

THE HANG SENG UNIVERSITY OF HONG KONG
Common Core Curriculum Committee

Policy and Regulations Governing Common Core Curriculum

1. Overview

- 1.1 HSUHK adopts a 4-year curriculum for all bachelor’s degrees. All new programmes offered or re-accredited from 2014/15 onwards will adopt HSUHK’s Undergraduate Curriculum Structure approved by the Academic Board on 15 May 2014 (Documentation: AB1314-P105) and refined by the Academic Planning and Development Committee on 6 May 2019 (Documentation: ADPC1819-P31).
- 1.2 The Undergraduate Curriculum Structure comprises three components: Major Studies, Common Core Curriculum, and Free Electives. The number of modules varies across individual programmes. Table 1 shows the HSUHK Undergraduate Curriculum Structure.

Table 1: HSUHK Undergraduate Curriculum Structure

Study Areas	Range of No of Modules (Credits)	Range of % of Total Curriculum
A. Major Studies		
(i) Major (core & elective) [^]	10 (30) – 23 (69)	25% – 57.5%
(ii) Business (core & elective) ⁺	2 (6) – 12 (36)	5% – 30%
B. Common Core Requirement	16 (45) – 17 (48)	37.5% – 40%
(i) General Education	7 (21)	17.5%
(ii) Languages		
• English	4 (9)	7.5%
• Chinese	3 (9)	7.5%
(iii) Quantitative Methods and IT Skills [#]	2 (6) – 3 (9)	5% – 7.5%
C. Free Electives	0 (0) – 6 (18)	0% – 15%
Total	Minimum 41 (120)	100%

[^] Modules under this category cannot be double counted for the award of a Minor.

⁺ Unless specially approved, non-business programmes should include at least 2 specified business education modules from:

- MGT1001 Introduction to Business
- MGT1002 Principles of Management
- ECO1000 Principles of Economics
- ACY2011 Business Accounting
- BUS2001 Principles of Marketing
- HRM1011 Human Resource Management
- SCM3006 Operations and Supply Chain Management

[#] Unless specially approved, all programmes should include at least 1 module in quantitative methods and 1 module in IT skills

(Retrieved from HSUHK QA Manual Table 7.1)

- 1.3 Aligning with HSUHK's education model "Liberal + Professional", Common Core Curriculum (CCC) is an important part of the undergraduate educational experience. It not only advances intellectual and practical skills that are essential for all learning but also offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of the human experience.
- 1.4 The Aims and Objectives of CCC are:
- To provide rigorous general education for students in preparation for their major studies;
 - To promote integrative learning through competing critical viewpoints and a variety of pedagogical models;
 - To foster speaking, reading, writing, critical thinking, communication skills, and IT and numerical skills necessary for students' academic studies and future successes in an ever-changing world;
 - To cultivate students to be literate and responsible participants in the workplace, society and the world; and
 - To develop students' understanding of the ethical values and dimensions of their actions.
- 1.5 There are three components of CCC including Languages (Chinese Language and English Language), Quantitative Methods and IT Skills, and General Education. Each component contains its own description as definition, a set number of credit requirements, and specified intended learning outcomes. The credit requirements are:
- Languages
 - Chinese Language (9 credits)
 - English Language (9 credits)
 - Quantitative Methods and I.T. Skills (6-9 credits)
 - General Education (21 credits)
- 1.6 It is important to point out that only modules approved by the CCCC and noted by the Academic Planning and Development Committee (APDC) can be used for fulfilling CCC requirements.
- 1.7 For the application of graduation, all modules (i.e. modules grouped under Major Core, Major Electives, Business Core, Business Electives, Common Core Curriculum and Free Electives) cannot be double counted.

2. Roles and Responsibilities of the CCCC

2.1 To better coordinate the Common Core Curriculum across different academic programmes, the Academic Board (AB) established the Common Core Curriculum Committee (CCCC) in August 2014. The CCCC is responsible for assessing and approving the common core modules, according to the guiding principles, policies and regulations that are stipulated in the objectives of common core curriculum. Moreover, it also coordinates the offering of CCC modules and scholarly activities for the common core curriculum and ensures the quality of their delivery.

2.2 Terms of Reference

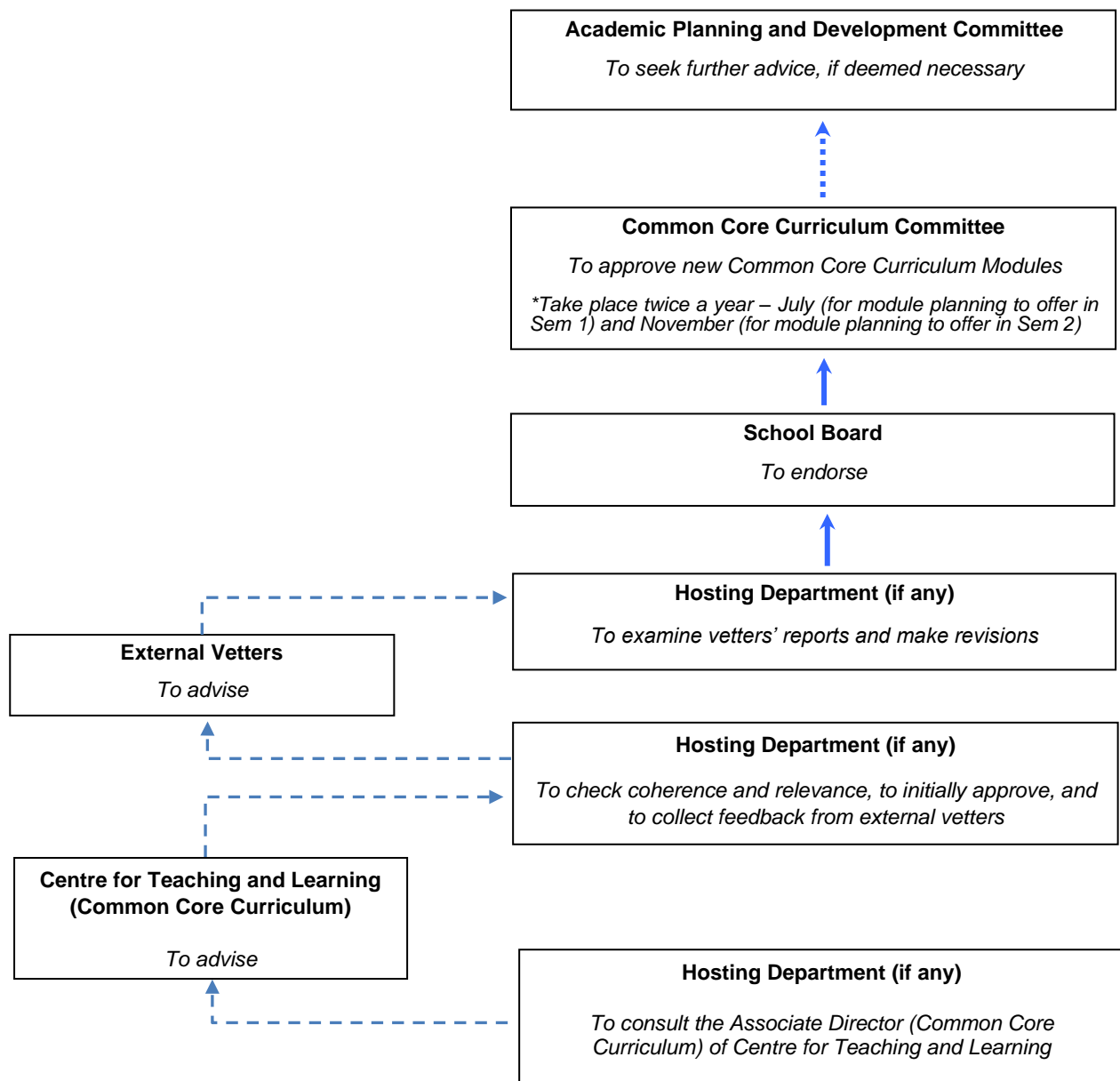
- (a) To consider policies and regulations relating to the Common Core Curriculum for the approval of the Academic Board (AB);
- (b) To assess and approve module proposals for the Common Core Curriculum, and seek further advice from the Academic Planning and Development Committee (APDC) if necessary;
- (c) To coordinate and consider the offering of modules and activities for the Common Core Curriculum;
- (d) To approve module changes in relation to Common Core Curriculum Modules;
- (e) To submit an annual report of activities to AB; and
- (f) To discharge any other responsibilities which may be assigned to it by AB from time to time.

2.3 New Module Development

The Associate Director (Common Core Curriculum) of the Centre for Teaching and Learning should be consulted in the later stage of developing new module(s) for CCC. New module proposals for CCC are submitted by the potential offering academic departments and/or schools to the School Board for endorsement before submitting to CCCC. The CCCC reviews each module proposal and makes final decision on the new CCC Module. Approved new module will be submitted to APDC to seek further advice if necessary. Upon completion of this process, the approved modules will be placed on the CCC Master Module Lists. It is important to note that the review process of module proposals will take place twice in a year– around July (for module planning to offer in Semester 1) and around November (for module planning to offer in Semester 2). Chart 1 shows the flow of the development of CCC modules and the approval process.

All modules should be designed to serve only one purpose (Languages, Quantitative Methods and IT Skills, General Education).

Chart 1: Development of CCC Modules and Approval Process



(Retrieved from HSUHK QA Manual Figure 9.1b)

2.4 Module Changes

Any changes, depending on the levels, made to the CCC modules shall be submitted to the CCCC for approval. It is important to note that the review process of module changes will take place twice in a year – around July (for module planning to offer in Semester 1) and around November (for module planning to offer in Semester 2). Table 2 shows the descriptions of the minor/major changes of modules and the Approval Procedure for Making Changes to Modules/Programmes.

Table 2: Minor and Major Changes of Modules

Types of Change	Examples	Approval Procedures
Minor	<ul style="list-style-type: none"> ● Module code ● Refinement of module intended learning outcomes (MILOs), module description and GLDs mapping ● Refinement of module content with less than 20% (except core module) ● Pedagogical methods ● Assessment methods and weightings ● Refinement of texts and references[^] 	<ol style="list-style-type: none"> 1. Approval by hosting Department Board (if any)[#] 2. Noted by School Board 3. Noted by all relevant Programme Committee(s) <p><i>For common core curriculum modules:</i></p> <ol style="list-style-type: none"> 1. Endorsement by hosting Department Board (if any)[#] 2. Noted by School Board 3. Approval by Common Core Curriculum Committee
Major	<ul style="list-style-type: none"> ● Module title and content ● QF Level ● Module classification for common core curriculum modules[@] ● Medium of instruction ● Prerequisites / exclusions 	<ol style="list-style-type: none"> 1. Consultation with external member (when necessary) 2. Endorsement by hosting Department Board (if any)[#] 3. Approval by School Board 4. Noted by all relevant Programme Committee(s) 5. <i>(For major core and elective modules of non-PAA programmes)</i> Application for Substantial Change for approval by HKCAAVQ <p><i>For common core curriculum modules:</i></p> <ol style="list-style-type: none"> 1. Consultation with external member (when necessary) 2. Endorsement by hosting Department Board (if any)[#] 3. Endorsement by School Board 4. Approval by Common Core Curriculum Committee

[^] Module coordinator should liaise with the Library for any update on textbooks and reference books.

[#] To be considered by hosting School Board if there is no departmental structure

[@] Changes related to other classification, please refer to Programme Modification.

(Retrieved from HSUHK QA Manual Table 9.1a)

2.5 In addition, if Schools/Departments apply for changes in the programme choice of CCC modules (Chinese, English, Quantitative Methods and I.T. skills), submission shall be made to the CCCC for approval.

3. Detailed Description and Operation of Individual Components in CCC

3.1 Languages

3.1.1 Principles

3.1.1.1 Existing language-related programmes may not take the standard CCC language modules. Language-related programmes can provide justification as how their own modules achieve the language intended learning outcomes (ILOs) in lieu of CCC language modules. The justification has to be approved by the CCCC and noted by APDC. Appendix 1 shows approval procedure and provides the template of the form of justification. Appendix 2 lists out the approved programmes opting for their own language modules to fulfil CCC requirement. Appendix 3 lists out the language modules taken by individual academic programmes.

3.1.1.2 The priority of offering language modules goes to Department of Chinese and Department of English. Language-related programmes should consult the Department of Chinese and Department of English and could only design their own modules upon mutual consent. The mapping of the module ILOs against the CCC language ILOs should be approved by CCCC.

3.1.1.3 All Common Core language modules should only serve the purpose of fulfilling language requirements, instead of fulfilling other requirements such as major core/elective and business core/elective.

3.1.2 Chinese Language

3.1.2.1 Intended Learning Outcomes

Upon completion of the common core modules of Chinese Language, students should be able to:

- Make good use of Cantonese, Putonghua, and written Chinese, master communication skills and have good teamwork spirit, so as to communicate and collaborate with others well;
- Use Chinese as a medium to learn, so as to realize self-directed learning;
- Enhance creative thinking, literary appreciation ability, analytical and critical thinking as well as problem-solving skills through mastering Chinese language, literature, and culture; and
- Understand the essence of Chinese culture, grasp the traditional and modern value of self-cultivation both in terms of knowledge and virtue, and have the ability to reflect on one's social responsibility and moral standard.

3.1.2.2 All students (except Chinese language-related programmes¹) are required to take THREE approved Chinese Language modules. The approved modules in Chinese Language are listed as follows:

- CHN1000 Freshman Chinese
- CHN1002 Chinese Literature Appreciation
- CHN2001 Applied Putonghua

¹ Please refer to the Appendix 2-A and 2-D for details

3.1.2.3 Chinese Language Requirements for Non-Chinese Speaking Students

The University accepts the GCSE/IGCSE/GCE A-Level Chinese and HKDSE Applied Learning Chinese as alternative Chinese language qualifications. Non-Chinese speaking students should obtain Grade C or above in Chinese in GCSE/IGCSE, or Grade E in Chinese in GCE A-Level or obtain “Attained” in HKDSE Applied Learning Chinese (for non-Chinese speaking students) as the minimum entrance requirement for non-Chinese speaking applicants in the following specific conditions:

- (a) The student has learned Chinese Language for less than six years while receiving primary and secondary education (This caters specifically to students who have a late start in the learning of Chinese language, e.g. due to their settlement in Hong Kong well past the entry level, or who have been educated in Hong Kong sporadically); OR
- (b) The student has learned Chinese Language for six years or more in schools but has been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in local schools.

Non-Chinese speaking students are required to take THREE designated modules in Chinese Language. The approved modules are listed as follows:

- CHN1006 Listening and Speaking Chinese I
- CHN1007 Listening and Speaking Chinese II
- CHN1008 Introduction to Chinese Culture

3.1.3 English Language

3.1.3.1 Intended Learning Outcomes

Upon completion of the common core modules of English Language, students should be able to:

- Enhance their English language proficiency in the aspects of reading, writing, listening and speaking;
- Develop academic literacy required for undergraduate learning, further studies and research;
- Apply the requisite communicative skills and strategies to future careers;
- Gain an insight into cultural literacy and cross-cultural awareness;
- Engage in self-directed English language learning; and
- Be responsible and ethical English users.

3.1.3.2 All Year 1 entrants admitted in AY 2020/21 or before, Year 2 entrants admitted in AY 2021/22 or before, and Year 3 entrants admitted in AY 2022/23 or before (except English language-related programmes²) are required to take three approved English language modules:

- ENG1010 English for Effective Communication
- ENG2010 English for Academic Purposes
- ENG1020 English for Public Speaking OR ENG2020 English for Business Communication

² Please refer to the Appendix 2-B and 2-C for details

3.1.3.3 All Year 1 entrants admitted in AY 2021/22 or after, Year 2 entrants admitted in AY 2022/23 or after, and Year 3 entrants admitted in AY 2023/24 or after (except English language-related programmes³) are required to take four approved English language modules:

- ENG1001 University English I
- ENG1002 University English II
- ENG2001 English for Academic Purposes
- ENG3002 English for Professional Communication

3.2 Quantitative Methods

3.2.1 Principles

3.2.1.1 Existing quantitative-related programmes may not take the standard CCC quantitative methods modules. Quantitative-related programmes can complete a form to provide justification as how their own modules achieve the quantitative methods intended learning outcomes (ILOs) in lieu of CCC quantitative methods modules. The justification has to be approved by the CCCC and noted by APDC. [Appendix 1](#) shows approval procedure and provides the template of the form of justification.

3.2.1.2 The priority of offering quantitative methods modules goes to Department of Mathematics and Statistics. Quantitative-related programmes should consult the Department of Mathematics and Statistics and could only design their own modules upon mutual consent. The mapping of the module ILOs against CCC QM ILOs should be approved by CCCC.

3.2.1.3 All Common Core quantitative methods modules should only serve the purpose of fulfilling quantitative methods requirement, instead of fulfilling other requirements such as major core/elective and business core/elective.

3.2.2 Intended Learning Outcomes

Upon completion of the common core module of Quantitative Methods, students should be able to:

- Acquire basic knowledge relevant in quantitative analysis;
- Apply the learned quantitative analytical skills to tackle practical problems; and
- Use technology, such as computer software, for quantitative analysis.

3.2.3 All students are required to take at least ONE approved Quantitative Methods module. The approved modules in Quantitative Methods are listed as follows:

- AMS1001 Introduction to Linear Algebra and Calculus
- AMS1303 Probability and Statistics
- AMS1360 Excel in Daily Money Management
- AMS2001 Quantitative Methods for Business Management
- AMS2340 Introduction to Social Statistics

[Appendix 3](#) lists out the QM modules taken by individual academic programmes.

³ Please refer to the Appendix 2-B and 2-C for details

3.3 I.T. Skills

3.3.1 Principles

3.3.1.1 Existing IT skills-related programmes may not take the standard CCC IT skills modules. IT skills-related programmes can complete a form to provide justification as how their own modules achieve the IT skills intended learning outcomes (ILOs) in lieu of CCC IT skills modules. The justification has to be approved by the CCCC and noted by APDC. [Appendix 1](#) shows approval procedure and provides the template of the form of justification. [Appendix 2](#) lists out the approved programme(s) opting for their own IT modules to fulfil CCC requirement.

3.3.1.2 The priority of offering IT skills modules goes to Department of Computing. IT skills-related programmes should consult the Department of Computing and could only design their own modules upon mutual consent. The mapping of the module ILOs against CCC IT Skills ILOs should be approved by AB.

3.3.1.3 All Common Core IT Skills modules should only serve the purpose of fulfilling IT Skills requirement, instead of fulfilling other requirements such as major core/elective and business core/elective.

3.3.2 Intended Learning Outcomes

Upon completion of the common core module(s) of I.T. skills, students should be able to:

- Appraise how contemporary information technology can improve the operation and decision making in organizations;
- Examine common I.T. infrastructures and computer systems in business organizations;
- Apply common I.T. tools and I.T. methodology in capturing, storing, and processing of data in business; and
- Discuss the process of designing, developing, evaluating and deploying I.T. solutions.

3.3.3 All Year 1 entrants admitted in AY 2019/20 or before, Year 2 entrants admitted in AY 2020/21 or before, and Year 3 entrants of AY 2021/22 or before (except I.T. skills related programmes) are required to take at least ONE approved I.T. Skills module or equivalence. The approved module in I.T. skills are listed as follows:

- COM1001 Database Management System and Application
- COM2001 Information Systems in Business
- COM2004 Introduction to Information Technology
- COM2005 Introduction to Computer Programming
- COM2006 Database Management Systems

3.3.4 All Year 1 entrants admitted in AY 2020/21 or after, Year 2 entrants admitted in AY 2021/22 or after, and Year 3 entrants admitted in AY 2022/23 or after (except I.T. skills related programmes) are required to take the approved I.T. Skills module or equivalence. The approved module in I.T. skills is:

- COM1000 Contemporary Information Technologies

Appendix 3 lists out the IT Skills modules taken by individual academic programmes.

3.4 General Education

3.4.1 Principles

3.4.1.1 All Year 1 entry students are required to take SEVEN modules (21 credits) in General Education. The requirements are shown in Table 3. For Year 2 and Year 3 direct-entrants, credit transfer policy is described in Section 4.

3.4.1.2 Once a module is listed as major core/ major elective of an individual programme, the students of that specific programme are restricted from taking that module as to fulfil their GE requirement.

3.4.1.3 All Common Core GE modules should only serve the purpose of fulfilling GE requirement, instead of fulfilling other requirements such as major core/elective and business core/elective.

Table 3: GE Structure

Types of Requirements (No. of Modules)	Descriptions	No. of Credits
GE – Foundation (1 module)	GEN1000 Perspectives on General Education	3
GE – Cluster (4 modules)	Students are required to pass at least ONE module from each of the following four academic clusters: Cluster 1: Humanities Cluster 2: Social Sciences Cluster 3: Science and Technology Cluster 4: Moral Reasoning	12
GE – Elective (2 modules)	Option 1: Students may choose any TWO GE modules or Option 2: Students may choose any one of the GE modules plus GEN4001 Capstone Project on General Education as the second GE elective.	6
7 modules	Total	21 credits

3.4.2 GEN1000 Perspectives on General Education

This module is mandatory for all Year 1 students. The aim of this module is to help all freshmen at HSUHK to acquire a basic understanding of university, general education and learning, to examine preliminarily the diverse nature and approaches of humanities, social sciences, science and technology, and the interconnectedness thereof, and to burgeon in students an intellectual ability of multi-disciplinary inquiries related to contemporary issues and challenges of the 21st century. Thus, all freshmen would have a first taste of what the various academic disciplines are in the four main categories.

3.4.3 Fours Clusters and Their Intended Learning Outcomes

Upon completion of module(s) in Cluster 1 (Humanities), students should be able to:

- Examine the meanings and values of human phenomena;
- Articulate the representations of humanities in various forms; and
- Assess the changes and transformations of humanities traditions.
(Keywords: appreciation, meaning, values)

Upon completion of module(s) in Cluster 2 (Social Sciences), students should be able to:

- Examine human behaviours and decision-making processes;
- Apply evidence-based social science approaches; and
- Evaluate the social, political, economic, and cultural factors that influence social phenomenon.
(Keywords: human behaviours/decision-making, social science approach, social impact)

Upon completion of module(s) in Cluster 3 (Science and Technology), students should be able to:

- Examine the meanings and significance of science and technology in human civilization by exploring its history, development, and impact;
- Evaluate the connections between technologies and their social and/or humanistic implications in ancient and modern world; and
- Develop a scientific mind set and methodology in dealing with humans' daily-life challenges.
(Keywords: human civilization, social and/or humanistic implications, scientific method and mindset)

Upon completion of module(s) in Cluster 4 (Moral Reasoning), students should be able to:

- Articulate various ethical theories in different moral traditions;
- Reason contemporary ethical issues by assessing the argument of various ethical concepts and theories; and
- Establish his/her own ethical stances.
(Keywords: ethical theory, reasoning, contemporary issues)

3.4.4 GEN4001 Capstone Project on General Education

This one-semester 3-credit module is designed for Year 3 or Year 4 students who have received a cumulative GPA of 3.3 or above and have completed 15 GEN credits. It is designed to gather three or four students from different disciplines in a small group to complete a guided research project. The aim of this research project is to help students integrate whatever they have learned from the previous general education experience with that of his/her major by conducting a research project. The project, under the guidance of a faculty member, should demonstrate the learning outcomes of: (a) an ability to conduct research independently, (b) an ability to critically analyse a selected contemporary issue which demands disciplinary perspectives of participating students, (c) the skills to access and integrate information sources of different natures and kinds, and (d) the social skills involving team work.

3.4.5 Guidelines for Schools in Offering GE Modules

3.4.5.1 Minimum Number of GE Module's Class Offering

To enhance the common learning experience of students, GE modules must offer no less than 4 sessions per academic year. Those modules that cannot offer sessions more or equal to the minimum number would not be approved to be offered. Schools are expected to merge or remove the existing modules that were being offered with less than 4 sessions per year. Service-Learning Modules and Residential Colleges Modules are exempted.

3.4.5.2 Specification of a Fair Contribution of GE Offering between Schools

Each School should offer a total of GE Cluster modules' quota per semester not less than 40% of their School's total enrolment number (student number). The University would provide extra support to the schools with resource allocation difficulty to hire extra lecturers for teaching General Education modules.

4. CCC Credit Transfer Policy

- 6.1 Students admitted to Year 2 or Year 3 may be granted with credits transfer. The application will be reviewed and approved by the respective Programme Director of the major programme enrolled by a student. The policy of credit transfer is stipulated in the Academic Regulations for Undergraduate Programmes.
- 6.2 In addition to the policy on credit transfer, senior-year entrants also need to comply with the prevailing policy governing credit transfer for the Common Core General Education Curriculum approved by the University.
- 6.3 With regard to the new English enhancement measures for senior-year entrants starting from AY 2022/23, all senior entrants are required to take ENG3002 English for Professional Communication (formerly ENG2002), and no credit transfer/module exemption shall be granted for this English module for all senior-year entrants.
- 6.4 The credit transfer policy of GE requirement is summarised in Table 4.

Table 4: GE Credit Transfer Policy

Types of Requirements (No. of Modules)	Descriptions	No. of Credits	
		GE requirement for students admitted to Year 2 (non HD/AD)	GE requirement for students admitted to <u>Year 2 (Graduates of Higher Diploma or Associate Degree)</u> GE requirement for students admitted to <u>Year 3</u>
GE – Foundation (1 module)	GEN1000 Perspectives on General Education	3	Credit Transfer (3)*
GE – Cluster (4 modules)	Students are required to pass at least ONE module from each of the following four academic clusters: Cluster 1: Humanities Cluster 2: Social Sciences Cluster 3: Science and Technology Cluster 4: Moral Reasoning	12	12
GE – Elective (2 modules)	Option 1: Students may choose any TWO GE modules in any cluster OR Option 2: Students may choose any one of the GE modules in any cluster	3 + Credit Transfer (3)*	Credit Transfer (6)*

	plus GEN4001 Capstone Project on General Education as the second GE elective		
Total		18 credits (6 modules)	12 credits (4 modules)

*Credit Transfer: Students are NOT required to study another module to replace the 3 credits of GEN1000, and 3 or 6 credits of GE electives.

5. Quality Assurance

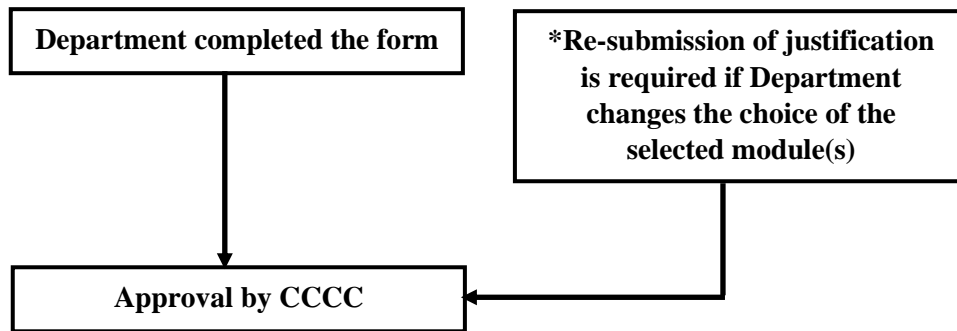
- 6.1 The teachers and module offering departments or schools have the principal responsibility for the quality of CCC modules particularly for their design, delivery and assessment. They recommend module changes to the CCCC when deemed necessary. The CCCC then endorses or approves the recommendation on the changes of CCC modules by academic departments and/or schools.
- 6.2 To assure and enhance the quality of the CCC, regular monitoring of module delivery and outcome standards are carried out. The CCCC with the aid of PDQAU of the Registry gathers various feedbacks from students and teachers on CCC modules during the year.
- 6.3 Module documentations are also collected to support the review of the alignment of module content, pedagogy and assessment with the intended learning outcomes (ILOs) of the selected CCC modules and of its associated CCC component(s).
- 6.4 Periodic review on various components in the CCC plays an important role in sustaining its quality. While the CCCC monitors the teaching and learning quality of the CCC internally through various QA activities, the External Review Panels appointed by University Senior Management provide external inputs for the academic contents, standards, strategic planning and quality related issues.

6. Coordination of Offering CCC Modules

- 6.1 The CCC Section of CTL is responsible for coordinating the common core curriculum education under the University's Undergraduate Curriculum Structure.
- 6.2 For Languages and Quantitative Methods and I.T. Skills requirements, the relevant module offering departments should provide sufficient quotas of required modules for enrolment in accordance with the study plans submitted by individual academic programmes.
- 6.3 For GE requirements, the CCC Section is responsible for coordinating the offering of GE modules across Schools/Departments. The CCC Section will provide each School a projection plan on estimating the demand and expected supply of GE modules offering for the next academic year after the "Timetabling and Module Registration Exercises Briefing Session" held by Registry around March every year. Each School should confirm their deployment on GE modules by 30th June to facilitate the GE modules planning for the next academic year and guarantee a sufficient and balanced GE supply to undergraduate students as a complimentary graduation requirement.

Appendix 1

The following chart shows the procedure of opting for alternative CCC modules by programmes. To ensure sufficient time for approval, Schools and Departments shall submit the justification form to the CCCC by July and November each year.



THE HANG SENG UNIVERSITY OF HONG KONG
Common Core Curriculum Committee

Justification of Major Module fulfilling CCC Chinese Language Requirement

a.

Module code and
Module name

b. Please list the Intended Learning Outcomes (ILOs) of the Major module.

c. Please provide the mapping for ILOs of Major module against ILOs of the Chinese Language module.

Contribution to the Learning Outcomes of Chinese Language	MILOs	Upon completion of the common core modules of Chinese Language or equivalent, students should be able to:	
		(i)	Make good use of Cantonese, Putonghua, and written Chinese, master communication skills and have good teamwork spirit, so as to communicate and collaborate with others well;
		(ii)	Use Chinese as a medium to learn, so as to realize self-directed learning;
		(iii)	Enhance creative thinking, literary appreciation ability, analytical and critical thinking as well as problem-solving skills through mastering Chinese language, literature, and culture; and
		(iv)	Understand the essence of Chinese culture, grasp the traditional and modern value of self- cultivation both in terms of knowledge and virtue, and have the ability to reflect on one’s social responsibility and moral standard.

- d. Please briefly explain why the selected module is equivalent to the existing Chinese Language module(s) in the CCC.

A large, empty rectangular box with a thin black border, intended for the user to provide a brief explanation of why a selected module is equivalent to existing Chinese Language modules in the CCC.

THE HANG SENG UNIVERSITY OF HONG KONG
Common Core Curriculum Committee

Justification of Major Module fulfilling CCC English Language Requirement

a.

Module code and
Module name

b. Please list the Intended Learning Outcomes (ILOs) of the Major module.

c. Please provide the mapping for ILOs of Major module against ILOs of English Language modules.

Contribution to the Learning Outcomes of English Language	MILOs	Upon completion of the common core modules of English Language or equivalent, students should be able to:	
		(i)	Enhance their English language proficiency in the aspects of reading, writing, listening and speaking;
		(ii)	Develop academic literacy required for undergraduate learning, further studies and research;
		(iii)	Apply the requisite communicative skills and strategies to future careers;
		(iv)	Gain an insight into cultural literacy and cross-cultural awareness;
		(v)	Engage in self-directed English language learning; and
		(vi)	Be responsible and ethical English users.

- d. Please briefly explain why the selected module is equivalent to the existing English Language module(s) in the CCC.

A large, empty rectangular box with a thin black border, intended for the user to provide a brief explanation of why a selected module is equivalent to existing English Language modules in the CCC.

THE HANG SENG UNIVERSITY OF HONG KONG
Common Core Curriculum Committee

Justification of Major Module fulfilling CCC IT Skills Requirement

a.

Module code and
Module name

b. Please list the Intended Learning Outcomes (ILOs) of the Major module.

c. Please provide the mapping for ILOs of Major module against ILOs of IT Skills modules.

Contribution to the Learning Outcomes of I.T. skills	MILOs	Upon completion of the common core modules of IT Skills or equivalent, students should be able to:	
		(i)	Appraise how contemporary information technology can improve the operation and decision making in organizations;
	(ii)	Examine common and contemporary I.T. infrastructures and computer systems in organizations;	
	(iii)	Apply common and contemporary I.T. tools and I.T. methodology in capturing, storing, processing and analysis of data in organizations; and	
	(iv)	Discuss the process of designing, developing, evaluating and deploying I.T. solutions	

- d. Please briefly explain why the selected module is equivalent to the existing IT Skills module(s) in the CCC.

A large, empty rectangular box with a thin black border, intended for the user to provide a brief explanation of why a selected module is equivalent to existing IT Skills modules in the CCC.

THE HANG SENG UNIVERSITY OF HONG KONG
Common Core Curriculum Committee

Justification of Major Module fulfilling CCC QM Requirement

a.

Module code and
Module name

b. Please list the Intended Learning Outcomes (ILOs) of the Major module.

c. Please provide the mapping for ILOs of Major module against ILOs of QM modules.

Contribution to the Learning Outcomes of Quantitative Methods	MILOs	Upon completion of the common core modules of QM or equivalent, students should be able to:	
		(i)	Acquire basic knowledge relevant in quantitative analysis;
		(ii)	Apply the learned quantitative analytical skills to tackle practical problems; and
		(iii)	Use technology, such as computer software, for quantitative analysis.

- d. Please briefly explain why the selected module is equivalent to the existing QM module(s) in the CCC.

A large, empty rectangular box with a thin black border, intended for the user to provide a brief explanation of why a selected module is equivalent to existing QM modules in the CCC.

Appendix 2-A

1. Students of BA-CHI are not required to take the approved Chinese modules listed in 3.1.2.2 as equivalent modules are included in the BA-CHI curriculum. The justifications are presented as follows:

CHN1000 Freshman Chinese

The module content of CHN1000 Freshman Chinese is covered by CHI1005 Introduction to Chinese Culture, CHI1004 Chinese Writing and CHI2002 Practical Chinese Grammar. Therefore, BA-CHI students are exempted from taking CHN1000.

CHN1002 Chinese Literature Appreciation

Students of BA-CHI will study various modules of classical and modern Chinese Literature such as CHI1001 Introduction to Literature, CHI2004 Selected Readings in Poetry and Writing Practice, CHI3002 Selected Readings in Chinese Prose Works Through All Ages and CHI2006 History of Modern Chinese Literature, etc. These modules cover the content of CHN1002 Chinese Literature Appreciation and contains content of higher academic level. Therefore, BA-CHI students are exempted from taking CHN1002.

CHN2001 Applied Putonghua

The curriculum of BA-CHI includes CHI1003 Putonghua Ability Advancement I and CHI2003 Putonghua Ability Advancement II as core modules and other electives such as CHI3006 Advanced Putonghua Oral Training. These modules cover the content of CHN2001 Applied Putonghua. Therefore, BA-CHI students are exempted from taking CHN2001.

2. MILOs of Core Modules of BA-CHI Programme

CHI1001 Introduction to Literature 文學概論

- a. 說明文學的概念，並闡釋各種文類的特色。
- b. 析述文學的風格與功能，並解釋文學作品與社會和歷史的關係。
- c. 以現代文學作品的賞析與批評方法，分析及評價不同文類的作品。

CHI1003 Putonghua Ability Advancement I 普通話能力提升課程 I

- a. 掌握漢語拼音的拼寫及拼讀方法，可使用漢語拼音系統輸入法及現代漢語工具書等學習工具，並運用於學習和工作中。
- b. 較準確地朗讀普通話音節、詞語及篇章，判斷語音正誤，提高口語語音準確性，達到以普通話溝通之成效。
- c. 具備聆聽辨析普通話音節、詞語的能力，在不同的語境中理解所聽到語料的意思，為更好的用普通話進行雙向溝通打好基礎。
- d. 較準確、流利地用普通話進行會話，根據不同話題表達自己的觀點。

CHI1004 Chinese Writing 寫作訓練

- a. 掌握各種現代文學寫作方法，提升寫作能力。
- b. 掌握欣賞和評鑑現代文學作品的方法。
- c. 寫作富有創意的作品。

CHI1005 Introduction to Chinese Culture 中國文化導論

- a. 於日常生活中，辨析中國傳統的禮俗源流，並分析其對日常生活的影響。
- b. 在閱讀中國傳統古籍時，辨析其中所見哲學及宗教思想要義。
- c. 總結中國藝術的特點，並比較中西藝術精神的異同，以助日後研習中國文學作品。
- d. 整理中國文化的發展脈絡，並在中西文化交匯的社會中，反思傳統中國文化的時代意義。

CHI2002 Practical Chinese Grammar 實用語法

- a. 掌握漢語基本特點及語法學基礎知識。
- b. 分析漢語詞類、詞組、句子和句群等概念及其構成方式，以及各級語法單位的作用。
- c. 在日後進修、研究、教學或從事其他工作時，運用所學的語法知識，對現代漢語詞彙、句子作語法分析，並辨析其中語法錯誤，加以改正。

CHI2003 Putonghua Ability Advancement II 普通話能力提升課程 II

- a. 基本克服方言語音影響，準確、自然、流暢朗讀普通話詞語及篇章，具備自我修正語音失誤的能力，為無文字依託的口語表達打基礎。
- b. 在不同的文化背景或不同的語境中，能夠克服由於社會習慣和社會心理的不同造成的語用差異，根據不同話題準確、流暢地用普通話進行符合身份、環境的會話及命題說話，表達態度，闡述觀點。
- c. 聽辨普通話語音語義之間的異同；克服由方言差異造成的傳意障礙，準確聆聽理解各種環境中的語料信息，提高雙向溝通的語言能力。
- d. 擴大普通話詞彙量，提高在不同地域及不同文化背景中恰當使用普通話詞語的能力，分辨普通話與方言在詞彙、語法方面的區別，能夠更規範有效地使用普通話。

CHI2004 Selected Readings in Poetry and Writing Practice 詩選及習作

- a. 梳理並論述中國傳統詩歌的發展，以及不同時代重要詩作的風格。
- b. 針對特定的詩歌作品，分析及評鑑其藝術特點，並歸納中國傳統詩歌的審美原則。
- c. 清楚整合不同詩歌形式的格律要求，並以此為據，據題創作古典詩歌。

CHI2006 History of Modern Chinese Literature 中國現代文學史

- a. 認識中國現代文學史的基本知識及源流發展，並能描述中國現代文學發展的歷史變化及其特點。
- b. 闡述現代文學中小說、詩歌、散文及戲劇等主要文體的發展狀況，以及解釋重要的文學現象。
- c. 以中國現代文學史的知識分析及評鑑相關文學作品，例如作家生平與作品的關係、歷史源流考察等。

CHI3002 Selected Readings in Chinese Prose Works Through All Ages 中國歷代文選

- a. 辨識及闡述中國古典散文的理論、源流、特點、分類、流派及不同朝代散文的發展狀況。
- b. 分析及評鑑各散文名篇的主題、思想內容、作者和作品的關係、作品與個人或社會的關係等。
- c. 指出及分析中國歷代文選中，不同作品的藝術特色。

3. The following table shows the mappings between Learning Outcomes of Common Core Modules of Chinese Language and BA-CHI modules:

「中文系開設共同核心課程單元」與中文（榮譽）文學士課程必修單元預期學習成果之關係：

Mappings between Learning Outcomes of Common Core Modules of Chinese Language and Core Modules of BA-CHI Programme:

	CHI1001 文學概論	CHI1003 普通話能力 提升課程 I	CHI1004 寫作訓練	CHI1005 中國文化 導論	CHI2002 實用語法	CHI2003 普通話能力 提升課程 II	CHI2004 詩選及習 作	CHI2006 中國現代 文學史	CHI3002 中國歷代 文選
1. 靈活運用粵語、普通話及中文書面語，掌握溝通技巧及發揮團隊精神，與人交流意見並緊密合作 Make good use of Cantonese, Putonghua, and written Chinese, master communication skills and have good teamwork spirit, so as to communicate and collaborate with others well		a, b, c, d	a, b, c		a, b, c	a, b, c, d		a	b
2. 熟諳中國語言文字的運用，並以中文為媒介學習新知識，培養自學精神 Use Chinese as a medium to learn, so as to realize self-directed learning	a, c	a, b, c, d	a, c	c	a, b, c	a, b, c, d	c	a, b, c	a, b, c
3. 借助中國語言文字、文學和文化的知識和理論，培養創新思維、文藝欣賞能力、思辨分析能力及解決問題的能力 Enhance creative thinking, literary appreciation ability, analytical and critical thinking as well as problem-solving skills through mastering Chinese language, literature, and culture	a, b, c	a, b, c	a, b, c	a, b, c, d	a, b, c	c, d	a, b, c	a, b, c	a, b, c
4. 了解中國文化的精髓，把握敦品勵學的傳統及現代意義，並具備反思個人社會責任及道德取向的能力 Understand the essence of Chinese culture, grasp the traditional and modern value of self-cultivation both in terms of knowledge and virtue, and have the ability to reflect on one's social responsibility and moral standard	b			a, b, d			b	b, c	b, c

Appendix 2-B

1. Students of the BA in English programme are not required to take the modules listed in 3.1.3.2 and 3.1.3.3, but ENG1005 English Communications I, ENG1006 English Communications II and ENG2200. The justifications are presented as follows:

2. ENG1005 English Communications I

ENG1005 English Communications I aims to develop students' ability in oral and written communication. Learning outcomes (c) and (d) cover this range of communication contexts, whilst outcomes (a) and (b) aim to develop a range of literacies and critical thinking skills in both academic and wider circumstances. The whole module is taught in relation to the broad aims of the core ELT modules in the CCC, encouraging cultural literacy through application of communication skills to the construction of arguments and interpretations of literary texts. The development of these skills and abilities enhances independence in thinking and self-directed English language learning whilst also developing capacities and judgment to promote responsible and ethical engagements with objects of study and others.

ENG1006 English Communications II

ENG1006 English Communications II covers the learning outcomes that can be achieved by the following ELT modules – ENG1010 English for Effective Communication, ENG2010 English for Academic Purposes and ENG2020 English for Business Communication, or ENG1001 University English (I), ENG1002 University English (II), ENG2001 English for Academic Purposes and ENG3002 English for Professional Communication. These learning outcomes include enhancing students' English language proficiency in the aspects of reading, writing, listening and speaking; developing academic literacy required for undergraduate learning, further studies and research; and applying the requisite communicative skills and strategies to future careers.

ENG2200 The Grammar and Structure of English

ENG2200 The Grammar and Structure of English covers the learning outcomes that can be achieved by the following ELT modules – ENG1010 English for Effective Communication and ENG2010 English for Academic Purposes, or ENG1001 University English (I), ENG1002 University English (II), ENG2001 English for Academic Purposes and ENG3002 English for Professional Communication. These learning outcomes include enhancing students' English language proficiency in the aspects of reading, writing, listening and speaking and developing academic literacy required for undergraduate learning, further studies and research.

3. MILOs of ENG1005 English Communications I, ENG1006 English Communications II and ENG2200 The Grammar and Structure of English

Upon completion of ENG1005, students should be able to:

- a. Demonstrate some ability to cope with the extensive reading lists of the English Department and to read texts contextually;
- b. Demonstrate a capacity to think critically and in detail the subjects they study;
- c. Demonstrate the ability to appropriate oral skills to contribute to group work, and deploy such skills in giving effective and scholarly presentations;
- d. Demonstrate some ability to construct an argument and to incorporate ideas and information from a range of sources in their written work to a standard compatible with university level;
- e. Use e-learning platforms, such as the Moodle-based eCampus system, to participate in on-line guided class discussions, together with internet-based electronic tools for

academic research.

Upon completion of ENG1006, students should be able to:

- a. Demonstrate an ability to design, organise and implement academic research, and to present this research in appropriately formatted written papers and oral presentations.
- b. Demonstrate a capacity to think critically and in some detail on the subjects and topics they study in a wider cultural and intellectual context;
- c. Demonstrate an ability to construct an argument and to incorporate ideas and information from a range of sources in their written work at a university level;
- d. Demonstrate appropriate oral skills to contribute to group work, and to deploy such skills by giving effective and scholarly presentations.
- e. Use e-learning platforms, such as the Moodle-based eCampus system, to participate in on-line guided class discussions, together with internet-based electronic tools for academic research.

Upon completion of ENG2200, students should be able to:

- a. Describe and write about the forms and functions of English grammatical structures, including word classes, phrases, clauses and sentences.
- b. Use systematic linguistic tests to determine grammatical category and constituency.
- c. Represent English phrase and clause structures using appropriate linguistic formalisms.
- d. Use e-learning platforms, such as the Moodle-based eCampus system, to participate in on-line guided class discussions, together with internet-based electronic tools for academic research.

4. The following table shows the mappings between Learning Outcomes of Common Core Modules of English Language and BA-ENG modules:

MILOs of ENG1005, ENG1006 & ENG2200	ENG1005 English Communications I	ENG1006 English Communications II	ENG2200 The Grammar and Structure of English
Learning Outcomes of Common Core Modules of English Language			
1. Enhance their English language proficiency in the aspects of reading, writing, listening and speaking	a, b, c, d	a, c, d	a, b, c
2. Develop academic literacy required for undergraduate learning, further studies and research;	a, b, c, d	a, b, c, d, e	d
3. Apply the requisite communicative skills and strategies to future careers	c, d, e	c, d, e	
4. Gain an insight into cultural literacy and cross-cultural awareness	a, b, d	b	
5. Engage in self-directed English language learning	a, b, c, d	b, e	d
6. Be responsible and ethical English users	a, b, c, d, e	a, b	a, b, c

Appendix 2-C

1. Students of the BTB will take the following approved Chinese modules and equivalent module:
 - CHN1000 Freshman Chinese
 - CHN2001 Applied Putonghua
 - TRA1003 Chinese for Language Services 1 (approved equivalent module)
2. MILOs of TRA1003 Chinese for Language Services 1

Upon completion of TRA1003, students should be able to:

- a. 解決英漢翻譯與中文語言服務裡的難題
- b. 準確糾正英漢翻譯常見的譯病
- c. 掌握遣詞造句原則，加強應用文寫作實力
- d. 鑒析文學作品，提升實務修辭水平
- e. 了解中文語言服務行業概況

With CHN1000 Freshman Chinese and CHN2003 Putonghua for Business (Translation) retained in the newly proposed BTB curriculum, the remaining CCC module at issue is CHN1002 Chinese Literature Appreciation, which is now, and will remain, an elective module in the BTB curriculum. Its intended learning outcome connected to an element mentioned in the third intended learning outcomes of Chinese Language CCC modules, namely ‘literary appreciation ability...through mastering Chinese...literature...’, is now covered by the selected module, which is proposed as a core module for BTB students (not as a replacement for CHN1002 Chinese Literature Appreciation for students of other programmes).

With an overall aim of boosting students’ all-round ability to use the Chinese language, the selected module, as indicated above in intended learning outcome (d), directly engages in the cultivation of the ability as quoted above. Those students keen to further explore Chinese literature can always take CHN1002 Chinese Literature Appreciation as an elective.

Thus, by making all BTB students study the selected module, a literary taste for Chinese literature on the part of the students will be cultivated, rather than leaving such cultivation to the students’ choice.

As for the fourth intended learning outcomes of Chinese Language CCC modules, CHN1000 Freshman Chinese, which is retained in the newly proposed BTB curriculum, will suffice in fulfilling it.

3. The following table shows the mappings between Learning Outcomes of Common Core Modules of Chinese Language and TRA1003:

<p style="text-align: center;">MILOs of TRA1003</p> <p>Learning Outcomes of Common Core Modules of Chinese Language</p>	<p>TRA1003 Chinese for Language Services 1</p>
<p>1. Make good use of Cantonese, Putonghua, and written Chinese, master communication skills and have good teamwork spirit, so as to communicate and collaborate with others well;</p>	<p>a, b, c, d</p>
<p>2. Use Chinese as a medium to learn, so as to realize self-directed learning;</p>	<p>a, b, c, d</p>
<p>3. Enhance creative thinking, literary appreciation ability, analytical and critical thinking as well as problem-solving skills through mastering Chinese language, literature, and culture; and</p>	<p>a, b, d</p>
<p>4. Understand the essence of Chinese culture, grasp the traditional and modern value of self-cultivation both in terms of knowledge and virtue, and have the ability to reflect on one's social responsibility and moral standard.</p>	

4. Students of the BTB programme admitted in AY 2020/21 or before as Year 1, admitted in AY 2021/22 or before as Year 2, and admitted in AY 2022/23 or before as Year 3 are not required to take the modules listed in 3.1.3.2, but the equivalent modules, namely, ENG1030 English for Academic Purposes (Translation), ENG3010 Advanced English and TRA1004 English for Language Services 1.

Students of the BTB programme admitted in AY 2021/22 or after as Year 1, admitted in AY 2022/23 or after as Year 2, and admitted in AY 2023/24 or after as Year 3 are not required to take the module of ENG3002 English for Professional Communication listed in 3.1.3.3, but the equivalent module, namely TRA1004 English for Language Services 1.

The justifications are presented as follows:

ENG1030 English for Academic Purposes (Translation)

ENG1030 English for Academic Purposes (Translation) has been in the BTB curriculum and it is essentially the same as ENG2010 English for Academic Purposes, the approved CCC module, but more language-focused and with different assessment methods. Thus, it is appropriate for BTB, a language-major programme, to include ENG1030 in its CC English language curriculum.

ENG3010 Advanced English

ENG3010 Advanced English, which is currently offered to BTB students for partial fulfilment of the CCC requirement, covers a wider range of topics such as journalism English, financial English, legal English and sales English. It is more diverse in content

and coverage and is thus pitched at a higher level than ENG2020 English for Business English. The module is more appropriate for the needs of BTB students.

TRA1004 English for Language Services 1

The new module TRA1004 aims to boost students' language performance in various English language services, including written communication in business settings. The knowledge and skills acquired by students will also be able to apply to English-speaking contexts, including public speaking. The module can thus cover the intended learning outcomes of ENG1010 English for Effective Communication, ENG1020 English for Public Speaking and ENG2020 English for Business Communication. Complementing TRA1004 are the interpreting and practical written translation modules.

The BTB curriculum provides extensive training in interpreting (three cores and three elective modules). The interpreting modules involve not only frequent practice in English listening and speaking but also, especially in consecutive interpreting, public speaking exercise. Hence, they can adequately serve the purpose of ENG1020.

As for ENG1010 and ENG2020, which “aims to develop students' English communicative skills in various business-related contexts”, there are quite a few BTB modules that are able to achieve more or less the same objective, such as:

- TRA2001 Financial Translation 1 & TRA3101 Financial Translation 2
- TRA3001 Business Law Translation 1 & TRA3102 Business Law Translation 2
- TRA3103 Public Relations Translation
- TRA4102 Translation for Arts Industry
- TRA4103 Translation and Copywriting
- TRA4107 Translation for Social Media

Thus, under the new BTB curriculum, the English language modules, together with the abovementioned interpreting and translation modules, should be equivalent to the existing CCC modules in terms of both objectives and intended learning outcomes.

5. MILOs of ENG1030 English for Academic Purposes (Translation), ENG3010 Advanced English and TRA1004 English for Language Services 1.

Upon completion of ENG1030, students should be able to:

- a. demonstrate an ability, using English, to produce written descriptions, explanations and arguments at an appropriate academic level;
- b. demonstrate an ability to paraphrase, summarise and quote from appropriate sources in academic writing;
- c. produce scholarly essay with an appropriate level of secondary research;
- d. create in-text citations and a reference list, following guidelines on conventional formatting;
- e. use e-learning platforms, such as the Moodle-based eCampus system, to participate in on-line guided class discussions, together with internet-based electronic tools, such as Purdue OWL, for academic research.

Upon completion of ENG3010, students should be able to:

- a. demonstrate awareness of audience, purpose, schematic structure and lexical and grammatical features of English used for journalistic, legal, financial and sales purposes;
- b. produce a wide variety of writing required in the genres for journalistic, legal, financial, and sales purposes;
- c. deliver oral presentations for the specific purposes;
- d. evaluate and critique their typical language errors and demonstrate awareness of how to avoid them;
- e. express views logically and coherently and respond to ideas appropriately in a given context.

Upon completion of TRA1004, students should be able to:

- a. grasp essential knowledge of English grammar and of the various levels of linguistic output in English;
- b. solve problems related to the use of English in Chinese-English translation and English language services;
- c. demonstrate a sound understanding of common mistakes to avoid and effective techniques to master in Chinese-English translation;
- d. apply the acquired skills to boost performance in Chinese-English translation;
- e. heighten awareness of the workings of English language service industry.

6. The following table shows the mappings between Learning Outcomes of Common Core Modules of English Language and BTB modules:

MILOs of ENG1030, ENG3010 & TRA1004 Learning Outcomes of Common Core Modules of English Language	ENG1030 English for Academic Purposes (Translation)	ENG3010 Advanced English	TRA1004 English for Language Services 1
1. Enhance their English language proficiency in the aspects of reading, writing, listening and speaking	a, b, c, e	a, b, c, d, e	a, b, c, d, e
2. Develop academic literacy required for undergraduate learning, further studies and research;	a, b, c, d, e	a, b, c, d	a, b, c, d, e
3. Apply the requisite communicative skills and strategies to future careers	a, b, c, d, e	a, b, c, d, e	a, b, c, d, e
4. Gain an insight into cultural literacy and cross-cultural awareness	a, b, c, d, e	a, b, d, e	a, b, c, d
5. Engage in self-directed English language learning	a, b, c, d, e	b, c, d	a, b, c, d
6. Be responsible and ethical English users	a, b, c, d, e	a, b, c, d, e	d, e

Appendix 2-D

1. Students of the BA in Art and Design (BA-AD) programme are not required to take ENG3002 English for Professional Communication listed in 3.1.3.3, but ENG3040 English for Art and Design. The justifications are presented as follows:

2. ENG3040 English for Art and Design

While ENG3002 English for Professional Communication is aimed at developing students' English communicative skills in various professional contexts through a variety of real-life tasks, ENG3040 English for Art and Design further zooms into a specific professional context: Art and Design. The real-life tasks and activities would be tailored-made for ENG3040 students, such as artist interviews, artwork description, and artistic critique, to name but a few. The proposed assessments, namely a vocab list, a portfolio (annotated bibliography), an oral presentation, and a project proposal, shall give the ENG3040 students ample opportunities to make good use of the input and then critically and interactively, individually and in groups, evaluate and produce their output.

3. MILOs of ENG3040 English for Art and Design

Upon completion of ENG3040, students should be able to:

- a. demonstrate an awareness of audiences, purposes, schematic structures, tones, and lexical and grammatical features of English used in the context of art and design;
- b. produce a variety of academic and industry-related texts required in the study of art and design;
- c. deliver speeches and presentations for specific purposes and occasions;
- d. evaluate, appreciate and critique texts commonly found in art and design;
- e. express ideas logically and coherently and respond to views and criticisms appropriately in a given context.

4. The following table shows the mappings between Learning Outcomes of Common Core Modules of English Language and the BA-AD module:

MILOs of ENG3040	ENG3040 English for Art and Design
Learning Outcomes of Common Core Modules of English Language	
1. Enhance their English language proficiency in the aspects of reading, writing, listening and speaking	a, b, c, d, e
2. Develop academic literacy required for undergraduate learning, further studies and research;	a, b, c, d, e
3. Apply the requisite communicative skills and strategies to future careers	a, b, c, d, e
4. Gain an insight into cultural literacy and cross-cultural awareness	a, b, c, d, e
5. Engage in self-directed English language learning	b, d
6. Be responsible and ethical English users	a, b, c, d, e

Appendix 3-A

The following table shows how individual programmes currently fulfil the requirement of Chinese language:

Programmes	Required Modules in Chinese Language
School of Business	
BBA	CHN1000, CHN1002, CHN2001
BBA-CGC	CHN1000, CHN1002, CHN2001
BBA-ECON	CHN1000, CHN1002, CHN2001
BBA-FA	CHN1000, CHN1002, CHN2001
BBA-FB	CHN1000, CHN1002, CHN2001
BBA-GB	CHN1000, CHN1002, CHN2001
BBA-GBM	CHN1000, CHN1002, CHN2001
BBA-HRM	CHN1000, CHN1002, CHN2001
BBA-MGT	CHN1000, CHN1002, CHN2001
BBA-MKT	CHN1000, CHN1002, CHN2001
BBA-PA	CHN1000, CHN1002, CHN2001
School of Decision Sciences	
BBA-SCM	CHN1000, CHN1002, CHN2001
BMSIM	CHN1000, CHN1002, CHN2001
BSC-AC	CHN1000, CHN1002, CHN2001
BSC-AIN	CHN1000, CHN1002, CHN2001
BSC-DSBI	CHN1000, CHN1002, CHN2001
School of Communication	
BA-CMCT	CHN1000, CHN1002, CHN2001
BJC	CHN1000, CHN1002, CHN2001
School of Humanities and Social Science	
BA-AD	CHN1000, CHN1002, CHN2001
BA-CCI	CHN1000, CHN1002, CHN2001
BA-CHI	Please refer to Appendix 2-A
BA-ENG	CHN1000, CHN1002, CHN2001
BA-PSY	CHN1000, CHN1002, CHN2001
BSS-AS	CHN1000, CHN1002, CHN2001
BSS-PPE	CHN1000, CHN1002, CHN2001
School of Translation	
BTB	Please refer to Appendix 2-C

Appendix 3-B

The following table shows how individual programmes currently fulfil the requirement of English language (for Year 1 entrants admitted in AY 2020/21 or before, Year 2 entrants admitted in AY 2021/22 or before, and Year 3 entrants admitted in AY 2022/23 or before):

Programmes	Required Modules in English Language
School of Business	
BBA	ENG1010, ENG2010, ENG2020
BBA-CGC	ENG1010, ENG2010, ENG2020
BBA-ECON	ENG1010, ENG2010, ENG2020
BBA-FA	ENG1010, ENG2010, ENG2020
BBA-FB	ENG1010, ENG2010, ENG2020
BBA-GB	ENG1010, ENG2010, ENG2020
BBA-GBM	ENG1010, ENG2010, ENG2020
BBA-HRM	ENG1010, ENG2010, ENG2020
BBA-MGT	ENG1010, ENG2010, ENG2020
BBA-MKT	ENG1010, ENG2010, ENG2020
BBA-PA	ENG1010, ENG2010, ENG2020
School of Decision Sciences	
BBA-SCM	ENG1010, ENG2010, ENG2020
BMSIM	ENG1010, ENG2010, ENG2020
BSC-AC	ENG1010, ENG2010, ENG2020
BSC-AIN	ENG1010, ENG2010, ENG2020
BSC-DSBI	ENG1010, ENG2010, ENG2020
School of Communication	
BA-CMCT	ENG1010, ENG2010, ENG1020
BJC	ENG1010, ENG2010, ENG1020
School of Humanities and Social Science	
BA-AD	ENG1010, ENG2010, ENG2020
BA-CCI	ENG1010, ENG2010, ENG2020
BA-CHI	ENG1010, ENG2010, ENG2020
BA-ENG	Please refer to Appendix 2-B
BSS-AS	ENG1010, ENG2010, ENG2020
School of Translation	
BTB	Please refer to Appendix 2-C

The following table shows how individual programmes currently fulfil the requirement of English language (for Year 1 entrants admitted in AY 2021/22 or after, Year 2 entrants admitted in AY 2022/23 or after, and Year 3 entrants admitted in AY 2023/24 or after):

Programmes	Required Modules in English Language
School of Business	
BBA	ENG1001, ENG1002, ENG2001, ENG3002
BBA-CGC	ENG1001, ENG1002, ENG2001, ENG3002
BBA-ECON	ENG1001, ENG1002, ENG2001, ENG3002
BBA-FA	ENG1001, ENG1002, ENG2001, ENG3002
BBA-FB	ENG1001, ENG1002, ENG2001, ENG3002
BBA-GB	ENG1001, ENG1002, ENG2001, ENG3002
BBA-GBM	ENG1001, ENG1002, ENG2001, ENG3002
BBA-HRM	ENG1001, ENG1002, ENG2001, ENG3002
BBA-MGT	ENG1001, ENG1002, ENG2001, ENG3002
BBA-MKT	ENG1001, ENG1002, ENG2001, ENG3002
BBA-PA	ENG1001, ENG1002, ENG2001, ENG3002
School of Decision Sciences	
BBA-SCM	ENG1001, ENG1002, ENG2001, ENG3002
BMSIM	ENG1001, ENG1002, ENG2001, ENG3002
BSC-AC	ENG1001, ENG1002, ENG2001, ENG3002
BSC-AIN	ENG1001, ENG1002, ENG2001, ENG3002
BSC-DSBI	ENG1001, ENG1002, ENG2001, ENG3002
School of Communication	
BA-CMCT	ENG1001, ENG1002, ENG2001, ENG3002
BJC	ENG1001, ENG1002, ENG2001, ENG3002
School of Humanities and Social Science	
BA-AD	ENG1001, ENG1002, ENG2001, ENG3040 Please refer to Appendix 2-D
BA-CCI	ENG1001, ENG1002, ENG2001, ENG3002
BA-CHI	ENG1001, ENG1002, ENG2001, ENG3002
BA-ENG	Please refer to Appendix 2-B
BA-PSY	ENG1001, ENG1002, ENG2001, ENG3002
BSS-AS	ENG1001, ENG1002, ENG2001, ENG3002
BSS-PPE	ENG1001, ENG1002, ENG2001, ENG3002
School of Translation	
BTB	ENG1001, ENG1002, ENG2001, TRA1004 Please refer to Appendix 2-C

Appendix 3-C

The following table shows how individual programmes currently fulfil the requirement of Quantitative Methods:

Programmes	Required Modules in Quantitative Methods
School of Business	
BBA	AMS1303
BBA-CGC	AMS1303
BBA-ECON	AMS1303
BBA-FA	AMS1303
BBA-FB	AMS1303
BBA-GB	AMS1303
BBA-GBM	AMS1303
BBA-HRM	AMS1303
BBA-MGT	AMS1303
BBA-MKT	AMS1303
BBA-PA	AMS1303
School of Decision Sciences	
BBA-SCM	AMS1001, AMS1303
BMSIM	AMS1303
BA-AC	AMS1001
BSC-AIN	AMS1001
BSC-DSBI	AMS1001
School of Communication	
BA-CMCT	AMS2340
BJC	AMS2340
School of Humanities and Social Science	
BA-AD	AMS2340
BA-CCI	AMS2340
BA-CHI	AMS1360
BA-ENG	Not specified by programme (1 module from the approved list)
BA-PSY	AMS1303
BSS-AS	AMS2340
BSS-PPE	AMS2340
School of Translation	
BTB	AMS2340

Appendix 3-D

The following table shows how individual programmes currently fulfil the requirement of I.T. skills:

Programmes	Required Modules in I.T. Skills
School of Business	
BBA	COM1000
BBA-CGC	COM1000
BBA-ECON	COM1000
BBA-FA	COM1000
BBA-FB	COM1000
BBA-GB	COM1000
BBA-GBM	COM1000
BBA-HRM	COM1000
BBA-MGT	COM1000
BBA-MKT	COM1000
BBA-PA	Exempted
School of Decision Sciences	
BBA-SCM	Exempted
BMSIM	Exempted
BSC-AC	COM1000
BSC-AIN	COM1000
BSC-DSBI	Exempted
School of Communication	
BA-CMCT	COM1000
BJC	COM1000
School of Humanities and Social Science	
BA-AD	COM1000
BA-CCI	COM1000
BA-CHI	COM1000
BA-ENG	COM1000
BA-PSY	COM1000
BSS-AS	COM1000
BSS-PPE	COM1000
School of Translation	
BTB	COM1000

Last revised on 1 November 2022