



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

ACCREDITATION REPORT

HONG KONG CHU HAI COLLEGE

LEARNING PROGRAMME ACCREDITATION

**MASTER OF ARTS IN
STRATEGIC MARKETING COMMUNICATION**

DECEMBER 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA993), 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 Hong Kong Chu Hai College (the Operator) to conduct a Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Master of Arts in Strategic Marketing Communication (MASMC) programme of the Operator meets the stated objectives and QF standards and can continue to be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programme seeking accreditation status

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Major(s) leading to distinctive awards, if any	Claimed QF level
Master of Arts in Strategic Marketing Communication Programme 策略營銷傳訊文學碩士課程	Master of Arts in Strategic Marketing Communication 策略營銷傳訊文學碩士	Full-time	1 year	N/A	6
		Part-time**	2 years	N/A	6

**The Operator withdrew the part-time delivery mode for Learning Programme Accreditation of the Programme. Only full-time mode will be offered.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the MASMC programme (the Programme) meets the stated objectives and QF standard at Level 6. Subject to the approval by the Chief Executive in Council, the Programme can be offered as an accredited programme with a validity period of two years.

2.2 In order for the validity period to take effect, the Operator must be registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) and it must comply with any restrictions stipulated in the Institutional Review (IR) Report. The authority for registration under Cap. 320 rests with the Permanent Secretary for Education who may take into account of the outcome of the IR Report and other considerations as deemed necessary.

2.3 Validity Period

2.3.1 The validity period will, provided the Operator fulfils all pre-conditions to the commencement of the validity period as set out in paragraph 2.5.1, 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.

2.4 The determinations on the Programme are specified as follows:

Name of Operator	Hong Kong Chu Hai College 香港珠海學院
Name of Award Granting Body	Hong Kong Chu Hai College 香港珠海學院
Title of Learning Programme	Master of Arts in Strategic Marketing Communication Programme 策略營銷傳訊文學碩士課程
Title of Qualification [Exit Award]	Master of Arts in Strategic Marketing Communication 策略營銷傳訊文學碩士

Primary Area of Study and Training	Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	111
Mode of Delivery and Programme Length	Full-time, 1 year
Intermediate Exit Award	Not applicable
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2027
Number of Enrolment	One enrolment per year
Maximum Number of New Students	150 students per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Vocational Qualifications Pathway Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s)	80 Castle Peak Road, Castle Peak Bay, Tuen Mun, N.T. Hong Kong 香港新界屯門青山公路青山灣段 80 號

2.5 Condition

2.5.1 Pre-conditions

2.5.1.1 The Operator is to establish a mechanism for evaluating the Chinese language proficiency of potential local and non-local candidates, as appropriate, in accordance with the specific MOI arrangement of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025. (Paragraph 4.2.6)

2.5.1.2 The Operator is to provide samples of learning and teaching materials for the following courses in accordance with the specific MOI arrangement of the Programme to demonstrate that the content is up-to-date and enables learners to achieve the stated learning outcomes and meet programme objectives:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions
- Multi-channel Marketing Strategy for Infotainment Business

Additionally, the Operator is to provide approval records from the reviewers, i.e. the Programme Director and Department Head. This documentation ensures that all learning and teaching materials submitted have been reviewed and approved in accordance with the established internal quality assurance mechanism, demonstrating the effective implementation of the mechanism.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025. (Paragraph 4.3.6)

2.5.1.3 The Operator is to provide assessment tools for class participation, formative and summative assessments, along with associated assessment rubrics for the following courses in accordance with the specific MOI arrangement of the Programme. This is to ensure they effectively assess the attainment of the intended learning outcomes:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions
- Multi-channel Marketing Strategy for Infotainment Business

Additionally, the Operator is to provide approval records from the reviewers, i.e. the Programme Director and External Examiner. This documentation ensures that all assessment tools submitted have been reviewed and approved in accordance with the established internal quality assurance mechanism, demonstrating the effective implementation of the mechanism.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025. (Paragraph 4.4.8)

- 2.5.1.4 The Operator is to establish measures for teaching staff appointment on i) Chinese language proficiency in accordance with the specific MOI arrangement of the Programme and ii) teaching skills at tertiary level as appropriate to ensure effective and quality delivery of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025. (Paragraph 4.5.9)

- 2.5.1.5 The Operator is to develop plans to recruit sufficient teaching staff for the proposed annual programme intakes, in line with newly established appointment criteria. Recruitment plans, detailed curriculum vitae of appointed and potential teaching staff, and other relevant documents are to be submitted to demonstrate sufficient staffing for effective programme delivery.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025. (Paragraph 4.5.16)

2.6 **Recommendations**

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

- 2.6.1 The Operator should integrate company projects and/or internship into the Programme to enable students to effectively demonstrate their attainment of the intended learning outcomes by applying their knowledge and skills in real-life environments. (Paragraph 4.4.3)
- 2.6.2 The Operator should clearly document the expectations for part-time teaching staff regarding the provision of appropriate and sufficient

after-class learning support to students, and explicitly communicate this information to potential teaching staff during the recruitment process. (Paragraph 4.5.13)

- 2.7 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme concerned 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 fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Hong Kong Chu Hai College (the College), renamed from the Chu Hai College of Higher Education in January 2023, was registered in 2004 under the Post Secondary Colleges Ordinance (Cap. 320) as a privately funded, non-profit-making post-secondary college. The College was previously known as Chu Hai University, a private university founded in 1947 in Guangzhou, China and subsequently relocated to Hong Kong in 1949 and registered as Chu Hai College under the Education Ordinance (Cap. 279). The College started operating at the current campus near Castle Peak Bay in Tuen Mun in September 2016.
- 3.2 As of September 2024, the College has Programme Area Accreditation (PAA) status in seven areas at QF Level 5, and the College is operating one Higher Diploma programme, 14 bachelor's degree programmes and 16 master's degree programmes under the Qualifications Register.
- 3.3 The College commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for the Master of Arts in Strategic Marketing Communication. HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at Appendix 1), and a site visit by the Panel was conducted at the College's campus from 29 to 30 August 2024. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November*

2020) was the guiding document for the College and the Panel in conducting this exercise.

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 MASMC programme is hosted by the Department of Journalism and Communication under the Faculty of Arts and Social Science of the Operator.
- 4.1.2 To demonstrate the intended learning outcomes are meeting the QF standards at Level 6, the Operator provided the relevant information on:
 - The mapping of POs and PILOs;
 - The mapping of PILOs and Generic Level Descriptors (GLDs) for QF Level 6;
 - The mapping of constituent courses and PILOs; and
 - Course outlines of all courses, with information on course description, course intended learning outcomes (CILOs), course content, teaching and assessment methods, and references.
- 4.1.3 Responding to the Panel's initial comments on the presentation of the Programme Objectives (POs) and the Programme Intended Learning Outcomes (PILOs), the Operator fine-tuned the wordings of the POs and the mapping between the POs and PILOs. The updated POs and PILOs of the MASMC programme are set out as follows:

POs

- PO 1 Provide a unique combination of marketing and communication courses by offering a curriculum that

integrates both marketing and communication disciplines, and giving students a comprehensive understanding of how these two areas intersect and complement each other in the field of strategic marketing communication.

- PO 2 Foster the adoption of the latest marketing communication advancements by keeping students up-to-date with the latest advancements in marketing communication, and providing them with the knowledge and skills needed to leverage emerging technologies, platforms, and strategies in order to effectively communicate marketing messages to target audiences.
- PO 3 Nurture students to explore, elaborate, and develop communication strategies by encouraging students to think critically, analyze marketing communication challenges, and develop effective strategies to address them. Through real-world case studies and situations, students will have the opportunity to apply their marketing skills and knowledge to develop innovative and impactful communication strategies.
- PO 4 Equip students with specialized marketing communication skills by equipping students with a strong foundation in marketing and communication, enabling them to develop specialized skills in areas such as brand management, digital marketing, integrated marketing communication, and public relations. These skills will enable students to excel in various industries, including healthcare, technology, ESG (Environment, Social and Governance), finance, beauty, and education.
- PO 5 Prepare students for diverse careers in marketing technology and communications by preparing students for a wide range of career opportunities in marketing technology and communications. By providing them with a solid understanding of industry trends, best practices, and innovative approaches, students will be well-equipped to handle the challenges and demands of the ever-evolving marketing landscape.
- PO 6 Foster critical thinking and problem-solving abilities by developing students' critical thinking and problem-solving abilities through the analysis of real-world marketing communication challenges. By applying theoretical frameworks and practical knowledge, students will develop the ability to analyze complex situations, identify communication gaps, and propose effective solutions.

PILOs

Upon successful completion of the Programme, students should be able to:

- PILO 1 Demonstrate a comprehensive understanding of strategic marketing communication.
- PILO 2 Develop and implement effective marketing communication campaigns.
- PILO 3 Utilize technology and digital platforms to enhance marketing communication strategies.
- PILO 4 Apply managerial skills to plan and execute marketing communication initiatives.
- PILO 5 Demonstrate creativity and problem-solving skills in the global marketplace.

- 4.1.4 The Operator demonstrated that the MASMC programme meets community needs through a market needs analysis, which indicates a growing demand for professionals in the marketing technology and communication industries, as well as postgraduate qualifications in these fields.
- 4.1.5 The Operator conducted two surveys in September 2023: one targeting prospective students and another targeting employers or senior executives. The student survey indicated that over 97% of respondents considered that the MASMC degree would benefit their career development, and the curriculum design aligns with industry demands. The employer survey showed that over 78% of respondents expressed a need for MASMC graduates.
- 4.1.6 In addition to the above two surveys, the Operator provided evidence highlighting the demand for marketing professionals with postgraduate qualifications in the Mainland market. This evidence supports the alignment of designed Medium of Instruction (MOI) of the Programme with regional market needs. By aligning the MOI with industry requirements, the Programme aims to ensure that graduates possess the necessary skills and qualifications sought by employers.
- 4.1.7 Through reviewing the provided information and discussions with stakeholders during the site visit, including industry representatives, potential employers, external Advisory Committee members, and teaching staff, the Panel considered that the MASMC programme is able to facilitate the employment and educational pathways of its graduates, as detailed in the Graduate Profile of the Programme (Appendix 2).

- 4.1.8 In consideration of the above information and the stakeholder discussions, the Panel opined that the POs of the MASMC programme address community and education needs, with intended learning outcomes that meet the QF standards at Level 6.

4.2 **Learner Admission and Selection**

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

- 4.2.1 From the accreditation documents and the responses provided by the Operator, the minimum admission requirements of the Programme are as follows:

- (a) A recognised Bachelor's degree or an equivalent qualification.
- (b) Proficiency in the Chinese Language at one of the following levels:
 - Level 3 in the Chinese Language of HKDSE; or
 - Level 5 at Hanyu Shuiping Kaoshi (HSK) (漢語水平考試第五級); or
 - Level 2-B at Putonghua Shuiping Ceshi (PSC), State Language Affairs Commission (國家語言文字工作委員會普通話水平測試二級乙等); or
 - Bachelor's degree from a university or institution in which the medium of instruction and/or examination is Chinese, or
 - Equivalent.
- (c) Proficiency in the English Language at one of the following levels:
 - A score of 425 at Level 4 of the College English Test (CET); or
 - A minimum overall score of 6.0 in IELTS; or
 - Bachelor's degree from a university or institution in which the medium of instruction and/or examination is English, or
 - Equivalent.

- 4.2.2 Responding to the Panel's initial comments on the detailed MOI arrangement for learning and teaching activities, the Operator confirmed that the Programme will be delivered in Putonghua. Essential learning and teaching materials and assessment tools will be provided in Traditional Chinese, with some reference materials in English when appropriate. Students may submit written assessments in either Traditional or Simplified Chinese (Collectively,

hereafter referred to as “the specific MOI arrangement of the Programme”).

- 4.2.3 The Panel noted that the language proficiency requirements in the admission criteria may not ensure candidates have the necessary skills for the specific MOI arrangement of the Programme. For instance, the HKDSE Chinese Language does not evaluate Putonghua proficiency, and the PSC only assesses oral competence in Putonghua.
- 4.2.4 Addressing the Panel's concerns, the Operator elucidated that all local and non-local candidates must undergo an interview and admission test assessing their Chinese language proficiency, as appropriate, in accordance with the specific MOI arrangement of the Programme. However, the Operator has not provided sufficient evidence of a well-established and effectively implemented mechanism. Key evidence, such as criteria for appointing interviewers, sample assessment tools, rubrics for acceptance of Chinese language proficiency and template of individual admission assessment result records, has yet to be developed and documented.
- 4.2.5 During the site visit meeting, senior management shared with the Panel that detailed measures for assessing language proficiency in both local and non-local candidates in accordance with the specific MOI arrangement of the Programme will be developed and properly documented.
- 4.2.6 In view of the observations from 4.2.1 to 4.2.5, the Panel stipulated the Pre-condition below:

Pre-condition 1

The Operator is to establish a mechanism for evaluating the Chinese language proficiency of potential local and non-local candidates, as appropriate, in accordance with the specific MOI arrangement of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025.

- 4.2.7 In line with the Government's policy on the yearly quota of non-standard admissions 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 admissions (including mature students) should be capped at a maximum of 10% on an institutional basis and 15% on a programme basis of the actual number of new students of the year. The percentage is based on the sum of new student numbers across different study modes of the Programme.

- 4.2.8 Responding to the Panel's initial comments on non-standard admission quota, the Operator confirmed that the Operator's programmes will abide by the prevailing policy and cap the non-standard admission quota accordingly.

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 MASMC programme is a one-year, full-time master's degree programme. It includes four core courses and five elective courses, with students choosing five out of ten available elective courses. The Programme carries a minimum of 111 QF credits, and the maximum period of study is two years.
- 4.3.2 The Panel observed that the original course title, "Principles of Strategic Marketing Communications," which is the first core course in the Programme, seemed more suitable for an undergraduate level. As it is a master's level course, it should be taught from a managerial perspective. Having reviewed the course outlines, the Panel suggested renaming it to "Strategic Marketing Communications" to better reflect the intended learning outcomes. The Operator agreed with this observation, and the updated programme structure is outlined below:

	Course Title	Contact Hours	Self-study Hours	Assessment Hours	Notional Learning Hours	No. of Course Credits	QF Credits
Core courses							
1	Strategic Marketing Communications	39	84	3	126	3	
2	Technological Innovation and Market Creation	39	84	3	126	3	

3	Digital Marketing and Emerging Issues	39	84	3	126	3	
4	Contemporary Research Methods	42	84	3	129	3	
Elective courses (Choose Five)							
1	Strategic PR Campaign Design and Implementation	54	72	3	129	3	
2	Crisis Communication and Leadership Strategies	42	78	3	123	3	
3	Topical Issues in Corporate Communication	39	78	3	120	3	
4	Strategic Event Management in A Global Environment	42	84	3	129	3	
5	Digital Communication Management	39	78	3	120	3	
6	Data Analytics for International Business Decisions	42	84	3	129	3	
7	Social Identity and Brand Management	39	78	3	120	3	
8	Strategic Marketing Management	39	78	3	120	3	
9	Multi-channel Marketing Strategy for Infotainment Business	54	78	3	135	3	
10	Digital Storytelling and Media Software Application	39	78	3	120	3	
Minimum number required for graduation		354	726	27	1,107	27	111

4.3.3 The Panel noted that no learning and teaching materials were provided with the first submission of accreditation documents. Responding to the Panel's initial comments, the Operator provided sample materials for the following five courses:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions
- Multi-channel Marketing Strategy for Infotainment Business

The Panel observed that although the materials were expected to be in Traditional Chinese, most submissions were in English. In response to the Panel's initial comments on this inconsistency, the Operator tabled a sample of materials in Traditional Chinese for one course during the site visit.

4.3.4 Having reviewed the materials, the Panel found insufficient evidence that they effectively enable learners to achieve the programme intended learning outcomes aligned with the programme objectives.

- 4.3.5 During discussions at the site visit, programme management reaffirmed that essential learning and teaching materials will be provided in Traditional Chinese. The Operator acknowledged that additional time is required to develop these materials, which will be undergone a thorough review and approval process according to established internal quality assurance mechanisms before submission to the Panel.
- 4.3.6 In view of the observations from 4.3.3 to 4.3.5, the Panel stipulated the Pre-condition below:

Pre-condition 2

The Operator is to provide samples of learning and teaching materials for the following courses in accordance with the specific MOI arrangement of the Programme to demonstrate that the content is up-to-date and enables learners to achieve the stated learning outcomes and meet programme objectives:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions
- Multi-channel Marketing Strategy for Infotainment Business

Additionally, the Operator is to provide approval records from the reviewers, i.e. the Programme Director and Department Head. This documentation ensures that all learning and teaching materials submitted have been reviewed and approved in accordance with the established internal quality assurance mechanism, demonstrating the effective implementation of the mechanism.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025.

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 includes a variety of learning and teaching activities such as lectures, tutorials, seminars, workshops, field studies,

laboratory work, and studio work. The Programme will be delivered in Putonghua, and essential learning materials, as well as assessment tools, are provided in Traditional Chinese. Students may submit written assessments in either Traditional or Simplified Chinese.

- 4.4.2 The Panel noted that lectures serve as the primary method of teaching, supplemented by other activities. The maximum class size for lectures is set at 80 students. The maximum class sizes for different teaching activities are set as follows:

Learning and Teaching Method	Maximum Class Size
Lecture	80
Tutorial	20
Field visit	40
Workshop/laboratory	30

- 4.4.3 During the site visit discussions, stakeholders highlighted that the Programme addresses a wide range of global trends and the latest developments in marketing, communications, and technology. The Panel opined that integrating company projects and internships would allow students to apply their knowledge and skills in real-world settings, thereby effectively achieving the intended learning outcomes. The Operator acknowledged this observation and mentioned that internship opportunities are currently being explored.

In view of the need to further strengthen students' industry exposure and improve their employability, the Panel made the following recommendation:

Recommendation 1

The Operator should integrate company projects and/or internship into the Programme to enable students to effectively demonstrate their attainment of the intended learning outcomes by applying their knowledge and skills in real-life environments.

- 4.4.4 Student learning will be assessed through class participation, as well as formative and summative assessments. Formative assessment will include tests, assignments, quizzes, written reports, oral presentations. Summative assessment will comprise final written examinations, end-of-semester reports, or capstone projects.

- 4.4.5 The Panel noted that no sample assessment tools were provided in the first submission of accreditation documents. Responding to the Panel's initial comments, the Operator provided sample assessment tools for the following five selected courses:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions
- Multi-channel Marketing Strategy for Infotainment Business

The Panel observed that although the assessment tools were expected to be in Traditional Chinese, most submissions were in English. In response to the Panel's initial comments on this inconsistency, the Operator tabled a portion of the assessment tools in Traditional Chinese or Simplified Chinese for each course during the site visit.

- 4.4.6 Having reviewed these tools, the Panel found insufficient evidence that they effectively assess the attainment of the intended learning outcomes. This concern was heightened by the inability to evaluate the connection with the programme content due to the absence of representative essential learning and teaching materials
- 4.4.7 During the site visit discussions, programme management reaffirmed that all the components of the assessments, including class participation, will be provided in Traditional Chinese. The Operator acknowledged that additional time is required to develop these materials, which will be undergone a thorough review and approval process according to established internal quality assurance mechanisms before submission to the Panel.
- 4.4.8 In view of the observations from 4.4.4 to 4.4.7, the Panel stipulated the Pre-condition below:

Pre-condition 3

The Operator is to provide assessment tools for class participation, formative and summative assessments, along with associated assessment rubrics for the following courses in accordance with the specific MOI arrangement of the Programme. This is to ensure they effectively assess the attainment of the intended learning outcomes:

- Strategic Marketing Communications
- Technological Innovation and Market Creation
- Digital Marketing and Emerging Issues
- Data Analytics for International Business Decisions

- Multi-channel Marketing Strategy for Infotainment Business

Additionally, the Operator is to provide approval records from the reviewers, i.e. the Programme Director and External Examiner. This documentation ensures that all assessment tools submitted have been reviewed and approved in accordance with the established internal quality assurance mechanism, demonstrating the effective implementation of the mechanism.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025.

- 4.4.9 Responding to the Panel's initial comments on the criteria for passing a course, the Operator confirmed that students must achieve an overall passing grade in all formative and summative assessments. This ensures that students have attained all CILOs.
- 4.4.10 To be eligible for graduation, students should fulfil the following requirements within the maximum registration period:
- (a) Achieved a minimum of 27 credits, comprising 12 credits in core courses and 15 credits in elective courses; and
 - (b) Passed all courses in a manner specified in the syllabuses; and
 - (c) Attained with a Graduation Grade Point Average (GGPA) of not less than 2.0.
- 4.4.11 The Panel reviewed the General Regulations for Taught Postgraduate Programmes and noted that a student who fulfils the graduation requirements will be awarded a Master's Degree with one of the following classifications:

Award Classification	Minimum Graduation GPA
Distinction	3.50
Merit	3.00
Pass	2.00

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 Operator provided the following information on the programme leadership and staffing resources for the Programme:

- Academic qualifications, relevant work experience and major roles and responsibilities of the key management of the Programme,
- The identified teaching staff of each course,
- Projected teaching staff number for the next five years:

	Academic Year									
	2025/26		2026/27		2027/28		2028/29		2029/30	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Projected No. of Teaching Staff	5	6	5	6	5	6	5	6	5	6

4.5.2 In response to the Panel's initial comments on the competence of the appointed Programme Director and teaching staff, the Operator proposed the revised corresponding appointment criteria as follows. These revisions aim to ensure that staff possess the academic and professional skills necessary for effective programme management and delivery.

	Staff Appointment Criteria
Programme Director	(a) A master's degree in relevant discipline; and (b) Minimum 5 years' post-qualification experience of which at least 3 years relate to teaching at tertiary level; and (c) 8 years of industry experiences at managerial level; and (d) 5 years engagement in professional affiliations of related fields, or Strong track record of research contributions in the related fields
Teaching Staff	(a) A master's degree in relevant discipline; and (b) Minimum 2 years' teaching experience at tertiary level; and (c) 3 years industry experiences at managerial level in the related field, and (d) 3 years engagement in professional

	affiliations of related fields, or Track record of conduct research in the related fields
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- 4.5.3 The Panel noted that the revised appointment criteria for teaching staff do not specify Chinese language proficiency requirements, which are considered crucial for effective programme delivery and assessment in accordance with the specific MOI arrangement of the Programme.
- 4.5.4 The Panel observed from the curriculum vitae of potential teaching staff that most obtained their academic qualifications from English-instructed institutions. Additionally, their teaching and industry experience is primarily not from Putonghua-speaking regions. The Panel therefore opined that the revised appointment criteria are inadequate to ensure effective programme delivery and assessment in accordance with the specific MOI arrangement of the Programme.
- 4.5.5 During the site visit meeting, the Operator elaborated that the Department will meet and interview all teaching staff, particularly part-time staff, during the recruitment process. This process includes a demo-teaching session conducted in Putonghua as appropriate. However, the Operator has not provided sufficient evidence to demonstrate that these measures are well established and effectively implemented. Key evidence, such as profiles of the selection panel for Chinese proficiency, language assessment arrangements and rubrics for acceptance of Putonghua proficiency, has yet to be developed and documented.
- 4.5.6 The senior management affirmed at the site visit meeting that the detailed measures will be developed for potential teaching staff and properly documented.
- 4.5.7 During the site visit, the Panel noted from the curriculum vitae of the potential teaching staff that one candidate met the revised academic and professional qualifications but lacked two years of tertiary teaching experience. At the meeting with the programme management, the Operator explained that this candidate is a leading industry expert who will share with students the latest industry technology and information. Despite lacking formal tertiary teaching experience, he has delivered talks at various meetings and conferences.

- 4.5.8 Recognising the candidate's professional competence, the Panel opined that arrangements are to be made for candidates who meet academic qualifications and have industry experience but lack tertiary teaching experience. These arrangements are essential to ensure quality delivery of the Programme before formal appointment. Key evidence, such as the detailed staff development and support scheme to ensure that potential candidate is able to deliver the Programme effectively as well as the requisite for formal appointment, shall be developed and documented.
- 4.5.9 In view of the observations from paragraphs 4.5.2 to 4.5.8, the Panel stipulated the Pre-condition below regarding the measures for teaching staff appointment:

Pre-condition 4

The Operator is to establish measures for teaching staff appointment on i) Chinese language proficiency in accordance with the specific MOI arrangement of the Programme and ii) teaching skills at tertiary level as appropriate to ensure effective and quality delivery of the Programme.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025.

- 4.5.10 On the staff development provisions, the Operator provided policies and information demonstrating several measures in place, including:
- Paid study leaves and professional leaves for academic staff to engage in relevant academic activities.
 - Subsidies for participating in conferences and overseas study tours.
 - Seed funding, start-up funds, and conference grants to support staff in developing research ideas and projects.
- 4.5.11 Responding to the Panel's comment on how to cultivate research culture among teaching staff of the Programme, the Operator elucidated that the internal funding is available for this purpose. The funding is including:
- Publication fund
This subsidises full-time academic staff to publish their research outcomes. These can take the form of journal articles, conference proceedings, books, monographs, or book chapters.
 - Scholarly activity fund

This fund supports academic and research units in organising scholarly activities. The goals are to share research ideas, promote research collaboration, and disseminate research findings.

- 4.5.12 The Panel observed that half of the courses of the Programme will be conducted by part-time teaching staff. Responding to the Panel's initial comments on how to ensure that the part-time teaching staff members provide effective after-class learning support to the students, the Operator elaborated that the part-time teaching staff members are expected to allocate weekly consultation hours. Additionally, many part-time teaching staff members are willing to share their social media contacts with students to provide remote consultation and support.
- 4.5.13 During the meeting with the programme management, the Operator elucidated that full-time teaching staff are required to provide six hours of weekly consultation dedicated to after-class learning support to students. However, there is currently no explicit policy for after-class support by part-time teaching staff. At the meeting with the teaching staff, the Panel learned that although part-time teaching staff members are willing to share their social media contacts or stay after class to answer questions, those after-class support activities are on a voluntary basis.

In view of the need to further strengthen the after-class learning support from part-time teaching staff, the Panel made the following recommendation:

Recommendation 2

The Operator should clearly document the expectations for part-time teaching staff regarding the provision of appropriate and sufficient after-class learning support to students, and explicitly communicate this information to potential teaching staff during the recruitment process.

- 4.5.14 The Panel observed that the proposed maximum annual intake for the Programme is 150 students. With a maximum class size of 80, this would necessitate the arrangement of two classes per cohort.
- 4.5.15 During the site visit discussions, programme management admitted the need for additional teaching staff to ensure adequate resources for delivering two classes per cohort. Since no specific recruitment plan was presented at the site visit, the Panel opined that the

Operator is to develop plans to recruit sufficient teaching staff for the proposed 150 annual intakes. The plans should align with the newly established appointment criteria and be completed before the commencement of the Programme.

- 4.5.16 In view of the above observations from 4.5.14 to 4.5.15, the Panel stipulated the Pre-condition below.

Pre-condition 5

The Operator is to develop plans to recruit sufficient teaching staff for the proposed annual programme intakes, in line with newly established appointment criteria. Recruitment plans, detailed curriculum vitae of appointed and potential teaching staff, and other relevant documents are to be submitted to demonstrate sufficient staffing for effective programme delivery.

The Operator is to submit the relevant documents and evidence to HKCAAVQ for the fulfilment of pre-condition on or before 31 May 2025.

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 Operator provided the Panel with the budget for the Programme for the next five years, a list of facilities at the teaching venue, and the library resources available. During the site visit, the Operator introduced Chinese e-resources subscribed by the library, which support the learning and teaching activities of the Programme.
- 4.6.2 The Panel noted that the Operator offers the following student support activities and services for the Programme:
- Academic advising system
Each student is assigned an Academic Advisor responsible for guidance and advice. Responding to the Panel's initial comments on the appointment for Academic Advisors, the Operator expounded that all full-time teaching staff for the Programme serve as Academic Advisors as they have regular contact with students and have a better understanding of students' situations.
 - Development and counselling services

Students can seek advice and support from the Student Affairs Office (SAO) in areas such as overseas exchange, counselling, career development and job search.

- Language enhancement support

The English Language and Culture Centre coordinates and promotes English language and cultural activities for all students through various activities, self-access corners and on-line resources.

4.6.3 The Panel also noted that the Operator has established communication channels for students to express their opinions about the Programme or other aspects of their learning experience at different levels, including:

- College level

Elected student representatives, both undergraduates and postgraduates, are invited to attend the meetings of the Faculty Board, Academic Board and College Council.

- Faculty/ Department/ Programme level

Student representatives can share their views and receive updates on developments within the Faculty, Department or Programme at the Staff-Student Consultative Meetings.

- SAO level

SAO engages in direct dialogue with different student bodies regarding their needs and concerns.

- Individual level

Staff-student afternoon tea sessions are scheduled twice a semester, allowing staff and students to share in a casual setting.

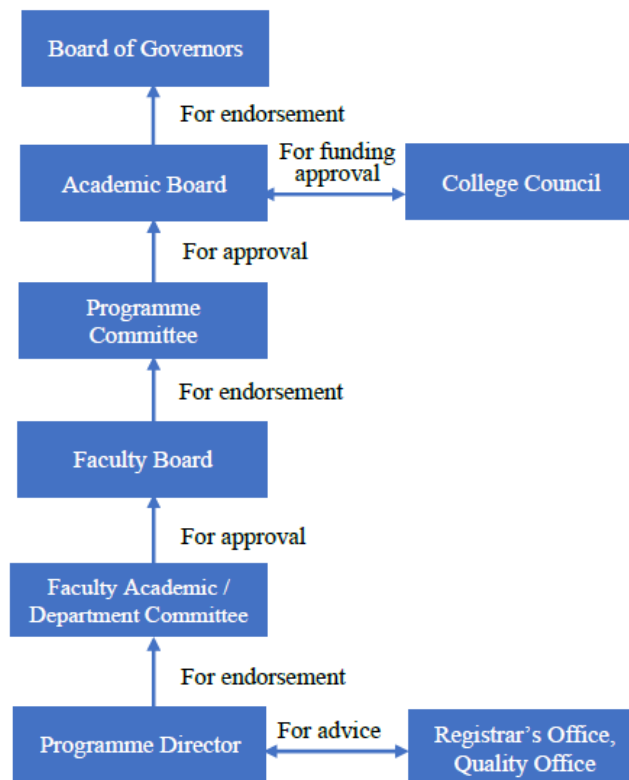
4.6.4 The Panel noted from the budget for the Programme for the next five years that the breakeven student number is 84. Responding to the Panel's initial comments on the financial viability of the projected budget, the Operator affirmed that the necessary resources, including teaching staff and facilities, are committed to offering the Programme regardless of student intake for the first three years. Having reviewed the relevant financial statement, the Panel considered that the Operator is financially capable of absorbing any operational deficit arising from under-enrolment of the Programme for the first three years.

4.6.5 In consideration of the above information and discussions with representatives from senior management, the programme team, and relevant external stakeholders, the Panel opined that the Operator is able to provide appropriate and sufficient learning, teaching and enabling resources for the learning, teaching activities 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 Panel noted from the accreditation documents that the new programme development and approval process is outlined as follows:



- 4.7.2 Responding to the Panel's initial comments on evidence of approvals related to the offering of the Programme, the Operator provided extracts from meeting minutes, including the approval records from the Department Committee, Faculty Board, Programme Committee and Academic Board for the Panel's review.
- 4.7.3 The Panel noted that the Operator has established an ongoing review and revision mechanism. The Programme Management Committee is responsible for regular programme review and is required to submit an annual report on the Programme to the Faculty Office at the end of each academic year. Additionally, an academic review of a Faculty/Programme is conducted every five years to ensure continuous quality enhancement.

- 4.7.4 The Operator collects feedbacks from students and alumni through the following channels:

Survey	Purpose	Frequency
Course Evaluation Survey	Student feedback on teaching quality	Every semester
Programme Evaluation Survey	Student feedback on overall programme quality	Every year
Employment Survey	Graduate feedback on employment	Every year
Alumni Survey	Graduate feedback on career development	Every five years

- 4.7.5 The Panel was informed that the Operator has appointed an External Examiner (EE) to review assessment tools and other relevant materials before assessments. Since EEs are members of the Board of Examiners, they can also provide feedback during Board meetings.
- 4.7.6 Given the broad scope of knowledge covered by the Programme, the Panel opined that the workload might be heavy duty for a single EE. Responding to the Panel's initial comments on enhancing the effectiveness of the roles performed by the EE, the Operator confirmed that an additional EE will be appointed to share the workload.
- 4.7.7 Responding to the Panel's initial comments on the internal Quality Assurance (QA) process for learning and teaching materials and activities, the Operator expounded that the Department Head and Programme Director are responsible for conducting internal reviews to ensure the attainment of PILOs.
- 4.7.8 The Panel also noted that the Operator has formed an Advisory Committee (AC) to provide a platform for local and non-local academics, industries, professions and professional bodies to offer advice on international benchmarking for the Programme. The AC convenes at least once per academic year and meeting minutes are submitted to the Vice President (Academic) for consideration.
- 4.7.9 During the site visit meeting, the Panel noted that a potential part-time teaching staff of the Programme is currently serving as an external member of the AC. Responding to the Panel's observation, the Operator confirmed that this membership of AC will be withdrawn

upon the confirmation of the teaching appointment to avoid any potential conflict of interest.

- 4.7.10 The Operator shared with the Panel the review mechanism in place for learning and teaching materials as well as assessment tools. Nonetheless, observations elucidated in paragraphs 4.3.3 to 4.3.5 and paragraphs 4.4.4 to 4.4.7 indicated that the internal review procedures at this stage did not identify certain issues in these materials and tools. The Panel was of the view that the implementation of the current QA mechanism shall be demonstrated. During the site visit discussions, the Panel emphasised the importance of involving external stakeholders in the QA process to ensure the programme remains current and valid. This is crucial to demonstrate that the learning outcomes, learning and teaching activities and learner assessments effectively meet the programme objectives. Consequently, the Panel stipulated the pre-conditions outlined in paragraph 4.3.6 and paragraph 4.4.8.

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 (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 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 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: 55/37/01

4 December 2024

JoH/CQ/SkC/kil

Hong Kong Chu Hai College

**Learning Programme Accreditation for
Master of Arts in Strategic Marketing Communication**

29 – 30 August 2024

Panel Membership

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

Appendix 2

Graduate Profile of Master of Arts in Strategic Marketing Communication

Qualification Title	Master of Arts in Strategic Marketing Communication 策略營銷傳訊文學碩士
Qualification Type	Master's Degree
QF Level	Level 6
Primary Area of Study and Training	Mass Media and Communications, Journalism and Public Relations
Sub-area (Primary Area of Study and Training)	Mass Media and Communications, Journalism and Public Relations
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The programme aims to:</p> <ol style="list-style-type: none">1. Provide a unique combination of marketing and communication courses by offering a curriculum that integrates both marketing and communication disciplines, and giving students a comprehensive understanding of how these two areas intersect and complement each other in the field of strategic marketing communication.2. Foster the adoption of the latest marketing communication advancements by keeping students up-to-date with the latest advancements in marketing communication, and providing them with the knowledge and skills needed to leverage emerging technologies,

	<p>platforms, and strategies in order to effectively communicate marketing messages to target audiences.</p> <ol style="list-style-type: none"> 3. Nurture students to explore, elaborate, and develop communication strategies by encouraging students to think critically, analyze marketing communication challenges, and develop effective strategies to address them. Through real-world case studies and situations, students will have the opportunity to apply their marketing skills and knowledge to develop innovative and impactful communication strategies. 4. Equip students with specialized marketing communication skills by equipping students with a strong foundation in marketing and communication, enabling them to develop specialized skills in areas such as brand management, digital marketing, integrated marketing communication, and public relations. These skills will enable students to excel in various industries, including healthcare, technology, ESG (Environment, Social and Governance), finance, beauty, and education. 5. Prepare students for diverse careers in marketing technology and communications by preparing students for a wide range of career opportunities in marketing technology and communications. By providing them with a solid understanding of industry trends, best practices, and innovative approaches, students will be well-equipped to handle the challenges and demands of the ever-evolving marketing landscape. 6. Foster critical thinking and problem-solving abilities by developing students' critical thinking and problem-solving abilities through the analysis of real-world marketing communication challenges. By applying theoretical frameworks and practical knowledge, students will develop the ability to analyze complex situations, identify communication gaps, and propose effective solutions.
Programme Intended Learning Outcomes	<p>Upon successful completion of the Programme, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a comprehensive understanding of strategic marketing communication.

	<ol style="list-style-type: none"> 2. Develop and implement effective marketing communication campaigns. 3. Utilize technology and digital platforms to enhance marketing communication strategies. 4. Apply managerial skills to plan and execute marketing communication initiatives. 5. Demonstrate creativity and problem-solving skills in the global marketplace.
Education Pathways	Graduates of this Programme can pursue further study in research- based programmes (e.g. MPhil or PhD) or other taught postgraduate programmes in related professional disciplines offered by local and overseas universities.
Employment Pathways	<ul style="list-style-type: none"> • Public Relations Specialist • Marketing Communication Specialist • Marketing Technology Specialist • Digital marketing operations manager • Marketing automation specialist • Marketing database architect • Marketing analytics, insights, and science professional • ecommerce Marketing Manager • Omnichannel Manager • Global Brand Governance & Automation Manager • Growth hacker • Marketing Technology Innovation Analyst • Marketing Operation Manager • Marketing technologist • Data and Tech Practice Lead • CRM Execution Manager • Marketing Manager, Analytics, Operations and Optimization • Marketing Automation Specialist • Demand Generation Manager
Minimum Admission Requirements	<p>(a) A recognised Bachelor's degree, or an equivalent qualification; AND</p> <p>(b) Proficiency in the Chinese Language at <u>one</u> of the following levels:</p> <ul style="list-style-type: none"> • Level 3 in the Chinese Language of HKDSE; or

	<ul style="list-style-type: none"> • Level 5 at Hanyu Shuiping Kaoshi (HSK) (漢語水平考試第五級); or • Level 2-B at Putonghua Shuiping Ceshi (PSC), State Language Affairs Commission (國家語言文字工作委員會普通話水平測試二級乙等); or • Bachelor's degree from a university or institution in which the medium of instruction and/or examination is Chinese, or • Equivalent; AND <p>(c) Proficiency in the English Language at one of the following levels:</p> <ul style="list-style-type: none"> • A score of 425 at Level 4 of the College English Test (CET); or • A minimum overall score of 6.0 in IELTS; or • Bachelor's degree from a university or institution in which the medium of instruction and/or examination is English, or • Equivalent. <p>** Note: Interview and/or language proficiency test will be arranged as appropriate to evaluate the Chinese language proficiency of local and non-local applicants with the necessary language skills to undertake the Programme in accordance with the specific MOI arrangement of the Programme.</p>
Operator	<p>Hong Kong Chu Hai College 香港珠海學院</p>

