# IIMT3681 – Supply Chain Management

## GENERAL INFORMATION

Instructor: Dr. Benjamin Yen

Email: benyen@hku.hk

Office: KKL 1323

Phone: +852-3917-5668

Consultation times: Tue/Thr 16:30 – 18:30 (or by appointment)

Tutor: Mr. Brian Wang (byuwen@hku.hk) (TBC)

Course website: Course Moodle page

Other important details: NA

Lecture  Wednesday  9:30-12:20  KKLG104 (TBC)

## COURSE DESCRIPTION

The course is designed to prepare attendants to apply business strategies, analytical methodologies and information technology in supply chain management. Traditionally industries have focused on operation evaluation and performance improvement of manufacturing process; however, the deficiency of supply chain coordination results in severe downgrade of business competitiveness. With advent of information technology, computers not only improve manufacturing operation and management, but also enhance strategic decision-making as well. This course focuses on the systems approach to planning, analysis, design, development, and evaluation of supply chain management.

Pre-requisites: NA

Co-requisite(s): NA

Mutually exclusive: NA

## COURSE OBJECTIVES

1. To understand principles and approaches to enhance knowledge of management decision-making in supply chain and logistics.
2. To learn modern technology, cost reduction and service improvement in supply chain management.
3. To gain insight into best practices and effective global supply chain; and
4. To carry out project and research on information technology, operation management, and business strategy for supply chain management in manufacturing and service industries.

## FACULTY LEARNING GOALS (FLGs)

<table>
<thead>
<tr>
<th>FLG1</th>
<th>Acquisition and internalization of knowledge of the programme discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLG2</td>
<td>Application and integration of knowledge</td>
</tr>
<tr>
<td>FLG3</td>
<td>Inculcating professionalism</td>
</tr>
<tr>
<td>FLG4</td>
<td>Developing global outlook</td>
</tr>
<tr>
<td>FLG5</td>
<td>Mastering communication skills</td>
</tr>
<tr>
<td>FLG6</td>
<td>Cultivating leadership</td>
</tr>
</tbody>
</table>

## COURSE LEARNING OUTCOMES (CLOs) *(Amendments must be approved by the Faculty Board.)*
<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Learning Goals (FLGs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1: Understand and apply fundamental tools and techniques of supply management.</td>
<td>FLG1</td>
</tr>
<tr>
<td>CLO2: Demonstrate sophistication and competency in design, analysis, and evaluation of supply chain management in a business environment.</td>
<td>FLG1 &amp; FLG2</td>
</tr>
<tr>
<td>CLO3: Develop knowledge of principles, concepts, and methods in the leadership of global supply chain.</td>
<td>FLG2 &amp; FLG3 &amp; FLG6</td>
</tr>
<tr>
<td>CLO4: Develop capabilities for understanding, assessing, and resolving technical and managerial issues for global supply chain.</td>
<td>FLG 3 &amp; FLG 4 &amp; FLG6</td>
</tr>
<tr>
<td>CLO5: Develop capabilities to communicate effectively in both technical and business ways with partners in supply chains.</td>
<td>FLG 4 &amp; FLG5</td>
</tr>
</tbody>
</table>

### COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected Study Hours</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Lectures. Key concepts, approaches, tools and techniques of supply chain management will be discussed in the class.</td>
<td>36</td>
<td>30%</td>
</tr>
<tr>
<td>T&amp;L2. Tutorial lab sessions. Students apply concepts learned in class for practical examples in the computer lab.</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>T&amp;L3. Small group meeting &amp; discussion. Multiple discussion sessions in small group during the semester to provide the feedback and suggestions for case study and course project.</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>T&amp;L4. Case based study and analysis. Students express and share ideas and responses on the case questions or articles related to supply chain management in the class. The discussion encourages students to reflect about main points after the class.</td>
<td>24</td>
<td>20%</td>
</tr>
<tr>
<td>T&amp;L5. Self-study. Students preview, review, and reflect the course subjects.</td>
<td>36</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Total** | 120 | 100% |

### Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Written Assignment</td>
<td>Homework to explain the basic concepts and to apply the principles of supply chain management.</td>
<td>30%</td>
<td>CLO1, 2, &amp; 4</td>
</tr>
<tr>
<td>A2: In-Class Participation and Case Discussion</td>
<td>Participation and case study of analysis and syntheses of current issues of supply chain management</td>
<td>10%</td>
<td>CLO1, 2, 3 &amp; 5</td>
</tr>
<tr>
<td>A3: Midterm Examination</td>
<td>Closed-book examination.</td>
<td>25%</td>
<td>CLO1, 2, &amp; 4</td>
</tr>
<tr>
<td>A4: Group Project Presentation</td>
<td>Knowledge Integration of course subjects for a business application.</td>
<td>15%</td>
<td>CLO1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>A5: Group Project Report</td>
<td>Knowledge Integration of course subjects for a business application.</td>
<td>20%</td>
<td>CLO1, 2, 3, 4 &amp; 5</td>
</tr>
</tbody>
</table>
**Coursework / Examination Ratio:** 75% / 25%

**STANDARDS FOR ASSESSMENT**

**Course Grade Descriptors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Student has consistently demonstrated an excellent grasp of project plan, design, development, assessment, and quality as evidenced by original or exceptionally astute analysis and synthesis of student work.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Student has demonstrated a substantial grasp of project planning, design, development assessment, and quality as evidenced by above average performance in analysis and synthesis of student work.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Student has demonstrated a fair grasp of project planning, design, development assessment, and quality as evidenced by average performance in analysis and synthesis of student work.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Student has demonstrated limited grasp of project planning, design, development assessment, and quality as evidenced by barely satisfactory performance in analysis and synthesis of student work.</td>
</tr>
<tr>
<td>F</td>
<td>Student has demonstrated very limited grasp of project planning, design, development assessment, and quality as evidenced by poor performance in analysis and synthesis of student work.</td>
</tr>
</tbody>
</table>

**Assessment Rubrics for Each Assessment**

**A1. Written Assignment (30%)**

<table>
<thead>
<tr>
<th>Performance Level (with Score Range)</th>
<th>Assessment Rubrics for Written Assignment (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding 100-80</td>
<td>Achieve a standard of excellent performance in the assignment with very accurate computation and very good analytical and problem solving skills, extended ideas such as element of own voice and opinion, originality, recommendation, and reflection.</td>
</tr>
<tr>
<td>Proficient 79-70</td>
<td>Achieve a standard of good performance in the assignment with accurate computation and good analytical and problem solving skills, good relational understanding such as a wide range and diversity of material beyond those provided in the course.</td>
</tr>
<tr>
<td>Competent 69-60</td>
<td>Master a standard of acceptable performance in the assignment with reasonable accuracy in computation and acceptable analytical and problem solving skills, with application of materials and without major errors of understanding.</td>
</tr>
<tr>
<td>Adequate 59-50</td>
<td>Demonstrate a standard of marginally acceptable performance in the assignment with some errors in computation, barely adequate analytical and problem solving skills and with some error of understanding.</td>
</tr>
<tr>
<td>Fail &lt;50</td>
<td>Fail to meet a minimum standard of passing the assignment with major errors in computation, inadequate analytical and problem solving skills and with major error of understanding or omission of explanation.</td>
</tr>
</tbody>
</table>
### A2: In-Class participation / Group Case Discussion (10%)

<table>
<thead>
<tr>
<th>Performance Level (with Score Range)</th>
<th>Assessment Rubrics for In-Class participation / Group Case Discussion (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding 100-80</td>
<td>Consistently and actively contribute to the class discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives.</td>
</tr>
<tr>
<td>Proficient 79-70</td>
<td>Actively contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising some thoughtful questions, occasionally synthesizing information obtained from readings and discussions, appropriately challenging assumptions and perspectives.</td>
</tr>
<tr>
<td>Competent 69-60</td>
<td>Contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions, appropriately challenging assumptions and perspectives.</td>
</tr>
<tr>
<td>Adequate 59-50</td>
<td>Contribute to the case discussions and activities by providing limited relevant and helpful examples and analyses, identifying some issues, proposing creative and insightful solutions and raising thoughtful questions.</td>
</tr>
<tr>
<td>Fail &lt;50</td>
<td>Do not contribute or make very few contributions to the class discussions and activities. Tend to provide only irrelevant examples and analysis, and to propose inappropriate solutions. Ideas shared are often unrelated to the topic being discussed.</td>
</tr>
</tbody>
</table>

### A3. Midterm Examination (20%)

<table>
<thead>
<tr>
<th>Performance Level (with Score Range)</th>
<th>Assessment Rubrics for Midterm Examination (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding 100-80</td>
<td>Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills</td>
</tr>
<tr>
<td>Proficient 79-70</td>
<td>Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills.</td>
</tr>
<tr>
<td>Competent 69-60</td>
<td>Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills.</td>
</tr>
<tr>
<td>Adequate 59-50</td>
<td>Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation.</td>
</tr>
<tr>
<td>Fail &lt;50</td>
<td>Fail to meet a minimum standard of passing the examination with major errors in computation, inadequate analytical and problem solving skills.</td>
</tr>
</tbody>
</table>

### A4. Group Project Presentation (20%)
<table>
<thead>
<tr>
<th>Performance Level (with Score Range)</th>
<th>Assessment Rubrics for Group Project Presentation (100%)</th>
</tr>
</thead>
</table>
| **Outstanding 100-80**               | – The presentation is excellent and well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone.  
– The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| **Proficient 79-70**                 | – The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone.  
– The presentation group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| **Competent 69-60**                  | – The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone.  
– The presentation group attempts to engage the audience and show a moderate level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| **Adequate 59-50**                   | – The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A. |
| **Fail <50**                         | – The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone.  
– The presentation group makes little effort to engage the audience and demonstrate very low level of creativity, confidence, enthusiasm and capability in handling Q&A. |

**A5. Group Project Report (20%)**

<table>
<thead>
<tr>
<th>Performance Level (with Score Range)</th>
<th>Assessment Rubrics for Group Project (100%)</th>
</tr>
</thead>
</table>
| **Outstanding 100-80**               | – Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed.  
– The analysis is insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts / techniques /examples, which are nicely integrated to the analysis.  
– The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings by professionally synthesizing across both internal and external assessment.  
– Identify key issues for the application of project plan, design, development and assessment  
– All or almost all relevant issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. |
|
- The gap between the expected outcome and current situation can be identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent.
- The recommendations are creative, practical, systematic, and logical and aligned with the assessment and proposed changes.
- The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan can align with the company’s needs and circumstances.
- The report effectively arouses and maintains the reader’s interest. It is well organized, with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.

<table>
<thead>
<tr>
<th>Score</th>
<th>Proficient 79-70</th>
<th>Competent 69-60</th>
</tr>
</thead>
</table>
| 79-70 | - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed.  
- The analysis is insightful, critical, thorough, systematic and consistent. It is sufficiently supported by relevant and helpful fact/data, and effectively applies appropriate concepts / techniques /examples, which are nicely integrated to the analysis.  
- The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings.  
- All or almost all key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument.  
- The gap between the expected outcome and current situation is identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent.  
- The recommendations are creative, practical, and systematic and aligned with the assessment and proposed changes.  
- The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan is aligned with the company’s needs and circumstances.  
- The report effectively arouses and maintains the reader’s interest. It is well organized with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. | - Presentation of content is reasonably organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed.  
- The analysis is systematic, consistent, with some supports of fact/data, and moderate effective application of appropriate concepts / techniques /examples which are moderately integrated to the analysis.  
- The overall assessment demonstrates some understanding of the company’s current situation and generates sufficient overall findings.  
- Some key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument.  
- The gap between the expected outcome and current situation is identified and justified with limited evidence. The overall analysis is systematic and consistent.  
- The recommendations are systematic and moderately aligned with the assessment and proposed changes.  
- The implementation plan is moderately consistent and useful. The plan is moderately well aligned with the company’s needs and circumstances. |
The report is reasonably successful in arousing and maintaining the reader’s interest. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.

Adequate 59-50

- Presentation of content is adequately organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed.
- The analysis is systematic, consistent, with some supports of fact/data, and adequate effective application of appropriate concepts / techniques /examples which are adequately integrated with the analysis. The overall assessment demonstrates limited understanding of the company’s current situation and generates some findings.
- Few key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument.
- The gap between the expected outcome and current situation is not fully identified and it is justified with limited evidence. The overall analysis is consistent.
- The recommendations are of limited value to align with the assessment and proposed changes.
- The implementation plan is moderately consistent and useful with some evidence.
- The report is moderately skillful at arousing and maintaining the interest of the reader, It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.

Fail <50

- Presentation of content is not well organized, unclear and not fluent. It is inconsistent with the analysis and recommendations followed.
- The analysis is unsystematic, inconsistent, and insufficiently supported by facts/data. There is ineffective application of appropriate concepts / techniques /examples. The overall assessment demonstrates poor understanding of the company’s current situation and generates poor findings.
- Very few of the key issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument.
- The gap between the expected outcome and current situation is poorly identified and justified with evidence. The overall analysis is poor and inconsistent.
- The recommendations are poor and inconsistent, and they are not aligned with the company’s needs and circumstances.
- The implementation plan is inconsistent and not useful, supported by limited evidence. The plan cannot help to align with the organizational business strategy and acquire competitive advantage.
- The report is not skillful at arousing and maintaining the reader’s interest. It is of an inappropriate length and tone, showing improper and inconsistent referencing and citations with errors.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Subject</th>
<th>Supplement/Reference</th>
<th>Remark</th>
</tr>
</thead>
</table>
| 1       | Introduction to SCM | ▪ Case – Challenges in Publishing Industry  
▪ Preliminary - Supply chain analytics |        |
|         | ▪ What is SCM?  
▪ Why SCM?  
▪ The Challenges of SCM |        |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Case Studies</th>
<th>HW/Due Date</th>
</tr>
</thead>
</table>
| 2     | 08/09  | Designing Supply Chain Network                                       | - Designing Distribution Networks  
- Data Collection & Modeling  
- Network Design in a Supply Chain | Project Grouping                              |
| 3     | 15/09  | Planning and Managing Inventories                                    | - Inventory Management  
- Managing Uncertainty  
- Supply Contract | HW #1 (Due: 27/09)               |
| 4     | 22/09  | Coordination and Distribution                                        | - Case – Zappos.com                                                   | Project Proposal               |
| 5     | 29/09  | Supply Chain Integration                                             | - Case – GOME Electrical Appliances Holding Limited: The Group Purchasing Challenge  
- Case – Dell                                                                 | HW #2 (Due: 18/10)  Project Plan |
| 6     | 06/10  | Strategic Alliances                                                  | - Case – Polo Ralph Lauren & Luen Thai: Using Collaborative Supply Chain Integration in the Apparel Value Chain  
- Case – PGL: The Entrepreneur in China’s Logistics Industry  
- Case – Dell                                                                 |                                                             |
| 7     | 13/10  | (No Lecture) Reading Week                                            |                                                                              |                               |
| 8     | 20/10  | Midterm                                                              |                                                                              |                               |
| 9     | 27/10  | Procurement/Outsourcing Strategies                                    | - Case – Aviation Spare Parts Supply Chain Management Optimization at Cathay Pacific Airways Limited  
- Case – Shanghai General Hospital: Rethinking its Medical Supply Chain  
- Case – HP                                                                 | HW #3 (Due: 22/11)               |
| 10    | 03/11  | Product and Supply Chain Design                                       | - Case – UNIQLO: A SC Going Global  
- Case – TAL Apparel Limited: Stepping Up the Value Chain  
- Case – Nike                                                                 | Project Review                  |
| 11    | 10/11  | Information Technology for SCM                                        | - Case – Can Blockchain Help Château Lafite Fight Counterfeits  
- Case – 3D Printing: Impacts on Supply Chain  
- Case – Bar Code/RFID/IoT/ERP for SCM  
- Preliminary – Drone for SCM |                                                             |
| 12    | 17/11  | New Challenges & Development                                          | - Case - Cainiao: Sustainable Packaging  
- Case – iPhone’s Supply Chain under Threat  
- Case – Building Sustainable Distribution at Walmart Canada  
- Case – Nokia Supply Chain Management  
- Preliminary - New Retail: Hema / Amazon |                                                             |
| 13    | 24/11  | Project Presentation/Course Wrap-up                                   |                                                                              | Project Report (Due: 8/12)    |
REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

- No textbook.
- References, handouts and cases will be posted on Moodle and/or distributed in the class

MAIN REFERENCE BOOK

OTHER REFERENCE BOOKS
- Supply Chain 4.0: Improving Supply Chains with Analytics and Industry 4.0 Technologies. Emel Aktas, Michael Bourlakis, Ioannis Minis, and Vasilios Zeimpekis. Kogan Page; 1st ed. (February 3, 2021)
- Supply Chain for Coronavirus: Developing a cogent supply chain response to the coronavirus outbreak is extremely challenging. Liam Noah. Amazon.com Services LLC, March 9, 2020
- Practical Finance for Operations and Supply Chain Management. Alejandro Serrano and Spyros D. Lekkas. The MIT Press (February 7, 2020)
- Logistics & Supply Chain Management: In Multi-Domain Operations. Dr. Joseph W. Graham (Author). Amazon.com Services LLC, December 7, 2019
- Strategic Supply Chain Management: Creating Competitive Advantage and Value Through Effective Leadership. Samir Dani. Kogan Page (October 29, 2019)
- Integration of Information Flow for Greening Supply Chain Management (EcoProduction). Adam Kolinski, Davor Dujač, and Paulina Golinska-Dawson. Springer (August 21, 2019)
- Cold Chain Facet: Practical Guide on Cold Storage, Cold Transport & Cold Supply Chain Sector. Behl Media Vebture, Amazon Digital Services LLC, April 26, 2019
- DHL Supply Chain A Complete Guide. Gerardus Blokdyk. 5STARCOoks (April 18, 2019)
- Sustainable Logistics & Supply Chain Management: Principles and Practices for Sustainable Operations and Management
- David B. Grant, Chee Yew Wong, and Alexander Trautrim, Kogan Page; 2nd ed. (2017)
- Logistics, Supply Chain and Operations Management Case Study Collection. David B. Grant (Editor), Kogan Page (2016)
- Competing on Supply Chain Quality: A Network Economics Perspective. Anna Nagurney and Dong Li, Springer (2016)
- Global Supply Chain and Operations Management: A Decision-Oriented Introduction to the Creation of Value. Dmitry Ivanov, Alexander Tsipoulanidis, and Jörn Schönberger, Springer (2016)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

☐ conducting mid-term survey in additional to SETL around the end of the semester
☐ Online response via Moodle site
☐ Others: ________________________ (please specify)

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)
The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism at [http://www.hku.hk/plagiarism/](http://www.hku.hk/plagiarism/).

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

(a) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;

(b) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (a) might be invoked.

### ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

#### e-learning platforms & materials
Course Moodle page

#### Late Penalty
All projects must be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

<table>
<thead>
<tr>
<th>No. of days later than the due date</th>
<th>Deduction of the total point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>deduct 25%</td>
</tr>
<tr>
<td>2 days</td>
<td>deduct 50%</td>
</tr>
<tr>
<td>3 days</td>
<td>deduct 100%</td>
</tr>
</tbody>
</table>