.

- 4.2.9 In light of the above, notwithstanding the recommendation given, the Panel formed the view that the minimum admission requirements for both programmes are clearly outlined and the selection process is in general effective for recruiting students with the necessary knowledge and skills to undertake both programmes.

4.3 **Programme Structure and Content**

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

- 4.3.1 The MSc-EM and MA-TBL programmes are master’s degree programmes operated in one-year full-time and two-year part-time modes carrying a total of 144 HKQF credits and 121 HKQF credits respectively.
- 4.3.2 HSUHK provided the following information to illustrate the content and structure of both programmes:
- (a) A study plan; and
 - (b) Module outlines that list, inter alia, module description, module intended learning outcomes (MILOs), module content, assessment methods and pedagogical methods of individual modules.

MSc-EM programme

4.3.3 The MSc-EM programme consists of core modules, elective modules, and *MSc Project in Entrepreneurial Management*. Students are required to take four core modules, four elective modules chosen from a pool of five modules and the *MSc Project in Entrepreneurial Management*. The MSc-EM programme consists of 1,440 notional learning hours, including contact hours and self-study hours, making up a total of 144 HKQF credits. The ratio of contact hours to self-study hours is 1:2, except for the *MSc Project in Entrepreneurial Management* with 1:3. The structure of the MSc-EM programme is depicted below.

No.	Module Title	HKQF Level	Contact Hours (a)	Self-study Hours (b)	Notional Learning Hours (a)+(b)	HKQF Credits
Core modules						
1	Creativity and Entrepreneurship	6	45	90	135	13.5
2	Business Planning and Professional Ethics for Entrepreneurs	6	45	90	135	13.5
3	Entrepreneurial Marketing	6	45	90	135	13.5
4	Entrepreneurial Corporate Finance and Accounting	6	45	90	135	13.5
Elective modules						
5	Asian Family Business	6	45	90	135	13.5
6	Leading and Managing Entrepreneurial Firms	6	45	90	135	13.5
7	Special Issues in Entrepreneurial Management	6	45	90	135	13.5
8	Digital and Cyber Marketing	6	45	90	135	13.5
9	Managing Innovation in Information Technology	6	45	90	135	13.5
MSc Project						
10	MSc Project in Entrepreneurial Management	6	90	270	360	36
	Total:		450	990	1440	144

- 4.3.4 For *Special Issues in Entrepreneurial Management*, the Panel observed that (a) the module content repeats some topics covered in other modules of the MSc-EM programme; and (b) the term “special” could be ambiguous in the module title. In the Response to Panel’s Initial Comments, the Programme Team stated that they intend to initiate the change of title of this module from 2024/25 onwards to better reflect the focus of this module. The Panel considered that apart from the change of its title, the latest topics and developments of entrepreneurial management shall be covered in the module. As such, the Panel **recommended** that HSUHK should review the content of *Special Issues in Entrepreneurial Management* to ensure that it covers the latest and frontier issues and topics in the field of study, and rename its module title for the purpose of more accurately reflecting its focus.
- 4.3.5 The Panel noted that with effect from 2023/24, accounting has been incorporated in *Entrepreneurial Corporate Finance and Accounting*. Upon the discussion with teaching staff of HSUHK and students during the site visit, the Panel observed that accounting and finance has been viewed as a difficult subject area for students, in particular for those students with no finance / accountancy background. The Panel also held the view that Environmental, Social and Governance (ESG) considerations and sustainability have become significant global trends in accounting and finance. As such, the Panel **recommended** that HSUHK should (a) consider providing pre-session workshops / orientations for accounting and finance to help students be familiarised with the key topics; and (b) ensure that the latest developments in accounting and finance such as ESG considerations and sustainability, which will be relevant for entrepreneurial management, are embedded within the MSc-EM programme.

MA-TBL programme

- 4.3.6 The MA-TBL programme consists of core modules and elective modules. Students are required to take five core modules and four elective modules chosen from a pool of more than 10 elective modules in the areas of “Knowledge in Business and Law”, “Language and Linguistics in Business and Law” as well as “Translation and Professionalism in Business and Law”. The MA-TBL programme consists of 1,215 notional learning hours, including contact hours and self-study hours, making up a total of 121 HKQF credits. The ratio of contact hours to self-study hours is 1:2. The structure of the MA-TBL is depicted below.

No.	Module Title	HKQF Level	Contact Hours (a)	Self-study Hours (b)	Notional Learning Hours (a)+(b)	HKQF Credits
Core modules						
1	Concepts and Terminology in Business and Law	6	45	90	135	13.5
2	Language for Business and Law	6	45	90	135	13.5
3	Translation in Business and Law	6	45	90	135	13.5
4	Advanced Translation in Business and Law	6	45	90	135	13.5
5	Translation Technology: Knowledge and Skills	6	45	90	135	13.5
Elective modules						
6	Elective Module 1	6	45	90	135	13.5
7	Elective Module 2	6	45	90	135	13.5
8	Elective Module 3	6	45	90	135	13.5
9	Elective Module 4	6	45	90	135	13.5
	Total:		405	810	1215	121.5 (rounded down to 121)

4.3.7 Arising from a recommendation from the last re-accreditation on “The number of IT-related modules taken by students should not exceed one-third of the total number of modules required for graduation”, the Panel noted that students of the MA-TBL programme are advised to take one IT-related module as a core module and up to two IT-related modules as elective modules. The maximum number of IT-related modules taken by students is set at three. Having discussed with the programme management during the site visit, the Panel noted that the Programme Team is exploring whether the number of IT-related modules should be increased in light of the advances in and prevalence of translation technology in Artificial Intelligence (AI). The Panel held the view that as long as human skills are still needed, the MA-TBL programme should not include too many IT-related modules; or else it will weaken the basic training needed and that the line between the MA-TBL programme and Master of Arts in Translation (Computer-Aided Translation) offered by HSUHK will be blurred. The Panel, therefore, **advised** HSUHK to follow the recommendation of

the previous re-accreditation with respect to the number of IT-related modules taken by students, taking that it should not exceed one-third of the total number of modules so as to maintain the conceptual distinctiveness of the MA-TBL programme.

- 4.3.8 In consideration of the above information, notwithstanding the recommendations and advice given, the Panel held the view that the structure and content of both programmes are coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.4 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 MSc-EM and MA-TBL programmes employ a range of teaching and learning methods to engage students. For the MSc-EM programme, the teaching and learning activities include seminars, workshops, projects, presentations, case studies, simulation games, company visits, lectures, tutorials and independent self-study. As for the MA-TBL programme, the teaching and learning activities include lectures by teachers, guest lectures, seminars, class exercises and discussions, self-access modes of inquiry and learning, oral presentations, group and individual projects, guided reading, field studies and written assignments.
- 4.4.2 HSUHK provided the Panel with the Module Outlines, which includes summary information of each module such as module description, MILOs, module content, teaching and learning activities, and assessment methods of individual modules of both programmes.
- 4.4.3 For the medium of instruction policy, English is the medium of instruction of the MSc-EM programme. As for the MA-TBL programme, English is the primary medium of instruction, supplemented by Chinese (Cantonese and/or Putonghua) in all areas of the curriculum. The exception is the elective module of 高階中文商務與法律寫作 which is taught in Chinese.
- 4.4.4 Students of both programmes have access to Moodle, an online learning platform offering resources and tools to support student

learning. Microsoft Teams, an online teaching platform that facilitates teacher-student collaborative learning and communication, is also used in the MSc-EM programme.

- 4.4.5 Upon a review of the Annual Programme Reports, the Panel noted that the results of student feedback of both programmes were generally positive. The students and graduates whom the Panel met with during the site visit expressed appreciation to teaching staff for their dedication and effective learning support.
- 4.4.6 With regard to the assessments of both programmes, HSUHK provided to the Panel the following:
- (a) Guidelines on Assessment;
 - (b) Grade distribution of core modules for students enrolled in (i) 2020/21 to 2022/23 for the MSc-EM programme; and (ii) 2019/20 to 2022/23 for the MA-TBL programme;
 - (c) Retention rates and graduation rates in 2020/21 to 2022/23 for both programmes;
 - (d) Award classifications distribution in (i) 2021/22 and 2022/23 for the MSc-EM programme; and (ii) 2019/20 to 2022/23 for the MA-TBL programme;
 - (e) Reports of the External Examiners in 2021/22 and 2022/23 for both programmes; and
 - (f) Sample marked assessments (including *MSc Project in Entrepreneurial Management* for the MSc-EM programme, and *Advanced Translation in Business and Law* for the MA-TBL programme) and their associated assessment rubrics.
- 4.4.7 A variety of assessment methods including, inter alia, (a) case studies, presentations, assignments, examinations and projects for the MSc-EM programme; and (b) class participation, projects, essays, presentations, in-class exercises, tests and examinations for the MA-TBL programme, were used to assess students' performance. Having reviewed samples of marked assessments and their associated assessment rubrics, the Panel held the view that assessment papers of the two programmes met the standard of HKQF Level 6.

- 4.4.8 The graduation requirements for each of the two programmes are as follows.

MSc-EM programme	Students are required to (i) complete a minimum of 30 credits as laid down in the programme curriculum, and (ii) obtain a cumulative GPA of not less than 2.0.
MA-TBL programme	Students are required to (i) complete a minimum of 27 credits as laid down in the programme curriculum; and (ii) obtain a minimum cumulative GPA of 2.0.

- 4.4.9 HSUHK has put in place an assessment moderation system, including the moderation of assessment tasks and marks / grades. Moderation is administered internally by staff members and externally by the External Examiners. External Examiner(s) (Programme) (EEP) is / are responsible for assessing the overall appropriateness of the standards of examinations / assessments while External Examiner(s) (Module) (EEM) vet(s) the marking of sample answer scripts for examination papers / assessment for the module. Reports submitted by EEM are sent to the School Examinations and Assessment Committee for discussion and endorsement while EEP Reports are sent to Programme Committee (PC) and School Board for review. All issues raised in the reports are brought to PC and/or the School Quality Assurance Committee for discussion and follow-up action if deemed necessary.

MSc-EM programme

- 4.4.10 The Panel noted that the teaching and learning activities of the MSc-EM programme include guest lectures. Upon a review of the information on guest speakers including the profiles and topics provided by HSUHK, the Panel observed that only the guest speakers from sizeable organisations are included. During the site visit, the Programme Team clarified that they have also invited guest speakers from small and medium-sized enterprises (SMEs) to share their experience with students for the MSc Project. To enrich the variety of guest lectures, the Panel **advised** HSUHK to consider generating a pool of guest speakers with a wide spectrum of backgrounds.
- 4.4.11 The Panel noted that students are provided with the opportunities to participate in out-of-classroom learning activities through the Centre for Innovation and Entrepreneurship (CIE) such as a pre-incubation programme and the start-up mentorship to acquire first-hand experience in entrepreneurship. The Panel noted that the

Programme Team has a good network with start-up incubators such as the Hong Kong Science and Technology Park Corporation. The Panel held the view that entrepreneurial management will become more competitive and mentoring within the existing and future network will underpin the success of the MSc-EM programme. Further, the Panel observed that a noticeable proportion of students do not have any industry experience. As such, the Panel gave the following advice and recommendation.

Advice

HSUHK is advised to consider increasing the opportunities for site visits and industry exposure / experience as appropriate.

Recommendation

HSUHK should consider providing more opportunities for interaction between students and people who are in practice regarding entrepreneurship and offering more mentoring opportunities for students.

- 4.4.12 Upon a review of the assessment methods of the MSc-EM programme, the Panel noted that several modules have no examinations or tests and put a high percentage of assessment on assignments, essays or projects and held the view that rooting out plagiarism by generative Artificial Intelligence (AI) in assignments, essays or projects is important. The Programme Team stated that they recognise the challenge posed by generative AI in essay-based and project-based assessments and will incorporate more alternative forms of assessment, such as classroom-based assessment tasks and time-constrained group projects to help minimise the impact of relying on generative AI by some students. The Panel was also informed that HSUHK has the Guidelines for Using Generative Artificial Intelligence in Teaching and Learning in place for all staff which recommend that, inter alia, teachers should address academic integrity in terms of students' use of generative AI tools and that students should acknowledge the use of AI. With the continuing usage of AI applications and several modules of the MSc-EM programme putting a high percentage of assessment on assignments, essays or projects, the Panel considered that it is important to equip students with the right skills to use AI applications properly. As such, the Panel **recommended** that HSUHK should ensure proper usage of AI applications, for instance, by reviewing the extent of the work undertaken by students in percentage and

manner of usage in its implementation of the Guidelines for Using Generative Artificial Intelligence in Teaching and Learning.

MA-TBL programme

- 4.4.13 Having reviewed the samples of marked assessments, the Panel observed that students are provided with adequate opportunities to demonstrate their translation skills with the use of machine tools. While acknowledging the growing importance of translation technology, the Panel considered that apart from equipping students with various information technology skills for business and legal translation, training students with competent bilingual skills for business and legal translation is also indispensable to the fulfilment of the objectives of the MA-TBL programme. As such, the Panel **recommended** that HSUHK should provide sufficient opportunities for students to practice foundational translation skills independent of the aid of machine tools.
- 4.4.14 The Panel noted that HSUHK has put in place an assessment moderation system, including moderation of assessment tasks and marks / grades. Upon a review of the grade distribution of core modules for students enrolled in 2019/20 to 2022/23 for the MA-TBL programme, the Panel has identified occasions of over-concentration of grades at the higher end for some of the modules. As such, the Panel **recommended** that HSUHK should revisit the quality assurance process to ensure consistent grading practice across all modules of the MA-TBL programme.
- 4.4.15 In light of the above information, and notwithstanding the advice and recommendations given, the Panel considered that the learning, teaching and assessment activities designed for both programmes are appropriate 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 On staffing, in terms of academic leadership, the Panel noted that the Co-Programme Directors and Associate Programme Director are appointed by SBUS to hold responsibility for the management of the MSc-EM programme. As for the MA-TBL programme, the Programme Director is responsible for the overall direction and management of the MA-TBL programme. The STFL has appointed an Associate Programme Director to provide insights in the design and delivery of the curriculum. The minimum qualification for teaching appointment for TPG programmes of HSUHK is a doctoral degree in a relevant discipline with a track record of tertiary teaching experience; or for disciplines with substantial practice components, if the Programme Director has identified a suitable teaching staff but without a doctoral degree, an application will need to be submitted to the Office of Provost and Vice-President (Academic and Research) for exceptional approval. For vetting the application, the teaching staff should normally possess at least a master's degree with a track record of three to four years' professional experience in a senior position or as a specialist in the relevant area.
- 4.5.2 Having reviewed the profiles of the teaching staff of both programmes, the Panel considered that they have the relevant qualifications and experience to teach the respective programmes.
- 4.5.3 HSUHK provided the staffing plan for both programmes in terms of full-time (FT) and part-time (PT) teaching staff in the coming four years as follows.

	MSc-EM programme		MA-TBL programme	
	FT teaching staff	PT teaching staff	FT teaching staff	PT teaching staff
Existing number of teaching staff in 2023/24	10	2	9	12
2024/25	12	4	9	13
2025/26	12	4	9	13
2026/27	12	4	9	13
2027/28	12	4	9	13

- 4.5.4 The Panel was informed that the anticipated staff-student ratios for the coming four academic years are (a) between 1:18.7 and 1:20.2 for the MSc-EM programme; and (b) 1:11.8 for the MA-TBL programme. Having reviewed the staffing plan and the anticipated staff-student ratios in 2024/25 to 2027/28 and in light of the proposed

maximum number of new students per year (See Paras. 4.2.6 and 4.2.7), the Panel was of the view that HSUHK has adequate staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of both programmes.

4.5.5 On staff development, the Panel was provided with the following:

- (a) Summary of staff development activities attended by faculty members in 2021/22 and 2022/23 for the MSc-EM programme and in 2019/20 to 2022/23 for the MA-TBL programme;
- (b) Data on training time and hours of the School's Staff Development Activities in 2020/21 to 2022/23 for the MSc-EM programme and in 2019/20 to 2022/23 for the MA-TBL programme;
- (c) Analysis of full-time academic staff development records (2021/22);
- (d) Policy Guidelines Governing the Sponsorship of Staff Development Programmes for Academic Staff; and
- (e) Guidelines for Research Support.

4.5.6 The Panel noted that HSUHK has a university-wide staff development policy and funding set aside for staff training and development. The Panel reviewed the list of staff development activities attended by faculty members in 2021/22 and 2022/23 for the MSc-EM programme and in 2019/20 to 2022/23 for the MA-TBL programme and considered that a wide range of staff development activities was available for teaching staff of HSUHK. During the site visit, the teaching staff of both programmes also shared with the Panel that they were given sufficient staff development activities to enhance the quality of their teaching.

MSc-EM programme

4.5.7 The Panel noted that currently the two Co-Programme Directors serve as the academic advisors for students facing difficulties in their learning and studies. During the site visit, the Panel was informed by the programme management that students are required to meet with the academic advisors if their cumulative GPA is below 2.0. While noting that students may reach out to other teaching staff for academic advice on a need basis, which is mostly based on students' personal relationship with the teachers, the Panel considered that

with the substantial increase in proposed student intake in the coming three years, having more academic advisors in the MSc-EM programme can enhance the availability of support for students. As such, the Panel **recommended** that HSUHK should consider engaging more teaching staff to take up the role of academic advisors.

4.5.8 The Panel noted that HSUHK has a university-wide staff development policy and funding set aside for staff training and development. During the site visit, the Panel was informed by the programme management that teaching staff may apply for paid leave for industry attachment. Given the practical nature of the MSc-EM programme, the Panel considered that teaching staff should continuously be developed through the exposure to industry practices, in particular for those teaching staff without relevant industry experience. The Panel, therefore, **advised** HSUHK to encourage teaching staff to take advantage of the opportunities for industry attachment.

4.5.9 HSUHK has a policy in place to recognise staff members with outstanding research performance. While noting the strategic research areas of SBUS, the Panel considered that recognition for research undertaken by staff members specific to the field of entrepreneurial management is particularly relevant to the development of the MSc-EM programme, and that research in this area would be important for strengthening the MSc-EM programme. As such, the Panel **recommended** that HSUHK should encourage staff members to publish in journals on entrepreneurial management and recognise their efforts.

4.5.10 In view of the above information, and notwithstanding the advice and recommendations given, the Panel formed the view that the HSUHK has adequate staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of both programmes, and that there are adequate staff development schemes and activities to ensure that staff are kept updated for the quality delivery of both programmes.

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 In consideration of HSUHK's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the MSc-EM and MA-TBL programmes are considered to have met the Student Support Services aspects of the accreditation standard.
- 4.6.2 HSUHK provided to the Panel the information on teaching and learning resources for both programmes, including the list of specialised facilities, library holdings, e-resources and information on the teaching and learning platform of HSUHK.
- 4.6.3 A physical tour was arranged by HSUHK to the Panel introducing the campus, facilities and equipment specific to both programmes. For the MSc-EM programme, the Panel noted that the Centre for Innovation and Entrepreneurship (CIT) organises various entrepreneurial learning activities with a pre-incubation programme, seed funding, start-up mentorship and various networking events. SBUS has also acquired software packages to assist in the teaching and learning for the MSc-EM programme, including IBM SPSS Statistics and SimVenture Classic. As for the MA-TBL programme, the Panel noted that the Translation Technology Workshop and Translation and Interpretation Laboratory provide students with tools for professional translation and language services, and a simulated real-life interpretation environment respectively. STFL has also acquired software packages to assist in the teaching and learning for the MA-TBL programme, including SDL Trados Studio Professional and MemoQ Translator Pro. During the site visit, the students and graduates whom the Panel met expressed positive comments on the overall resources provided in both programmes.
- 4.6.4 Regarding the financial resources, HSUHK provided the following information:
- (a) Budget for the MSc-EM programme in 2023/24;
 - (b) Income and expenditure projection for the MSc-EM programme in 2024/25 to 2028/29;
 - (c) Income and expenditure statements for the MA-TBL programme in 2019/20 to 2022/23; and
 - (d) Income and expenditure projection for the MA-TBL programme in 2023/24 to 2027/28.

4.6.5 The Panel noted that both programmes are projected to have a surplus in the coming years. Based on the financial information provided, it is considered that there are adequate financial resources to support the delivery of both programmes.

4.6.6 In light of the above information, the Panel formed the view that HSUHK provided appropriate and necessary resources to support the delivery of both programmes.

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 In consideration of the HSUHK's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the MSc-EM and MA-TBL programmes are considered to have met the university-wide Programme Approval, Review and Quality Assurance aspects of the accreditation standard.

4.7.2 HSUHK provided the Panel with the following information to demonstrate that both programmes are monitored and reviewed on an on-going basis:

- (a) Quality assurance mechanism on programme management, monitoring and review, including collection and follow-up of stakeholders' feedback;
- (b) Reports of the External Examiners;
- (c) Annual Programme Reports;
- (d) Students' feedback scores on modules;
- (e) Student learning experience survey results;
- (f) Results of Graduate Employment Survey (for the MSc-EM programme) and results of Graduate Survey (for the MA-TBL programme);
- (g) Reports of the Independent Re-accreditation Panel; and

(h) Meeting minutes of relevant boards and committees.

- 4.7.3 Having reviewed the relevant reports and minutes, the Panel formed the view that HSUHK has followed up on the issues identified in the monitoring and reviewing of both programmes. The external advisors whom the Panel met with during the site visit expressed the view that their comments on both programmes have been addressed by HSUHK. The reports of the External Examiners and Independent Re-accreditation Panel also indicated that HSUHK's responses which address external members' concerns were clearly documented.

MSc-EM programme

- 4.7.4 The Panel noted that graduates from the MSc-EM programme are invited to join the Alumni WeChat Group to keep connected with faculty members and fellow classmates. Given that the MSc-EM programme has been offered for more than five years producing an increasing number of graduates, the Panel considered that it would be beneficial to have a more systematic mechanism of utilising the experience of the alumni for the students, which may be conducted by setting up an alumni association specific to the MSc-EM programme to further engage the graduates after their graduation. As such, the Panel **recommended** that HSUHK should further engage alumni to promote the interaction between graduates and students of the MSc-EM Programme.
- 4.7.5 In view of the above information, notwithstanding the recommendation given, the Panel considered that HSUHK has monitored and reviewed the development and performance of both programmes 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 (<https://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 HKQF website at <https://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 HKQF. 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 HKQF.

Ref: 56/21/03
30 May 2024
JoH/AnC/TiF/rol

The Hang Seng University of Hong Kong

Learning Programme Re-accreditation for
(i) Master of Science in Entrepreneurial Management; and
(ii) Master of Arts in Translation (Business and Legal)

20 - 22 March 2024

Panel Membership

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

Graduate Profile
Master of Science in Entrepreneurial Management

Qualification Title	Master of Science in Entrepreneurial Management 創業管理理學碩士
Qualification Type	Master's Degree
QF Level	6
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
Programme Objectives	1. Nurture students' sense of effective management in entrepreneurial organisations; 2. Equip students with the management skills and entrepreneurial qualities to start and manage the internal and external business landscape effectively; 3. Enhance students' knowledge in the functional areas of business, such as accounting, finance and marketing, that is essential in managing entrepreneurial organisations; 4. Develop students' ability to think creatively and solve business problems ethically; 5. Advance students' interpersonal and communication skills especially in team-based settings; and 6. Systematise students' knowledge and skills for business planning and project implementation.
Programme Intended Learning Outcomes	1. Apply concepts, principles, theories, philosophies and professional ethics underpinning the broad area of entrepreneurial management;

	- Evaluate and examine applications of the key concepts in accountancy and corporate finance in entrepreneurial organisations; - Research and analyse the latest trends of marketing in entrepreneurial organisations; - Reflect upon the roles of creativity in entrepreneurship; - Communicate effectively and solve problems with peers and work groups; and - Prepare, systematise and implement business plans and entrepreneurial management projects.
Education Pathways	Graduates of the Programme may further their study by pursuing a Doctor of Business Administration (DBA) or other professional doctoral degrees in other disciplines.
Employment Pathways	Graduates may fill up the following posts: - Start-up entrepreneurs - Business executives - Marketing and sales executives - Product development and innovation managers - Executives in agencies for supporting start-ups, small and medium-sized enterprises (SMEs) and innovation - Executives in venture capital firms - SME management consultants - Researchers
Minimum Admission Requirements	- Earned a bachelor's degree from a recognised university or equivalent; and - Fulfilled one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university / tertiary institution where English is the medium of instruction: IELTS $\geq$ 6.0; TOEFL $\geq$ 550 (paper-based), $\geq$ 213 (computer-based), $\geq$ 79 (internet-based); CET-6 $\geq$ 430; TEM-4 $\geq$ 70 or other equivalent tests recognised by the University.
Operator	The Hang Seng University of Hong Kong 香港恒生大學

Graduate Profile
Master of Arts in Translation (Business and Legal)

Qualification Title	Master of Arts in Translation (Business and Legal) 翻譯文學碩士（商務與法律）
Qualification Type	Master's Degree
QF 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	1. Lay a solid theoretical foundation in business and legal translation for students; 2. Develop students' ability to put linguistic and conceptual knowledge into practice in translating business and legal documents; 3. Equip students with various information technology skills for business and legal translation; 4. Develop students' ability to critically assess business and legal translation strategies and terminology; 5. Help students gain insights into the field of business and legal translation in Chinese communities; and 6. Enhance students' ability to communicate effectively in English and Chinese.
Programme Intended Learning Outcomes	1. Analyse complex business and legal texts; 2. Apply linguistic and conceptual skills to formulate solutions to complex business and legal translation

	tasks; 3. Apply various information technology skills to enhance translation efficiency; 4. Reflect critically on the conceptual issues and practice relating to business and legal translation; 5. Conduct research on business and legal translation issues; and 6. Communicate effectively in English and Chinese in business and legal environments 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, or law degrees such as LLB or JD.
Employment Pathways	Graduates of the Programme have a wide range of career options: 1. Professional translators 2. Professional language service providers 3. Project managers 4. Public relations officers 5. Communication officers 6. Language trainers 7. Language teachers
Minimum Admission Requirements	1. A bachelor's degree from a recognised university or equivalent; 2. Documentary evidence demonstrating English proficiency (Level 4 or above in HKDSE English Language; 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; or equivalent); and 3. Preference will be given to applicants with translation / business / law background.
Operator	The Hang Seng University of Hong Kong 香港恒生大學

