



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

## **ACCREDITATION REPORT**

**THE HANG SENG UNIVERSITY OF HONG KONG**

**LEARNING PROGRAMME RE-ACCREDITATION**

**MASTER OF ARTS IN  
ENGLISH LANGUAGE TEACHING AND ASSESSMENT**

**AND**

**MASTER OF SOCIAL SCIENCES IN  
PUBLIC POLICY AND RISK GOVERNANCE**

**APRIL 2025**

## Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION.....	2
3. INTRODUCTION.....	5
4. PANEL'S DELIBERATIONS .....	5
4.1 <i>Programme Objectives and Learning Outcomes</i> .....	6
4.2 <i>Learner Admission and Selection</i> .....	6
4.3 <i>Programme Structure and Content</i> .....	9
4.4 <i>Learning, Teaching and Assessment</i> .....	13
4.5 <i>Programme Leadership and Staffing</i> .....	14
4.6 <i>Learning, Teaching and Enabling Resources/Services</i> .....	15
4.7 <i>Programme Approval, Review and Quality Assurance</i> .....	16
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT .....	18

Appendix 1           HKCAAVQ Panel Membership

Appendix 2           Graduate Profiles

## 1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1032), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by The Hang Seng University of Hong Kong (the Operator) 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 programmes of the Operator with specifications below meet the stated objectives and QF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programmes seeking accreditation status:

Programme title	Award title on exit	Mode of study	Programme length	Claimed QF level
Master of Arts in English Language Teaching and Assessment 英語教學與評核文學碩士	Master of Arts in English Language Teaching and Assessment 英語教學與評核文學碩士	Full-time	1 year	6
		Part-time	2 years	
Master of Social Sciences in Public Policy and Risk Governance 公共政策及風險治理社會科學碩士	Master of Social Sciences in Public Policy and Risk Governance 公共政策及風險治理社會科學碩士	Full-time	1 year	6
		Part-time	2 years	

## 2. HKCAAVQ'S DETERMINATION

- 2.1 HKCAAVQ has determined that the programmes meet the stated objectives and QF standard at Level 6, and can continue to be offered as accredited programmes as follows:

Programme	Validity Period
Master of Arts in English Language Teaching and Assessment (MA-ELTA)	5 years
Master of Social Sciences in Public Policy and Risk Governance (MSocSc-PPRG)	4 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:

<b>Name of Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學	
<b>Name of Award Granting Body</b>	The Hang Seng University of Hong Kong 香港恒生大學	
<b>Title of Learning Programme</b>	Master of Arts in English Language Teaching and Assessment 英語教學與評核文學碩士	Master of Social Sciences in Public Policy and Risk Governance 公共政策及風險治理社會科學碩士
<b>Title of Qualifications [Exit Awards] ^Intermediate Exit Award</b>	Master of Arts in English Language Teaching and Assessment 英語教學與評核文學碩士	Master of Social Sciences in Public Policy and Risk Governance 公共政策及風險治理社會科學碩士
<b>Primary Area of Study and Training</b>	Languages and related studies	Social Sciences

<b>Sub-area (Primary Area of Study and Training)</b>	Languages and related studies	Social and Behavioural Sciences
<b>Other Area of Study and Training</b>	Education	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Education and Teacher Education	Not applicable
<b>Industry</b>	Not applicable	
<b>Branch</b>	Not applicable	
<b>QF Level</b>	Level 6	
<b>QF Credits</b>	108	
<b>Mode of Delivery and Programme Length</b>	Full-time, 1 year Part-time, 2 years	
<b>Start Date of Validity Period</b>	1 September 2025	
<b>End Date of Validity Period</b>	31 August 2030	31 August 2029
<b>Number of Enrolment</b>	Two enrolments per year	
<b>Maximum Number of New Students</b>	Full-time, 80 per year Part-time, 5 per year	Full-time, 70 per year Part-time, 10 per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Specification of Generic (Foundation) Competencies-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Vocational Qualifications Pathway Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

<b>Address of Teaching Venue</b>	(1) Hang Shin Link, Siu Lek Yuen, Shatin, New Territories (2) The Create, 15/F, M+ Building, West Kowloon Cultural District, No. 8 Austin Road West, Kowloon
----------------------------------	---

## 2.4 Recommendations

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

### For MA-ELTA

- 2.4.1 The Operator is recommended to regularly review the implementation of the proposed strategies for improving the response rate of the Graduate Employment Survey to better inform appropriate programme development. (Para. 4.7.4)

### For MSocSc-PPRG

- 2.4.2 The Operator is recommended to consider the appointment of practitioners from relevant industries, e.g. as Adjunct Professors, in support of teaching and programme development to enhance industry connections and the employability of graduates. (Para. 4.5.2)
- 2.4.3 The Operator is recommended to continue reviewing the membership of the Programme Advisory Committee, focusing on the currency and relevancy of members from industry to ensure appropriate industry advice in programme development. (Para. 4.7.5)
- 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 The Hang Seng University of Hong Kong (HSUHK/the University/the Operator), 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 HSUHK. In the 2024/25 academic year (AY), the University offers 27 bachelor's degree programmes accredited at QF Level 5 and 14 master's degree programmes accredited at QF Level 6.
- 3.2 For this re-accreditation (re-LPA) exercise, HKCAAVQ formed an expert Panel (Panel Membership at Appendix 1) and visited the University on 12, 13 and 14 February 2025. 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. In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Accreditation Standard	Information Not Required
LPA-6 Learning, Teaching and Enabling Resources/Services	Information on university-wide student support services
LPA-7 Programme Approval, Review and Quality Assurance	Information on university-wide quality assurance process and mechanism

### 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 Arts in English Language Teaching and Assessment (MA-ELTA) and Master of Social Sciences in Public Policy and Risk Governance (MSocSc-PPRG) programmes are hosted by the School of Humanities and Social Science. The University provided the following documents and information in relation to the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) to demonstrate that the two programmes continue to meet the relevant QF standards at QF Level 6:

- (a) Mapping of the PILOs against the POs
- (b) Mapping of individual modules of the programmes against the PILOs
- (c) Mapping of individual modules against the Generic Level Descriptors (GLD) at QF Level 6
- (d) Module information record of all modules, with information on module description, module intended learning outcomes (MILOs), teaching, learning and assessment activities

4.1.2 The POs and PILOs of the two programmes, which remain unchanged in general except for a minor update in PO1 of MSocSc-PPRG, are set out in the Graduate Profile (Appendix 2). From the Responses to Initial Comments and meetings with representatives of internal and external stakeholders of both programmes during the site visit, the Panel was given to understand that the programmes by and large continue to achieve the respective POs and PILOs and meet the QF standards at QF Level 6. External stakeholders also stated at the site visit meetings that the programmes meet the market needs. Altogether the Panel formed the view that the programmes are able to cater for respective industry needs.

#### 4.2 **Learner Admission and Selection**

*The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These*



*requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.*

#### MA-ELTA

- 4.2.1 The University proposed updates in the minimum admission requirements in relation to the English language proficiency and changes in the maximum number of new students. The detailed minimum admission requirements and maximum number of new students are set out in the Graduate Profile (Appendix 2). The Programme Team shared with the Panel the review of the minimum admission requirements and assured that the removal of the minimum requirement on IELTS sub-paper will not impact the effectiveness of the recruitment of learners with the necessary skills and knowledge to undertake the Programme. External stakeholders of the Programme supported that the proposed updates in the minimum admission requirements could expand the pool of potential new students and that the new maximum number of new students is appropriate in connection with the market needs.
- 4.2.2 The Panel also noted that students using the Duolingo English Test and Linguaskill as proof of English language proficiency for admission to the Programme had been admitted during the validity period of the Programme since the last accreditation exercise. The Panel discussed such arrangements with the representatives of the University and the Programme Team, as well as reviewing the performance of the students. The Panel was given to understand that both of the above qualifications will no longer be accepted by the University for meeting the English language proficiency requirement for admission to the Programme. Meanwhile, representatives of the Programme confirmed during the site visit meetings that measures such as written tests assessing shortlisted candidates' suitability in academic writing will continue to be taken to ensure effective recruitment of new students with the necessary skills and knowledge to undertake the Programme.

#### MSocSc-PPRG

- 4.2.3 The minimum admission requirements of the Programme remain unchanged since the last accreditation exercise and are set out in the Graduate Profile (Appendix 2). In the meantime, the number of enrolments is proposed to be increased from one to two enrolments per year. During the site visit meetings, the representatives of the Programme expressed that the additional enrolment allows flexible

arrangement for potential students and teaching staff while the maximum number of new students per year remains unchanged since the last approved substantial change assessment.

- 4.2.4 The Panel noted that the number of applications dropped and was informed of the Programme Team's promotion plan to ensure the sustainability of the Programme. Representatives of students and graduates of the Programme shared with the Panel that the distinctiveness of the Programme, together with the diverse background in terms of both work experience and prior study of their peers, contributed to preparing them for further study and career development in relevant industries. In light of declining student numbers, the Operator is advised to consider reviewing its marketing strategy for the Programme, emphasising the features that students consider distinctive, such as the diverse academic and professional experience of students on the Programme.

Overall admission mechanism for all programmes

- 4.2.5 In line with the Government's policy for local degree programmes accredited under the Qualifications Framework, the maximum number of non-standard admission (including mature students) in the 2023/24 academic year and onwards should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation for self-financed degree-awarding institutions to safeguard teaching and learning quality, thereby uphold the credibility and recognition of the qualifications.
- 4.2.6 In the Responses to the Panel's Initial Comments and during the site visit meetings, the University confirmed that all students admitted to the two programmes had been verified by the University as having met the stipulated admission requirements. The Panel was informed that the Graduate School (GS) had been established in July 2024 with the aim to enhance the overall governance and quality assurance of the Taught Postgraduate (TPG) Programmes. This includes devising regulations and guidelines pertaining to TPG admission and developing policies, guidelines, procedures, and protocols to streamline the best practices in student admissions.
- 4.2.7 The Panel reviewed the profile of applicants and students admitted on the programmes. It also looked at a sample of marked assessments and discussed with the representatives of both programmes. On this basis the Panel observed that admitted

students possess the required knowledge and skills to undertake the programmes.

- 4.2.8 In consideration of the above information and the discussions with representatives of both internal and external stakeholders, the Panel considered that the minimum admission requirements are clearly outlined for prospective students and potential employers. The minimum admission requirements and the student selection process are appropriate and enable recruitment of students with the necessary skills and knowledge to undertake the 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 Both programmes continue to be offered in one-year full-time and two-year part-time modes with a total of 108 QF credits each. In the Responses to the Panel's Initial Comments and during the site visit meetings, the Programme Team elaborated on the proposed new electives effective from AY2025/26. The programme structure with the latest list of modules for each programme is summarised below:

MA-ELTA

Modules		No. of Modules	HSUHK Credits	QF Credits
Core	ELTA6000 Linguistics and Applied Linguistics	6	18	81
	ELTA6001 Second Language Teaching: Theory and Practice			
	ELTA6002 Language Testing			
	ELTA6003 Formative and Summative Assessment: Towards Digital Learning			
	ELTA6004 Curriculum Design and Materials Development in the Digital Age			
	ELTA6005 International Language Tests: Design and Data Interpretation			
Elective	ELTA6101 Psycholinguistics	2	6	27
	ELTA6102 Technology-enhanced Instruction and Assessment in Writing			
	ELTA6103 Task-based Language Teaching and Learning			
	ELTA6104 Language Testing: Gifted and Special Needs			
	<i>ELTA6105 Digitised Vocabulary Teaching, Learning and Testing*</i>			
	<i>ELTA6106 Multimodal Linguistics*</i>			
	<i>ELTA6107 Special Topics in Second Language Teaching and Learning*</i>			
	<i>ELTA6108 Special Topics in Language Testing and Assessment*</i>			
	GELC6003 World Englishes and Cultures			
Total		8	24	108

\* New modules with effect from AY2025/26

MSocSc-PPRG

Modules		No. of Modules	HSUHK Credits	QF Credits
Core	PRG6101 Public Policy Analysis	4	12	54
	PRG6102 Governing Risk in Public Sector			
	PRG6103 Public Policy Research Methods			
	PRG6104 Workshop on Policy and Risk Simulation			
Thematic Elective	PRG6201 Critical Issues in Public Health			
	PRG6202 Environment and Global Governance			
	PRG6203 Risk Governance in the Digital Era			
	<i>PRG6204 Managing Well-being and Smart Ageing*</i>			
General Elective	<i>AMS6102 Risk Analytics and Management*#</i>	4	12	54
	PRG6301 Political Communication in Public Policy			
	PRG6302 Managing Risk Society			
	PRG6303 Advanced Quantitative Methods for Public Policy Research			
	PRG6304 Selected Topic in Public Policy and Risk Governance			
	PRG6305 Individual Project			
	<i>PRG6306 Field Study*</i>			
Total		8	24	108

\* New modules with effect from AY2025/26

# Module offered by Department of Mathematics, Statistics and Insurance

4.3.2 Graduation requirements for each programme are as follows:

MA-ELTA

To be eligible for the award of Master of Arts in English Language Teaching and Assessment, students are required to:

1. complete and obtain a Grade D or above in at least 24 credits, including six core modules, plus two electives, and;
2. obtain a minimum cumulative GPA of 2.0.

MSocSc-PPRG

To be eligible for the award of Master of Social Sciences in Public Policy and Risk Governance, students are required to:

1. complete and pass a minimum of 24 credits (8 modules), including 4 core modules and 4 major elective modules (at least one must be chosen from the thematic elective modules); and
2. obtain a minimum cumulative GPA of 2.0.

4.3.3 The Panel was provided with the following information for review:

- (a) Mapping of individual modules of the programmes against the PILOs
- (b) Module information record of all modules, with information on module description, MILOs, teaching, learning and assessment activities
- (c) Sample teaching and learning materials, and assessment tasks and the associated marking schemes
- (d) Summary of evaluation on module and teaching effectiveness with qualitative feedback from students
- (e) Reports from External Examiners (EE) and Independent Review Panel (IRP) with Responses by Programme Team, Annual Programme Reports and Minutes of Programme Committee Meetings

4.3.4 During the site visit meetings, representatives of the Programme Teams and external stakeholders shared with the Panel the rationale and planned arrangements for the introduction of new electives in

both programmes and an additional intake per year for MSocSc-PPRG. The Panel also discussed the sequencing of the study for Semester 1 and Semester 2 entrants for both programmes with representatives of the Programme Teams and was given to understand that all students will be provided with comparable learning experience as well as the opportunities to opt for preferred electives. Students and graduates of the programmes expressed that the programmes facilitated their progression and enabled them to achieve the stated learning outcomes. External stakeholders of the programmes also considered the programmes to have been designed to cater to the market needs.

- 4.3.5 Having considered the above information and discussion with representatives of internal and external stakeholders for the programmes, the Panel held the view that the revised structure and contents of the programmes continue to be effective and balanced and can facilitate students to achieve the PILOs in meeting the POs.

#### 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 MA-ELTA and MSocSc-PPRG programmes employ a mix of teaching and learning activities including lectures, seminars, exercises, group discussions and presentations. The University provided the Panel with the Module information record of all modules, containing information on module description, MILOs as well as teaching, learning and assessment activities. The medium of instruction of the programmes remains unchanged as English.
- 4.4.2 The University provided the Panel with samples of teaching and learning materials, assessment tasks, and associated assessment criteria/rubrics to demonstrate the academic standard of the programmes. The Panel also noted that EEs have been appointed for both programmes and their modules. EEs for the modules were provided with the assessment tasks/papers and marked student assessments to review the validity and reliability of assessments, students' attainment of intended learning outcomes, and the consistency of marking. The EEs' feedback and suggestions for improvements have been documented and considered at relevant

meetings under the internal quality assurance (QA) process of the University.

4.4.3 In the Responses to Initial Comments, the Panel noted that the MSocSc-PPRG Programme Team supports integrating practical experiences into the Programme and that students will have the opportunity to choose between the credit-bearing new elective module *PRG6306 Field Study* with effect from 2025/26 or a non-credit-bearing internship. During the site visit the Panel discussed with representatives of both internal and external stakeholders of the Programme the existing and upcoming learning and teaching activities. The Panel considered that including more industry-facing interactions and engagements could enhance the effective delivery of the programme content. The Operator is therefore **advised** to continue reviewing and improving the availability, accessibility and diversity of practical experiences for students on the Programme.

4.4.4 Based on the above information and discussions with different stakeholders, notwithstanding the recommendation, the Panel considered that the learning and teaching activities are in general effective in delivering the programme content; and, the assessment activities continue to be adequate to demonstrate the students' attainment of PILOs at QF Level 6.

#### 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 The University provided the following information on the programme leadership and staffing resources for the programmes:

- (a) Appointment criteria for the programmes' staff
- (b) Academic and professional qualifications, and relevant work experience of current teaching staff
- (c) Staff development activities and research works completed by staff in 2022-2024



- (d) Staff-to-student ratio, workload and deployment plan of teaching staff for the programmes

- 4.5.2 In addition to the discussion about integrating practical experiences into the Programme, as stated in Para. 4.4.3, the Panel explored with the Programme Team of MSocSc-PPRG the current and planned involvement of industry practitioners in the teaching and learning of the Programme. The Panel noted that industry practitioners had been invited as guest speakers and panel members of student presentations of the Programme. However, the Panel believed that further involvement of industry practitioners could enhance the development and delivery of the Programme and provide students with broader and deeper exposure to the latest industry perspectives. The Operator is therefore **recommended** to consider the appointment of practitioners from relevant industries, e.g. as Adjunct Professors, in support of teaching and programme development to enhance industry connections and the employability of graduates.
- 4.5.3 In terms of staff development, teaching staff who met with the Panel reaffirmed that in-house training workshops are provided to update their knowledge and skills throughout the validity period of the programmes. Representatives of academic staff also shared with the Panel during the site visit meetings that internal funds are in place to support their research work where applicable.
- 4.5.4 Having considered the above information and discussion with the representatives of the University, the Panel considered that the programmes are supported by appropriate programme leaders and teaching staff; and the provision of staff development activities is adequate in ensuring that staff are kept up to date for quality programme delivery.

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 The University provided the Panel with the income and expenditure statements for the programmes as well as the projected income and expenditure. For the physical resources, the Panel toured around the main campus in Shatin and was introduced to the lecture and tutorial classrooms, programme-specific laboratories, library, student

activities rooms and student support facilities. The Panel was also informed of the additional teaching venue, known as The Create, in the M+ Building of the West Kowloon Cultural District, which was approved in the substantial change assessment with effect from September 2024.

4.6.2 During the site visit meetings, the students and graduates' representatives concurred that the student support services and resources provided are appropriate and adequate. Nevertheless, comments about teaching venue were raised and the Panel noted that the Programme Teams had taken students' feedback into consideration and addressed them accordingly.

4.6.3 In the Responses to Initial Comments and during the site visit meetings, the Panel noted that the University plans to expand the *Teach-to-Learn Project* to MA-ELTA students allowing HSUHK students to be paired with primary/secondary school students to enhance their English language skills. The Panel was of the view that MA-ELTA students would benefit from such teaching practice opportunities while noting that additional funding is required to support the arrangement. The Operator is hence **advised** to explore funding sources to support the commencement of the *Teach-to-Learn Project* for the MA-ELTA students, and to regularly review the sufficiency and effectiveness of such a project to provide students with more practical teaching opportunities.

4.6.4 In consideration of the information provided and the discussions with the representatives of internal and external stakeholders of the Programmes, the Panel formed the view that the learning, teaching and enabling resources are generally appropriate and sufficient for the delivery of the 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 The University provided the Panel with the following information to demonstrate that the programmes are monitored and reviewed on an on-going basis:

- (a) QA Manual for TPG Programmes
  - (b) Membership and Terms of Reference of key committees of the University and the Programmes
  - (c) Extracts of meeting minutes and relevant records of Programme Committees, Programme Advisory Committees, School Board, Graduate Studies Committee and Academic Board
  - (d) Reports from EE and IRP with Responses by Programme Teams, Annual Programme Reports and Minutes of Programme Committee Meetings
  - (e) Summary of evaluation on module and teaching effectiveness with qualitative feedback from students
- 4.7.2 The Panel was given to understand that the University and Programme Teams have collected feedback from key stakeholders of the programmes through a variety of channels since the last accreditation. The University also provided the Panel with evidence of changes and modifications made to the programmes for the purpose of continuous improvement.

#### MA-ELTA

- 4.7.3 The University and the Programme Team shared with the Panel in the Responses to Initial Comments their commitment to diversifying the student population of the Programme and ensuring that the evolving needs and aspiration of prospective students are met through a number of measures. For example, a survey will be conducted among applicants and enrolled students to better understand their motivations for choosing MA-ELTA over other programmes. The survey will gather insights into factors such as career aspirations, programme reputation, curriculum relevance, and perceived strengths of the Programme to inform targeted enhancements to the Programme's structure, content and outreach strategies. The Operator is **advised** to continue the development and implementation of the survey for applicants and enrolled students to ensure that the Programme remains current for the attainment of the Programme Intended Learning Outcomes and Programme Objectives in response to changing market needs.
- 4.7.4 The Panel explored the low response rate to the Graduate Employment Survey with the Programme Team and noted that the Programme Team had devised strategies to tackle the issue. The

Panel also discussed with representatives of graduates regarding the possibility of boosting the response rate through the new Alumni Association of the Programme. The Panel was of the view that a more substantial amount of responses from graduates would provide a better understanding of the effectiveness of the delivery of the Programme, facilitating the Programme Team to identify areas for improvement. Therefore, the Operator is **recommended** to regularly review the implementation of the proposed strategies on improving the response rate for the Graduate Employment Survey to better inform appropriate programme development.

#### MSocSc-PPRG

- 4.7.5 The Panel was given to understand in the Responses to Initial Comments and during the site visit meetings that the Programme engages the community of risk governance professionals to ensure that the modules and the Programme remain relevant to the needs of the profession and society. However it observed that the Programme Advisory Committee (PAC) is composed of external experts mostly from the academia. During the site visit meetings, representatives of the external stakeholders of the Programme concurred with the Panel that insights from active industry practitioners are important in advising the development of the Programme. In addition to the involvement of industry practitioners stated in Para. 4.5.2, the Operator is also **recommended** to continue reviewing the membership of the PAC, focusing on the currency and relevancy of members from the industry to ensure appropriate industry advice in programme development.
- 4.7.6 Despite the above recommendations, based on the information provided and the discussions with the representatives of both the internal and external stakeholders, the Panel concluded that the Operator has in place appropriate mechanisms to monitor and review the performance of the 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.elegislation.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 <https://www.hkgf.gov.hk>.

### 5.3 **Qualifications Register**

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

Ref: 56/44/01

24 April 2025

JoH/CQ/PsL/KiL

**The Hang Seng University of Hong Kong**

**Learning Programme Re-accreditation for**

- (i) Master of Arts in English Language Teaching and Assessment (MA-ELTA)**  
**(ii) Master of Social Sciences in Public Policy and Risk Governance (MSocSc-PPRG)**

**12 – 14 February 2025**

**Panel Membership**

**Panel Chair**

**Professor Kim WATTY**  
Emeritus Professor  
School of Accounting, Economics and  
Finance  
Deakin University  
AUSTRALIA

**\*Panel Secretary**

**Ms Psyche LIU**  
Registrar  
Academic Accreditation and Assessment  
Hong Kong Council for Accreditation of  
Academic and Vocational Qualifications  
HONG KONG

**Panel Members (for MA-ELTA)**

**Professor LEUNG Wai Lin**  
Former Professor  
Department of English  
The Hong Kong Polytechnic University  
HONG KONG

**Professor LI Shuying**  
Distinguished Professor  
Faculty of Education  
Shenzhen University  
CHINA

**Dr LAU Kwok Kuen**  
Associate Executive Director and Senior  
Lecturer  
Centre for Applied English Studies  
The University of Hong Kong  
HONG KONG

**Panel Members (for MSocSc-PPRG)**

**Professor CHEN Juan**  
Professor  
Department of Applied Social Sciences  
The Hong Kong Polytechnic University  
HONG KONG

**Professor Bert GEORGE**  
Professor  
Department of Public and International  
Affairs  
City University of Hong Kong  
HONG KONG

**Professor CHAN Kwan Nok**  
Associate Professor  
Department of Politics and Public  
Administration  
The University of Hong Kong  
HONG KONG

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

**Graduate Profiles**

<b>Qualification Title</b>	Master of Arts in English Language Teaching and Assessment 英語教學與評核文學碩士
<b>Qualification Type</b>	Master's Degree
<b>QF Level</b>	Level 6
<b>Primary Area of Study and Training</b>	Languages and related studies
<b>Sub-area (Primary Area of Study and Training)</b>	Languages and related studies
<b>Other Area of Study and Training</b>	Education
<b>Sub-area (Other Area of Study and Training)</b>	Education and Teacher Education
<b>Programme Objectives</b>	<ol style="list-style-type: none"><li>1. Provide students with up-to-date knowledge of theories and practice in teaching English to learners of diverse backgrounds;</li><li>2. Provide students with up-to-date knowledge of theories and practice in English language testing for learners of diverse backgrounds;</li><li>3. Develop students' abilities to critically reflect on and evaluate teaching and testing performance;</li><li>4. Introduce research concepts and skills in English language teaching and testing; and</li><li>5. Instill in students a strong sense of commitment to professional ethics in language education.</li></ol>



<b>Programme Intended Learning Outcomes</b>	<p>Upon completion of the Programme, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a clear understanding of current trends and practices in English language teaching and testing for learners of diverse backgrounds;</li> <li>2. Apply knowledge of language teaching and learning to daily English teaching work;</li> <li>3. Critically and effectively design tests and other assessment tasks for English language learners;</li> <li>4. Demonstrate basic abilities to analyse learner data for assessment and research purposes; and</li> <li>5. Show a strong sense of upholding ethical values in language education and research.</li> </ol>																
<b>Education Pathways</b>	MPhil or PhD in the areas of Applied Linguistics, TESOL, and Language Education																
<b>Employment Pathways</b>	<p>Graduates may take up the following positions:</p> <table> <tr> <th><b>Position</b></th><th><b>Institution/Industry</b></th></tr> <tr> <td>English teacher</td><td>Primary schools</td></tr> <tr> <td>English teacher</td><td>Secondary schools</td></tr> <tr> <td>ESL/EFL instructor/Lecturer</td><td>Colleges/Universities</td></tr> <tr> <td>Instructors</td><td>Tutorial centres</td></tr> <tr> <td>Researcher</td><td>Universities</td></tr> <tr> <td>Test designer</td><td>Textbook publishers</td></tr> <tr> <td>Test designer</td><td>English language testing services/agencies</td></tr> </table>	<b>Position</b>	<b>Institution/Industry</b>	English teacher	Primary schools	English teacher	Secondary schools	ESL/EFL instructor/Lecturer	Colleges/Universities	Instructors	Tutorial centres	Researcher	Universities	Test designer	Textbook publishers	Test designer	English language testing services/agencies
<b>Position</b>	<b>Institution/Industry</b>																
English teacher	Primary schools																
English teacher	Secondary schools																
ESL/EFL instructor/Lecturer	Colleges/Universities																
Instructors	Tutorial centres																
Researcher	Universities																
Test designer	Textbook publishers																
Test designer	English language testing services/agencies																
<b>Minimum Admission Requirements</b>	<ol style="list-style-type: none"> <li>1. A Bachelor's degree in a discipline in or closely related to liberal arts or humanities components from a recognised university or equivalent; and</li> <li>2. Documentary evidence demonstrating applicants' English language proficiency not less than the upper B2 level in the Common European Framework of Reference (CEFR), which specifically includes: <ul style="list-style-type: none"> <li>• completion of a degree from a tertiary institution or programme where the medium of instruction is English; or</li> <li>• a minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; or</li> <li>• a minimum of 6.5 in IELTS; or</li> <li>• a minimum of 500 in College English Test-Band 6 (CET-6); or</li> <li>• an equivalent of any of the above.</li> </ul> </li> </ol>																
<b>Operator</b>	The Hang Seng University of Hong Kong 香港恒生大學																

<b>Qualification Title</b>	Master of Social Sciences in Public Policy and Risk Governance 公共政策及風險治理社會科學碩士
<b>Qualification Type</b>	Master's Degree
<b>QF Level</b>	Level 6
<b>Primary Area of Study and Training</b>	Social Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Social and Behavioural Sciences
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>Programme Objectives</b>	<ol style="list-style-type: none"> <li>1. Instill in students the theoretical and interdisciplinary expertise necessary for the practice of risk governance in public policy;</li> <li>2. Gain broad and deep knowledge of the public policymaking processes in which decisions about risks are taken and implemented;</li> <li>3. Demonstrate knowledge of research principles and methodologies relevant to public policy studies from the perspective of risk governance;</li> <li>4. Acquire the analytics managerial skills in public sector that can be applied to developing innovative solutions to a broad range of risk problems in policy issues; and</li> <li>5. Reflect critically on the challenges relating to risk governance on the management, implementation and evaluation of public policies and respond to these innovative ways.</li> </ol>

<b>Programme Intended Learning Outcomes</b>	<p>Upon completion of the Programme, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Critically examine key theoretical and analytical perspectives and debates in risk and public policy studies;</li> <li>2. Develop a risk-based approach in understanding the public policy institutions and processes and its implications on policy development and implementation;</li> <li>3. Conduct risk analysis and public policy research using appropriate research methods;</li> <li>4. Apply skills and knowledge acquired in the curriculum to analyse various policy issues; and</li> <li>5. Devise innovative and professional policy recommendations to complex policy problems in a changing risk society.</li> </ol>
<b>Education Pathways</b>	<p>Graduates of the Programme may pursue further study at MPhil or PhD levels, particularly in the field of policy studies, and government and public administration.</p>
<b>Employment Pathways</b>	<p>The Programme is designed for those who plan a career involved in any aspects of public administration, risk governance and policy studies, from political parties to non-government organisations to policy think tanks. Career opportunities include positions in administration and policymaking in government agencies, political organisations, NGOs, charities and international organisations; political consultancy; public relations and public affairs agencies; business; and media policymaking.</p>
<b>Minimum Admission Requirements</b>	<ol style="list-style-type: none"> <li>1. A Bachelor's degree from a recognised university of equivalent; and</li> <li>2. Documentary evidence demonstrating the applicant's English proficiency, which may include: <ul style="list-style-type: none"> <li>• Graduated from an institution where the medium of instruction is English; or</li> <li>• A minimum of 550 (paper-based) and 79 (internet-based) in TOEFL; or</li> <li>• A minimum of 6.0 in IELTS; or</li> <li>• A minimum of 430 in College English Test-Band 6 (CET-6) or "Pass" if the test was taken before June 2005; or</li> <li>• A minimum of 70 in Test for English Majors (TEM-4); or</li> <li>• Equivalent of the above.</li> </ul> </li> </ol>
<b>Operator</b>	<p>The Hang Seng University of Hong Kong 香港恒生大學</p>

