

**THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS**

Undergraduate Staff-Student Consultative Committee (UGSSCC)

List of discussion items of the meeting of the UGSSCC held on Thursday, November 15, 2018 at 9:30 a.m. in Room 501, 5/F, K.K.Leung Building.

No.	Comments from student representatives	Feedback from staff representatives/ Follow Up Actions
Discussion on the response rates of the Student Evaluation of Teaching and Learning (SETL)		for the 1st and 2nd semesters of 2017-2018
1.	<p>The overall response rates of SETL in the 1st and 2nd semesters of 2017-2018 were 37.2% and 37.6% respectively. Student representatives were invited to share their ideas about the reasons for such unsatisfactory response rates and the following comments from student representatives were heard:-</p> <p>i) Occasional system login problems might affect the students' willingness of completing the surveys, the response rates hence were dampened. The login issues happened mostly during classes, and it was believed that it might be due to network congestion as every student in the class logged on to the system at the same time.</p> <p>ii) The low response rates might be due to the tediousness of the evaluation form, and it was suggested to shorten the survey by reducing the number of questions.</p>	<p>To facilitate continuous improvement of courses design and teaching in the Faculty, the Chairman invited the attended student representatives to:-</p> <p>i) disseminate the message to their fellow classmates that the Faculty would rely on the SETL data to evaluate all courses and teachers, and</p> <p>ii) encourage their classmates to respond to the surveys as far as possible .</p> <p style="text-align: right;"><i>[Follow up actions by student representatives]</i></p>
2.	<p>Student representative advised that students could consider the courses' response and course effectiveness rates which were available in HKU Portal when they selected courses.</p>	<p>In order to let more students know this information was available, the Chairman proposed to inform freshmen the availability of this information during Orientation.</p> <p style="text-align: right;"><i>[Follow up actions by the Faculty]</i></p>
Discussion on the opinions received from Undergraduate (Ug) students in April 2018 and the		corresponding responses
1.	<p><u>Internship</u></p> <p>It was suggested that the Faculty should provide students with more internship opportunities instead of guaranteeing one semester full-time internship for every Ug students. One of the student representatives suggested the Faculty to set up a website, similar to the one of Faculty of Law, to provide students various information of interns recruitment.</p>	<p>The Chairman responded that the Faculty had established a Career Development and Training Team early this year to carry out and explore possibilities of various career initiatives, and to further strengthen the career support to students in the Faculty.</p> <p style="text-align: right;"><i>[Post-meeting note: A Faculty Career Job Portal had already been launched by the Career Development and Training Team of the Faculty in November 2018, all Ug students of the Faculty should have received periodic emails regarding the updated job information in the Portal since late November.]</i></p>

No.	Comments from student representatives	Feedback from staff representatives/ Follow Up Actions
2.	<p><u>Information Session on Faculty Student Exchange Programme</u> It was proposed that the presentation slides of the <i>Information Session on Faculty Student Exchange Programme</i> should be distributed to all relevant students through email. To facilitate those who were unable to attend the session, it was suggested that the Information Session should be video recorded.</p>	<p>Ms. Silvia Lam, Senior Programme Manager of the Undergraduate Student Enrichment Team, clarified that the file had indeed been uploaded to the Faculty's website for students' information. <i>[Follow up actions by the Undergraduate Student Enrichment Team]</i></p>
3.	<p><u>Selection process of exchange programme</u> Student representatives requested to have more information, such as GPA requirements, applicants' ranking on the student list of their selected host institutions, available to students about their exchange applications, so that they could have a more comprehensive consideration and could make a wiser decision for their applications.</p>	<p>Given that the data kept changing throughout the application period, the Chairman proposed to further communicate with the Faculty's Undergraduate Student Enrichment Team to explore possible arrangements and the possibilities of having the historical data available to students. <i>[Follow up actions by the Undergraduate Student Enrichment Team]</i></p>
4.	<p><u>ECON1210 Introductory microeconomics</u> A Year 1 student representative enquired about the availability of discussion or explanation for the online quizzes of <i>ECON1210 Introductory microeconomics</i>.</p>	<p>The Teaching and Learning Coordinator for Area of Economics, Dr. Ka-fu Wong, responded that the teaching assistant(s) concerned would prepare the detailed explanation and provide it to students later.</p>
5.	<p><u>Advanced standing of introductory business courses</u> Suggestion about granting advanced standing of introductory courses to students who had studied the relevant courses in DSE level.</p>	<p><u>ECON1210 Introductory microeconomics</u> Members were informed about the launching of online section of <i>ECON1210</i> was to cater the needs of this kind of students, though advanced standing of <i>ECON1210</i> was not granted to these students, they were not required to attend classes of this course. In this academic year, the online section of <i>ECON1210</i> was available in the second semester only, it would be available in both semesters in next academic year. Student representative expressed concern about <i>ECON1210</i> was used to being pre-registered for freshmen, Dr. Ka-fu Wong suggested to set up administrative policies to facilitate students to explore the online subclass. <i>[Follow up actions by the Undergraduate Administration Team]</i></p> <p><u>ACCT1101 Introduction to Financial Accounting</u> The BBA/BBA(A&F) Programme Director, Dr. Lilian Chan, explained that advanced standing of <i>ACCT1101 Introduction to Financial Accounting</i> was not granted to students as the basic concepts and theories taught in <i>ACCT1101</i> were different from that in the DSE syllabuses. To ensure students were capable enough to take the advanced accounting courses, students should take <i>ACCT1101</i> to build a solid foundation of accounting concepts. In addition, given the fact that the BBA(Acc&Fin) programme was accredited by the Hong Kong Institute of Certified Public Accountants (HKICPA), students with advanced standing of <i>ACCT1101</i> might not be qualified for the application of CPA Qualification Programme (QP).</p>

Discussion about matters relating to the Ug programmes		
1.	<p><u>BBA(IS)</u> BBA(IS) student representatives suggested to re-allocate the Year-1 required courses of BBA(IS) programme by swapping <i>ECON1210</i> with <i>COMP2113 Programming technologies (course code and title used in academic year 2017-2018 and before: COMP2123 Programming technologies and tools)</i>, so that BBA(IS) students could take <i>COMP2113</i> in their first year of study, and take <i>ECON1210</i> in year 2. Currently, the imbalance weighting between business and computer science (CS) courses in the first year of BBA(IS) set up hurdle to students that might interfere them to take CS electives in their early years of study as most of the CS electives required introductory course(s) as pre-requisites.</p>	<p>The BBA(IS) Programme Director, Dr. Chao Ding, responded that the programme was undergoing a revamp, and he would discuss further the issue with Faculty of Engineering.</p>
2.	<p><u>BBA(A&F)</u> The BBA(A&F) student representative expressed the view that there was lack of flexibility in the Faculty to allow students changing their curricula.</p>	<p>Dr. Lilian Chan explained that Minor in Finance was inherent in the BBA(A&F) degree curriculum, BBA(A&F) students were not allowed to drop Minor in Finance. The Chairman further explained that students could apply for programme transfer if they wished to change their curriculum, but were only allowed to change once.</p>
3.	<p><u>BBA(Law)&LLB</u> The BBA(Law)&LLB student representative also enquired about the possibility of BBA(Law) & LLB students to drop the part of BBA(Law).</p>	<p>The BBA(Law) and LLB Programme Director, Mr. David Bishop, explained to the student that BBA(Law) & LLB programme under the Faculty is a structured programme with two parts (i.e., BBA(Law) and LLB), students who wished to only take LLB should withdraw from the Faculty and apply for re-admission to Faculty of Law or apply for inter-Faculty programme transfer, which would be subject to the approval of the Faculty of Law.</p>
4.	<p><u><i>ECON1210 Introductory microeconomics</i></u> A student representative reported that students expressed that:-</p> <ul style="list-style-type: none"> i) the final examination of <i>ECON1210</i> were too hard and there was no post-examination discussion, and ii) they expected the quality of teachers and tutors of <i>ECON1210</i> could be standardized. 	<p>Dr. Ka-fu Wong responded that:-</p> <ul style="list-style-type: none"> i) to help students prepare the quizzes and examinations, pre-quizzes discussion was organized and various sets of past examination papers were available for students; students were also provided with answer keys after quizzes, and they could join the forum for post-quizzes discussion; however, there was constraints to organize discussion and give feedback after final-examination due to the tight schedule for grade finalization. ii) Concerning the standardization of teaching quality, there would be unavoidable individualized teaching approaches across teachers; however, by using same textbook(s) and similar teaching material(s) across subclasses, as well as having common mid-term examination, quizzes and final examination, there was already a high degree of standardization of the course.