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 BUSINESS MANAGEMENT

MAY 2025

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1033), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by The Hang Seng University of Hong Kong (HSUHK/the Operator/ /the University) to conduct Learning Programme Re-accreditation exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of the Operator (with specifications below) meets the stated objectives and QF standards and can continue to be offered as an accredited programme; and

(b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programme seeking accreditation status

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Claimed QF level
Master of Business Management 商業管理碩士	Master of Business Management 商業管理碩士	Full-time	1 year	6

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out below, the Master of Business Management (the Programme) meets the stated objectives and QF standard at Level 6 and can continue to be offered as an accredited programme with a validity period of three years.

2.2 **Validity Period**

2.2.1 The validity period will, provided that the Operator fulfils the pre-condition prior to the commencement of the validity period as set out in Para. 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.

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	The Hang Seng University of Hong Kong 香港恒生大學
Name of Award Granting Body	The Hang Seng University of Hong Kong 香港恒生大學
Title of Learning Programme	Master of Business Management 商業管理碩士
Title of Qualification [Exit Award]	Master of Business Management 商業管理碩士
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable
Industry	Not applicable
Branch	Not applicable
QF Level	Level 6
QF Credits	111
Mode of Delivery and Programme Length	Full-time, 1 year
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2028
Number of Enrolment	One enrolment per year

Maximum Number of New Students	AY2025/26: 200 per year AY2026/27 onwards: 225 per year
Specification of Competency Standards-based Programme	☐ Yes ☑ No
Address of Teaching Venue	1. Hang Shin Link, Siu Lek Yuen, Shatin, New Territories, Hong Kong 2. The Create, 15/F, M+ Building, West Kowloon Cultural District, No.8 Austin Road, Kowloon

2.4   Conditions

2.4.1   Pre-condition

2.4.1.1   The Operator is to review the arrangement of the overseas company visit component in the stream-specific module FIN6111 Business Study Mission under the Global Finance Stream of the Programme and revise the curriculum as appropriate to ensure the curriculum provides a consistent and equitable learning experience for all students choosing the stream, enabling them to achieve all specified learning outcomes. (Para. 4.4.5)

The Operator is to submit the revised curriculum and module outline(s), to HKCAAVQ on the fulfilment of the above pre-condition **on or before 11 July 2025**.

2.5   Recommendations

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

2.5.1   The Operator should embed the contemporary issues, such as Environmental, Social, and Governance (ESG) factors, Innovation, Artificial Intelligence (AI), and other emerging developments, more comprehensively into the curriculum, with a particular focus on integrating these themes into the four elementary modules to ensure that all MBM students develop a consistent grounding in these critical areas. (Para. 4.3.3)

2.5.2   The Operator should review and enhance the programme structure to increase flexibility in module selection, such as allowing students to take one module from a different pathway as an elective, to provide them with broader exposure to other business areas. (Para. 4.3.5)

2.5.3   The Operator should engage industry practitioners through various channels, such as dissertation supervision and extracurricular activities, to enhance students' business acumen and provide insights into contemporary business practices at both local and global levels. (Para. 4.4.4)

2.5.4   The Operator should enhance research training and support for students throughout the academic year by implementing the following measures:

(i) ensuring all students attend the research workshop before starting their dissertation work by offering multiple sessions or providing video recordings;
(ii) providing students with a detailed, step-by-step timeline and well-structured templates to guide them through the dissertation process; and
(iii) extending the dissertation timeline by setting an earlier start date to enable students to develop research skills and complete the dissertation effectively. (Para. 4.4.6)

2.5.5   The Operator should ensure that all modules are using up-to-date reference materials. (Para. 4.4.7)

2.5.6   The Operator should strengthen English language learning support for students throughout the academic year by providing continuous scaffolding to develop students' English language skills, particularly spoken English, and ensure that their English proficiency is sufficient for QF Level 6 academic studies and professional business communication. (Para. 4.6.4)

2.6   HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction

stipulated in this Accreditation Report. 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 The Hang Seng University of Hong Kong (HSUHK) acquired the private university title in October 2018. Its predecessor, Hang Seng Management College (HSMC) was restructured from the Hang Seng School of Commerce (HSSC) in 2010 as a non-profit private university-level institution with five Schools (Business, Communication, Decision Sciences, Humanities and Social Science, and Translation and Foreign Language), registered under the Post Secondary Colleges Ordinance (Cap 320).

3.2 HSUHK commissioned HKCAAVQ to conduct this Learning Programme Re-accreditation exercise for the MBM programme. The MBM Programme was first accredited by HKCAAVQ in 2020.

3.3 HKCAAVQ formed an expert panel for this re-accreditation exercise (Panel Membership in Appendix I). 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. A site visit took place at The Hang Seng University of Hong Kong on 27 to 28 February 2025.

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

Domain of Competence	Information Not Required
LPA-6 Learning, Teaching and Enabling Resources/Services	Information on university-wide student support services is not required.

Domain of Competence	Information Not Required
LPA-7 Programme Approval, Review and Quality Assurance	Information on university-wide quality assurance process and mechanism is not required.

4 PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The Master of Business Management, hosted by the School of Business (SBUS), aims to provide students with the essential skills and knowledge to prepare them for establishing a career in global finance, marketing, global business management, or accountancy and corporate governance.

4.1.2 To demonstrate that the intended learning outcomes meet the relevant QF standard, the Operator provided the relevant information:

(a) Mapping of POs and PILOs;
(b) Mapping of PILOs and constituent modules;
(c) Mapping of PILOs and MILOs;
(d) Mapping of MILOS and Generic Level Descriptions (GLDs) for QF Level 6;
(e) Module outlines with objectives, intended learning outcomes, teaching contents, teaching activities, assessment component and list of references;
(f) Samples of learning and teaching materials; and
(g) Samples of assessments with marking criteria.
(h) Summary information on graduate employment survey

4.1.3 In response to the Panel's feedback that the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) could

be more clearly articulated, particularly by elaborating on the phrase "at the Master's level", the Operator has made revisions to address the Panel's concerns. The revised version is as follows:

Programme Objectives (POs):

PO1	Enhance students' leadership and management knowledge and skills, enabling them to navigate business situations with significant autonomy and effective collaboration
PO2	Foster students' business acumen in corporate social responsibility (CSR) and ethics, applicable in both local and global contexts
PO3	Strengthen students' research capabilities to support informed decision-making with greater accountability
PO4	Cultivate specialized business knowledge in one of four streams: a) Global Business Management, b) Marketing, c) Global Finance, or d) Accountancy and Corporate Governance
PO5	Elevate students' communication skills in an international business environment

Programme Intended Learning Outcomes (PILOs):

PILO1	Integrate broad and specialized business knowledge to enhance decision-making processes
PILO2	Demonstrate effective communication skills and knowledge, facilitating proficient interaction in diverse business settings
PILO3	Evaluate personal contributions and responsibilities in becoming accountable employees, business leaders, and partners serving stakeholders
PILO4	Critically analyze and enhance awareness of emerging global issues and developments
PILO5	Operate independently and collaboratively, adapting skills and knowledge to excel in evolving contexts
PILO6	Apply in-depth knowledge specific to a chosen business domain
PILO7	Design and conduct research to effectively address practical and theoretical challenges

The Panel considered the revised version appropriate for enhancing the articulation of students' abilities as supported and reflected in the

curriculum. The Operator is reminded to go through internal quality assurance procedures for the approval of the revisions made to POs and PILOs to be implemented from AY2025/26.

4.1.4   In response to the Panel's enquiry on the graduates' employment status from the survey result of Cohort 2022/23 and 2023/24, the Operator clarified that the survey presented in the accreditation document was conducted by the University's central unit and might not reflect the actual employment situation of graduates. The Operator further explained that the School of Business has committed to reaching out to graduates to gather updated situation on their current employment status. It was noted that some graduates had secured employment in Mainland China, which might not have been adequately captured in the central survey. Acknowledging the School's effort, the Panel emphasised the importance of tracking the alumni career prospects and maintaining strong connections with them to enhance future engagement.

4.1.5   The Operator provided application data from the past four academic years as evidence of community, education and industry needs related to the Programme. The Panel noted that there is a significant demand from Mainland China, which has constituted the majority of admitted students over the years.

4.1.6   In consideration of the above, the Panel formed the view that the Programme has generally achieved its objectives and outcomes as a whole.

4.2   **Learner Admission and Selection**

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

4.2.1   The minimum admission requirements of the Programme are outlined below:

a. A bachelor's degree from a recognised university or equivalent; and
b. Fulfilment of one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university/tertiary institution where English is the medium of

instruction: TOEFL ≥ 550 (paper-based), ≥ 79 (internet-based); IELTS ≥ 6.0; CET 6 ≥ 430; TEM-4 ≥ 70.

4.2.2   In response to the significant demand for the Programme as mentioned in Para. 4.1.5, the Operator proposed increasing the maximum number of new students for the Programme to 200 for AY2025/26 and 225 starting from AY2026/27, with one enrollment per year.

4.2.3   In terms of English language proficiency requirement, specifically the IELTS score, the Panel observed an upward trend in the proportion of students admitted with an IELTS score of 6.0 in recent academic years. The Panel also noted that the Operator has implemented a compulsory English Enhancement Module for students admitted with an IELTS score below 6.5 to support their language learning since AY2022/23. The issue of English language proficiency and learning support was extensively discussed during the site visit. A recommendation was subsequently put forward, as detailed in Para. 4.6.3.

4.2.4   The Panel was given to understand that the University manages its admissions through a "Two-tier Vetting System.", where the first tier involves initial shortlisting, and the second tier focuses on verifying the completeness and integrity of documentation. In response to the Panel's enquiry about the criteria for shortlisting students, the Operator explained that with the aim of achieving a more diverse mix of students, including those with varying levels of work experience (e.g. experienced professionals versus fresh graduates), as well as a mix of Chinese and non-Chinese students, admission interview would be arranged for all applicants to evaluate students, instead of applying filters such as GPA of undergraduate studies. The Panel noted the arrangement and advised the Operator to further enhance the shortlisting process by developing and implementing a more comprehensive and structured mechanism to optimise the composition of student cohorts.

4.2.5   In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 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.

4.2.6 Based on the above, the Panel considered that the minimum admission requirements have been in general effective for recruiting students with the necessary qualities to undertake the Programme.

4.3 **Programme Structure and Content**

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

4.3.1 The MBM Programme is a one-year full-time taught postgraduate programme comprising four elementary modules, five stream modules, and a dissertation project with 111 QF credits in total:

Module Code	Module Title	QF Level	Credit	QF Credit
Elementary Modules				
MGT6101	Global Strategy	6	2	9
ACY6101	Accounting and Business Planning	6	2	9
MKT6101	Marketing Management	6	2	9
FIN6101	Corporate Finance	6	2	9
Stream Modules (Accountancy and Corporate Governance)				
ACY6117	Business and Company Law	6	2	9
ACY6118	Corporate Governance and Compliance	6	2	9
ACY6119	Financial Reporting and Analysis	6	2	9
ACY6120	Enterprise and Accounting Information Systems	6	2	9
ACY6121	Accounting for Decision Making	6	2	9
Stream Modules (Global Business Management)				
MGT6112	Global Talent Management	6	2	9
MGT6113	Cross-cultural Negotiation	6	2	9
MGT6114	International Business	6	2	9
MGT6115	Global Entrepreneurship	6	2	9
MGT6116	Global Management	6	2	9
Stream Modules (Global Finance)				
FIN6107	Fintech and Innovation	6	2	9
FIN6108	International Financial Management	6	2	9

FIN6109	Global Investment	6	2	9
FIN6110	Contemporary Issues in Financial Markets	6	2	9
FIN6111	Business Study Mission	6	2	9
Stream Modules (Marketing)				
MKT6102	Digital and Cyber Marketing	6	2	9
MKT6103	Global Strategic Marketing	6	2	9
MKT6104	Entrepreneurial Marketing	6	2	9
MKT6105	Strategic Brand Management	6	2	9
MKT6106	Cross-cultural Consumer Behaviour	6	2	9
Summer Term: Dissertation Project				
BUS6999	Dissertation Project	6	9	30
		Total	**27**	**111**

4.3.2 The Operator provided the Panel with the following information related to the programme structure and content for the Programme:

(a) Module Outline of each Module in the curriculum; and
(b) Sample learning and teaching materials of selected modules.

4.3.3 The Panel noted from the accreditation documents and Operator's response to initial comments that important contemporary issues in the business environment, such as Environmental, Social, and Governance (ESG) factors, Innovation, Artificial Intelligence (AI), and other emerging developments, are not consistently integrated across the curriculum. While certain modules, such as ACY6101 Accounting and Business Planning, effectively address topics like ESG considerations, the inclusion of these critical contemporary issues remains uneven throughout the Programme. During the site visit, some teaching staff provided examples of how certain issues are addressed in the teaching materials. However, the Panel considered that these contemporary issues have growing importance in shaping business practices, and despite the efforts made by the Operator, the current approach may not ensure sufficient and comprehensive coverage of the contemporary issues across the curriculum. Therefore, the Panel **recommended** that the Operator should embed the contemporary issues, such as Environmental, Social, and Governance (ESG) factors, Innovation, Artificial Intelligence (AI), and other emerging developments, more comprehensively into the curriculum, with a particular focus on integrating these themes into the four elementary modules to ensure that all MBM students develop a consistent grounding in these critical areas.

4.3.4   In response to feedback from the University's Independent Review Panel, the Operator has proposed updates, as part of this re-accreditation exercise, to the Module Intended Learning Outcomes (MILOs), module content, and reference list of the MKT6103 Global Strategic Marketing module. After reviewing the submitted materials, the Panel considered the proposed changes appropriate.

4.3.5   During the site visit meeting with students and graduates, the Panel was given to understand that students may be interested in enrolling in modules outside the chosen academic stream or substituting one of their stream-specific modules with a module from another stream if permitted. The Panel considered that studying modules from other streams could help students develop interdisciplinary knowledge. Therefore, the Panel **recommended** that the Operator should review and enhance the programme structure to increase flexibility in module selection, such as allowing students to take one module from a different pathway as an elective, to provide them with broader exposure to other business areas.

4.3.6   Notwithstanding the above recommendation, from the review of information provided and the discussions with the representatives from the senior management, teaching team, students and graduates and external stakeholders, the Panel formed the view that the structure and contents of the Programme continue to be effective and can facilitate students to achieve the learning outcomes.

4.4   **Learning, Teaching and Assessment**

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

4.4.1   The Programme employs a range of learning and teaching activities, such as lectures, tutorials, case studies, project and presentations, and company visits.

4.4.2   To be eligible for graduation, students are required to:

a) complete a minimum of 27 credits as laid down in the Programme curriculum, and
b) obtain a cumulative GPA of not less than 2.0.

4.4.3   The Operator provided the Panel with the following information related to the learning, teaching and assessment for the Programme:

    a) Sample learning and teaching materials for selected modules;
    b) Sample assessments with marking criteria;
    c) Sample External Examiner Reports (Module and Programme); and
    d) A summary of students' academic performance from AY2021/22 to AY2023-24.

4.4.4   The external stakeholders attending the meeting acknowledged that the four elementary modules effectively provide students with a broad foundation of business knowledge, while emphasising that beyond professional knowledge acquisition, developing business acumen is critical for success in dynamic business environment. The Panel and the external stakeholders shared the view that engaging more industry practitioners could help. Therefore, the Panel **recommended** that the Operator should engage industry practitioners through various channels, such as dissertation supervision and extracurricular activities, to enhance students' business acumen and provide insights into contemporary business practices at both local and global levels.

4.4.5   The Panel noted that the overseas study trip component intended to facilitate the achievement of specific intended learning outcomes for the stream-specific module FIN6111 Business Study Mission is currently offered to students on an optional basis. Upon reviewing the participation record, the Panel observed that only a small proportion of students from the Global Finance Stream participated in the overseas trip within the validity period, despite its role in facilitating students to achieve module learning outcomes. While the senior programme management explained during the site visit meeting that some students could not participate due to family obligations, financial constraints, or other personal reasons and emphasised that module assessments were conducted prior to the trip and excluded trip-related elements to ensure fairness, the Panel was of the view that the actual practice of voluntary participation of the overseas company visit may have limited students' opportunities to achieve those learning outcomes directly linked to this component. In light of this, the Panel put forward the following **pre-condition**:

Pre-condition

The Operator is to review the arrangement of the overseas company visit component in FIN6111 Business Study Mission under the Global

Finance Stream of the Programme and revise the curriculum as appropriate to ensure the curriculum provides a consistent and equitable learning experience for all students choosing the stream, enabling them to achieve all specified learning outcomes.

4.4.6 During meetings with teaching staff and students in the site visit, the Panel noted students' concerns regarding several challenges related to the dissertation process, including but not limited to the short duration allocated for completing the dissertation, limited availability of research workshops, difficulties stemming from students' unfamiliarity with conducting research, and the lack of a clear timeline to guide the dissertation progress. To better support students in successfully completing their dissertations, the Panel **recommended** that the Operator should enhance research training and support for students throughout the academic year by implementing the following measures:

(i) ensuring all students attend the research workshop before starting their dissertation work by offering multiple sessions or providing video recordings;

(ii) providing students with a detailed, step-by-step timeline and well-structured templates to guide them through the dissertation process; and

(iii) extending the dissertation timeline by setting an earlier start date to enable students to develop research skills and complete the dissertation effectively.

4.4.7 The Panel noted from the module outlines that some reference materials listed in the module MKT6104 Entrepreneurial Marketing were published more than ten years ago and considered them relatively outdated. In light of this, the Panel **recommended** that the Operator should ensure that all modules are using the up-to-date reference materials.

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 Panel reviewed the profiles of the teaching staff responsible for delivering the Programme, which included their academic and professional qualifications, relevant work experience, professional development activities, research and publications, as well as staff deployment details specifying the modules they taught. Based on this review, the Panel considered that the teaching staff possess the necessary expertise and experience to deliver the Programme.

4.5.2   The Panel noted that the School has been recruiting new teaching staff in various disciplines of the four constituting departments, with the planned increase in student intake of the Programme in the coming years being one of the considerations. The operator is **advised** to ensure new teaching staff are adequately inducted to the University's policies and procedures, particularly those pertaining to learning and teaching, to maintain high-quality outcomes.

4.5.3   The Panel noted that the University and the School of Business provided financial sponsorship to staff members for taking up staff development programmes including research support, seedcorn funding scheme, personal development fund, special funds for external research and teaching grants.

4.5.4   The Panel reviewed the analysis of full-time academic staff development records for School and its Departments for AY2022/23, and noted that, on average, each academic staff member of the School attended seven staff development activities, which collectively amounted to approximately 19 hours of professional development.

4.5.5   During the site visit meeting with teaching staff, the teaching staff representatives were well aware of the financial support available from the University and the School, and also staff development activities organised by the School, Centre of Teaching and Learning, and Information Technology Services Centre such as pedagogical and AI-related workshops/seminars.

4.5.6   In view of the above, the Panel considered the Operator has adequate teaching staff with the necessary qualifications, competence and experience to continuously manage and deliver the programmes. In addition, there are staff development schemes and activities to keep the teaching staff updated for the delivery of the Programme.

4.6   **Learning, Teaching and Enabling Resources/Services**

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

4.6.1   The class sizes were set at 40 students for lectures/laboratories, and 25 students for tutorials.

4.6.2   The Panel was provided with the Income and Expenditure Statements from AY2021/22 to AY2023/24 and Income and Expenditure Projection from AY2024/25 to AY2028/29 for review. Based on the information provided, the Panel considered that the operation of the Programme is adequately supported in terms of financial resources and continues to be financially viable.

4.6.3   During the site visit, the Operator provided a tour and presentation showcasing programme-specific facilities and library resources. The Panel observed that the Financial Trading Laboratory supports learning and teaching activities, particularly for the Global Finance modules, by providing students with hands-on experience using Bloomberg Professional Services for real-time financial market data monitoring and analysis. Regarding library usage, in addition to providing access to relevant collections, workshops are organised to help students enhance their research skills.

4.6.4   During the site visit, the topic of students' English language proficiency and learning support was discussed. The Panel, senior programme management, teaching staff and external stakeholders considered that English proficiency is important for MBM students, particularly if they would seek employment in Hong Kong. The Panel reviewed samples of assessments and was of the view that students' written English is generally satisfactory. However, the Panel observed that there is room for improvement in students' spoken English. External stakeholders also expressed the view that the primary challenge regarding students' English proficiency lies in speaking rather than writing. While the Panel noted that the School had implemented two English Enhancement Modules, one focused on academic writing and the other on verbal communication, which are mandatory for students admitted with an IELTS score below 6.5 and open to others interested students, the Panel emphasised the importance of providing ongoing scaffolding to support these students in their English learning. Both the Panel and the external stakeholders agreed that effective English learning requires continuous support and the creation of an environment that actively fosters and encourages students to practice their speaking skills.

Therefore, the Panel **recommended** that the Operator should strengthen English language learning support throughout the academic year by providing continuous scaffolding to develop students' English language skills, particularly spoken English, and ensure that their English proficiency is sufficient for QF Level 6 academic studies and professional business communication.

4.6.5   In addition to developing students' business acumen, the external stakeholders echoed the Panel's view on the importance of helping students build their professional networks. A strong network not only provides students with valuable industry insights but also enhances their ability to explore career opportunities. Among various networking avenues, a robust alumni network is considered particularly significant. Therefore, in addition to the engagement of industry practitioners as stated in Para. 4.4.4, the Operator is **advised** to adopt a holistic approach to alumni engagement to cultivate a lifelong connection that benefits not only the alumni and current students but also the Programme and the University as a whole.

4.6.6   The Operator noted that the academic year typically commences in late September / early October, and students are required to finalise their stream-specific pathway selection by the end of November. Given the compressed timeline, the Operator is **advised** to ensure timely dissemination of information about stream selection, allowing students to make well-informed decisions on study pathway within the curriculum.

4.6.7   Notwithstanding the above recommendation, from the review of information provided and the discussions with the University's representatives and external stakeholders, the Panel formed the view that the Operator was able to provide learning, teaching and enabling resources that were appropriate and sufficient for the delivery of the Programme.

4.7   Programme Approval, Review and Quality Assurance

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

4.7.1   The Operator provided the Panel with the following documents to demonstrate that it has a system in place to monitor and review the development and performance of the on-going monitoring and review arrangements for the Programme:

(a)   HSUHK Quality Assurance Manual for Taught Postgraduate Programmes;
(b)   Meeting minutes of Programme Advisory Committee;
(c)   Summary results on Teaching evaluation survey
(d)   External Examiner Reports (Module and Programme)
(e)   Annual Programme Reports
(f)   Summary results on Postgraduate Student Learning Experience Survey
(g)   Report of the Independent Review Panel

4.7.2   The Panel observed from the meeting with students and graduates that most of them are not aware of the presence of student representative on the Programme Committee. While teaching staff representatives shared that they often received feedback from students during classes and through an evaluation survey conducted at the end of every module, the Panel was of the view that the feedback mechanism could further be enhanced for continuous improvement. The Operator is reminded to further enhance the students' feedback mechanism, which could include increasing awareness of the availability and role of student representatives on the Programme Committee.

4.7.3   The Panel was given to understand that the University and the Programme Team have collected feedback from key stakeholders of the Programme through a variety of channels, These include but are not limited to students' survey such as on modules and programme learning experience, External Examiners' feedback on module/programme standard upon reviewing samples of module assessments and students' overall performances through external examiner's report and feedback from advisor in Programme Advisory Committee.

4.7.4   During the site visit meeting, the Panel met the external stakeholders of the Programme, and noted their engagement in various roles, including external examiner, programme advisor and potential employer. The external stakeholders shared their views on the relevance of the Programme in addressing market needs and indicated their support for the delivery and continuous improvement of the Programme.

4.7.5 After considering the information above and discussing with external stakeholders during the site visit, the Panel considered that the Operator has an appropriate quality assurance system in place to monitor and enhance the quality of the Programme.

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.hkqf.gov.hk.

5.3 Qualifications Register

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at https://www.hkqr.gov.hk for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 51/36/01
15 May 2025
JoH/CQ/SaC/sac/kil

The Hang Seng University of Hong Kong

**Learning Programme Re-accreditation for
Master of Business Management**

27-28 February 2025

Panel Membership

Panel Chair

Professor Philip BODMAN
Emeritus Professor
Faculty of Business, Economics and Law
The University of Queensland
AUSTRALIA

Panel Secretary

Mr Sam CHENG
Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
    Academic and Vocational Qualifications
HONG KONG

Panel Members

Professor CHAU Chi Wai Wilton
Co-Chair
Business Innovation Education
  College of Business
City University of Hong Kong
HONG KONG

Mr LAI Chi Him Joseph
Chief Executive Officer
Techstar (China) Ltd
HONG KONG

Professor CHOW Kin San Alan
Adjunct Professor
Business School
The University of Hong Kong
HONG KONG

Graduation Profile

Qualification Title	Master of Business Management 商業管理碩士
Qualification Type	Master's Degree
QF Level	Level 6
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
Other Area of Study and Training	N/A
Sub-area (Other Area of Study and Training)	N/A
Programme Objectives	1. Enhance students' leadership and management knowledge and skills, enabling them to navigate business situations with significant autonomy and effective collaboration 2. Foster students' business acumen in corporate social responsibility (CSR) and ethics, applicable in both local and global contexts 3. Strengthen students' research capabilities to support informed decision-making with greater accountability 4. Cultivate specialized business knowledge in one of four streams: a) Global Business Management, b) Marketing, c) Global Finance, or d) Accountancy and Corporate Governance 5. Elevate students' communication skills in an international business environment

Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. Integrate broad and specialized business knowledge to enhance decision-making processes 2. Demonstrate effective communication skills and knowledge, facilitating proficient interaction in diverse business settings 3. Evaluate personal contributions and responsibilities in becoming accountable employees, business leaders, and partners serving stakeholders 4. Critically analyze and enhance awareness of emerging global issues and developments 5. Operate independently and collaboratively, adapting skills and knowledge to excel in evolving contexts 6. Apply in-depth knowledge specific to a chosen business domain 7. Design and conduct research to effectively address practical and theoretical challenges
Education Pathways	Graduates of the Programme may pursue further study such as a DBA or PhD
Employment Pathways	Graduates may take up the following positions: 1. Management Executive 2. Business Executive 3. Marketing and Sales Managers 4. Product Development Manager 5. Financial Analyst 6. Export Manager 7. Management Consultant 8. Auditor / Accountant 9. Company Secretary 10. Researcher Potential employers include: 1. Financial Firms 2. Accounting Organizations 3. Banking Service Providers 4. Multi-national firms 5. Service firms etc.

Minimum Admission Requirements	1. A bachelor's degree from a recognised university or equivalent; and 2. Fulfilment of the one of the following English language proficiency requirements if the applicant's bachelor's degree was not obtained from a university/tertiary institution where English is the medium of instruction: TOEFL ≥ 550 (paper-based), ≥ 79 (internet-based); IELTS ≥ 6.0; CET 6 ≥ 430; TEM-4 ≥ 70.
Operator	The Hang Seng University of Hong Kong 香港恒生大學