

**THE EDUCATION UNIVERSITY OF HONG KONG  
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT**

**Bachelor of Science (Honours) in Executive Management Programme  
(Two-year Full-time)**

**Notes of the 1<sup>st</sup> Staff-Student Consultative Meeting (2022/23)**  
held on 20 October 2022 at 3:30pm via Zoom

**Present:**

Staff

Dr LEE, Daphnee Hui Lin	Chairperson, BSc(EM) Programme Leader, Course Instructor of EDA3132
Dr HO Chun Sing, Maxwell	BSc(EM) Associate Programme Leader, Internship Coordinator, Course Instructor of EDA4134
Dr LEE Tai Hoi, Theodore	Associate Head of EPL (Teaching & Learning)
Mr LAM Ho Wai, Martin	Course Instructor of EDA3131
Dr ZHANG Ling	Course Instructor of CHI1922
Mr CHOW Yu, Jimmy	Course Instructor of PUA3017
Dr YIP Tak Ping	Course Instructor of EDA3127
Mr YEUNG Kai Wang, Simon	Secretary, FEHD, PO
Ms TAI Ying Ying, Crystal	FEHD, PA

Students

Ms KAN Hong Tung, Stephanie	Student Representative [Year 1]
Ms LI Ka Pik, Hannah	Student Representative [Year 1]
Ms CHAN Ching Yan, Paula	Student [Year 1]
Ms TAN Qing, Vicky	Student [Year 1]
Ms SHI Danni	Student [Year 1]

**1. Welcome & Introduction**

The Programme Leader welcomed the student representatives to the meeting.

**2. Review of the Programme**

Comments from students and the responses of the programme team were summarized in the following table.

Comments / Concerns Raised by Students	Response/ Actions To Be Taken
<b>2.1 Programme Administration (timetable, student attendance, course registration etc.)</b>	
<p>a <u>Timetable:</u></p> <p>Students expressed the willingness to take classes in the morning.</p>	<p><u>Timetable</u></p> <ul style="list-style-type: none"> <li>• In light of limited classroom and teacher availability, and the possibility of a time clash, it is unfeasible to have all the classes arranged in the morning/ afternoon/ particularly preferred days. The programme team understands that classes in the morning may provide more flexibility to students; therefore, we will review the existing timetable and see if it is possible to schedule the classes in the morning next year.</li> </ul>
<p>b <u>Student Attendance:</u></p> <p>i. Some students object to lesson disruptions caused by classmates</p>	<p><u>Student Attendance:</u></p> <p>i. The programme teaching team places a high priority on punctuality, and a grace period of</p>

	<p>arriving late and leaving after recording their attendance.</p> <p>ii. Students requested for having some lessons online via Zoom</p>	<p>15 mins will be granted to students. Students who arrive more than 15 minutes late for class will be considered absent from the lesson. Students are advised to inform the course instructors when they are encountering any urgent cases/special situations that might make them late to class. The special cases will also be reviewed and discussed by the programme teaching team on a case-by-case basis. The details for the implementation of the grace period have been emailed to students on 31 October 2022. Meanwhile, the programme leaders reminded that students are expected to attend all classes, and BSc(EM) programme-specific minimum attendance requirement is 80%. Students who fail to meet the minimum attendance requirement in a course will be given a F (Fail) grade. The 20% leeway only allows for exceptional circumstances such as illness. In extraordinary cases where students need to take a leave of absence, they should inform and seek agreement from their course instructors, who will decide whether Zoom lessons are appropriate.</p> <p>ii. Under the University's policy, starting from Semester 1 of 2022/23, the default mode of teaching of all classes will be in-person on campus using face-to-face mode (Not applicable to doctoral programmes). For special cases that request online learning via Zoom, like illness/COVID-19 cases, students are advised to inform and seek agreement from their course instructors. Course instructors will decide whether Zoom lessons are appropriate. The application will be reviewed on a case-by-case basis. In addition to Zoom lessons, Moodle, which is another effective blended learning platform is highly recommended to our course instructors and students for teaching and learning.</p>
c	<p><u>Course Registration:</u></p> <p>Students gave positive comments on the arrangement of course registration</p>	<p><u>Course Registration:</u></p> <ul style="list-style-type: none"> <li>The programme team will keep collecting students' valuable feedback to facilitate our programme operation and streamline the procedures.</li> </ul>
<b>2.2 Programme Structure</b>		
a	<p>Students have a positive view of programme structure</p>	<ul style="list-style-type: none"> <li>The programme team will keep collecting students' valuable feedback to facilitate our programme operation and streamline the procedures.</li> </ul>

### 2.3 Teaching & Learning

<p>a</p>	<p>Students expressed that the content is useful and abundant, and they thought that the following could facilitate their understanding of the subject knowledge:</p> <p>i. Cantonese or Putonghua should be adopted as the medium of instruction for some difficult lectures, like for PUA 3017, or while giving case studies and explanations</p> <p>ii. Tutorial classes should be set up for each lecture, and reduce the duration of the lectures, like 1.5 hours of lectures + 1.5 hours of tutorial class.</p>	<p><u>Medium of instruction (MOI)</u></p> <ul style="list-style-type: none"> <li>As an increasing number of tertiary educational institutes worldwide are considering the possibility of mandating English as the MOI in view of the perceived strategic value of the language for global competitiveness, our programme considers English as MOI giving students opportunities to explore the English language and enhancing their English proficiency for the career preparation. In this regard, English as MOI must be adopted for the main core courses in the EM programme, but other languages like Cantonese or Putonghua might be used for better teaching purposes. Students are advised to enroll in English workshops offered by CLE.</li> </ul> <p><u>Arrangement of Tutorial class</u></p> <ul style="list-style-type: none"> <li>The programme team appreciated the effort all course instructors put into the classes. For PUA 3017, the course instructor gave extra classes to help students do the exercises, and solve their problems during their studies.</li> <li>The programme teaching team understand the learning needs of students and will pass the request for supplementary classes (e.g. for more time to do the case study or more explanation for the concepts/theories) to the lecture instructors for consideration. However, it seems that there is no room for the programme to change the course structures this year. Considering the urgent needs of students in learning, the programme team will suggest course instructors provide more learning support to students and adjust the teaching content/arrangement if deem appropriate.</li> <li>In addition, the online platform will be highly recommended to be used for teaching and learning.</li> </ul>
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### 2.4 Assessment

<p>a</p>	<p>Students suggested some exams for lectures be converted to homework, or online-learning or open-book exam. E.g. the PUA 3017. In addition, it would be better if the scope of assessments could be explained with clear assignment guidelines.</p>	<ul style="list-style-type: none"> <li>The programme team clarified that the weighting of the exam and assignments follows University's policy, and the aim of the individual assignments and group projects is to facilitate teaching and learning. The programme teaching team will propose the open-book exams to the course instructors for consideration.</li> </ul>
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b	One student thought that the group project weighed too much (40-50%), which couldn't really reflect students learning outcomes in the courses. Meanwhile. At least 3 to 4 assignments with only 1 group project instead of only 2 assignments for each course would be better.	<ul style="list-style-type: none"> <li>The course will also review the existing weighting of the assessment next year.</li> </ul>
c	Students suggested adjusting the weighting of the class participation and adopting different kinds of class participation (e.g attendance, online tasks, group discussion, etc)	<ul style="list-style-type: none"> <li>Various class participation for different lectures will be considered, and the message will be passed to our teaching team.</li> </ul>
<b>2.5 Other student learning experiences (Information Day, SAO workshops etc.)</b>		
a	The programme will continue to arrange useful activities that can facilitate students' experiential learning.	<ul style="list-style-type: none"> <li>The programme will continue to arrange useful activities that can facilitate students' experiential learning.</li> </ul>

### 3. Any Other Business

Students were encouraged to take the initiative to apply for "iWork", or email the teaching staff if they want to help with different projects.

There being no other business, the meeting was adjourned at 5:15pm.

3 November 2022