



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

PERIODIC INSTITUTIONAL REVIEW

FOR

**ACCOUNTING
FINANCE
GENERAL BUSINESS ADMINISTRATION
GENERAL MANAGEMENT
MARKETING
LOGISTICS STUDIES
SUPPLY-CHAIN MANAGEMENT
TRANSLATION**

JUNE 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1137), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by The Hang Seng University of Hong Kong (the Operator / the University) to conduct Periodic Institutional Review (PIR) with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) to determine whether the Operator can be approved to maintain the Programme Area Accreditation status for the Programme Areas (as listed in Paragraph 1.2) for a specified validity period; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.2 Specifications of the Programme Area(s) undergoing PIR

Area of Study and Training	Sub-area	Programme Area	QF Level
Business and Management	Accounting, Finance and Investment	Accounting	5
		Finance	5
	General Business Management	General Business Administration	5
		General Management	5
		Marketing	5
	Transports and Logistics	Logistics Studies	5
		Supply-chain Management	5
Languages and Related Studies	Languages and Related Studies	Translation	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Operator can be approved to maintain the Programme Area Accreditation (PAA) status for the programme areas specified in Paragraph 1.2 with a validity period of five years.

2.2 The Operator approved to maintain the PAA status is considered as meeting the HKCAAVQ accreditation standards of the PIR. The Operator's policies are in line with the strategic plans and are consistent with the overall mission, aims and objectives of its operation. The Operator continues to have appropriate mechanisms and management procedures to ensure effective academic development, quality assurance, staffing and staff development. Its resource allocation supports the development and management of the programme areas. The Operator also has robust internal processes in place that ensure its learning programmes meet the stated objectives and QF standards.

2.3 Validity Period

2.3.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.4 The determinations on the maintenance of the PAA status are specified as follows:

Name of Operator 營辦者名稱		The Hang Seng University of Hong Kong 香港恒生大學
Address of Operator 營辦者地址		Hang Shin Link, Siu Lek Yuen, Shatin, New Territories 新界沙田小瀝源行善里
Name of Award Granting Body 資歷頒授者名稱		The Hang Seng University of Hong Kong 香港恒生大學
Area of Study and Training 學習及培訓範疇	Sub-area 子範疇	Programme Area and Scope of Programme Area 學科範圍
Business and Management	Accounting, Finance and Investment	Accounting Study and training in the accounting function of business, which includes

		the systematic and comprehensive recording of financial transactions pertaining to a business, as well as the process of summarizing, analysing and reporting these transactions.
Business and Management	Accounting, Finance and Investment	Finance • Study and training in the finance function of business, with finance being the leading subject matters, including the management, creation, analysis and study of money, financial markets, financial instruments, financial statements, assets and liabilities.
Business and Management	General Business Management	General Business Administration • Study and training in the general administration of business enterprises, which include a combination of basic studies in multiple functional areas, including Accounting, Management, Financial Management, Human Resources Management, Marketing, International Business and Entrepreneurship.
Business and Management	General Business Management	General Management • Study and training in the general management of business, which include basic business functional areas in Accounting, Management, Financial Management, Human Resources Management, Marketing, International Business and Entrepreneurship.
Business and Management	General Business Management	Marketing • Study and training in the marketing function of business, which include the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
Business and Management	Transports and Logistics	Logistics Studies • Study and training in the management of activities that source materials and services, transforming them into in-process and final products, and delivering the products

		via a distribution network in order to meet the requirements of customers or corporations.
Business and Management	Transports and Logistics	Supply-chain Management • Study and training in the management of activities that source materials and services, transforming them into in-process and final products, and delivering the products via a distribution network in order to meet the requirements of customers or corporations.
Languages and Related Studies	Languages and Related Studies	Translation • Study and training in the theories and practices of translation, interpreting and language services.
QF Level 資歷架構級別	Level 5	
Start Date of Validity Period 有效期的開始日期	1 September 2026	
End Date of Validity Period 有效期的終止日期	31 August 2031	
Address of Teaching / Training Venue(s) 授課地址	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories 新界沙田小瀝源行善里	

2.5 Recommendations

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

- 2.5.1 The University should consider, as part of the strategic and academic planning mechanisms, means of benchmarking its performance indicators and actual outcomes against those of comparable institutions, with a view to facilitating sustainable development of the University. (Paragraph 4.1.9)
- 2.5.2 The University should consider strengthening the institutional policy on staff workload management with a view to providing enhanced institutional guidance on workload-related issues for Schools, Departments and staff members. (Paragraph 4.2.3(c))
- 2.5.3 The University should maintain ongoing and active support at the institutional and school levels towards programmes with relatively

low enrolments seeking to strengthen their appeal, and to closely monitor the effectiveness of the measures in place to inform the need for any subsequent actions. (Paragraph 4.3.3(c))

2.5.4 The University should maintain close monitoring on the factors contributing to deferred graduation, and provide any necessary support to students. (Paragraph 4.3.3(d))

2.5.5 The University should maintain close monitoring on the support measures for non-local students, with a view to reviewing their academic and wellbeing support needs and adjusting the corresponding support measures as appropriate. (Paragraph 4.4.2(c))

2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent 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 Operator acquired the private university title in October 2018. Its predecessor, Hang Seng Management College, has been registered under the Post Secondary Colleges Ordinance (Cap. 320) as a privately-funded, non-profit post-secondary college since 2010. The Operator has six Schools, namely (i) Business, (ii) Communication, (iii) Decision Sciences, (iv) Humanities and Social Science (v) Translation and Foreign Languages, and (vi) Transdisciplinary Studies. As of March 2026, there are 28 bachelor's degree programmes and 17 master's degree programmes operated by the University as indicated on the Qualifications Register. The offering of new degree programmes by the Operator is subject to approval by the Secretary for Education.

- 3.2 Up to March 2026, the Operator has attained PAA status at QF Level 5 in 10 programme areas, namely (i) General Business Administration, (ii) General Management, (iii) Marketing, (iv) Accounting, (v) Finance, (vi) Translation, (vii) Logistics Studies, (viii) Supply-chain Management, (ix) English Language and English Literature and (x) Mass Media and Communications, Journalism and Public Relations.
- 3.3 The Operator commissioned HKCAAVQ to conduct a PIR to cover eight approved programme areas under its PAA status as specified in Paragraph 1.2. HKCAAVQ formed an expert Panel for this accreditation exercise (Panel Membership at Appendix). A Financial Expert was engaged to review the finance of the Operator. A site visit took place on 25-27 March 2026. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.3, April 2025) was the guiding document for the Operator 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.

Hereafter, the following abbreviations are used:

PA(BUS)	The programme areas of Accounting, Finance, General Business Administration, General Management, and Marketing
PA(SCM)	The programme areas of Logistics Studies and Supply-chain Management
PA(TRA)	The programme area of Translation
SBUS	School of Business
SDSC	School of Decision Sciences
STFL	School of Translation and Foreign Languages

4.1 Organisational Effectiveness and Planning

The Operator must demonstrate that it is meeting its educational/training objectives, aligned with its vision and mission, and informed by comprehensive review of organisational effectiveness and implementation of strategically planned initiatives.

- 4.1.1 Governance functions of the University are performed by the Board of Governors (BoG) and the Council. The BoG, being the supreme governing body of the University, is responsible for the control of the purposes and functions of the University, overall broad direction and policy, and decisions regarding the approval and allocation of financial resources, acquisition and disposal of property and capital assets, as well as the appointment of key officers of the University. The work of the BoG is supported by four Board Committees regularly reporting to the BoG, namely the Audit Committee, Finance Committee, Foundation Management Committee and Fundraising and Donation Committee. The Council serves as the supreme executive body of the University responsible for managing and administering the University affairs according to the directions set out by the BoG.
- 4.1.2 The Panel reviewed the terms of reference and membership of the BoG and the Council. The BoG is entirely composed of external stakeholders, including members from the senior management of the Hang Seng Bank, local higher education community and the business community. The BoG currently has 16 members and meets twice a year. The Council comprises members from the University management including the President, Provost and Vice-Presidents, two staff representatives including one academic and one administrative staff elected respectively by academic staff and administrative staff of the University, external stakeholders nominated by the BoG, and a Student Observer. The Council currently has 17 members in total and meets four times a year.
- 4.1.3 The Academic Board (AB) and School Boards (SB) are responsible for the University's academic governance. The AB is the principal academic body regulating all academic affairs of the University subject to financial control of the Council. Chaired by the President, the AB meets at least once every semester. There are 14 Standing Committees under the AB which deliberate in details different academic-related issues and make recommendations to the AB. The SB, chaired by the School Dean, is responsible for the organisation and administration of academic programmes/modules offered by the

School as well as the monitoring and maintenance of standards of its teaching, learning, research and public engagement activities.

- 4.1.4 The Senior Management Committee (SMC) serves as the principal administrative body regulating all administrative affairs of the University. It regulates the planning, implementation, coordination and review of all financial, space and staffing resources, ensures that the University's short-term and long-term development plans are well-supported by its resource plans, and has oversight over quality assurance of all the functions and activities of the University. Chaired by the President, the SMC meets monthly and is supported by nine Standing Committees.
- 4.1.5 The University has six schools, with an SB in place for each school. Among the Schools, departments are set up under the School of Business (SBUS), School of Decision Sciences (SDSC) and School of Humanities and Social Science (SHSS). Where there are departments under a school, Department Boards are set up.
- 4.1.6 To drive the achievement of the University's vision and mission, an institutional-level strategic planning and monitoring mechanism is in place for the formulation and implementation of institutional strategic directions. The current Strategic Plan covering 2023 to 2028, informed by an environmental scan and SWOT analysis of the University, sets out six Strategic Focus Areas (SFA) to guide the development of the University. Each SFA is accompanied by an aspiration statement along with relevant strategic goals and initiatives. Annual progress reports are presented to the Council on the achievement of the strategic goals laid down in the Strategic Plan.
- 4.1.7 On academic planning, the University develops an institutional-level Academic Development Plan (ADP) based on the Strategic Plan to set out the directions for programme development, enhancement of teaching and learning quality, research performance and student development. Each School subsequently develops a School ADP to guide the School's academic development and growth in line with the University's overall directions and strategies for growth.
- 4.1.8 The University provided the Strategic Plan 2023-28, sample progress reports on Strategic Plan implementation, University ADP of the three hosting schools of the programme areas namely SBUS, SDSC and STFL, as well as relevant documentation on the formulation, implementation and review of Strategic Plan and ADP. Having reviewed the above, the Panel considered that the mechanism in place for the strategic planning and academic

development at the institutional and school levels is evidence-based and effective in driving the achievement of the University's vision and mission.

- 4.1.9 To plan and monitor the progress of achievement of strategic goals, the University has identified a set of Key Profile Indicators (KPI) to serve as parameters for measuring the University's performance in various areas. Based on the institutional-level KPIs, Schools develop their respective school-level KPIs that include corresponding performance indicators where applicable. The Panel reviewed the institutional- and school-level KPIs and samples of school-level reporting on achievement of KPIs, and formed the view that the mechanism in place is reflective of an evidence-based approach to reviewing institutional performance and effectiveness. At the same time, the Panel noted that the development of institutional- and school-level KPIs have taken into consideration input from external stakeholders as part of the strategic and academic planning processes. While acknowledging that the input from external stakeholders is helpful in providing contextual references and comparative perspectives to the development and review of KPIs, the Panel saw the benefit for the University to gauge its competitive edge within the local higher education landscape through keeping under regular review how its performance indicators and actual outcomes compare with those of comparable institutions. In this connection, the Panel **recommended** the University to consider, as part of the strategic and academic planning mechanisms, means of benchmarking its performance indicators and actual outcomes against those of comparable institutions, with a view to facilitating sustainable development of the University.
- 4.1.10 To underpin strategic planning, the University has in place a risk management mechanism. The Risk Management Committee is established under the SMC to oversee the University's risk management and different areas and at different levels. The Panel, having reviewed the risk registers of SBUS, SDSC and STFL and learned about how the three Schools have identified and managed risks in line with the established mechanism, opined that the institutional mechanism on risk management has been largely effective in supporting development and continuous enhancement at the institutional, school and programme area levels.
- 4.1.11 In consideration of the above, the Panel formed the view that the University has demonstrated the achievement of its educational objectives continuously. The achievement of educational/training is aligned with the University's vision and mission, and informed by

comprehensive reviews of organisational effectiveness and implementation of strategically planned initiatives.

4.2 **Organisational Leadership and Staffing**

The Operator must demonstrate that it continues to have a sufficient number of qualified and competent programme leaders, teaching and support staff, as a result of effective staff planning and development, and that these arrangements align with the development of the programme area(s).

4.2.1 Organisational leadership of the University is provided by the senior management team comprising the President and three Vice Presidents, one of whom also takes up the role as Provost. At the school level, academic leadership is provided by the Dean, who assumes overall responsibility over the planning, administration and operation of the School in alignment with the strategic directions of the University. The Dean is supported by Associate Dean(s), who oversee different areas of the School. Where there are Departments within a School, a Department is led by a Head taking the role as the chief academic and administrative officer of the Department reporting to the Dean. The Head is assisted by an Associate Head in coordinating the operations of the Department. At the programme level, a Programme Director is responsible for overseeing the management of a programme.

4.2.2 On staffing, the Panel reviewed the following:

- (a) Institutional staffing policies and processes, including those on recruitment strategies, staff workload, appraisal and promotion;
- (b) Profile of the University's academic staff, and in particular those from the SBUS, SDSC and STFL along with statistics on staff retention over the current validity period;
- (c) Student-staff ratio (SSR) for each programme covered under the eight programme areas over the current validity period;
- (d) Projections on academic staff for the coming five academic years (AYs) for SBUS, SDSC and STFL; and
- (e) Number of full-time administrative and academic support staff.

4.2.3 Having reviewed the above information and met with representatives of the University during the site visit, the Panel made the following observations:

- (a) Staffing provisions for the three hosting schools of the programme areas are largely commensurate with the current programme portfolios and planned development of the Schools as laid out in the respective School ADP;
- (b) The programme-based SSR figures are broadly in line with the approved SSR adopted by the University at 1:23;
- (c) The University has established norms of teaching load with reference to the career tracks and rank of academic staff members along with policies on teaching load reduction, relief and buyout. The University advised that staff workload is managed collaboratively where School and Departments engage with academic staff members based on professional expertise, rank, career aspirations and the evolving needs of the relevant disciplines. Regular monitoring and review serve to ensure that staff contributions are aligned with the University's strategic priorities while promoting equity and fairness in workload distribution and prioritising staff well-being. The current practice is aimed at ensuring flexibility and adaptability. During the site visit, the Panel met with programme area management personnel and teaching staff from the three hosting Schools to learn about the institutional and school level mechanisms and processes on staff workload management, as well as how workload was being perceived by the teaching staff. The Panel formed the view that the mechanisms in place on staff workload management have been largely effective. Notwithstanding so, the Panel opined that it would be beneficial for the University to consider strengthening the institutional framework on staff workload management particularly in terms of research output and administrative duties, especially against the context of expanding learner intake and programme offerings. As such, the Panel **recommended** the University to consider strengthening the institutional policy on staff workload management with a view to providing enhanced institutional guidance on workload-related issues for Schools, Departments and staff members.
- (d) Further to (c) above, the Panel was given to understand that the SBUS plans to introduce compulsory internship for SBUS

programmes with effect from AY2026/27. In response to the Panel's enquiry on the staffing implications of the initiative, the University advised that personal tutors of students, who are faculty academic staff, will provide relevant guidance to students on their internship. For the administrative workload, a dedicated administrative staff will be recruited to oversee the administrative aspects of the initiative. In addition, the SBUS will roll out an online internship management system as a centralised platform for managing various aspects of student internship, with a view to relieving the additional workload on academic and administrative staff. The University further advised that the additional workload for academic and administrative staff will be duly reflected in staff workload assessments.

- 4.2.4 On academic staff development, the Panel reviewed the participation of staff from SBUS, SDSC and STFL in staff development activities, and noted that both the Centre for Teaching and Learning and the three Schools have organised various staff development activities on a range of professional and pedagogical themes. The Panel also noted that academic staff attended external staff development activities such as conferences, courses and seminars.
- 4.2.5 On research and scholarly activities, the Panel noted that the University has set up under the AB the University Research Committee, which has responsibilities over the development of policies and guidelines governing research and scholarly activities, such as those of research ethics approval and internal procedures for vetting research proposals. At the school level, a School Research Committee is established to develop, formulate and implement strategies for promoting and monitoring the research performance of a School. The Panel was provided with information on research and scholarly activities undertaken by academic staff from the three hosting schools of the programme areas, and noted that those activities have been largely in line with the University-wide research theme and School-based strategic research areas. The Panel also noted that academic staff are able to gain access to various sources of internal and external funding for conducting research. Further support for academic staff engaged in research projects is offered by the University in the form of teaching load relief.
- 4.2.6 In consideration of the above, the Panel was of the view that the University has adequate staff and effective staff planning and development mechanisms to support the operations and development of the programme areas.

4.3 Programme Area Development and Management

The Operator must demonstrate that the processes for programme approval, development, review, as well as the formulation of strategic plans at both the organisational and programme area levels, are linked and continue to remain effective to meet its educational/training objectives within the approved programme area(s).

- 4.3.1 The programmes covered under the eight programme areas over the current validity period, which are all pitched at QF Level 5, are as follows:

Programme Area	Programme
PA(BUS)	Bachelor of Business Administration (Honours) in Corporate Governance and Compliance (BBA-CGC)
	Bachelor of Business Administration (Honours) in Financial Analysis and Fintech (BBA-FAFT)
	Bachelor of Business Administration (Honours) in Finance and Banking (BBA-FB)
	Bachelor of Business Administration (Honours) in Global Business Management (BBA-GBM)
	Bachelor of Business Administration (Honours) in Human Resource Management (BBA-HRM)
	Bachelor of Business Administration (Honours) in Management (BBA-MGT)
	Bachelor of Business Administration (Honours) in General Business (BBA-GB)
	Bachelor of Business Administration (Honours) in Marketing (BBA-MKT)
	Bachelor of Business Administration (Honours) in Professional Accountancy (BBA-PA)
PA(SCM)	Bachelor of Business Administration (Honours) in Supply Chain Management (BBA-SCM)
PA(TRA)	Bachelor of Translation with Business (Honours) (BTB)

- 4.3.2 The Panel was provided with the following information on the eight programme areas and individual programmes under the programme areas over the current validity period:

(a) Meeting minutes of the AB and SB for SBUS, SDSC and STFL;

- (b) School ADP for SBUS, SDSC and STFL covering 2025-28;
- (c) Information and documentation on programme modifications and revision;
- (d) Statistics on admission, progression, attrition and graduation;
- (e) Annual Programme Review Reports;
- (f) Reports from External Examiners (Module) (EEM) and External Examiners (Programme) (EEP);
- (g) Samples of reporting on (i) Students' Feedback on Modules and Teaching and (ii) Graduate Employment Survey, and documentation on deliberation and actions taken if any on the feedback solicited;
- (h) Mid-term Periodic Review (MPR) Reports covering programmes under the eight programme areas;
- (i) SWOT analysis of the SBUS, SDSC and STFL; and
- (j) Risk registers for the SBUS, SDSC and STFL.

4.3.3 Having reviewed the above information and met with representatives of the University during the site visit, the Panel made the following observations:

- (a) There have been established and generally effective mechanisms in place governing the development, approval and review of programmes covered under approved programme areas. The Panel noted the implementation of various mechanisms for programme review, such as the collection of feedback on programmes from students, graduates and teaching staff, Annual Programme Review, and MPR. The Panel also noted evidence of continuous programme enhancement in light of ongoing assessments of the latest industry developments. For example, all three hosting schools of the programme areas have revised the programme curriculum, rolled out new modules and/or updated module content for programmes covered under the programme areas. Further, SBUS is planning to introduce a new internship or work-integrated learning requirement for all SBUS programmes;

- (b) Further to (a) above, the Panel noted adjustments to the learner intake quotas for the BBA-SCM programme effective from AY2025/26. The Panel was given to understand that the adjustments, which involved an increase of Year 1 intake quota from 105 to 140 and reduction in Year 3 intake quota from 60 to 50, were made in response to an unexpected increase in acceptance rate. The University shared with the Panel that the intake quota adjustments, which were in line with the strong anticipated market demand for supply chain professionals, have taken into consideration, among other things, relevant resource implications, and provided relevant deliberation and approval records. The Panel, while appreciating the factors that may cause the programme cohort size to fluctuate year on year, reminded the University to take into account the best available projections in market demand and resource availability in the ongoing review of programme intake quotas at the planning stage of each admission cycle, and to implement effective control measures on student intake to ensure alignment with the approved intake quotas;
- (c) The Panel noted that the BTB programme has experienced some years of admission below the optimal level before demonstrating a rise in admitted students since the 2024/25 cohort, partly attributable to the enrolment of non-local students. The University shared that the programme had been subject to a suspension review, which resulted in an ongoing effort in restructuring the programme with a view to ensuring the long-term viability of the programme. Noting the importance of institutional- and school-level involvement in strengthening the appeal of programmes with relatively low enrolments through, for example, programme restructuring and enhanced publicity, the Panel **recommended** the University to maintain ongoing and active support at the institutional and school levels towards programmes with relatively low enrolments seeking to strengthen their appeal, and to closely monitor the effectiveness of the measures in place to inform the need for any subsequent actions; and
- (d) The Panel noticed that over the current validity period, a rising proportion of students enrolled in programmes under the eight programme areas were unable to graduate by the end of their fourth year of study. The University advised that the key contributing factors to deferred graduation were the inability to fulfil University graduation requirements such as those related

to language and IT proficiency, iGPS units and/or College Assemblies. Students' pursuit of exchange, internship and/or part-time work were also cited as relevant factors. At the site visit, the Panel learned from the programme area management personnel, teaching staff, students and graduates that the decision to extend the study beyond the normative duration of four years is, in some cases, a personal choice. Notwithstanding so, the Panel noted that the University has stepped up the effort in monitoring students' study progression. In the spirit of facilitating students in completing their programme of study, the Panel **recommended** the University to maintain close monitoring on the factors contributing to deferred graduation, and provide any necessary support to students.

- 4.3.4 In line with the general expectation on self-financing operators in safeguarding learning and teaching quality and thereby upholding the credibility and recognition of the qualifications, the maximum number of non-standard admission (including mature students for degree programmes) 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 (or 5% on a programme basis and 3% on an institutional basis for AY2023/24 or before). The University confirmed compliance with this policy for its educational provisions under the eight programme areas.
- 4.3.5 Regarding the development of new programmes under the programme areas, the University has confirmed the understanding that while an Operator with PAA status may develop and operate learning programmes within the approved scope of the programme area at the specified QF level or below within the validity period without undertaking HKCAAVQ's Learning Programme Accreditation/Re-accreditation, such programmes should have been specified in the academic plan when the Operator underwent the PAA process. Prior approval from HKCAAVQ should be sought before implementing substantial changes to the approved programme areas, including changes to the academic plans.
- 4.3.6 In consideration of the above, the Panel was of the view that the University has demonstrated the processes for programme approval, development and review remained effective, and that the strategic planning at organisational and programme area levels is linked and continues to contribute towards the realisation of its educational/training objectives.

4.4 Management of Resources and Services

The Operator must demonstrate that, within the approved programme area(s), the mechanisms for management and deployment of resources and services continue to be effective to meet the educational/training objectives, as a result of implementing organisational resource allocation policies and financial budgets.

- 4.4.1 The management of resources and services at the University is overseen by the SMC (Paragraph 4.1.4) and assisted by relevant standing committees under the SMC. For example, the Resources Allocation Committee, co-chaired by the Provost and Vice-President (Academic and Research) and the Vice-President (Organisational Development), reviews and makes recommendations to the SMC on matters relating to human, space, financial resources as well the effectiveness of resource allocation and utilisation. The Campus Facilities Management Committee, chaired by the Associate Vice-President (Development and Campus Services), considers and makes recommendations to the SMC on the management, operations, repair and maintenance of campus facilities and environment. The Advisory Committee on Campus Development and Habitat, chaired co-chaired by a BoG member and a professional expert in the field, advises on strategic directions on potential land acquisition and makes recommendations to the BoG for consideration.
- 4.4.2 On physical resources and learner support services, the Panel toured the campus and visited major facilities such as the library, simulation facilities, laboratories and lecture theatres. The Panel also met with representatives from the University on the provision of learning, teaching and enabling resources and services. The Panel reviewed the mechanisms in place for the management and deployment of such resources and services as well as evidence of actual implementation at the institutional and programme area levels, and made the following observations:
- (a) The current and projected provision of physical resources are generally sufficient and commensurate with programme area development;
 - (b) Further to (a), the Panel noted the anticipated expansion in student intake including that for non-local students. The University shared that there have been ongoing efforts on campus expansion including the acquisition of off-campus space at M+ and the Shek Mun areas; and

- (c) With the current and anticipated rise in admission of non-local students and in particular those from Chinese Mainland, Macau and Taiwan (MMT), the University shared that a number of targeted measures have been in place to enhance academic and wellbeing support to these students such as Putonghua-supported orientation sessions, bilingual communication of key programme information, tailored advising for non-local students, and integration-focused activities and mentoring schemes. In addition, the University is seeking to continue directing resources towards enhancing orientation and transition support, strengthening advising and communication channels, supporting classroom and social integration, and making use of the existing faculty demographics to provide support for non-local students. While noting the efforts being made in supporting this growing population of non-local students studying at the University, the Panel, in the spirit of continuous enhancement, **recommended** the University to maintain close monitoring on the support measures for non-local students, with a view to reviewing their academic and wellbeing support needs and adjusting the corresponding support measures as appropriate.

4.4.3 On financial resources and management, the University provided the audited financial statement for AY2023/24, the unaudited financial statement for AY2024/25, as well as the financial projections for the coming five AYs at the institutional level (excluding taught postgraduate provisions) and for individual programmes covered under the programme areas including key assumptions on projected student intake figures. The Financial Expert engaged in this PIR exercise shared the following observations with the Panel:

- (a) The University has demonstrated a prudent, strong and sustainable financial position to support the continued programme delivery across the approved programme areas;
- (b) The projected income and expenditure information reflected forward financial planning with considerations on the resource implications of the projected growth in student enrolment. Taken together with the audited financial position, the projections provided reasonable assurances that the University has sufficient financial capacity to sustain programme delivery within the approved programme areas over the next five AYs;

- (c) Policies are in place to provide for contingency arrangements should there be under-enrolment in order to ensure continued and sustainable programme operation. These measures are supported by the strong financial position of the University as evidenced by, among other sources, its financial reserve, interest income and net investment returns. Also, the University will consider programme consolidation and/or closure for programmes facing consistent deficit in line with the established governance procedures; and
- (d) Overall, the financial information reviewed are reflective of effective financial planning, budgeting and resource allocation at the institutional and programme area levels.

4.4.4 In consideration of the above, the Panel formed the view that the University has in place effective mechanisms for the management and deployment of resources and services to support the operation and development of the approved programme areas.

4.5 **Organisational Quality Assurance and Enhancement**

The Operator must demonstrate its on-going maintenance of an effective quality assurance system for ensuring the quality and standards of its learning programmes at the stated HKQF level(s) in the approved programme area(s), aligning with its educational/training objectives, and strive for continuous enhancement.

4.5.1 The University has in place a set of quality assurance (QA) policy for its academic programmes, learning and teaching activities, research and the delivery of services. Relevant mechanisms and processes applicable to undergraduate provisions are set out in the HSUHK Quality Assurance Manual for Undergraduate Programmes (QF Level 5). The Manual sets out the University's QA framework including the ownership and management of QA by various bodies, along with guidelines and procedures for implementation. The Manual also includes templates to facilitate the execution of relevant QA processes. The Manual is subject to annual review and updating to reflect any new policies and guidelines approved by the AB and other relevant committees.

4.5.2 The Panel noted that the University has in place a committee structure to oversee key aspects of quality assurance of its

educational provisions. The Panel was provided with the composition and terms of reference of the following:

- (a) At the institutional level, the BoG, Council, AB and the committees under these bodies; and
- (b) At the programme area and programme level, the SB, Department Boards and committees are set up under these bodies.

4.5.3 The University has in place an established mechanism in soliciting external input as part of its QA processes. For example, EEM and EEP are engaged to conduct external reviews on the general and academic standard of programmes. External personnel from the relevant academic and/or professional communities are engaged as members of School Advisory Committees and Programme Advisory Committees to provide advice on school- and programme-level development respectively.

4.5.4 To demonstrate the effective implementation of the University's QA system and policies / procedures relative to the programme areas, the University provided the following information:

- (a) Minutes of the BoG, Council, AB, SMC and SBs of SBUS, SDSC and STFL;
- (b) Risk Registers from SBUS, SDSC and STFL;
- (c) Samples of Annual Programme Review Reports for programmes covered under the eight approved programme areas;
- (d) Samples of reporting by EEM and EEP for programmes covered under the eight approved programme areas;
- (e) MPR Reports for programmes covered under the eight approved programme areas;
- (f) Reporting by the Independent Review Panel covering the approved programme areas hosted by SBUS, SDSC and STFL; and
- (g) Samples of Survey reports on feedback from students, staff, graduates and employers, along with records of deliberation and actions taken on the feedback solicited.

4.5.5 Having reviewed the above documents and discussed with representatives of the University, the Panel made the following observations:

- (a) There was evidence on the implementation of mechanisms and processes for active monitoring and review of programme quality at the institutional, school and programme levels. These mechanisms and processes have contributed to programme enhancement such as the restructuring of curriculum, the development and/or replacement of modules, as well as adjustments to admission interview requirements and graduation requirements for individual programmes; and
- (b) Feedback from internal and external stakeholders were regularly solicited and acted upon in line with the established mechanisms of the University for the continuous improvement of programmes.

4.5.6 Based on the above, the Panel formed the view that The University has in place a comprehensive and effective QA system for ensuring the quality and standards of its programmes within the eight programme areas.

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 maintenance of the PAA status 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 The PAA status as defined by the approved programme area(s) will enable the Operator, upon the completion of the Periodic Institutional

Review exercise, can continue to offer programmes up to the QF level specified for the approved programme area(s) without prior learning programme accreditation. The programmes offered by the Operator up to the QF level specified for the approved programme area(s) are eligible for entry into the Qualifications Register (QR). All other programmes offered by the named Operator falling outside the approved programme area(s) and which have not obtained accreditation status will not be considered as accredited programmes.

- 5.3.2 Upon completion of relevant procedures by Operators as determined by the Qualifications Register Authority, Operators may enter the qualifications covered within the scope of the PAA status into the QR at <https://www.hkqr.gov.hk> for recognition under the Hong Kong Qualifications Framework (QF).
- 5.3.3 Only learners who commence the study of a qualification covered within the scope of the PAA status during the validity period and who have graduated with the qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 56/33/02

16 June 2026

JoH/CQ/KnL/rel

The Hang Seng University of Hong Kong

**Periodic Institutional Review for
Accounting
Finance
General Business Administration
General Management
Marketing
Logistics Studies
Supply-chain Management
Translation**

25-27 March 2026

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