



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

ACCREDITATION REPORT

SAINT FRANCIS UNIVERSITY

LEARNING PROGRAMME ACCREDITATION

**POSTGRADUATE DIPLOMA IN
PRIVATE BANKING AND FAMILY OFFICE**

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF ARTS (HONOURS) IN
TRANSLATION TECHNOLOGY**

AND

**BACHELOR OF SCIENCE (HONOURS) IN
PHYSIOTHERAPY**

MAY 2025

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Translation Technology

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Physiotherapy

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1042), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) (AAVQO), was commissioned by Saint Francis University (the Operator) to conduct Learning Programme Accreditation and 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
 - (i) the programme of the Operator (with specifications under (A1)) meets the stated objectives and QF standards and can be offered as an accredited programme;
 - (ii) the programmes of the Operator (with specifications under (A2-A3)) 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.

(A) Specifications of the programme seeking accreditation status

	Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
A1	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑	Part-time	1 year	N/A	6
A2	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽)文學士	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽)文學士	Full-time	4 years	N/A	5

A3	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Full-time	4 years	N/A	5
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2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that

- (a) the Postgraduate Diploma in Private Banking and Family Office (PgD-PBFO) programme meets the stated objectives and QF standards at Level 6, and can be offered as an accredited programme with a validity period of two years;
- (b) subject to the fulfilment of the conditions set out below, the Bachelor of Arts (Honours) in Translation Technology (BATT) meets the stated objectives and QF standards at Level 5, and can continue to be offered as an accredited programme with a validity period of five years; and
- (c) subject to the fulfilment of the conditions and compliance with the restriction set out below, the Bachelor of Science (Honours) in Physiotherapy (BScPT) meets the stated objectives and QF standards at Level 5, and can continue to be offered as an accredited programme with a validity period of five years.

2.2 Validity Period

- 2.2.1 The validity period will, provided that the Operator fulfils the pre-condition to the commencement of the validity period set out in Section 2.4, 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.
- 2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirements and restriction set out in Sections 2.4 and 2.5 by the specified deadline.

2.3 The determinations on the three Programmes are specified as follows:

Learning Programme Accreditation (LPA)

Name of Operator	Saint Francis University 聖方濟各大學
Name of Award Granting Body	Saint Francis University 聖方濟各大學
Title of Learning Programme	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑
Title of Qualification(s) [Exit Award(s)]	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑
Primary Area of Study and Training	A03 Business and Management
Sub-area (Primary Area of Study and Training)	A0305 General Business Management
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	81
Mode(s) of Delivery and Programme Length	Part-time, 1 year
Intermediate Exit Award(s)	Not applicable
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2027
Number of Enrolment(s)	One enrolment per year

Maximum Number of New Students	20 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s)	2 Chui Ling Lane, Tseung Kwan O, New Territories, Hong Kong 香港新界將軍澳翠嶺里 2 號

Learning Programme Re-accreditation (Re-LPA)

Name of Operator	Saint Francis University 聖方濟各大學	
Name of Award Granting Body	Saint Francis University 聖方濟各大學	
Title of Learning Programme	Bachelor of Arts (Honours) in Translation Technology 翻譯科技（榮譽）文學士	Bachelor of Science (Honours) in Physiotherapy 物理治療學（榮譽）理學士
Title of Qualification(s) [Exit Award(s)]	Bachelor of Arts (Honours) in Translation Technology 翻譯科技（榮譽）文學士	Bachelor of Science (Honours) in Physiotherapy 物理治療學（榮譽）理學士
Primary Area of Study and Training	A08 Languages and Related Studies	A11 Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	A0801 Languages and Related Studies	A1103 Medicine
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	

QF Level	Level 5	
QF Credits	594	699
Mode(s) of Delivery and Programme Length	Full-time, 4 years Part-time, 6 years	Full-time, 4 years
Intermediate Exit Award(s)	Higher Diploma in Translation Technology 翻譯科技高級文憑	Not applicable
Start Date of Validity Period	1 September 2025	
End Date of Validity Period	31 August 2030	
Number of Enrolment(s)	One enrolment per year	
Maximum Number of New Students	Full-time Entry Year 1: 30 per year Year 2: 5 per year Year 3: 10 per year Part-time Entry Year 1: 30 per year Year 3: 10 per year Year 4: 10 per year	60 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Address of Teaching / Training Venue(s)	2 Chui Ling Lane, Tseung Kwan O, New Territories, Hong Kong 香港新界將軍澳翠嶺里 2 號	

2.4 Conditions

Pre-condition

BATT

2.4.1 The Operator is to review and revise the distribution of course credits across different years of study for the part-time mode to ensure that:

- (a) the study load per semester and study load per year at different entry points align with the maximum study load for part-time students as specified in its regulations; and
- (b) the overall workload, including the design and implementation of internship for part-time students with a full-time job in fields not related to translation technology, are addressed.

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ by **30 June 2025** the distribution of courses across different years of study and details of the design of the internship, with justifications on how the revised programme structure and content align with its regulations on study load and address the overall workload of part-time students. (Para. 4.3.8)

Requirements

BATT

2.4.2 The Operator is to review and revise the minimum admission requirements in Chinese language proficiency related to non-HKDSE qualifications to ensure that students admitted to the programme possess the necessary skills and knowledge to undertake the Programme.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised minimum admission requirements in Chinese language proficiency with justifications on how the revised minimum admission requirements can ensure students holding non-HKDSE qualifications possess the Chinese language proficiency to undertake the Programme. (Para. 4.2.7)

2.4.3 The Operator is to make explicit the importance of the updated Programme Objective (PO) and Programme Intended Learning Outcome (PILO) related to ethics in the course content.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised course outlines to demonstrate how the revised course content enables the achievement of the updated PO and PILO related to ethics. (Para. 4.3.9)

- 2.4.4 The Operator is to have in place a consolidated resources plan detailed with assumptions and calculations to substantiate that human resources and physical resources, including internship opportunities, are planned in line with the expansion in student numbers.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** a detailed plan to match staffing and physical resources, including internship opportunities, for the expansion in student numbers. (Para. 4.6.3)

BATT & BScPT

- 2.4.5 The Operator is to strengthen its quality assurance mechanism and procedures. In particular, the revised mechanisms and procedures should address aspects including but not limited to the following:

- (a) formal channels to collect feedback from external advisors;
- (b) the external examiner system with respect to adherence to the stipulated policy and diversity of inputs from the academia and industry;
- (c) follow-up of stakeholder recommendations (for BATT only); and
- (d) the course and teaching evaluation (for BScPT only).

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised internal mechanism and procedures with justifications on how the revision addresses the aspects listed above and strengthens other related areas, if any, together with the documentation on the processes undertaken that have led to the revision, including an action plan for implementation commencing in the 2026/27 academic year. (Para. 4.7.9)

2.5 **Restriction**

BScPT

- 2.5.1 The Operator is to ensure that the Bachelor of Science (Honours) in Physiotherapy maintains its professional recognition by the Physiotherapists Board throughout the validity period as approved by HKCAAVQ. (Para. 4.1.11)

2.6 Recommendations

HKCAAVQ also offers the following recommendations for the continuous improvement of the respective programmes.

- 2.6.1 For the PgD-PBFO programme, the Operator is **recommended** to review and revise the content coverage to enhance students' learning in private banking and family office, and to strengthen the alignment between the PILOs and the content. (Para. 4.3.3)
- 2.6.2 For the BATT programme, the Operator is **recommended** to keep the course scheduling arrangements under review, and ensure that any unique programme feature is consulted, and fully communicated to relevant stakeholders, especially prospective students to enable them to make an informed decision on enrolment with the Programme, if the arrangements deviate from those expected of comparable full-time bachelor's degree programmes. (Para. 4.4.7)
- 2.6.3 For the BScPT programme, the Operator is **recommended** to review the course assignment to its teaching staff and/or provide additional training and development opportunities to ensure the expertise of all teaching staff is appropriately aligned with the courses they teach. (Para. 4.5.6)
- 2.7 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standards 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 conditions and compliance with any restrictions stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 Saint Francis University (SFU), formerly Caritas Institute of Higher Education (CIHE) and Caritas Francis Hsu College (CFHC), was established in 1985. CFHC was registered as a post-secondary college under the Post Secondary Colleges Ordinance (Cap. 320) in 2001 after an Institutional Review conducted by HKCAAVQ for offering sub-degree programmes. CFHC underwent another Institutional Review by HKCAAVQ in October 2010 for offering bachelor's degree programmes. The Chief Executive in Council granted approval for CFHC to change its name to CIHE with effect from May 2011. CIHE was awarded the university title and renamed as Saint Francis University in January 2024. SFU further was approved to become a University of Applied Sciences (UAS) in November 2024. As of February 2025, SFU has two postgraduate programmes, 14 bachelor's degree programmes, four higher diploma programmes and a diploma programme.
- 3.2 The University commissioned HKCAAVQ to conduct a Learning Programme Accreditation exercise for the PgD-PBFO programme and a Learning Programme Re-accreditation exercise for the BATT and BScPT programmes. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at **Appendix 1**), and a site visit by the Panel was conducted at the University's campus from 24 to 28 February 2025. In conducting this exercise, HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the University and the Panel.
- 3.3 In consideration of the University's track record established from previous exercises and in accordance with HKCAAVQ's Differentiation Approach, the University is not required to provide information on details of general education courses and university-wide student support services in the accreditation document to demonstrate meeting the respective accreditation standards.

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 Operator provided the following information to the Panel to demonstrate that the PgD-PBFO, BATT and BScPT programmes address the community, education and industry needs, and that the Programmes meet the relevant HKQF standards:

- (a) Programme objectives (POs);
- (b) Programme intended learning outcomes (PILOs);
- (c) Mapping between POs and PILOs;
- (d) Mapping of modules against the Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework;
- (e) Admission statistics of the BATT and BScPT programmes for the 2020/21 to 2024/25 academic years;
- (f) Demand analysis of the PgD-PBFO programme; and
- (g) Sample teaching and assessment materials.

4.1.2 The **PgD-PBFO programme** is offered by the Rita Tong Liu School of Business and Hospitality Management. In response to the *Summary of Initial Comments* from the Panel, the Operator updated the POs of the Programme as follows:

- PO1 Equip students with an in-depth understanding of the current development of private banking and family office, including the regulatory environment, products and services, client relations and best practices;
- PO2 Develop students' applied skills in areas such as ESG investment management, trust and succession planning, philanthropy, conflict resolutions, risk management, financial analysis, legal and tax requirements tailored to the needs of high-net-worth individuals and families in Hong Kong and the Greater Bay Area;
- PO3 Cultivate students' soft skills in client relationship management, communication, data analytics, technological application and problem-solving to effectively serve the needs of high-net-worth individuals and families; and

- PO4 Prepare students for leadership roles in private banks, multi-family offices, and boutique wealth management firms, capitalising on Hong Kong's position as a global hub for private wealth management.

4.1.3 The Operator also updated the PILOs simultaneously. Upon completion of the study, students should be able to achieve the following PILOs:

- PILO1 Demonstrate an understanding in updated legal and tax requirements for Private Banking and Family Office and apply specialist knowledge about products and services, high-net-worth individuals and families, and best practices;
- PILO2 Apply concepts and skills of ESG investment management, trust and succession planning, philanthropy, conflict resolutions, risk management, financial analysis, as well as legal and tax requirements in solving real-world problems;
- PILO3 Communicate effectively especially in managing client relationships, settling conflicts and offering philanthropic advice; and
- PILO4 Leverage data, analytics and technology in the delivery of client-centric service.

4.1.4 Having reviewed the relevant information listed above and discussed with representatives of the Operator's staff and potential employers, the Panel considered that the POs and PILOs are aligned, the PILOs are relevant to the industry needs and appropriately pitched at QF Level 6.

4.1.5 The **BATT programme** is offered by the Ip Ying To Lee Yu Yee School of Humanities and Languages. During the site visit, the Operator updated the POs and PILOs of the BATT programme in response to the Panel's comment on the increasing importance of ethics in the field of translation technology. The updated POs of the programme are as follows:

- PO1 an all-round translation technology education with strong emphasis on work-based learning that suits the needs of society;

- PO2 a balanced training in the theory and practice of translation and interpreting that enhances students' language competence, ethical values and professional skills in work-based settings; and
- PO3 a solid training in translation between Chinese and English, with special emphasis on translation from Chinese into English.

4.1.6 Upon completion of the study, students should be able to achieve the following updated PILOs:

- PILO1 Acquire major translation strategies and knowledge of key issues in translation technology;
- PILO2 Demonstrate sound skills and techniques of translation and interpreting in work-based settings;
- PILO3 Apply the acquired knowledge and concepts of translation technology to work and study;
- PILO4 Use appropriate technological and linguistic theories in the production and evaluation of translated texts for work purposes;
- PILO5 Use specific tools and translation systems to increase productivity and enhance cost-effectiveness in the industry;
- PILO6 Develop an ability in critical thinking; and
- PILO7 Acquire the generic qualities and skills of a humanities student and develop the ethical values for practice as a technology professional.

4.1.7 Based on a review of the sample course materials and assessment materials, the Panel noted evidence of attainment of the PILOs at QF Level 5, and considered that the revised PILOs are generally appropriate and address the industry needs.

4.1.8 The **BScPT programme** is offered by the S.K. Yee School of Health Sciences. Since the last accreditation, the POs of the BScPT programme are as follows:

- PO1 Equip students with fundamental knowledge, clinical skills, professional attitudes, global vision and values to provide quality physiotherapy care and contribute to the health of our community;
- PO2 Develop students' clinical reasoning and decision-making skills to enable them to provide high quality physiotherapy practice;
- PO3 Facilitate students to develop the competencies required for autonomous safe practice in a diverse range of health and care settings, including home, work, schools, hospitals, care and attention homes, and community centres;
- PO4 Cultivate students' critical and creative thinking as well as develop their abilities to integrate theory and practice for evidence-based practice and research;
- PO5 Provide students with various learning opportunities which facilitate their professional development and promote ethical, safe and effective care;
- PO6 Enhance students' communication and interpersonal skills to facilitate interdisciplinary collaborations, effective teamwork, and partnership with other health care professionals to promote physiotherapy profession; and
- PO7 Engage students in lifelong learning and develop their leadership, management and entrepreneurial skills.

4.1.9 Upon completion of the study, students should be able to achieve the following PILOs:

- PILO1 Demonstrate sound contemporary knowledge of relevant biological, health and psychological sciences to facilitate the provision of a physiotherapy service;
- PILO2 Work as an independent physiotherapist to assess clients' health conditions, determine physical diagnosis, and from it formulate appropriate treatment plans using logical proper clinical reasoning, evidence-based practice and problem-solving skills;

- PILO3 Implement safe and effective physiotherapy service and improve physiotherapy practice using integrated evidence-based knowledge and academic research;
- PILO4 Uphold the professional and ethical standards of a physiotherapist;
- PILO5 Use information technology to develop and enhance the work environment;
- PILO6 Communicate and collaborate effectively with clients and other professionals in formal and informal settings; and
- PILO7 Possess attributes which facilitate lifelong, personal and professional development.

4.1.10 Based on the employment statistics of the first cohort of BScPT graduates and discussion with potential employers during the site visit, the Panel considered that the PILOs of the BScPT programme have addressed the industry needs and attained the appropriate standards at QF Level 5.

4.1.11 Considering that being recognised by the Physiotherapists Board as a registered physiotherapist is a critical employment pathway for the future graduates of the BScPT programme, and it is also crucial for the Programme to demonstrate that it is able to continue to achieve its POs and address the industry needs, the Panel thus stipulated the following restriction:

Restriction

The Operator is to ensure that the Bachelor of Science (Honours) in Physiotherapy maintains its professional recognition by the Physiotherapists Board throughout the validity period as approved by HKCAAVQ.

4.1.12 In view of the above, notwithstanding the restriction on the BScPT programme above, the Panel formed the view that all three programmes have objectives and learning outcomes designed to address education and industry needs, with the PILOs of the BATT and BScPT programmes and those of the PgD-PBFO programme at the appropriate standards at QF Level 5 and Level 6, respectively.

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 Operator provided the following information regarding the learner admission and selection of the PgD-PBFO, BATT and BScPT programmes:

- (a) Minimum admission requirements for the three programmes;
- (b) Admission statistics of the BATT and BScPT programmes for the 2020/21 to 2024/25 academic years; and
- (c) Entry qualifications of students admitted to the BATT and BScPT programmes in selected years.

4.2.2 In response to the *Summary of Initial Comments* and further to the meeting during the site visit, the Operator updated the minimum admission requirements for the **PgD-PBFO programme** as follows:

- (a) Applicants should have a bachelor's degree in business or legal disciplines from a recognised university or its equivalent qualifications (such as professional membership of a recognised institution);
- (b) Applicants should have satisfactory performance in interview, demonstration of strong analytical, communication, and interpersonal skills, and proficiency in English; **AND**
- (c) Applicants must meet the following English language proficiency requirements if their bachelor's degrees or equivalent qualifications did not adopt English as the medium of instruction:
 - An overall band score of at least 6.0 in the International English Language Testing System (IELTS); or
 - A Test of English as a Foreign Language (TOEFL) score of 80 in iBT*; or
 - Other equivalent qualifications acceptable to the University, including degrees from recognised English-medium institutions in good standing.

*TOEFL iBT Home Edition test result is not accepted.

Remarks: The validity period of language proficiency test results is two years from the date of the examination.

Full membership of the following institutions is recognised for admission to the PgD-PBFO programme:

- Hong Kong Bar Association
- The Law Society of Hong Kong
- Law Society or Bar Association in China
- Association of Chartered Certified Accountants (ACCA)
- CPA Australia
- The Chinese Institute of Certified Public Accountants (CICPA)
- The Hong Kong Institute of Certified Public Accountants (HKICPA)
- The Hong Kong Chartered Governance Institute (HKCGI)
- The Chartered Governance Institute (UK)

Applicants with non-business and non-legal degrees may be considered if they have a minimum of 6 years of professional experience in wealth management, financial services or professional services.

- 4.2.3 Regarding the 6 years of professional experience in wealth management, financial services or professional services, the Panel reviewed examples of job titles and employer types provided by the Operator and considered the following professional experience generally relevant for admission to the PgD-PBFO programme, and remarked that the professional experience as insurance advisors and financial planners were too broad and generally not relevant for the Programme.

Wealth Management:

Job Titles	Private Banker, Relationship Manager (Private Banking/Wealth Management), Portfolio Manager, Family Office Advisor, Client Services Director (Wealth Management)
Employer Types	Private Banks, Wealth Management Firms, Family Offices, Financial Advisory Firms

Financial Services

Job Titles	Asset Manager, Risk Manager, Compliance Officer, Fund Manager
Employer Types	Commercial Banks, Asset Management Firms, Hedge Funds or Private Equity Firms, Insurance Companies, Brokerage Firms

Professional Services

Job Titles	Tax Advisor (specialising in High-Net-Worth Individuals/Families), Trust and Estate Planner, Legal Advisor (Wealth Structuring), Accountant (specialising in Financial Services)
Employer Types	Accounting Firms, Law Firms (e.g., specialising in trusts, estates, or tax law), Consulting Firms, Trust Companies

- 4.2.4 The Operator proposed the following maximum number of new students for the PgD-PBFO programme in the first two years of operation. Based on the information on market demand provided by the Operator and discussed with representatives of potential employers, the Panel considered the proposed figures for the PgD-PBFO programme appropriate.

Academic Year	2025/26	2026/27
Student Intake	20	20

- 4.2.5 The Panel noted from the accreditation documents that the minimum admission requirements for the **BATT programme** are as follows:

Full-time / Part-time Year 1 Standard Entry

Hong Kong Diploma of Secondary Education Examination (HKDSE)

Have obtained the following minimum grades in four core subjects and one elective subject:

- Chinese Language: Level 3;
- English Language: Level 3;
- Mathematics (Compulsory Part): Level 2;
- Citizenship and Social Development: Attained; and
- One elective subject: Level 2

OR

Have obtained an academic qualification that is deemed as equivalent to or above the requirements stated above.

Full-time Year 2 / Part-time Year 3 Standard Entry

- Have obtained an Associate Degree (AD) / Higher Diploma (HD) pitched at QF Level 4 and approved by the University; **OR**
- Have obtained an equivalent qualification.

Full-time Year 3 / Part-time Year 4 Standard Entry

- Have obtained an Associate Degree (AD) / Higher Diploma (HD) in related areas pitched at QF Level 4 and approved by the University; **OR**
- Have obtained an equivalent qualification.

4.2.6 The Panel also noted that the Operator has developed specific admission requirements for mature students admitted to the BATT programme for different study modes and at different entry points. Meanwhile, according to the Government's policy, admission of mature students to bachelor's degree programmes is considered as "non-standard admission" and is subject to the cap as set out in Para. 4.2.13.

4.2.7 The Panel noted that an assessment accommodation had been made in *BATT 305 Consecutive Interpreting* to a non-Chinese speaking (NCS) student, which allowed the student to interpret from English to the student's native language, instead of English to Chinese, due to a lack of confidence. Despite the fact that the NCS student achieved Grade B in GCSE Chinese Language, the Panel considered that this non-HKDSE qualification did not enable the student to undertake the Programme, which focuses on translation between Chinese and English as intended in the PO3. The Panel also noted from the NCS student during the site visit that another NCS student, who is now a graduate, also received a similar assessment accommodation in other courses. In view of the above, the Panel stipulated the following requirement for the BATT programme.

Requirement

The Operator is to review and revise the minimum admission requirements in Chinese language proficiency related to non-HKDSE qualifications to ensure that students admitted to the programme possess the necessary skills and knowledge to undertake the Programme.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised minimum admission requirements in Chinese language proficiency with justifications on how the revised minimum admission requirements can ensure students holding non-HKDSE qualifications possess the Chinese language proficiency to undertake the Programme.

4.2.8 The Operator proposed the following maximum number of new students for the BATT programme with the introduction of a part-time study mode in the coming validity period:

Academic Year \ Entry Level	2025/26	2026/27	2027/28	2028/29	2029/30
Year 1 (Full-time)	30	30	30	30	30
Year 2 (Full-time)	5	5	5	5	5
Year 3 (Full-time)	10	10	10	10	10
Year 1 (Part-time)	30	30	30	30	30
Year 3 (Part-time)	10	10	10	10	10
Year 4 (Part-time)	10	10	10	10	10

The Panel noted the Operator's strategic positioning in developing the niche area of Techno-Humanities and its resource commitment towards the BATT programme, and thus considered the proposed figures for the BATT programme appropriate. Meanwhile, in view of the observations and comments as set out in Paras. 4.5.5 and 4.6.3, the Panel stipulated a requirement in Para. 4.6.3 to ensure that all necessary resources are planned in line with the expansion in student numbers arising from the introduction of the part-time study mode.

4.2.9 In response to the *Summary of Initial Comments* from the Panel, the Operator updated the minimum admission requirements for the **BScPT programme**. The Panel noted that the minimum admission requirements for the Programme are as follows:

Year 1 Standard Entry

(a) Hong Kong Diploma of Secondary Education Examination (HKDSE)

Have obtained the following minimum grades in four core subjects and one elective subject:

- Chinese Language: Level 3;
- English Language: Level 3;
- Mathematics (Compulsory Part): Level 2;
- Citizenship and Social Development: Attained; and
- One elective subject: Level 2

OR

Have obtained an academic qualification that is deemed as equivalent to or above the requirements stated above.

Preference will be given to applicants who have obtained Level 4 or above in English Language and Level 3 or above in Biology or Physics in HKDSE.

(b) Hong Kong Advanced Level Examination (HKALE)

Have obtained passes in Chinese Language and Culture and Use of English and one additional A-Level / two AS-Level subjects *Notes 1 and 2* in the Hong Kong Advanced Level Examination (HKALE) plus five passes in the Hong Kong Certificate of Education Examination (HKCEE) including Chinese Language and English Language;

OR

Have obtained an academic qualification that is deemed as equivalent to or above the requirements stated above.

Note 1: Grade E in 2 AS-Level subjects are considered as Grade E in 1 AL subject. The same subject will not be counted at both the A-level and AS-level.

Note 2: English Language and Chinese Language subjects shall not be counted as the subjects for meeting the requirement.

(c) International Baccalaureate (IB)

Have a minimum score of 24 with at least Grade 4 in 2 Higher Level (HL) subjects;

AND

Satisfy the English Language requirement:

- A Test of English as a Foreign Language (TOEFL) score of 80 or above for the Internet-based test or 550 or above for the paper-based test;
- An overall Band Score of 6 or above in the International English Language Testing System (IELTS);
- Grade C or above in General Certificate of Education Ordinary Level (GCE-OL) English;
- Grade C / 4 or above in General Certificate of Secondary Education (GCSE) / International General Certificate of Secondary Education (IGCSE) English;
- Grade 4 or above in English at IB; or
- Grade E or above in HKALE Use of English.

(d) General Certificate of Education (GCE) / International Advanced Level (IAL) Examination

Have obtained

- Grade E or above in 2 AL subjects in the GCE/IAL; **AND**

- Grade C in English Language and Grade C / Level 4 in Chinese Language in GCE-OL/GCSE/IGCSE.

(e) Sub-degrees

Applicants with Higher Diploma or Associate Degree that is pitched at Level 4 of the Qualifications Framework (QF) and attained an overall GPA of at least 3.

Applicants with Associate Degree / Higher Diploma from recognised institutions applying for Year 1 entry may be granted credit transfer at a maximum of 25% of the credit requirement of a 4-year full-time undergraduate degree programme.

4.2.10 It is noted that applicants with other qualifications, which meet the minimum entrance requirements for bachelor's degree programmes in other places, are not automatically regarded as meeting the minimum entrance requirements for bachelor's degree programmes in Hong Kong. The Panel considered that the Operator is responsible for assessing the equivalence of other acceptable non-local qualifications to the HKDSE Qualification in terms of (i) qualification level, (ii) attainment level and (iii) volume of learning, and as communicated in the *Summary of Initial Comments*, gathering evidence of such equivalence from which decisions are made in accepting these qualifications, when taken as the standard entry route.

4.2.11 The Operator noted that the following proposed maximum number of new students for the BScPT programme in the coming validity period are the same as the ones approved through a substantial change application during the review period. Based on the admission statistics during the review period, the Panel considered the proposed figures for the BScPT programme appropriate.

Academic Year	2025/26	2026/27	2027/28	2028/29	2029/30
Entry Level					
Year 1 (Full-time)	60	60	60	60	60

4.2.12 The Panel noted that the Operator has admission procedures in place for its programmes, including the PgD-PBFO, BATT and BScPT programmes, to verify local and overseas qualifications and ensure the authenticity of the applicant's qualifications. The Registry is responsible for initially checking all applications and relevant

documents during the early stage of the application process, conducting an initial review before the admission interviews. Any provision of false or misleading information, or failure to provide necessary academic qualifications and/or proof of work experience by the applicants / students for verification, will result in cancellation of registration / termination of studies and disciplinary action. Based on a review of the admission grades of the BScPT programme in a selected year and a sample review of student performance in graded assessments, the Panel considered that the admission process for the BScPT programme can generally recruit students with the right background.

4.2.13 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admissions (including mature students) 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 of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study. The Operator confirmed that it will continue to adhere to the policy regarding non-standard admission in the coming validity period.

4.2.14 In summary, the Panel considered that the minimum admission requirements of the PgD-PBFO and BScPT programmes have been clearly outlined, and the student admission process and requirements are generally appropriate to recruit students with the necessary skills and knowledge to undertake the two 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 Operator provided the following information regarding the structure and content of the PgD-PBFO, BATT and BScPT programmes:

- (a) Programme structure;
- (b) Course outlines;
- (c) Sample teaching materials;and
- (d) Graduation requirements.

4.3.2 The **PgD-PBFO programme** will be offered in a part-time mode and can be completed within one to three years. The Programme comprises six 3-credit core courses totalling 81 QF credits. In response to the *Summary of Initial Comments* and further to the meeting during the site visit, the Operator updated the proportion of face-to-face contact hours to online learning hours, increased the elements of investments in the Programme, and revised the course outlines. The updated learning hours are given in the table below.

Course Title	QF Level	Core / Elective	Face-to-Face Contact Hour	Online Learning Hour	Self-study Hour	Notional Learning Hour	QF Credit
Private Banking and Family Office Essentials	6	Core	24	21	90	135	13.5
Trust Planning and Wealth Management	6	Core	24	21	90	135	13.5
Corporate Law	6	Core	45	-	90	135	13.5
Interpreting Financial and Accounting Information	6	Core	45	-	90	135	13.5
Investment Management, Environmental, Social and Governance (ESG)	6	Core	24	21	90	135	13.5
Regulation and Risk Management	6	Core	24	21	90	135	13.5
Total			186	84	540	810	81

4.3.3 Upon a review of the revised course outlines, the Panel noted the PgD-PBFO programme has covered the major areas relevant to the discipline, and considered the content generally align with the PILOs. Further to the discussion with the Programme Team during the site visit, for further improvement, the Panel considered that the coverage of certain topics, such as investment fundamentals, asset classes, tax, philanthropy and data analytics, can be increased to enhance students' learning in the field of private banking and family office, and

the alignment between the PILOs and the content can be strengthened. In particular, a separate course on investment in different asset classes may be worth considering. In this connection, the Operator is **recommended** to review and revise the content coverage to enhance students' learning in private banking and family office, and to strengthen the alignment between the PILOs and the content.

4.3.4 Regarding the graduation requirements of the PgD-PBFO programme, a student must have:

- (a) completed 18 credits of courses in accordance with the regulations and the syllabuses; and
- (b) obtained an aggregate Grade Point Average (GPA) of at least 2.0 in the Programme.

4.3.5 The award classification of the PgD-PBFO programme follows the Operator's general guidelines as follows:

Classification	Grade Point Average
Distinction	3.5 – 4.0
Credit	3.2 – 3.49
Pass	2.0 – 3.19

4.3.6 The **BATT programme** has been offered in a full-time mode and can be completed within four to six years. The Programme comprises 45 courses totalling 594 QF credits. There are 27 core courses and 18 elective courses. Among the 18 elective courses, 4 courses are General Education (GE) courses. Students are required to complete 14 out of 18 programme elective courses. Based on the Operator's response to the *Summary of Initial Comments*, the tables below show the distribution of credits constituting the BATT programme across different years of entry for the full-time mode. Apart from the credits specified below, students also have to take the "*Integrated Seminars and Community Involvement*", which is a non-credit-bearing university required course, regardless of years of entry.

Full-time Year-1 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
1	9	9	15	-	33
2	6	9	18	-	33
3	-	3	6	24	33
4	-	3	12	18	33
Subtotal	15	24	51	42	132

Full-time Year-2 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
2	-	-	33	-	33
3	-	3	6	24	33
4	-	3	12	18	33
Subtotal	-	6	51	42	99

Full-time Year-3 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
3	-	3	12*	24	39
4	-	3	12	18	33
Subtotal	-	6	24	42	72

* Students have to take *BATT101 Introduction to Translation Technology* and *BATT104 Computing Knowledge for Translators*.

- 4.3.7 The Operator proposed to introduce the part-time study mode for the BATT programme, which is expected to be completed within six to nine years. Based on the Operator's response to the *Summary of Initial Comments*, the tables below show the distribution of credits constituting the BATT programme across different years of entry for the part-time mode. Apart from the credits specified below, students also have to take the "*Integrated Seminars and Community Involvement*", which is a non-credit-bearing university required course, regardless of years of entry.

Part-time Year-1 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
1	6	6	9	-	21
2	6	3	12	-	21
3	3	9	12	-	24
4	-	3	6	15	24
5	-	-	6	15	21
6	-	3	6	12	21
Subtotal	15	24	51	42	132

Part-time Year-3 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
3	-	-	24	-	24
4	-	3	9	15	27
5	-	-	9	15	24
6	-	3	9	12	24
Subtotal	-	6	51	42	99

Part-time Year-4 entry

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
4	-	3	12*	15	30
5	-	-	6	15	21
6	-	3	6	12	21
Subtotal	-	6	24	42	72

* Students have to take *BATT101 Introduction to Translation Technology* and *BATT104 Computing Knowledge for Translators*.

- 4.3.8 The Panel noted from the Operator's *Student Handbook (Undergraduate Programme)* that students who study the full-time mode of a programme typically undertake not more than 39 credits per year, while students who study part-time mode typically undertake not more than 23 credits per year. A misalignment was noted between the proposed study load per year for the part-time mode across different years of entry and that stipulated in the *Student Handbook*. In addition to the proposed study load, the Panel was also concerned with how the design and implementation of internship have taken into consideration the overall workload of part-time students and would facilitate them to accomplish the PILOs,

especially those with a full-time job in fields not related to translation technology. In view of the above considerations, the Panel stipulated the following pre-condition for the BATT programme.

Pre-condition

The Operator is to review and revise the distribution of course credits across different years of study for the part-time mode to ensure that:

- (a) the study load per semester and study load per year at different entry points align with the maximum study load for part-time students as specified in its regulations; and
- (b) the overall workload, including the design and implementation of internship for part-time students with a full-time job in fields not related to translation technology, are addressed.

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ by **30 June 2025** the distribution of courses across different years of study and details of the design of the internship, with justifications on how the revised programme structure and content align with its regulations on study load and address the overall workload of part-time students.

- 4.3.9 While the Panel considered the update of BATT's PO2 and PILO7 related to ethics appropriate (see Paras. 4.1.5 and 4.1.6), the course content of the BATT programme after the update also needs to be further revised for constructive alignment, as it did not provide adequate coverage on ethics to reflect its importance. In this connection, the Panel stipulated the following requirement for the BATT programme.

Requirement

The Operator is to make explicit the importance of the updated Programme Objective (PO) and Programme Intended Learning Outcome (PILO) related to ethics in the course content.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised course outlines to demonstrate how the revised course content enables the achievement of the updated PO and PILO related to ethics.

- 4.3.10 The Operator also proposed a new intermediate exit award, i.e. **Higher Diploma for Translation Technology (HDTT)**, for the BATT programme. To be eligible for the intermediate exit award, students

are required to complete 23 courses totalling 297 QF credits. There are 18 core courses and 5 elective courses. Among the 5 elective courses, 2 courses are GE courses and 3 are selected from a list of 18 programme elective courses, in lieu of *LENG102 Academic Reading and Writing I*, *LENG201 Academic Reading and Writing II* and GE Elective 2. As such, the HDTT programme has a curriculum that consists of 14 specialised courses (64% of specialised contents) and 9 generic courses (36% of generic contents).

- 4.3.11 The Panel noted from the Operator's response to the *Summary of Initial Comments* that upon attaining the HDTT, students are expected to equip with the knowledge and skills for jobs with titles / roles, such as computer-aided translation trainee, localisation trainee, machine translation technician, language quality assurance (QA) tester, subtitler trainee and post-editing trainee. The Panel noted from the meeting with different stakeholder representatives during the site visit that the programme team of the BATT programme has developed a strong industry network. Following the introduction of the HDTT as an intermediate award, the Panel noted that the Operator should engage industries, professions and trade associations as appropriate in the design, delivery, assessment and review of the HDTT programme, as stipulated in the *Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes (Effective since the 2024/25 academic year)* (the Descriptors). In this connection, the Panel noted that current mechanism for engagement would be strengthened upon the fulfilment of a Requirement (Para. 4.7.9).
- 4.3.12 The **BScPT programme** has been offered in a full-time mode and can be completed within four to six years. The Programme comprises 46 courses totalling 699 QF credits. There are 44 core courses and 2 elective courses. Students are required to complete 2 out of 5 programme elective courses. Based on the Operator's response to the *Summary of Initial Comments*, the tables below show the distribution of credits constituting the BScPT programme across different years of entry for the full-time mode. Apart from the credits specified below, students also have to take the "*Integrated Seminars and Community Involvement*", which is a non-credit-bearing university required course, regardless of years of entry.

Study Year	University Required Course	General Education Course	Programme Required Course	Programme Elective Course	Yearly Total
1	-	11	28	-	39
2	-	4	29	-	33
3	-	-	27	2	29
4	-	-	26	2	28
Subtotal	-	15	110	4	129

Upon a review of the programme curriculum and course outlines, the Panel noted the BScPT programme has covered the major areas relevant to the discipline, and considered the content generally align with the PILOs.

4.3.13 Regarding the graduation requirements of the **BATT** and **BScPT programmes**, a student must have:

- (a) gained not less than 132 credits (for the BATT programme) / 129 credits (for the BScPT programme) of courses (through study and/or exemption) in accordance with the regulations and the syllabuses;
- (b) obtained an aggregate Grade Point Average (GPA) of at least 2.0 in the Programme; and
- (c) completed the non-credit-course “*Integrated Seminars and Community Involvement*”.

4.3.14 The degree classification of the BATT and BScPT programmes follow the Operator’s general guidelines as follows:

Classification	Grade Point Average
First Class Honours	3.5 – 4.0
Second Class Honours Division One	3.0 – 3.4
Second Class Honours Division Two	2.5 – 2.9
Third Class Honours	2.2 – 2.4
Pass	2.0 – 2.1

4.3.15 In summary, the Panel considered that the structure and content of the PgD-PBFO and BScPT programmes have been kept updated and balanced while maintaining coherence and have been able to enable students to achieve the stated learning outcomes and the required standards.

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 following documents on the learning, teaching and assessment activities of the PgD-PBFO, BATT and BScPT programmes were provided to the Panel:

- (a) Course outlines;
- (b) Policy on learning and teaching;
- (c) Learning and teaching strategies;
- (d) Assessment policy;
- (e) Sample teaching materials and assessment materials; and
- (f) Course and Teaching Evaluation (CTE).

4.4.2 The PgD-PBFO, BATT and BScPT programmes all employ the Outcomes-Based Teaching and Learning (OBTL) approach and adopt a variety of teaching approaches, such as lectures, tutorials, seminars, laboratory sessions and workshops, to help the students achieve the intended learning outcomes. Based on a review of the teaching approaches and discussion with representatives of the teaching staff, the Panel considered that the learning and teaching activities were generally effective in delivering the intended learning outcomes.

4.4.3 Various assessment methods, such as tests, examinations, case studies, projects, presentations and assignments, are used to collect evidence on students' attainment of the course intended learning outcomes of the PgD-PBFO, BATT and BScPT programmes. Based on a review of the sample assessment materials of the PgD-PBFO programme and graded assessments of the BATT and BScPT programmes, the Panel considered that the assessments were generally effective in assessing the attainment of the intended learning outcomes.

4.4.4 For the **PgD-PBFO programme**, English is the primary medium of instruction (MOI). A class size of 20 is adopted for various modes of teaching, in alignment with the projected number of annual intake.

4.4.5 The Panel also noted that "class discussion" accounts for 20% of the total subject results in four core courses of the PgD-PBFO programme. In light of the impact of the weighting of this assessment

component on the course grade, the Operator is **advised** to develop appropriate assessment rubrics for “class discussion”, and maintain assessment evidence that can be reviewed during internal review (e.g. grade appeal) and external review (e.g. re-accreditation).

- 4.4.6 For the **BATT programme**, English is the primary MOI. As translation is bilingual, English is supplemented by either Cantonese or Putonghua as deemed appropriate. The table below shows the maximum class size in various modes of teaching.

Mode of teaching	Maximum class size
Lecture	50
Interpreting	25
Tutorial	25
Laboratory	30

- 4.4.7 The Panel noted from the minutes of the Programme Committee of the **BATT programme** that a student representative expressed difficulties in attending classes on weekday evenings and on Saturdays. The Panel further confirmed the fact in the Operator’s response to the *Summary of Initial Comments* that a significant proportion of the BATT courses had been offered on weekday evenings and on Saturdays during the review period. While the Operator has in place a clear definition of full-time study mode and part-time study mode, the Operator is **recommended** to keep the course scheduling arrangements under review, and ensure that any unique programme feature is consulted, and fully communicated to relevant stakeholders, especially prospective students to enable them to make an informed decision on enrolment with the Programme, if the arrangements deviate from those expected of comparable full-time bachelor’s degree programmes.

- 4.4.8 The MOI for the **BScPT programme** is English, except for the courses “*Chinese Therapeutics for Physiotherapy Practice*”, “*Acupuncture for Physiotherapy Practice*”, and “*Chinese Communication*”, whose MOI is Chinese. The table below shows the maximum class size in various modes of teaching.

Mode of teaching	Maximum class size	Teacher-Student Ratio
Lecture	200	1:200
Tutorial	60	1:30
Science Laboratory Session	60	1:60

Professional Laboratory Session	60	1:30
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- 4.4.9 In summary, the Panel held the views that, notwithstanding the recommendation above, the learning, teaching and assessment activities are considered appropriately designed to deliver the learning outcomes and content of the PgD-PBFO, BATT and BScPT programmes.

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 following documents about the Operator's programme leadership and staffing of the PgD-PBFO, BATT and BScPT programmes were provided to the Panel:

- (a) Appointment criteria for different ranks of teaching staff;
- (b) Profiles of teaching staff involved in the PgD-PBFO, BATT and BScPT programmes;
- (c) CVs of the teaching staff;
- (d) Manpower plans for the PgD-PBFO, BATT and BScPT programmes in the coming validity periods; and
- (e) Major staff development activities during the review period.

- 4.5.2 The Panel noted that, within the academic structure of SFU, the Dean of School and Programme Leader assume major academic leadership roles in the development and delivery of a study programme. The Programme Leader, who chairs the Programme Team and Programme Committee, provides the major academic leadership in the delivery and the continuous review and revision of the programme.

- 4.5.3 The Panel noted from the accreditation documents that the planned staff-student ratios (SSR) for the PgD-PBFO and BScPT programmes are 1:20 and 1:15, respectively, and they align with the projected SSRs for the two programmes in the coming validity period. The Panel further noted that the projected SSR for the BATT

programme will vary as compared to the planned SSR of 1:20, which is detailed in Para. 4.5.5.

4.5.4 Having reviewed the manpower plan of the PgD-PBFO programme, the CVs of the programme leader and teaching staff, the engagement modes of the teaching staff, and discussion with their representatives, the Panel considered that there are generally adequate staff with the qualities, competence, qualifications and experience necessary for effective planning, development, delivery and monitoring of the **PgD-PBFO programme**.

4.5.5 Having reviewed the manpower plan, the CVs of the programme leader and teaching staff, and the engagement modes of the teaching staff of the **BATT programme**, the Panel had the following observations:

- (a) Following the increase in the projected number of FTE students by around 8.7 times from 29 to 251 during the academic years from 2024/25 to 2029/30, the number of FTE staff is projected to increase by 3.4 times from 3.7 to 12.5 in the same period;
- (b) The sample review of the course timetables for the 2023/24 academic year reveals that more than half of the BATT courses were partially or fully delivered by a part-time teaching staff, suggesting a heavy reliance on part-time teaching staff in programme delivery; and
- (c) The SSR will increase from 1:8 in 2024/25 academic year to 1:21 in the 2025/26 academic year, and is projected to be maintained at 1:20 from the 2026/27 to 2029/30 academic years.

In light of the observations above and noting that translation technology is a very specialised field, the Panel still has concerns about the Programme being able to recruit adequate staff, especially full-time staff, to match the expansion in student numbers. To address these concerns and other issues identified in the next section, the Panel stipulated a requirement in Para. 4.6.3 to ensure that all necessary resources, including human resources, are planned in line with the expansion in student numbers.

4.5.6 Having reviewed the manpower plan of the **BScPT programme**, the Panel considered that there are generally adequate staff with the qualities, competence and experience necessary for effective planning, development, delivery and monitoring of the BScPT

programme. Meanwhile, upon a review of the CVs of the teaching staff of the BScPT programme and their teaching assignment, the Panel noted that there are instances where staff qualifications do not fully correspond to the courses they are teaching. To further improve the delivery of the BScPT programme, the Operator is **recommended** to review the course assignment to its teaching staff and/or provide additional training and development opportunities to ensure the expertise of all teaching staff is appropriately aligned with the courses they teach.

4.5.7 During the discussions with the representatives at the site visit on the manpower plan for the **BScPT programme**, the Panel shared their observation that the ratio of teaching staff at Associate Professor and Professor levels appears to be on the low side, benchmarking other local universities. The Panel exchanged views with the Operator on strategies for developing senior professorial staff internally, such as supporting staff in achieving higher academic degrees or professional certifications. To sustain the Operator's capacity to deliver high-quality applied education in physiotherapy while fostering academic excellence and innovation, the Operator is **advised** to develop a 5-year strategic plan for internally developing and externally recruiting senior professorial staff.

4.5.8 After considering the above information and discussing it with the programme teams, except for the BATT programme, the Panel considered that the Operator generally has a mechanism in place to ensure adequate qualified teaching and support staff for the delivery and management of the 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 The following documents about the learning, teaching and enabling resources/services of the PgD-PBFO, BATT and BScPT programmes were provided to the Panel:

- (a) Financial information for the three programmes;
- (b) Summary of general teaching and learning facilities; and
- (c) Summary of programme-specific teaching and learning facilities.

4.6.2 During the site visit, the Panel toured the Operator's library and various facilities, considered that they are conducive to students' learning of specific programmes. For example, for the **PgD-PBFO programme**, the Panel visited the Artificial Intelligence Laboratory and Computer Laboratories; for the **BATT programme**, the Panel visited the Translation Technology and Interpreting Laboratory; for the **BScPT programme**, the Panel visited the Functional Mobility Laboratory, Neurorehabilitation & Paediatric Laboratory, Anatomy Laboratory, Gait & Motion Laboratory, Musculoskeletal & Electrophysical Therapy Laboratory, and the Physiotherapy Integrated Clinical Education Centre.

4.6.3 With regard to the learning, teaching and enabling resources / services for the **BATT programme**, the Panel had the following observations and comments:

- (a) After reviewing relevant information made available to the Panel, including the Operator's response to the *Summary of Initial Comments* regarding resources, the Panel considered that more detailed evidence of assessment of the facilities in place to handle the substantial growth in student numbers (see Para. 4.5.5) is needed.
- (b) As part of the curriculum of the BATT programme, both full-time and part-time students need to complete an internship process which has a duration of at least 264 hours. The Panel has concerns about the availability of internship opportunities that enable students to gain practical experience in applying translation technology tools and systems in real-world setting, and are conducive to the attainment of the PILOs.
- (c) Despite the BATT programme team's explanation that the internship can take various forms to accommodate different student needs, the Panel was not provided with details of the design of the internship to enable them to assess whether the learning, teaching and assessment activities of these internship opportunities are appropriate.

In light of the observations and comments above, and the concern about recruiting adequate staff with specialised expertise in translation technology as deliberated in Para. 4.5.5, the Panel stipulated the following requirement to ensure that all necessary resources are planned in line with the expansion in student numbers.

Requirement

The Operator is to have in place a consolidated resources plan detailed with assumptions and calculations to substantiate that human resources and physical resources, including internship opportunities, are planned in line with the expansion in student numbers.

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** a detailed plan to match staffing and physical resources, including internship opportunities, for the expansion in student numbers.

- 4.6.4 As part of the curriculum of the **BScPT programme** to integrate their knowledge, skills and experience, students are required to complete six clinical practicums from Year 2 to Year 4. Due to a reduction in the total hours subsidised by the government, the number of contact hours students need to complete in the six clinical practicums will decrease from 1,050 in the review period to 1,015 in the coming validity period. The Panel considered that the decrease in clinical practicum hours would not adversely impact the attainment of the PILOs and would not affect the availability of placements. The table below shows the updated arrangement and QF credits in each clinical practicum:

	Duration	Contact hour	QF Credit
Clinical Practicum I	4 weeks	140	21
Clinical Practicum II	5 weeks	175	26
Clinical Practicum III	5 weeks	175	26
Clinical Practicum IV	5 weeks	175	26
Clinical Practicum V	5 weeks	175	26
Clinical Practicum VI	5 weeks	175	26
Total	29 weeks	1,015	152

Upon a review of the list of clinical practicum opportunities for the academic years from 2021/22 to 2023/24, the Panel noted that students of the BScPT programme had been exposed to practicum opportunities in different settings, including hospitals, non-governmental organisations and private clinics. Noting the fact that the Operator is already operating the BScPT programme at a capacity similar to the projection in the coming validity period, the Panel considered that appropriate and sufficient placements could

be arranged for the anticipated 60 students annually from the Programme.

- 4.6.5 In view of the above and the Operator's expression of commitment to provide all necessary financial support during the site visit, except for the BATT programme, the Panel considered that the PgD-PBFO and BScPT programmes generally have appropriate and sufficient physical and financial resources in place for its learning, teaching and assessment activities.

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 following information about the Operator's programme approval, review and quality assurance (QA) processes was provided to the Panel:
- (a) The Operator's follow-up with the recommendations in the last Accreditation Report;
 - (b) Internal quality assurance mechanisms at the university, school and programme levels;
 - (c) Annual Programme Reports;
 - (d) Meeting Minutes of the Advisory Committee;
 - (e) Meeting Minutes of the Programme Committee;
 - (f) Meeting Minutes of the Examiners Committee;
 - (g) External examiner's reports; and
 - (h) Course and Teaching Evaluation (CTE).
- 4.7.2 The Panel noted that the Operator has QA mechanisms in place at different levels. At school level, School Board, Examiners Committee, Programme Committee and Advisory Committee have been set up with the aim to ensure the upkeep of the quality of teaching and learning, and the standards of the study programmes. At the programme level, Course and Teaching Evaluation (CTE), Programme Evaluation and Graduate Destination Survey are used to evaluate programme quality.
- 4.7.3 The Panel noted from the meeting with different stakeholder representatives during the site visit that the programme teams of the

PgD-PBFO, BATT and BScPT programmes have developed a strong industry network, and informal feedback are regularly collected. Meanwhile, upon a review of the minutes of the advisory committees at the school level for the **BATT** and **BScPT programmes**, the Panel had the following observations and comments:

- (a) Due to the number of programmes offered by a school, there was a limitation on the depth of discussion on individual programmes in the yearly meeting of the advisory committee at the school level, as reflected in the meeting minutes, to advise the school on “the design, structure, coverage, and mode of delivery of its programmes or courses” as stipulated in the Operator’s QA manual; and
- (b) For the BATT programme, the school advisory committee held only one meeting in April 2024 for the two academic years 2022/23 and 2023/24.

In this connection, the Panel considered that the school-level advisory committees for the BATT and BScPT programmes were not adequate in the formal collection of regular feedback on specific programme matters at the programme level, and there is the need to establish the channels at the programme level to collect regular feedback on the two programmes from external advisors for the continuous improvement of the two programmes. To address this issue and other issues presented in subsequent paragraphs, from which the Panel formed the view that they collectively reflected gaps in the QA system and procedures, the Panel stipulated item (a) under the requirement in Para. 4.7.9.

- 4.7.4 Regarding the **PgD-PBFO programme**, the Panel noted from the discussion with the Operator during the site visit that the setting up of an advisory committee at the programme level was undergoing an internal approval process.
- 4.7.5 From the Operator’s response to the *Summary of Initial Comments*, a review of the reports of external examiners for the **BATT** and **BScPT programmes**, and discussions with the Operator during the site visit, the Panel noted that there were implementation gaps in adhering to the timeline as stipulated in the Operator’s approved policy of external examiners system. The Panel also noted that courses of the Programmes were only subject to the external review of academics, which the Panel considered inadequate as the Programmes have an emphasis on practical applications. The Panel

formed the view that the current external examiner system has not yet facilitated a timely and comprehensive review of the BATT and BScPT programmes for continuous improvement, and thus stipulated item (b) under the requirement in Para. 4.7.9 to strengthen the external examiner system.

4.7.6 From the discussion with the Operator during the site visit, the Panel noted that the **PgD-PBFO programme** was in the process of sourcing appropriate industry practitioners as external examiner(s), in addition to an external examiner to provide an impartial check on the academic standard. The Panel considered that having external examinations from both the industry and academia is appropriate, as it befits the nature of the Programme.

4.7.7 Regarding the follow-up of stakeholders' recommendations for the **BATT programme**, the Panel had the following observations:

- (a) The Operator had been recommended in the last accreditation exercise to "monitor closely the students' competencies in Chinese and English and acquisition of the requisite knowledge and skills in translation and interpretation; such that graduates can competently conduct pre-editing and post-editing of machine output with confidence". The Panel noted from the Operator's response to the *Summary of Initial Comments* that a benchmark assessment in the form of an English screening test for new students in the academic year of 2023/24 was implemented but there was no such assessment for the Chinese Language during the review period.
- (b) The same suggestion was given by the same external examiner for two academic years 2022/23 and 2023/24 regarding the inclusion of more different question types in the test paper of *BATT105 Major Languages of the World* to enhance the reliability of the assessment, which account for 60% of the total subject results. It is not directly observable that the external examiner's suggestion had been considered and acted upon appropriately, as no corresponding change to the test paper was observed in the aforementioned academic years.

In this connection, the Panel considered that stakeholders' recommendations had not been adequately followed up for the continuous improvement of the Programme, and thus stipulated item (c) under the requirement in Para. 4.7.9 to strengthen the procedures for following-up stakeholders' recommendations.

4.7.8 Having reviewed the CTE for the **BScPT programme** and the response rates of the CTE during the review period, the Panel had the following observations.

- (a) The response rates of the CTE for quite a number of courses were relatively low during the review period from the 2020/21 to 2023/24 academic years, and for certain courses the low response rate persisted in consecutive years, and
- (b) The response in certain sections of the CTE was not evident in some courses.

In this connection, the Panel considered that the implementation gaps in CTE had not been adequately followed up. The Panel thus stipulated item (d) under the requirement in Para. 4.7.9 to strengthen the CTE system.

Requirement

4.7.9 The Operator is to strengthen its quality assurance mechanism and procedures. In particular, the revised mechanisms and procedures should address aspects including but not limited to the following:

- (a) formal channels to collect feedback from external advisors;
- (b) the external examiner system with respect to adherence to the stipulated policy and diversity of inputs from the academia and industry;
- (c) follow-up of stakeholder recommendations (for BATT only); and
- (d) the course and teaching evaluation (for BScPT only).

For the fulfilment of the above requirement, the Operator is to submit to HKCAAVQ by **30 September 2025** the revised internal mechanism and procedures with justifications on how the revision addresses the aspects listed above and strengthens other related areas, if any, together with the documentation on the processes undertaken that have led to the revision, including an action plan for implementation commencing in the 2026/27 academic year.

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: 49/26/02

8 May 2025

JoH/ELi/JcC/AS/jof

Saint Francis University

**Learning Programme Accreditation for
(i) Postgraduate Diploma in Private Banking and Family Office, and**

**Learning Programme Re-accreditation for
(ii) Bachelor of Arts (Honours) in Translation Technology and
(iii) Bachelor of Science (Honours) in Physiotherapy**

24 – 28 February 2025

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Executive Educational Consultant
THE UNITED KINGDOM

***Panel Secretary**

Mr Jacky CHAN
Registrar
Academic Accreditation and
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* The Panel Secretary is also a member of the Accreditation Panel.

Appendix 2

Graduate Profile of Bachelor of Arts (Honours) in Translation Technology

Qualification Title	Bachelor of Arts (Honours) in Translation Technology 翻譯科技（榮譽）文學士
Qualification Type	Degree
QF Level	5
Primary Area of Study and Training	A08 Languages and Related Studies
Sub-area (Primary Area of Study and Training)	A0801 Languages and Related Studies
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The BATT programme strives to accomplish the following:</p> <ul style="list-style-type: none">a. an all-round translation technology education with strong emphasis on work-based learning that suits the needs of society;b. a balanced training in the theory and practice of translation and interpreting that enhances students' language competence, ethical values and professional skills in work-based settings; andc. a solid training in translation between Chinese and English, with special emphasis on translation from Chinese into English.

Programme Intended Learning Outcomes	<p>Upon completion of this programme, students should be able to:</p> <ol style="list-style-type: none"> acquire major translation strategies and knowledge of key issues in translation technology; demonstrate sound skills and techniques of translation and interpreting in work-based settings; apply the acquired knowledge and concepts of translation technology to work and study; use appropriate technological and linguistic theories in the production and evaluation of translated texts for work purposes; use specific tools and translation systems to increase productivity and enhance cost-effectiveness in the industry; develop an ability in critical thinking; and acquire the generic qualities and skills of a humanities student and develop the ethical values for practice as a technology professional.
Education Pathways	<p>Graduates of this Programme are eligible to apply for postgraduate studies in Hong Kong or abroad in areas such as translation technology, language engineering, data management or translation studies, and other Master Programmes pitched at QF Level 6.</p>
Employment Pathways	<p>Graduates of this programme are qualified to take up positions, such as translation technologists, language service providers, data managers, terminologists, translation system developers, journalists and public relations managers.</p>
Minimum Admission Requirements	<p>Full-time / Part-time Year 1 Standard Entry <u>Hong Kong Diploma of Secondary Education Examination (HKDSE)</u> Have obtained the following minimum grades in four core subjects and one elective subject:</p> <ul style="list-style-type: none"> Chinese Language: Level 3; English Language: Level 3;

	<ul style="list-style-type: none"> • Mathematics (Compulsory Part): Level 2; • Citizenship and Social Development: Attained; and • One elective subject: Level 2 <p>OR</p> <p>Have obtained an academic qualification that is deemed as equivalent or above to the requirements stated above.</p> <p>Full-time Year 2 / Part-time Year 3 Standard Entry</p> <ul style="list-style-type: none"> • Have obtained an Associate Degree (AD) / Higher Diploma (HD) pitched at QF Level 4 and approved by the University; OR • Have obtained an equivalent qualification. <p>Full-time Year 3 / Part-time Year 4 Standard Entry</p> <ul style="list-style-type: none"> • Have obtained an Associate Degree (AD) / Higher Diploma (HD) in related areas pitched at QF Level 4 and approved by the University; OR • Have obtained an equivalent qualification.
Operator	Saint Francis University 聖方濟各大學

**Graduate Profile of
Bachelor of Science (Honours) in Physiotherapy**

Qualification Title	Bachelor of Science (Honours) in Physiotherapy 物理治療學（榮譽）理學士
Qualification Type	Degree
QF Level	5
Primary Area of Study and Training	A11 Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	A1103 Medicine
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The objectives of this programme are to:</p> <ul style="list-style-type: none">a. equip students with fundamental knowledge, clinical skills, professional attitudes, global vision and values to provide quality physiotherapy care and contribute to the health of our community;b. develop students' clinical reasoning and decision-making skills to enable them to provide high quality physiotherapy practice;c. facilitate students to develop the competencies required for autonomous safe practice in a diverse range of health and care settings, including home, work, schools, hospitals, care and attention homes, and community centres;

	<ul style="list-style-type: none"> d. cultivate students' critical and creative thinking as well as develop their abilities to integrate theory and practice for evidence-based practice and research; e. provide students with various learning opportunities which facilitate their professional development and promote ethical, safe and effective care; f. enhance students' communication and interpersonal skills to facilitate interdisciplinary collaborations, effective teamwork, and partnership with other health care professionals to promote physiotherapy profession; and g. engage students in lifelong learning and develop their leadership, management and entrepreneurial skills.
Programme Intended Learning Outcomes	<p>Upon completion of this programme, students should be able to:</p> <ul style="list-style-type: none"> a. demonstrate sound contemporary knowledge of relevant biological, health and psychological sciences to facilitate the provision of a physiotherapy service; b. work as an independent physiotherapist to assess clients' health conditions, determine physical diagnosis, and from it formulate appropriate treatment plans using logical proper clinical reasoning, evidence-based practice and problem-solving skills; c. implement safe and effective physiotherapy service and improve physiotherapy practice using integrated evidence-based knowledge and academic research; d. uphold the professional and ethical standards of a physiotherapist; e. use information technology to develop and enhance the work environment; f. communicate and collaborate effectively with clients and other professionals in formal and informal settings; and

	g. possess attributes which facilitate lifelong, personal and professional development.
Education Pathways	Graduates of this Programme are eligible to apply for postgraduate studies in physiotherapy and other Master's programmes pitched at QF Level 6.
Employment Pathways	Graduates of this programme are qualified to practise as physiotherapists in various settings in the public sector, the private sector or in non-governmental organisations.
Minimum Admission Requirements	<p>Year 1 Standard Entry</p> <p>a. <u>Hong Kong Diploma of Secondary Education Examination (HKDSE)</u> Have obtained the following minimum grades in four core subjects and one elective subject:</p> <ul style="list-style-type: none"> • Chinese Language: Level 3; • English Language: Level 3; • Mathematics (Compulsory Part): Level 2; • Citizenship and Social Development: Attained; and • One elective subject: Level 2 <p>OR</p> <p>Have obtained an academic qualification that is deemed as equivalent or above to the requirements stated above.</p> <p>Preference will be given to applicants who have obtained Level 4 or above in English Language and Level 3 or above in Biology or Physics in HKDSE.</p> <p>b. <u>Hong Kong Advanced Level Examination (HKALE)</u> Have obtained passes in Chinese Language and Culture and Use of English and one additional A-Level / two AS-Level subjects <i>Notes 1 and 2</i> in the Hong Kong Advanced Level Examination (HKALE) plus five passes in the Hong Kong Certificate of Education Examination (HKCEE) including Chinese Language and English Language;</p> <p>OR</p> <p>Have obtained an academic qualification that is deemed as equivalent or above to the requirements stated above.</p> <p><i>Note 1: Grade E in 2 AS-Level subjects are considered as Grade E in 1 AL subject. The same subject will not be counted at both the A-level and AS-level.</i></p>

	<p><i>Note 2:</i> English Language and Chinese Language subjects shall not be counted as the subjects for meeting the requirement.</p> <p>c. <u>International Baccalaureate (IB)</u> Have a minimum score of 24 with at least Grade 4 in 2 Higher Level (HL) subjects; AND Satisfy the English Language requirement:</p> <ul style="list-style-type: none"> • A Test of English as a Foreign Language (TOEFL) score of 80 or above for the Internet-based test or 550 or above for the paper-based test; • An overall Band Score of 6 or above in the International English Language Testing System (IELTS); • Grade C or above in General Certificate of Education Ordinary Level (GCE-OL) English; • Grade C / 4 or above in General Certificate of Secondary Education (GCSE) / International General Certificate of Secondary Education (IGCSE) English; • Grade 4 or above in English at IB; or • Grade E or above in HKALE Use of English. <p>d. <u>General Certificate of Education (GCE) / International Advanced Level (IAL) Examination</u> Have obtained</p> <ul style="list-style-type: none"> • Grade E or above in 2 AL subjects in the GCE / IAL; <p>AND</p> <ul style="list-style-type: none"> • Grade C in English Language and Grade C / Level 4 in Chinese Language in GCE-OL / GCSE / IGCSE. <p>e. <u>Sub-degrees</u> Applicants with Higher Diploma or Associate Degree that is pitched at Level 4 of the Qualifications Framework (QF) and attained an overall GPA of at least 3. Applicants with Associate Degree or Higher Diploma from recognised institutions applying for Year 1 entry may be granted credit transfer at a maximum of 25% of the credit requirement of a 4-year full-time undergraduate degree programme.</p>
Operator	Saint Francis University 聖方濟各大學

Saint Francis University

Learning Programme Accreditation for (i) Postgraduate Diploma in Private Banking and Family Office, and

Learning Programme Re-accreditation for (ii) Bachelor of Arts (Honours) in Translation Technology and (iii) Bachelor of Science (Honours) in Physiotherapy

24 – 28 February 2025

Corrigendum

On pages 1 – 2 of the Accreditation Report:

Original:

(A) Specifications of the programme seeking accreditation status

	Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
A1	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦 公室深造文憑	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦 公室深造文憑	Part- time	1 year	N/A	6
A2	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽) 文學士	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽) 文學士	Full- time	4 years	N/A	5

A3	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Full-time	4 years	N/A	5
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Replacement:

(A) Specifications of the programmes seeking accreditation status

	Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
A1	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑	Postgraduate Diploma in Private Banking and Family Office 私人銀行及家族辦公室深造文憑	Part-time	1 year	N/A	6
A2	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽)文學士	Bachelor of Arts (Honours) in Translation Technology 翻譯科技(榮譽)文學士	Full-time	4 years	N/A	5
			Part-time	6 years	N/A	5
		Higher Diploma in Translation Technology 翻譯科技高級文憑	Full-time	2 years	N/A	4
			Part-time	3 years	N/A	4
A3	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Bachelor of Science (Honours) in Physiotherapy 物理治療學(榮譽)理學士	Full-time	4 years	N/A	5

On page 5 of the Accreditation Report:

Original:

Intermediate Exit Award(s)	Higher Diploma in Translation Technology 翻譯科技高級文憑	Not applicable
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Replacement:

Intermediate Exit Award(s)	<u>Title of Qualification:</u> Higher Diploma in Translation Technology 翻譯科技高級文憑 <u>QF Level:</u> Level 4 <u>QF Credits:</u> 297 <u>Programme Length (for HD award):</u> Full-time, 2 years Part-time, 3 years	Not applicable
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Jacky CHAN
Registrar

Ref: 49/26/02
17 July 2025
JoH/ELi/JcC/AS/jof