

PolyU Postgraduate Programmes in

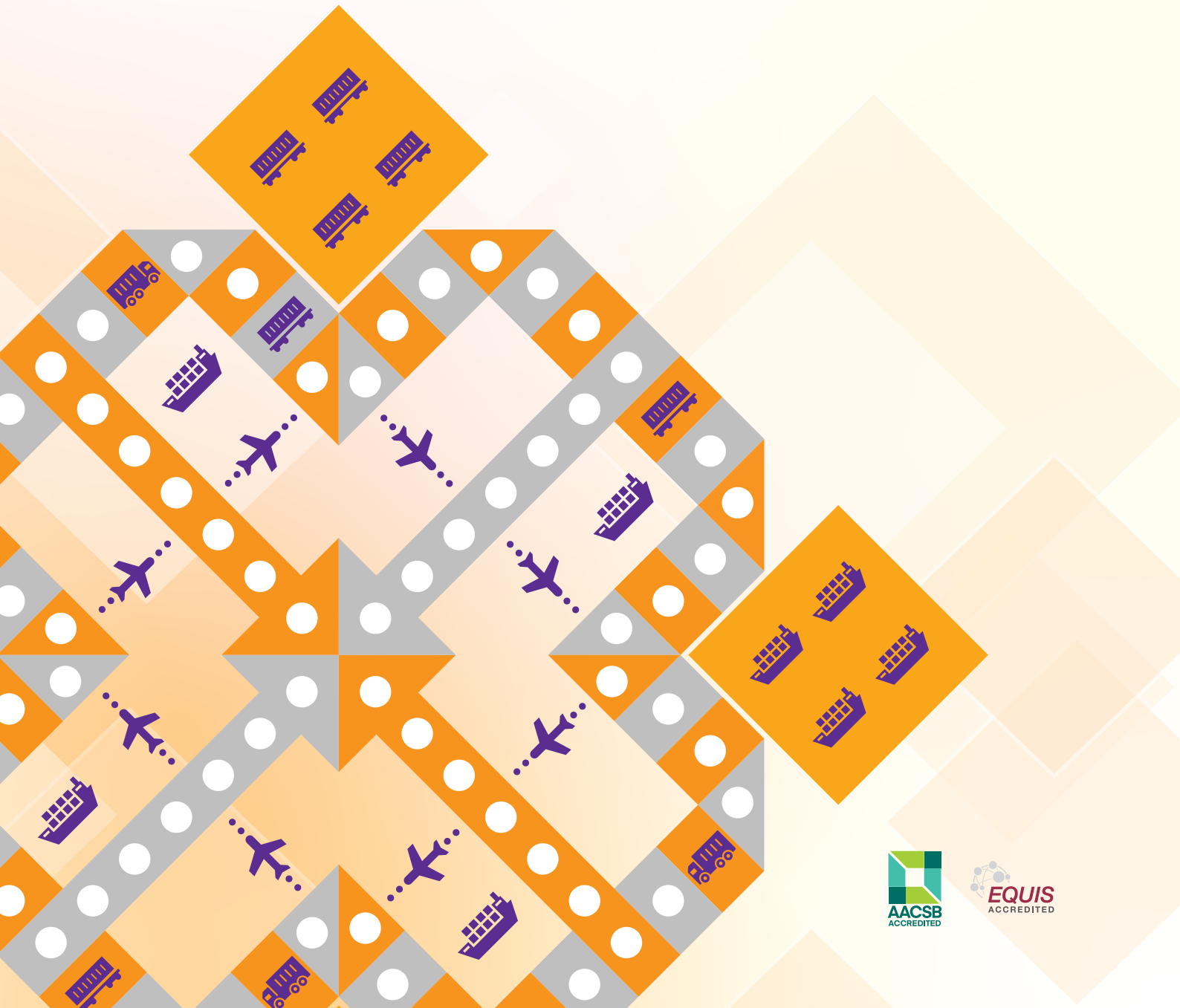
# Shipping, Logistics and Supply Chain Management

**MSc / PgD in Global Supply Chain Management**

Programme Requirement Document

Programme Code: 44089-GFM/GPM/GFP/GPP

**2020-2021**



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### **GSCM Programme Web Page**

<http://www.lms.polyu.edu.hk/en>

### **PolyU Student Handbook Web Page**

<http://www.polyu.edu.hk/as>

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## FOREWORD


It is our pleasure to welcome you to the Master of Science/ Postgraduate Diploma in Global Supply Chain Management programme offered by the Department of Logistics and Maritime Studies at The Hong Kong Polytechnic University.

This programme prepares graduates to meet the needs of the supply chain management profession. Successful completion of this unique programme will equip you with knowledge and skills that are useful for business organizations to create value and sustain competitiveness in the supply chain field.

This Programme Document contains important information that is of direct relevance to your studies. You are strongly advised to read it carefully and use it as a guide for working out your study plan.

We wish you an enjoyable and rewarding experience with the University.

With warmest regards

A handwritten signature in black ink, appearing to read 'Andy Yeung', written in a cursive style.

Prof. Andy Yeung  
Head, Department of Logistics and Maritime Studies

**The Hong Kong Polytechnic University**  
**Revised Academic Calendar 2020-21 (by Semester Week)**

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Sem. Week	Notes
Sep	--	31	1	2	3	4	5	6	--	
	1	7	8	9	10	11	12	13	1	Sep. 7: Sem. 1 commences (13 teaching weeks: Sep. 7 - Dec. 5) / Sep. 7 - Sep. 19: Add/Drop Period for Sem. 1
	2	14	15	16	17	18	19	20	2	
Oct	3	21	22	23	24	25	26	27	3	
	4	28	29	30	1	2	3	4	4	Oct. 1: National Day / Oct. 2: The day following Mid-Autumn Festival
	5	5	6	7	8	9	10	11	5	Oct. 10: PolyU Education Info Day (all day-time and evening classes suspended)*
Nov	6	12	13	14	15	16	17	18	6	
	7	19	20	21	22	23	24	25	7	Oct. 24: Twenty-sixth Congregation (Main Conferment Session, also first session)*
	8	26	27	28	29	30	31	1	8	Oct. 26: The day following Chung Yeung Festival
Dec	9	2	3	4	5	6	7	8	9	
	10	9	10	11	12	13	14	15	10	Nov. 14: Twenty-sixth Congregation (Last Conferment Session)*
	11	16	17	18	19	20	21	22	11	
Jan 2021	12	23	24	25	26	27	28	29	12	
	13	30	1	2	3	4	5	6	13	Dec. 5: Sem. 1 teaching ends
	14	7	8	9	10	11	12	13	Exam.	Dec. 7 - 8: Revision Days for Sem. 1 / Dec. 9 - 24: Examination Period for Sem. 1
Feb	15	14	15	16	17	18	19	20	Exam.	
	16	21	22	23	24	25	26	27	Exam.	Dec. 21: Winter Solstice (all evening exams suspended)
	17	28	29	30	31	1	2	3	Exam.	Dec. 24: Christmas Eve (all evening exams suspended) / Dec. 25: Christmas Day / Dec. 26: The first weekday after Christmas Day
Mar	18	4	5	6	7	8	9	10	Result	Jan. 1: First Day of January / Jan. 7: All subject assessment results finalised for Sem. 1
	19	11	12	13	14	15	16	17	Processing	Jan. 15: Finalisation of overall assessment results for Sem. 1 / Jan. 16: Announcement of Sem. 1 overall assessment results
	20	18	19	20	21	22	23	24	1	Jan. 18: Sem. 2 commences (13 teaching weeks: Jan. 18 - Apr. 24) / Jan. 18 - 30: Add/Drop Period for Sem. 2
Apr	21	25	26	27	28	29	30	31	2	
	22	1	2	3	4	5	6	7	3	
	23	8	9	10	11	12	13	14	4	Feb. 11: Lunar New Year's Eve (all evening classes suspended) / Feb. 12 - 15: Lunar New Year Holidays
May	24	15	16	17	18	19	20	21	Lunar New Year Break	Feb. 16 - 20: Lunar New Year Break (all day-time and evening classes suspended)
	25	22	23	24	25	26	27	28	5	
	26	1	2	3	4	5	6	7	6	
Jun	27	8	9	10	11	12	13	14	7	
	28	15	16	17	18	19	20	21	8	
	29	22	23	24	25	26	27	28	9	
Jul	30	29	30	31	1	2	3	4	10	Apr. 2 - 5: Easter Holidays / Apr. 6: The day following Ching Ming Festival
	31	5	6	7	8	9	10	11	11	
	32	12	13	14	15	16	17	18	12	
Aug	33	19	20	21	22	23	24	25	13	Apr. 24: Sem. 2 teaching ends
	34	26	27	28	29	30	1	2	Exam.	Apr. 26 - 28: Revision Days for Sem. 2 / Apr. 29 - May 15: Examination Period for Sem. 2 / May 1: Labour Day
	35	3	4	5	6	7	8	9	Exam.	
Sep	36	10	11	12	13	14	15	16	Exam.	
	37	17	18	19	20	21	22	23	Exam Result Processing	May 19: The Buddha's Birthday
	38	24	25	26	27	28	29	30	Processing	May 25: All subject assessment results finalised for Sem. 2
Oct	39	31	1	2	3	4	5	6	1	May 31: Summer Term commences (7 teaching weeks: May 31 - Jul. 17) / May 31 - Jun. 5: Add/Drop Period for Summer Term
	40	7	8	9	10	11	12	13	2	Jun. 2: Finalisation of overall assessment results for Sem. 2 / Jun. 3: Announcement of Sem. 2 overall assessment results
	41	14	15	16	17	18	19	20	3	Jun. 14: Tuen Ng Festival
Nov	42	21	22	23	24	25	26	27	4	
	43	28	29	30	1	2	3	4	5	Jul. 1: The HKSAR Establishment Day
	44	5	6	7	8	9	10	11	6	
Dec	45	12	13	14	15	16	17	18	7	Jul. 17: Summer Term teaching ends
	46	19	20	21	22	23	24	25	Exam.	Jul. 19 - 24: Examination Period for Summer Term
	47	26	27	28	29	30	31	1	Exam.	
Jan 2021	48	2	3	4	5	6	7	8	Result	Aug. 2: All subject assessment results finalised for Summer Term
	49	9	10	11	12	13	14	15	Processing	Aug. 10: Finalisation of overall assessment results for Summer Term / Aug. 11: Announcement of Summer Term overall assessment results
	50	16	17	18	19	20	21	22	--	
Feb	51	23	24	25	26	27	28	29	--	Aug. 29: Academic Year 2020-21 ends

\* Subject to change if the PolyU Education Info Day and the 28th Congregation will be conducted on-campus.

General Holidays  
 Dates of finalisation of examination results

August 2020

**PART I: GENERAL INFORMATION**

**1. PROGRAMME OVERVIEW**

The MSc/PgD in Global Supply Chain Management is a unique supply chain focused postgraduate programme offered by the Department of Logistics and Maritime Studies in Hong Kong. It equips executives with the capacity to create and sustain competitiveness in the supply chain through balancing cost, quality and efficiency. The programme embodies both a sound academic theory and professional practice. The combination of Compulsory subjects and a wide range of Electives, including purchasing-related subjects, reflects the multi disciplinary nature of the business that students in the programme can pursue.

**2. PROGRAMME AIMS AND FEATURES**

This programme equips executives with the capacity to create and sustain competitiveness in the supply chain through balancing cost, quality and efficiency.

The features of the programme are:

- (i) Broad knowledge and skills in global supply chain management
- (ii) A thorough grounding in subjects which lead to the knowledge and intellectual capability required for an understanding and critical analysis of supply chain management problems
- (iii) Awareness of the global supply chain management environment and management issues
- (iv) An array of purchasing related subjects

### 3. PROGRAMME LEARNING OUTCOMES

On completion of the programme, the student is able to:

- i. Employ supply chain management

Learning objective: Apply the principles and practices of supply chain management to supply chain planning and operations  
(Addressed by *LGT5015 Supply Chain Management*);

- ii. Build up operations and logistics concepts

Learning objective: Apply concepts needed to function efficiently in managing operations and logistics  
(Addressed by *LGT5002 International Logistics Systems, Operations and Management*,  
*LGT5102 Models for Decision Making*, and  
*LGT5105 Managing Operations Systems*);

- iii. Manage global sourcing and procurement

Learning objective: Evaluate procurement for global sourcing in international value chains  
(Addressed by *LGT5032 Strategic Procurement Management* and  
*LGT5034 Global Sourcing and Supply*);

- iv. Make good use of information technology in supply chain management

Learning objective: Apply concepts in the use of information technology in supply chain management  
(Addressed by *LGT5152 Information Systems for Supply Chain Management* and  
*MM544 E-Commerce*)

- v. Practise business ethics

Learning objective: Be attentive and responsive to ethical issues in business  
(Addressed by *LGT5015 Supply Chain Management* and  
*LGT5105 Managing Operations Systems*)

#### 4. ENTRANCE REQUIREMENTS

The minimum entrance requirements for both MSc and PgD awards are:

- (i) A Bachelor's degree in business-related discipline or equivalent;
- (ii) For non-business degree holders, 2-year relevant working experience or relevant background knowledge is preferred;
- (iii) Candidates in senior management positions possessing other academic qualifications may be considered on a case-by-case basis.

Priority will be given to applicants with relevant working experience.

If you are not a native speaker of English and your Bachelor's Degree or equivalent qualification was awarded by an institution at which the medium of instruction is not English, you are expected to fulfill the University's minimum English language requirement for admission. Please refer to the "Admissions Requirements" section of Study@PolyU for details.

#### 5. PROGRAMME STRUCTURE

##### 5.1 Programme Information

Programme Code and Title:

44089 Master of Science/Postgraduate Diploma in Global Supply Chain Management

Award:

Master of Science/Postgraduate Diploma in Global Supply Chain Management

Medium of Instruction:

English

##### 5.2 Credit Requirements

Students are required to obtain the credit requirements specified below for the relevant award:

<b>Award</b>	<b>No. of Credits</b>	<b>No. of Required Subjects</b>
MSc	30	1 Compulsory Subject + 4 Restricted Elective Subjects + 5 Free Elective Subjects
PgD	18	1 Compulsory Subject + 4 Restricted Elective Subjects + 1 Free Elective Subject



The curriculum is designed as a taught postgraduate programme. Students admitted to the Master of Science (MSc)/ Postgraduate Diploma (PgD) programme may apply for transfer to PgD or MSc, subject to meeting the specified requirements.

Students who subsequently decide to graduate with a PgD/MSc must apply to the Department of Logistics and Maritime Studies.

### 5.3 Mode and Normal Duration for Completion of a Programme

The academic year is organized into Semester 1 (13 weeks), Semester 2 (13 weeks) and Summer Term (7 weeks), where appropriate.

Classes will be scheduled on weekday evenings or weekends. Summer Term will be utilized for those who want to spread out more evenly their learning or take advantage of Summer Term to complete the programme within the normal duration of programme but it is not mandatory for students.

Actual number of class meetings may vary in light of certain conditions in the offering semester, such as the arrangement of public holidays; or other pedagogical needs of subject lecturers.

Occasionally, some topics may be delivered in BLOCK MODE of *full-day* attendance for a few consecutive days and/or over the weekends. Students will be notified of the arrangement before subject registration. Block mode is usually arranged to make full use of overseas academic visitors or professionals.

The duration of the programme is as follows:

	Master of Science (MSc)		Postgraduate Diploma (PgD)	
Programme Code	44089-GFM	44089-GPM	44089-GFP	44089-GPP
Mode of Attendance	Full time	Part time	Full time	Part time
Normal Duration	1 years	2.5 years	1 years	1.5 years

5.4 Subject Offerings

MSc		PgD	
<b>Compulsory Subject</b> (1 subject – 3 credits) LGT5015 Supply Chain Management			
<b>Restricted Elective Subjects</b> (4 subjects – 12 credits)			
<ul style="list-style-type: none"> <li>• Choose at least <u>2</u> from:                             <ul style="list-style-type: none"> <li>LGT5002 International Logistics Systems, Operations and Management</li> <li>LGT5102 Models for Decision Making</li> <li>LGT5105 Managing Operations Systems</li> </ul> </li> <li>• Choose at least <u>1</u> from:                             <ul style="list-style-type: none"> <li>LGT5032 Strategic Procurement Management</li> <li>LGT5034 Global Sourcing and Supply</li> </ul> </li> <li>• Choose at least <u>1</u> from:                             <ul style="list-style-type: none"> <li>LGT5152 Information Systems for Supply Chain Management</li> <li>MM544 E-Commerce</li> </ul> </li> </ul>			
<p><i>Note: Students may take more Restricted Elective subjects than necessary, and they will be counted as Free Elective subjects.</i></p>			
MSc		PgD	
<b>Free Elective Subjects #</b> (any 5 subjects – 15 credits)		<b>Free Elective Subjects #</b> (any 1 subject – 3 credits)	
LGT5001	Organizational Management in Shipping & Logistics	LGT5001	Organizational Management in Shipping & Logistics
LGT5013	Transport Logistics in China	LGT5013	Transport Logistics in China
LGT5014	Air Transport Logistics and Management	LGT5014	Air Transport Logistics and Management
LGT5017	Maritime Logistics	LGT5017	Maritime Logistics
LGT5033	Lean Thinking and Practice	LGT5033	Lean Thinking and Practice
LGT5037	Project Management	LGT5037	Project Management
LGT5040	Supplier Development	LGT5040	Supplier Development
LGT5046	Contract Management	LGT5046	Contract Management
LGT5073	Risk Management in Operations	LGT5073	Risk Management in Operations
LGT5101	Statistics for Management	LGT5101	Statistics for Management
LGT5107	Total Quality Management	LGT5107	Total Quality Management
LGT5113	Enterprise Resource Planning	LGT5113	Enterprise Resource Planning
LGT5122	Applications of Decision Making Models	LGT5122	Applications of Decision Making Models
LGT5131	Warehousing and Materials Management	LGT5131	Warehousing and Materials Management
LGT5425	Business Analytics	LGT5425	Business Analytics
LGT5426	Managing Innovation	LGT5426	Managing Innovation
LGT5211	GSCM Project	LGT5215	Practice of Global Supply Chain Management
LGT5215	Practice of Global Supply Chain Management		

Subject to university's minimum enrollment requirement, not all subjects will be offered each year. And, registration is subject to the availability of quota.

# Starting from 2006/07, students at MSc level are allowed to choose **at most 1 elective**, equivalent to 3 credits, from the Common Pool to fulfill the elective requirements of the programme. Please visit the website <http://www.fb.polyu.edu.hk/rpss/commonpool/> for

subject lists and subject syllabuses. **Students should strictly comply with the prescriptions of the programme curriculum when performing subject registration. Those who fail to meet the programme requirements will NOT be allowed to graduate.** Credit transfer/exemption will not be granted for subjects chosen from the Common Pool, unless the elective subject concerned falls within the programme curriculum

### 5.5 Programme Curriculum and Assessment Weightings

Compulsory Subject					Assessment	
Subject code	Subject Title	Credits	Pre-requisite	Contact Hours	Coursework %	Examination %
LGT5015	Supply Chain Management	3	Nil	39	50	50
Restricted Elective Subjects					Assessment	
Subject code	Subject Title	Credits	Pre-requisite	Contact Hours	Coursework %	Examination %
LGT5032	Strategic Procurement Management	3	Nil	39	100	0
LGT5034	Global Sourcing and Supply	3	Nil	39	50	50
LGT5002	International Logistics Systems, Operations and Management	3	Nil	39	50	50
LGT5102	Models for Decision Making	3	Nil	39	50	50
LGT5105	Managing Operations Systems	3	Nil	39	50	50
LGT5152	Information Systems for Supply Chain Management	3	Nil	39	50	50
MM544	E-Commerce	3	Nil	39	50	50
Free Elective Subjects					Assessment	
Subject code	Subject Title	Credits	Pre-requisite	Contact Hours	Coursework %	Examination %
LGT5001	Organizational Management in Shipping and Logistics	3	Nil	39	50	50
LGT5013	Transport Logistics in China	3	<i>Understand Putonghua &amp; read simplified Chinese Characters</i>	39	50	50
LGT5014	Air Transport Logistics and Management	3	Nil	39	50	50
LGT5017	Maritime Logistics	3	Nil	39	60	40
LGT5033	Lean Thinking and Practice	3	Nil	39	50	50
LGT5037	Project Management	3	Nil	39	50	50
LGT5040	Supplier Development	3	Nil	39	50	50
LGT5046	Contract Management	3	Nil	39	50	50
LGT5073	Risk Management in Operations	3	<i>None, but knowledge of elementary business statistics and probability will be advantageous.</i>	39	50	50
LGT5101	Statistics for Management	3	Nil	39	50	50
LGT5107	Total Quality Management	3	Nil	39	50	50
LGT5113	Enterprise Resource Planning	3	Nil	39	50	50
LGT5122	Applications of Decision Making Models	3	<i>Preferably with</i>	39	100	0
LGT5131	Warehousing and Materials Management	3	Nil	39	50	50
LGT5425	Business Analytics	3	Nil	39	100	0

## MSc/PgD in Global Supply Chain Management

LGT5426	Managing Innovation	3	Nil	39	60	40
LGT5211	GSCM Project	6	LGT5015	10	100	0
LGT5215	Practice of Global Supply Chain	3	LGT5015	10	100	0

### 5.6 Recommended Progression Pattern

Students are encouraged to follow the recommended progression pattern<sup>1</sup> to benefit from a cohort-based study and to graduate within the normal study period. However, being credit-based, the programme allows you the flexibility to proceed at your own pace according to your time commitment and learning needs, while not exceeding the prescribed normal study period.

Recommended progression pattern as below:

<b>MSc Full Time</b>	Year 1
Semester 1	1 Compulsory Subject: LGT5015 Supply Chain Management (Pre-assigned in Year 1) + 1 Restricted Elective Subject: LGT5105 Managing Operations Systems + 2 Subjects
Semester 2	4 Subjects
Summer Term (Optional)	2 Subjects

<b>MSc Part Time</b>	Year 1	Year 2
Semester 1	1 Compulsory Subject: LGT5015 Supply Chain Management (Pre-assigned in Year 1) + 1 Restricted Elective Subject: LGT5105 Managing Operations Systems	2 Subjects
Semester 2	2 Subjects	2 Subjects
Summer Term (Optional)	1 Subject	1 Subject

<sup>1</sup> Patterned subjects on offer are subject to change without prior notice. Students can enquire the class timetable of the semester concerned via <http://www.polyu.edu.hk/student> upon release of the relevant class timetable.

<b>PgD Full Time</b>	Year 1
Semester 1	1 Compulsory Subject: LGT5015 Supply Chain Management (Pre-assigned in Year 1) + 1 Restricted Elective Subject: LGT5105 Managing Operations Systems + 1 Subjects
Semester 2	2 Subjects
Summer Term (Optional)	1 Subject

<b>PgD Part Time</b>	Year 1	Year 2
Semester 1	1 Compulsory Subject: LGT5015 Supply Chain Management (Pre-assigned in Year 1) + 1 Restricted Elective Subject: LGT5105 Managing Operations Systems	1 Subject
Semester 2	2 Subjects	
Summer Term (Optional)	1 Subject	

### 5.7 Professional Recognition

Graduates with the MSc in Global Supply Chain Management have been granted full exemption from the Qualifying Examination of The Chartered Institute of Logistics and Transport in Hong Kong (CILTHK).

Graduates with the PgD in Global Supply Chain Management have been granted partial exemption from the Qualifying Examination of The Chartered Institute of Logistics and Transport in Hong Kong (CILTHK).

Graduates with the MSc in Global Supply Chain Management in the academic year 2019/20 have been granted accreditation by The Chartered Institute of Purchasing & Supply (CIPS) and may apply for the full membership. Subject requirement and renewal of accreditation thereafter are subject to review each year.

Graduates of the MSc in Global Supply Chain Management with 2-years working experience in Purchasing/ Supply Chain/ Logistics or related field are qualified to register as member of The Institute of Purchasing & Supply of Hong Kong (IPSHK).

## 5.8 Curriculum Map

The institutional learning outcomes are as follows:

- a. **Professional competence of specialists/leaders of a discipline/profession** - Graduates of PolyU TPg programmes will possess in depth-knowledge and skills in their area of study and be able to apply their knowledge and contribute to professional leadership.
- b. **Strategic thinking** - Graduates of PolyU TPg programmes will be able to think holistically and analytically in dealing with complex problems and situations pertinent to their professional practice. They will be versatile problem solvers with good mastery of critical and creative thinking skills, who can generate practical and innovative solutions.
- c. **Lifelong learning capability** - Graduates of PolyU TPg programmes will have an enhanced capability for continual professional development through inquiry and reflection on professional practice.

The above institutional learning outcomes are appropriately addressed by the totality of the programme learning outcomes of the MSc GSCM programme, as set out in Section 3 of this document.

## 6. PROGRAMME MANAGEMENT AND OPERATION

A Programme Committee is formed to exercise the overall academic and operational responsibility for the Programme and its development within policies, procedures and regulations defined by the University. Its composition comprises academics and student representatives.

The Programme Director and/or Deputy Programme Director and/or Programme Manager are responsible for the day-to-day management and operation of the programme, student admissions, teaching and learning matters, quality assurance (QA) and programme development. Their prime role is to ensure the programme is delivered according to the established QA mechanism.

## 7. COMMUNICATIONS WITH STUDENTS

While we work to communicate clearly and in a timely manner with students according to University regulations and procedures, it is the **responsibility of students** to help maintain the effectiveness of the communication process. **Students should ensure that their up-to-date personal and correspondence details are provided** to the University and the relevant departments (e.g. AR, LMS, subject offering departments, etc); and **check relevant correspondence channels regularly** to obtain the latest information regarding their studies and the status of any related applications (e.g. late assessment, appeal of subject results, add/drop of subjects, deferment, etc) lodged. Failure in doing so will not constitute any grounds for appeals/complaints against consequences/decisions of the relevant matters and applications.

## 8. SUBJECT REGISTRATION

### 8.1 Add/Drop of Subjects

In addition to programme registration, students need to register for subjects at specified period after the commencement of the semester.

If you wish to make changes to your subject registration, you may do so through the add / drop at eStudent during the 2-week add / drop period (one week for summer term). You are advised not to make any changes to the subjects pre-assigned to you by the Department without consulting your Department / Academic Advisor. In case you wish to drop all the subjects in a semester, you must first seek approval from your Department for zero subject enrolment. Otherwise, you will be considered as having decided to withdraw from study on the programme concerned. Dropping of subjects after the add / drop period is not allowed. If you have a genuine need to do so, it will be handled as withdrawal of subject.

If they have taken more credits, they will receive a second debit note on the remaining tuition fee about 5 weeks after the commencement of the semester. If they have taken less credits, a refund will be made.



## 8.2 Withdrawal of Subjects

If you have a genuine need to withdraw from a subject after the add / drop period, you should submit an application for withdrawal of subjects to your programme offering department. Such requests will first be considered by the subject teacher concerned and followed by the programme director if there are strong justifications and when the tuition fee of the subject concerned has been settled. Deadline for requests for subject withdrawal will be specified by the teaching department and in any case, it will not be entertained after the commencement of the examination period.

For approved cases, a handling fee will be charged. The tuition fees paid for the withdrawn subject will not be refunded. The withdrawn subjects will still be reported in your Assessment Result Notification and Transcript of Studies although they will not be counted in GPA calculation. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and you are required to attend classes of this subject and complete its assessment(s) accordingly. A reinstatement fee will be charged if you wish to reinstate the approval for the withdrawn subject.

## 9. **SUBJECT EXEMPTION AND CREDIT TRANSFER**

Irrespective of the extent of previous study or credits recognised, all students studying in PolyU should complete at least one third of the normal credit requirement in order to be eligible for the PolyU award.

If you consider your previous study relevant to your current programme, you may apply for subject exemption or credit transfer.

### **Subject Exemption**

You may be granted exemption from taking certain subjects if you have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted for satisfying the credit requirements of your programme. You should consult your Department and take another subject in its place. For students whose tuition fees are charged by credit, an exemption fee will be charged.

For application:
eStudent [Application Forms > Applications for Study Related Matters > (AR41e) Subject Exemption]

You will receive notification from the Department concerned normally within 14 working days if your application for a subject exemption is successful. If you are a credit fee paying student, you will receive a debit note for settlement of the subject exemption fee, the non-payment of which will nullify the approved subject exemption. A reinstatement fee will be charged if you wish to reinstate the approval of the subject exemption.

## Credit Transfer

You should submit an application for credit transfer upon your initial enrolment on the programme or before the end of the add / drop period of the first semester of your first year of study. Late applications may not be considered. For students whose tuition fees are charged by credits, a credit transfer fee will be charged.

The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject (e.g. the credit was earned in 2010-11, then the validity period should count from 2011 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.

Subject to the terms and conditions stipulated in the Notice of Offer, there is a limit to the maximum number of credits that can be transferred. If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award. If the credits gained are from other institutions, the total credits transferred should not exceed 50%. In cases where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred. Grades may or may not be given for the transferred credits.

For application:
eStudent [Application Forms > Applications for Study Related Matters > (AR41c) Credit Transfer]

All credits transferred will be counted for satisfying the award requirements. Transferred credits are normally not counted for meeting the requirements of more than one degree.

Some programmes may accept applicants holding advanced qualifications. If you have an advanced qualification relevant to the programme enrolled, you may be allowed to take fewer credits than what the programme normally requires. However, when you apply for credit transfer, the credits that you are not required to study will also be counted towards the maximum number of transferred credits.

For credit transfer of retaken subjects, the grade attained in the last attempt should be taken in the case of credit transfer with grade being carried over. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in the earlier attempts.

You will receive notification from the Department concerned normally within 14 working days if your application for credit transfer is successful. If you are a credit fee paying student, you will receive a debit note for settlement of the credit transfer fee, the non-payment of which will nullify the approved credit transfer. A reinstatement fee will be charged if you wish to reinstate the approval for the credit transfer.

## 10. RETAKING OF SUBJECTS

Students may only retake a subject which they have failed (i.e. Grade F or S or U). After the announcement of subject results in a semester, you should check whether

you have failed any subject via eStudent and arrange for retaking of the subject during subject registration.

The number of retake of each subject is restricted to **a maximum of two**. The second retake of a failed subject requires the approval of the Faculty / School Board. Students who have failed a compulsory subject after two retakes will be deregistered. Departments may impose more stringent regulations on the retaking of particular types of subjects, e.g. practicum and clinical placement, and would inform students of such cases, if any.

When you retake a failed subject, only the grade obtained in the final attempt of the retake will be included in the calculation of Grade Point Average (GPA) and GPA for award classification. Although the original grade will not be included in the calculation of GPAs, it will be shown on the transcript of studies. You should refer to the Programme Requirement Document to ascertain the requirements, in particular for subjects offered in consecutive semesters, for retaking failed subjects, or seek advice from the Department concerned.

Students paying credit fee will be charged for the subjects retaken.

#### 11. ZERO SUBJECT ENROLMENT AND RETENTION OF STUDY PLACE\*

If you do not wish to take any subject in a semester, you must seek approval from your Department to retain your study place\* by submitting your application via eStudent before the start of the semester and in any case not later than the end of the add / drop period. Otherwise, your student status with the University will be withdrawn. Please also refer to section "Discontinuation of Study" for further details. Unless otherwise approved, the semesters during which you are allowed to take zero subject will be counted towards the total period of registration for the programme concerned.

For application:
eStudent [Application Forms > Applications for Study Related Matters > (AR112) Retention of Study Place (Zero Subject Enrolment)]

You will receive notification from the Department normally within 2 weeks if your application is successful. Students who have been approved for zero subject enrolment are allowed to continue using campus facilities including library facilities. A fee of HK\$2,105 per semester for retention of study place will be charged.

#### 12. DEFERMENT OF STUDY

You may apply for deferment of study if you have a genuine need to do so, such as prolonged illness or being posted to work outside Hong Kong. Applications from students who have not yet completed the first year of a full-time programme will be considered only under exceptional circumstances. The deferment period will not be counted towards the total period of registration.

You are required to submit an application for deferment of study via Form AR7 to the programme offering department. You will be informed of the result of your application in writing or via e-mail by the Department normally within three weeks from the date of application.

It is necessary for you to settle all the outstanding tuition fees and / or other fees in order to have your application for deferment processed if the application is submitted after the start of a semester. All fees paid are non-refundable. Students approved for deferment of study will normally not be eligible to access the campus facilities / services. Students can check for further details from the relevant service providing units. Alternatively, you may apply for zero subject enrolment to retain your study place.

Students who have been approved for deferment of study can retain their student identity card for use upon their resumption of study. You will be advised to settle the tuition fee and complete the subject registration procedures upon expiry of the deferment period. If you do not receive such notification one week before the commencement of the Semester, you should enquire at the Academic Registry.

Get the form from:	Return it to:
AR Website > For Students in Taught Programmes > Application Forms <input type="checkbox"/> Academic Registry Service Centre	Programme offering department (with supporting documents. Medical certificates are required for application on medical grounds.)
Deadline for application:	
Before the commencement of the semester examination period of the programme concerned.	

### 13. WITHDRAWAL OF STUDY

#### 13.1 Official Withdrawal

If you wish to discontinue your study at the University before completing your programme, it is necessary for you to complete the withdrawal procedure via eStudent. Fees paid for the semester which you are studying will not be refunded. Application for withdrawal of study for the current semester must be submitted before the commencement of the examination period. Application submitted after the commencement of the examination period will not be processed.

For application of withdrawal of study for the following academic year / semester, application should be submitted before the commencement of that academic year / semester.

Your application will not be processed if you have not returned your student identity card or have not cleared outstanding matters with the various departments / offices concerned, such as settling outstanding fees / fines and Library loans and clearing your locker provided by the Student Affairs Office.

The relevant Faculty / School will inform you in writing or via e-mail of the result of your application, normally within three weeks after you have cleared all the outstanding items as mentioned above.

Upon confirmation of your official withdrawal, you will be eligible for the refund of the caution money paid if you have no outstanding debts to the University.

All fees paid are non-refundable.

If you discontinue your study at the University without completing proper withdrawal procedures, you will be regarded as having unofficially withdrawn and the caution money paid at first registration will be confiscated.

For application:
<a href="#">eStudent</a> <a href="#">[Application Forms &gt; Applications for Study Related Matters &gt; (AR6) Withdrawal of Study]</a>

### 13.2 Discontinuation of Study

If you discontinue your study without following the proper procedures for official withdrawal, you will be regarded as having given up your study at the University. In this case, you will not be eligible for the refund of caution money and shall not be considered for re-admission to the same programme / stream (sub-code) in the following academic year.

### 13.3 De-registration

If you are de-registered on grounds of academic failure, you must return your student identity card to the Academic Registry within 3 weeks upon the official release of the assessment results. Failure to return the student identity card may render you ineligible for any certification of your study nor for admission in subsequent years; the caution money paid will also be confiscated. Any subsequent request for the refund of caution money by returning the student identity card after the original deadline will not be entertained.

Students who have been de-registered shall not be considered for re-admission to the same programme / stream (sub-code) in the following academic year.

## 14. **ASSESSMENT METHOD**

Students' performance in a subject can be assessed by continuous assessment and/or examinations, at the discretion of the individual subject offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in this document. Learning outcome should be assessed by continuous assessment and/or examination appropriately, in line with the outcome-based approach.

Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

Assessment methods and parameters of subjects shall be determined by the subject offering Department.

At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used, within the assessment framework as specified in the definitive programme document.

**15. PASSING A SUBJECT**

In order to pass in a subject offered by the School/Departments in the Faculty of Business (i.e. subjects with prefix of AF/LGT/MM/FB), all students have to obtain Grade D or above in the subject.

## 16. ASSESSMENT OF DISSERTATION/PROJECT

### 16.1 General Regulations

The dissertation/project is equivalent to 9 and 6 credits respectively; and students must satisfy the appropriate pre-requisites before they can enrol in the dissertation/project.

The dissertation/project will include a “Research Methodology” class, normally before the start of dissertation/project. The normal period for completion is one academic year (two 13-week semesters and 7-week Summer Term). To ensure that students are suitably equipped before the dissertation/project is started, a minimum of 12 credits must have been achieved before registering for the dissertation/project. Students who are unable to pass the subject within the normal period would be deemed having failed the subject. The normal period for dissertation may be extended, subject to the approval of the Dissertation/Project Coordinator and based on the academic judgement of the likelihood of the student succeeding within the time granted for the extension, for a period of one semester every time. When permission is granted to extend the registration, the student will be required to pay a 3-credit course fee for each additional semester.

Break of study is normally not permitted once a student registers for dissertation/project and students are expected to pursue their dissertation/project in consecutive semesters. No re-assessment or retake of the failed dissertation/ project is allowed.

### 16.2 Procedures for Preparing the Dissertation/Project

Preparatory Phase – to identify a research topic area with matching Dissertation/Project Supervisor, and agree on the research goals and methodology, with plans and schedules, through literature search and active dialogue between student and Supervisor. Student will not proceed to the 2<sup>nd</sup> phase if the research proposal is not satisfactory.

Research Phase – this is the period for carrying out the actual research work. The student should meet with the Supervisor regularly for guidance and continuous assessment of the progress. When the Supervisor is satisfied that the research goals have been achieved the student can then proceed to the final phase.

Submission of the dissertation/project – this is the writing up of the work according to the standard format.

As a standalone compulsory component not directly assessed, there is a “Research Methodology” class that students taking the dissertation/project must attend, normally before the preparatory phase but can also be taken during the research phase. This taught component serves to introduce tools and techniques useful for doing research and writing up a dissertation/project.

### 16.3 Assessment of Dissertation/Project

The final project will be assessed by the Supervisor and a moderator. For student who opts for dissertation, an oral examination is also appraised by an

Assessment Panel consisting of the Supervisor, the moderator and a 3<sup>rd</sup> panel member appointed by the Dissertation Coordinator.

The Dissertation Supervisor shall make arrangements on a mutually convenient time and place for an oral examination with presence of assessors after submission of THREE temporary bound copies of the dissertation.

## 17. GRADING

Assessment grades shall be awarded on a criterion referenced basis. A students' overall performance in a subject shall be graded as follows:

<b>Grade</b>	<b>Grade Point for grades attained from 2020/21</b>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$\text{GPA} = \frac{\sum \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation.

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved, but without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw



Subject which has been given an “S” subject code, i.e. absent from examination, will be included in the GPA calculation and will be counted as “zero” grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and ranges from 0.00 to 4.30.

Any subject passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification.

## **18. PROGRESSION AND DE-REGISTRATION**

A student will normally have “progressing” status unless he / she falls within any one of the following categories which shall be regarded as grounds for de-registration from the programme:

- (i) the student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension (applicable to students admitted in or after 2020/21); or
- (ii) the student has reached the maximum number of retakes allowed for a failed compulsory subject; or
- (iii) The student's GPA is lower than 1.70 for two consecutive semesters and his / her Semester GPA in the second semester is also below 1.70; or
- (iv) The student's GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (i) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception.

Notwithstanding the above, the Board of Examiners will have the discretion to de-register students with extremely poor academic performance before the time frame specified in iii and iv above.

The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation, and is so specified in the Programme Requirement Document.

## **19. ACADEMIC PROBATION**

The academic probation system is implemented to give prior warning to students who need to make improvement in order to fulfil the GPA requirement of the University. Starting from Semester One of 2020-21 academic year, you will be put on academic probation in the following semester if your GPA is below 1.70. If you are able to obtain a GPA of 1.70 or above by the end of the probation semester, the status of “academic probation” will be lifted. The status of “academic probation” will be reflected on the web assessment results and the Official Assessment Result Notifications. However, this status will not be displayed in the transcript of studies.

To improve the academic performance of students on academic probation, students on academic probation are required to seek academic advice on study load and subjects to be taken. These students will normally be required to take a study load of not more than 15 credits. Students should complete the Form 'Study Load for Students on Academic Probation' (**Form AR150**) ( AR Website > For Students on Taught Programmes > Application Forms ) indicating the proposed study plan and meet with the Academic Advisor(s) to finalize the subjects and number of credits to be taken in the semester following academic probation within one week of assessment results announcement.

## 20. ELIGIBILITY FOR AWARD

A student would be eligible for the award of Master of Science in Global Supply Chain Management or Postgraduate Diploma in Global Supply Chain Management if he/she satisfies all the conditions listed below:

- (i) Accumulation of the requisite number of credits for the award, as defined in this document.
- (ii) Satisfying all the "compulsory" and "elective" requirements defined.
- (iii) Having a GPA of 1.7 or above at the end of the programme.

A student is required to graduate as soon as he / she satisfies all the above conditions for award. Upon confirmation of eligibility to graduate or leaving the University, registration for subjects (including the follow-on term of consecutive subjects) in the following semester / Summer Term will be nullified and removed.

## 21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

Award Classification	GPA
Distinction	3.60 - 4.30
Credit	3.00 - 3.59
Pass	1.70 - 2.99

The above ranges for different classifications are subject to Board of Examiners' individual discussion of marginal cases.

## 22. RECORDING OF DISCIPLINARY ACTIONS IN STUDENTS' RECORDS

- (i) With effect from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.
- (ii) Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as

well as the assessment result notification and transcript of studies, until their leaving the University.

- (iii) Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee
- (iv) Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass.

The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the University, or subject to disciplinary action.

### **23. LATE ASSESSMENT**

If you have been absent from an examination or are unable to complete all assessment components of a subject because of illness, injury or other unforeseeable reasons, you may apply for a late assessment.

Application in writing should be made to the Head of Department offering the subject within five working days from the date of the examination, together with any supporting documents such as a medical certificate. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Teacher concerned, in consultation with the Programme Director.

In case you are permitted to take a late assessment, that examination or other forms of assessment will be regarded as a first assessment and the actual grade attained will be awarded.

You are required to settle a late assessment fee before taking / completing the late assessment. If you fail to settle the fee, the result of your late assessment would be invalidated.

### **24. Academic Appeal**

Subject Teachers, in respect of the subject they teach, have sole responsibilities for marking and grading students' coursework and examinations scripts. Subject grades shall be reviewed and finalised by the Subject Assessment Review Panel (SARP) before being formally released to students and submitted to the Board of Examiners (BoE).

BoE for each programme is responsible for making a decision on the student's classification of award and on cases such as de-registration or those with extenuating circumstances. It is therefore the responsibility of students to make known to Subject Teachers / SARP / BoE / other authorized parties of the University, in advance and through the Department concerned, the factors which they believe have detrimentally and materially affected their assessment results.

i. **Grounds for Appeal**

The following may constitute grounds for a review of the decision:

- a) if a candidate has evidence to support that his / her examination performance was adversely affected by illness or other factors beyond his / her control which he / she was unable or, for valid reason, unwilling to divulge before the Subject Teacher / SARP / BoE / other authorized parties of the University made their decision, of which they were unaware. The request from the candidate must be supported by medical certificates or other documentary evidence.
- b) if there is evidence provided by a candidate or any other person that there has been a material administrative error, or that the examinations were not conducted in accordance with the current regulations for the programme or with the academic regulations of the University, or that there was manifest inconsistency in marking between different classes of a given programme or that some other material irregularities had occurred.

A student's disagreement with the marking or with the decision is not in itself an adequate ground for an appeal.

ii. **Procedures for Appeal**

a) **Appeals against Decisions on Subject Results**

Students appealing against the decision on their assessment results shall pay a fee of HK\$125. Payment forms are obtainable at the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. If more than one examination paper is involved, an extra fee of HK\$125 shall be charged for each additional paper. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one calendar week upon the official announcement of his / her overall results, i.e. the date when the results are announced to students via the web. The Head of Department shall deal with the appeal if the student is studying in a department-based programme / scheme. If the student is studying in other types of programmes / schemes, the Head of Department shall refer the appeal to the following authorised person:

- the Programme Leader – for Faculty / School-hosted Undergraduate Programmes; or
- the Scheme Committee Chairman – for Postgraduate Schemes or Faculty / School-hosted Undergraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.

Departments should inform the student concerned of the appeal result within one calendar week after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later.

If the appellant is dissatisfied with the decision, he / she may then appeal in writing to the Registrar within one calendar week from the date of the post-mark of the Department's reply letter. He / She should provide the following information together with other relevant documents in support of the appeal:

- name in English and Chinese;
- student number;
- programme title, year and class of study;
- subject results appealing against; and
- grounds for appeal.

The Registrar shall then refer the case to the Academic Appeals Committee, who shall determine whether there are prima facie grounds for a reconsideration of the decision of the Subject Teacher / SARP concerned.

#### **b) Appeals against Decisions on De-registration**

Students appealing against the decisions on de-registration shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

Students should complete and submit Form AR149 "Appeal against the Decision of BoE on De-registration" to the General Office of the Department hosting the programme / award (or to the Faculty Office if the programme / award is hosted by the Faculty, or for students on Broad Discipline programme) within one calendar week upon the official announcement of the overall results, i.e. the date when the results are announced to students via the web. When submitting the form, the appellant has the responsibility to make known to the Academic Appeals Committee (AAC) full details and evidence that would support his / her appeal.

The appeal by the students will be considered by the Academic Appeals Committee, which will deliberate the appeal cases making reference to the recommendations of the programme-hosting Department / Faculty and the Faculty Dean / School Board Chairman.

#### **c) Appeals against Decisions on Award Classification**

Students appealing against the decisions on award classification shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one calendar week upon the public announcement of the overall results, i.e. the date when the results are announced to students via

the web. He / She should provide the following information together with copies of the assessment result notification and other documentation in support of the appeal:

- name in English and Chinese;
- student number;
- programme title, year and class of study; and
- grounds for appeal.

The Head of Department shall then refer the case to the Chairman of Academic Appeals Committee, who shall determine whether there are prima facie grounds for a reconsideration of the decision of BoE's and / or other authorized parties of the University.

### iii. **Decisions for Appeal**

The decisions of the Academic Appeals Committee shall be final within the University.

## 25. **SIT-IN ARRANGEMENT**

Subject to the following procedures and guidelines, students may be permitted to sit in on only elective subjects:

- (a) **Before commencement of the elective subject, students must obtain endorsement from the subject lecturer concerned and seek prior approval from the Programme Director;**
- (b) Students are required to **comply with all the assessment requirements** as prescribed by the subject lecturer concerned **except the final examination**. The subject result **will NOT be counted towards the overall GPA**; and
- (c) Throughout the programme, students **can sit in on one additional Faculty of Business elective taught subject without paying tuition fee**.

## 26. **DISMISSAL OF CLASS**

If the subject lecturer does not show up after 30 minutes of the scheduled start time, the class is considered cancelled and appropriate follow up arrangements (e.g. rescheduled class, make-up class, etc) will be announced to students in due course.

## 27. **PLAGIARISM AND BIBLIOGRAPHIC REFERENCING**

The University and the LMS view plagiarism and copying of copyright materials, without the licence of the copyright owner, as a serious disciplinary offence. Students should comply with the University's policy on plagiarism in continuous assessment, bibliographic referencing and photocopying of copyright materials.

- (i) Plagiarism refers to the act of using the creative works of others (e.g. ideas, words, images or sound, etc) in one's own work without proper acknowledge of the sources.

- (ii) Students are required to submit their original work and avoid any possible suggestion of plagiarism in the work they submit for grading or credit.
- (iii) At the Faculty of Business, for any significant pieces of written assignments or essays in continuous assessment (i.e., counting 15% or more of total assessment) for a subject, students are required to submit their own assignment to *Turnitin*, a plagiarism prevention software built in Blackboard, and to generate an Originality Report. They are required to provide a copy of the Report when handing in their essay.
- (iv) The University/Faculty views plagiarism, whether committed intentionally or because of ignorance or negligence, as a serious disciplinary offence. Excuses such as “not knowing what is required” or “not knowing how to do it” will not be accepted.
- (v) Depending on the seriousness of the plagiarism cases, they may be referred to the Student Discipline Committee for investigation and decision. If a student is found guilty of the alleged offence, penalties considered appropriate by the Committee may be imposed. These may include:
  - suspension of studies for a specified period of time;
  - expulsion for a specified period or indefinitely; and
  - any other penalties as considered appropriate

## **28. PREVENTION OF BRIBERY ORDINANCE**

PolyU staff members may in no circumstances solicit or accept an advantage. For relevant details, please refer to the Prevention of Bribery Ordinance (Chapter 201) of the Laws of Hong Kong at <http://www.legislation.gov.hk>.

***For details of all the regulations covered in this publication, please refer to the Student Handbook of the relevant year.***

**PART II: SUBJECT SYLLABUSES**

<b>Subject Code</b>	<b>Subject</b>	<b>Page No.</b>
<i><u>Logistics and Maritime Studies</u></i>		
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LGT5002	International Logistics Systems, Operations and Management	31
LGT5013	Transport Logistics in China	34
LGT5014	Air Transport Logistics and Management	38
LGT5015	Supply Chain Management	41
LGT5017	Maritime Logistics	44
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LGT5215	Practice of Global Supply Chain Management	109
<i><u>Management &amp; Marketing</u></i>		
MM544	E-Commerce	111

*Website of Common Pool Electives*

<https://fb.polyu.edu.hk/study/taught-postgraduate-programmes/common-pool-electives/>

The subject syllabuses contained in this Programme Requirement Document are subject to review and change from time to time. The Faculty of Business / subject offering department(s) reserve(s) the right to revise or withdraw the offer of any subject contained in this document. For teaching and learning, students should refer to the updated subject syllabuses distributed to them by the relevant subject lecturers when they take the corresponding subjects.



## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5001
<b>Subject Title</b>	Organisational Management in Shipping & Logistics
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>To provide students with a full understanding of the organisational and human resources management in the context of international shipping and logistics.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in International Shipping and Transport Logistics (Mixed-mode/Full time Stream)</p> <p>#1: Demonstrate how major maritime organizations function</p> <p>#6 Practise business ethics</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate relevant professional knowledge and understanding of maritime and logistics organisations, the external environment in which they operate and how they are managed.</li> <li>b. Understand and respond to changes in global business environment with respect to the management issues of globalisation, trade war, organisational structure, cultural diversity, ethics and quality management in the context of international shipping and logistics.</li> <li>c. Analyse the inter-relationships among and the integration of these areas within the overall student learning experience.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Logistics organisation structures; Generic organisational choices for logistics; Development of an optimal logistics organisation; Organisational issues in an international shipping and logistics context.</p> <p>Developing strategic alliances, shipping alliances and consortia. International joint venture formation and licensing. Managing diversity in organisations; organisation culture; managing multi-cultural organisations in shipping and logistics; Management of global logistics.</p>

	<p>Organisational issues in managing logistics productivity and performance, Logistics quality process, Third-party logistics, Outsourcing.</p> <p>Regulating regimes in International Shipping; Risk Mitigation, Business Ethics, Security Issues, Corporate responsibilities. Human resources management in context, leadership and customer care.</p>																																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures introduce and explain key theoretical risk-related concepts. Functions on Shipping and Logistics Operations such as Ship Registration, Port State Control, key International Maritime Conventions, IMO and Maritime Security will be introduced to the class during tutorial sessions to foster a better understanding to the organizational management in shipping and logistics.</p> <p>Seminars are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in the classes and to share their experience and learn from each other.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="533 831 1482 1384"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td><b>1. Coursework</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mini-project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2. Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Since the course focuses on the organizational management in shipping and logistics, case analysis and learning from practical, work-based experiences form an important constituent of student assessment. Coursework in the form of mini-project which targets some critical issues in organisational management in context will reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Presentation of student projects in the form of seminars will enhance students' communications skills and reinforce their concepts through two-way dialogue and discussions.</p> <p>Final examination is an open-book examination that assesses student's in-depth understanding on the theoretical concepts of the subject and the ability to apply conceptual framework in real business case analysis.</p> <p>Students would be given regular feedback on their performance, by email or as comments on assignments submitted.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				<b>1. Coursework</b>	<b>50%</b>							Mini-project	40%	✓	✓	✓				Presentation	10%	✓	✓	✓				<b>2. Examination</b>	<b>50%</b>	✓	✓	✓				Total	100 %						
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	▪ Lectures / Tutorials	39 Hrs.
	Other student study effort:	
	▪ Self study	45 Hrs.
	▪ Coursework	42 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>Lun, Yuen Ha (Venus), Lai, Kee Hung, Cheng, TCE, Shipping and Logistics Management, Springer, 2010</p> <p>Panayides, Photis, and Dong-Wook Song, eds. Maritime Logistics: A Guide to Contemporary Shipping and Port Management. 2nd Edition. Kogan Page Publishers, 2015.</p> <p>Rahim, M. Afzalur. Managing Conflict in Organizations. 4th Edition. Routledge, 2017.</p> <p>Aba Bulgu, Mohammed, and Sardar Islam. Corporate Crisis and Risk Management: Modelling, Strategies and SME application. Vol. 21. Elsevier, 2007.</p> <p>McLean, Hamish, and Mary Power. Crisis Command: Strategies for managing corporate crises. ARK Group (in association with InsideKnowledge), 2009.</p> <p>Renckly, Richard B. Human Resources. 3rd Edition. Barron's Educational Series, 2003.</p> <p>Deresky, Helen. International Management: Managing across border and cultures: Texts and cases. 6th Edition. Pearson/Education, 2008.</p> <p>Morschett, Dirk, Strategic International Management Text and Cases, <b>Springer e-books</b>, Gabler , 2009.</p> <p>Hogan, Mikel. The Four Skills of Cultural Diversity Competence (Methods/Practice with Diverse Populations). 4th Edition. Cengage Learning, 2012.</p> <p>Tobin, James B., and Lawrence R. Parker. Joint ventures, mergers and acquisitions, and capital flow. Nova Science Publishers, 2009.</p> <p><b>Journals:</b></p> <p>Lloyd's List  Alphaliner Weekly Newsletter  Journal of Business Logistics  International Journal of Physical distribution &amp; Logistics  Maritime Economics and Logistics  Maritime Policy and Management</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5002
<b>Subject Title</b>	International Logistics Systems, Operations and Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Exclusion</b>	CSE564 Transportation and Logistics LGT5061 International Logistics Management
<b>Role and Purposes</b>	<p>This subject aims to provide students with an understanding of the growing importance of international logistics systems, operations and management.</p> <p>To familiarize students with the fundamental knowledge and skills of international logistics and how they can be applied to help firms achieve cost and service advantages in the world's marketplace, by integrating the logistics concept into the business and applying appropriate methods for specific logistics management problems at different international contexts.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in International Shipping and Transport Logistics (Mixed-mode/Full time Stream) #2 Evaluate international logistics systems, operations and management</p> <p>MSc in Global Supply Chain Management #2 Build up operations and logistics concepts</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify and evaluate the elements of an international logistics system;</li> <li>b. Understand the relationships between international logistics management, the international business environment, and the opportunities and challenges for Hong Kong;</li> <li>c. Recognize the complexity of the elements in international logistics system and how they are related to organizational performance;</li> <li>d. Learn the current issues for the design and evaluation of an international logistics system;</li> <li>e. Understand how the elements of an international logistics system should be integrated and coordinated in the most cost effective manner;</li> <li>f. Understand the implication of contemporary technology in the international logistics operations context</li> <li>g. Understand social responsibility and ethic in managing international logistics systems and operations.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Concept of a logistics system; Logistics and competitiveness; Globalization and the world economy; International logistics and the opportunities and challenges for Hong Kong; International trade theories and practices; Trading terms and practices; Import/ export issues; Logistics outsourcing and the risks; Logistics information management; IT-enabled logistics and emerging information technologies for logistics, Logistics customer services; Shipping markets and the roles of international shipping; Trends in the shipping industry, Air cargoes and intermodal freight transport; International purchasing and supply; Logistics and maritime security issues; Warehousing management; Reverse logistics and environmental issues; Customer and supplier relationships for international business; Applications of technology in international logistics such as digitalization, artificial intelligence, blockchain, and autonomous ship; Emerging topics and corporate social responsibility issues on international logistics management.</p>																																																																				
<p><b>Teaching/Learning Methodology</b></p>	<p>The learning outcomes are achieved through a participative approach where students are</p> <ul style="list-style-type: none"> <li>▪ Encouraged to think of real life examples and discuss their management implications with peers in the class and with the lecturer;</li> <li>▪ Required to learn from lectures, case analyses, article review, research papers, group discussion, and interactions with the lecturer and among themselves;</li> <li>▪ Instructed to review current international logistics related articles to enhance their understanding of international logistics systems, operations, and management.</li> </ul> <table border="1" data-bbox="536 1193 1487 1473"> <thead> <tr> <th data-bbox="536 1193 831 1290">Teaching/Learning Methodologies</th> <th colspan="7" data-bbox="839 1193 1487 1290">Intended Subject Learning Outcomes to be assessed</th> </tr> <tr> <td data-bbox="536 1290 831 1352"></td> <th data-bbox="839 1290 938 1352">a</th> <th data-bbox="938 1290 1037 1352">b</th> <th data-bbox="1037 1290 1136 1352">c</th> <th data-bbox="1136 1290 1235 1352">d</th> <th data-bbox="1235 1290 1334 1352">e</th> <th data-bbox="1334 1290 1433 1352">f</th> <th data-bbox="1433 1290 1487 1352">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 1352 831 1415">Lecture</td> <td data-bbox="839 1352 938 1415">✓</td> <td data-bbox="938 1352 1037 1415">✓</td> <td data-bbox="1037 1352 1136 1415">✓</td> <td data-bbox="1136 1352 1235 1415">✓</td> <td data-bbox="1235 1352 1334 1415">✓</td> <td data-bbox="1334 1352 1433 1415">✓</td> <td data-bbox="1433 1352 1487 1415">✓</td> </tr> <tr> <td data-bbox="536 1415 831 1473">Tutorial</td> <td data-bbox="839 1415 938 1473">✓</td> <td data-bbox="938 1415 1037 1473">✓</td> <td data-bbox="1037 1415 1136 1473">✓</td> <td data-bbox="1136 1415 1235 1473">✓</td> <td data-bbox="1235 1415 1334 1473">✓</td> <td data-bbox="1334 1415 1433 1473">✓</td> <td data-bbox="1433 1415 1487 1473">✓</td> </tr> </tbody> </table>								Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed								a	b	c	d	e	f	g	Lecture	✓	✓	✓	✓	✓	✓	✓	Tutorial	✓	✓	✓	✓	✓	✓	✓																													
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The objective of the final examination (50%) is for students to review all concepts covered in the course. There are two parts in coursework:</p> <p>Midterm test (30%) requires students to answer key points from various class topics with the aim for evaluating student learning outcomes on individual basis.</p> <p>Class attendance performance (20%) encourages student participation and contributions to various class activities.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Preparation for coursework activities</li> </ul>	<p>42 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Self-study for course materials</li> </ul>	<p>45 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><b><i>Recommended reference materials</i></b></p> <p>United Nations Conference on Trade and Development (UNCTAD), Review of Maritime Transport, United Nations Publication, New York.</p> <p>Lun, Y. H. V. and Lai, K. H. (2010) Shipping and Logistics Management, Springer, UK. (ISBN-978-1-84882-996-1)</p> <p>Lun, Y. H. V., Lai, K. H. and Cheng, T. C. E. (2009) Container Transport Management, Shipping and Transport Logistics Book Series, Inderscience, Geneva, Switzerland. (ISBN 0-907776-40-X)</p> <p>Hill, C. Schilling, M. A., and Jones, G. R., (2016). Strategic Management: An Integrated Approach, 12th Edition, Cengage Publishers. (ISBN 978-1-305-50227-7)</p> <p>Lu, C.S., Wang, Y, H, Yang, C. C, and Lin, C. C. (2019). International Logistics and Supply Chain Management, Tsang Hai Publishing (Taiwan), Chinese Version.</p> <p>Pierre David, and Stewart, Richard, (2010) International Logistics, Cengage Learning.</p> <p>Journals: Maritime Business Review, International Journal of Physical Distribution and Logistics Management</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5013
<b>Subject Title</b>	Transport Logistics in China
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite</b>	Students are expected to understand Putonghua and to read simplified Chinese Characters.
<b>Role and Purposes</b>	<p>To provide within an operational and business environment:</p> <p>an advanced understanding of the market demand and supply, as well as principles and complexities of different mode of transportation in freight industry in China;</p> <p>the advanced skills necessary to implement logistics and supply chain management strategy in various industrial sector within a logistics company environment;</p> <p>proactive thinking to achieve and sustain advantage in a rapidly changing business/freight operational environment in China.</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Analyse macro economical and industrial situation of transport logistics in China with updated facts and numbers.</li> <li>b. Describe the modes of logistics operation of road, water, air, and rail in China.</li> <li>c. Understand the emerging business mode of Chinese logistics companies. Gain strategic insight on how to develop logistics related business within China, with deep-dive analysis into rapid developing sectors.</li> <li>d. Examine the policy and regulations in domestics and international trade, and the logistics relationship between China and Hong Kong.</li> <li>e. Understand and apply the Chinese transport and commercial law.</li> <li>f. Develop the ability to assess and evaluate the different logistics environments in China and Hong Kong.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Organizational and Principal Characteristics of Transport Logistics in China: Logistics operation of Air Transport; Logistics operation of Sea/Inland waterway Transport; Logistics operation of Rail Transport; Logistics operation of Road Transport; and Port Operations.</li> <li>▪ Transport Economics. Demand and supply for freight transportation services, market structure and organization, government intervention, as well as strategic infrastructure investment in different Chinese transport sectors (port, air, rail, road, and sea/inland waterway).</li> <li>▪ Overview of China Trade and its impact on logistics; Commercial Transport Policy; Trading practice and related government organizations in China; Hong Kong/China co-operation; Future developments in China Trade.</li> <li>▪ Customs ordinances and trade regulations; Legal framework for transport and logistics in China; Foreign investment law in transport and logistics industries; Legal framework for Chinese Free Trade Zones; Chinese dispute resolution mechanisms for maritime and logistics cases, Chinese Maritime Law (covering bills of lading, marine insurance); and Chinese Civil Code (covering domestic transportation contracts and warehouse contracts).</li> </ul>																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures introduce and explain key concepts and key sectors with case analysis. Lectures are followed by class discussions where concepts are linked to real events in the industry through appropriate examples and their analysis.</p> <p>Seminars are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in the classes and to share their experience and learn from each other.</p> <table border="1" data-bbox="584 1234 1342 1518"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodologies</th> <th colspan="6">Intended Subject Learning Outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Tutorial</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed						a	b	c	d	e	f	Lecture	✓	✓	✓	✓	✓	✓	Tutorial	✓	✓	✓	✓	✓	✓											
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li>▪ Since the course focuses on transport logistics in China, case analysis and learning from practical, work-based experiences forms an important constituent of student assessment. Further, assignments and case analysis reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Final examination that assesses student's familiarity with theoretical concepts and the ability to apply conceptual framework in case analysis.</li> <li>▪ Students would be given regular feedback on their performance, by email or as comments on assignments submitted.</li> </ul>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Self study</li> </ul>	45 Hrs.
	<ul style="list-style-type: none"> <li>▪ Coursework</li> </ul>	42 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b><u>Recommended Textbooks and Statistical Reports</u></b></p> <p>Charles Guowen Wang, <i>CSCMP Global Logistics Perspective – China</i>, 2015</p> <p>Blauwens, Gust; Peter De Baere, Eddy van de Voorde (2006), <i>Transport economics Antwerpen</i> : De Boeck.</p> <p><i>China freight transport report</i> [electronic resource] / Business Monitor International London : Business Monitor International.</p> <p>Anming Zhang et al. (2004), <i>Air cargo in mainland China and Hong Kong</i> / Anming Zhang ... [et al.]. Aldershot, England : Ashgate, c2004.</p> <p>Hirst, Mike., (2008), <i>The air transport system</i>, Cambridge, England : Woodhead Pub.</p> <p><i>Ports, cities, and global supply chains</i>, Edited by James Wang et al., Aldershot, England : Ashgate, 2007.</p> <p>《中国物流发展报告》/中国物流与采购联合会、中国物流学会, 北京市 : 中国物资出版社, 2018,2019,2020</p> <p>《中國海關》 [electronic resource] 北京 : 中國學術期刊(光盤版)電子雜誌社</p>	

	<p>《中国现代物流发展报告》，南开大学/国家发改委, 2018, 2019, 2020</p> <p>《中国物流年鉴》，中国物资出版社, 2018, 2019, 2020</p> <p>《中国供应链管理蓝皮书》，丁俊发主编, 中国：中国物资出版社, 2018, 2019, 2020</p> <p><b><u>Reference Journals and database: (available via POLYU library e-journals)</u></b></p> <p>Journal of Air Transport Management</p> <p>Maritime Policy and Management</p> <p>Maritime Economics and Logistics</p> <p>Transportation Research – Part A</p> <p>Transportation Research – Part E</p> <p>Transport Policy</p> <p>Chinalawinfo</p>
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<b>Subject Code</b>	LGT5014
<b>Subject Title</b>	Air Transport Logistics and Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite</b>	Nil
<b>Role and Purposes</b>	<p>To provide students with an insight and understanding of the economic principles and key issues in the logistics operation and management of air transport.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in International Shipping and Transport Logistics (Full time Stream)</p> <p>#3: Resolve economic problems encountered in international transport</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Appreciate the dynamic nature of the air transport logistic industry.</li> <li>Understand the basics of aviation economics, including impacts of the external forces (economic, geographic, demographic, legal, political, environmental and technological), and the internal forces (economic, competitive, operational) on the air transport logistics business.</li> <li>Use data to conduct cost-benefit analysis and model demand in air transport markets.</li> <li>Understand the basics of air cargo operation, airport operation and applications of artificial intelligence in air transport.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The following topics will be covered in various extents and forms. The instructor may change the order and weights of these topics wherever fits.</p> <ul style="list-style-type: none"> <li>Economic impacts and current issues in the air transport industry</li> <li>Influential factors of aviation markets</li> <li>Air transport demand</li> <li>Costs and production of air transport services</li> <li>Intermodal issues in the air transport industry</li> <li>Air cargo operation</li> <li>Air freight forwarding / Express business model</li> <li>Airport operation</li> <li>Low-cost carriers</li> <li>Applications of artificial intelligence in air transport</li> </ul>

<b>Teaching/Learning Methodology</b>	Lectures will be used to present the theoretical foundations and how alternative skills can be applied to particular cases. Mini cases shall be used to give the students an updated view on the industry practices. Students are required to use the knowledge and methodology learned in this course to conduct projects which are related to some important issues in the aviation industry.																																																													
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="529 448 1481 855"> <thead> <tr> <th data-bbox="529 448 836 645" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="836 448 989 645" rowspan="2">% weighting</th> <th colspan="6" data-bbox="989 448 1481 577">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="989 577 1072 645">a</th> <th data-bbox="1072 577 1155 645">b</th> <th data-bbox="1155 577 1238 645">c</th> <th data-bbox="1238 577 1321 645">d</th> <th data-bbox="1321 577 1404 645"></th> <th data-bbox="1404 577 1481 645"></th> </tr> </thead> <tbody> <tr> <td data-bbox="529 645 836 712">Coursework</td> <td data-bbox="836 645 989 712">50%</td> <td data-bbox="989 645 1072 712">✓</td> <td data-bbox="1072 645 1155 712">✓</td> <td data-bbox="1155 645 1238 712">✓</td> <td data-bbox="1238 645 1321 712">✓</td> <td data-bbox="1321 645 1404 712"></td> <td data-bbox="1404 645 1481 712"></td> </tr> <tr> <td data-bbox="529 712 836 779">Examination</td> <td data-bbox="836 712 989 779">50%</td> <td data-bbox="989 712 1072 779">✓</td> <td data-bbox="1072 712 1155 779">✓</td> <td data-bbox="1155 712 1238 779">✓</td> <td data-bbox="1238 712 1321 779">✓</td> <td data-bbox="1321 712 1404 779"></td> <td data-bbox="1404 712 1481 779"></td> </tr> <tr> <td data-bbox="529 779 836 855">Total</td> <td data-bbox="836 779 989 855">100 %</td> <td colspan="6" data-bbox="989 779 1481 855"></td> </tr> </tbody> </table> <p data-bbox="529 904 1481 972">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			Coursework	50%	✓	✓	✓	✓			Examination	50%	✓	✓	✓	✓			Total	100 %																						
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<b>Student Study Effort Expected</b>	<table border="1" data-bbox="517 1084 1493 1487"> <tr> <td colspan="8" data-bbox="517 1084 1200 1151">Class contact:</td> <td data-bbox="1200 1084 1493 1151"></td> </tr> <tr> <td colspan="8" data-bbox="517 1151 1200 1218">▪ Lectures / Tutorials</td> <td data-bbox="1200 1151 1493 1218">39 Hrs.</td> </tr> <tr> <td colspan="8" data-bbox="517 1218 1200 1285"></td> <td data-bbox="1200 1218 1493 1285"></td> </tr> <tr> <td colspan="8" data-bbox="517 1285 1200 1352">Other student study effort:</td> <td data-bbox="1200 1285 1493 1352"></td> </tr> <tr> <td colspan="8" data-bbox="517 1352 1200 1420">▪ Self study</td> <td data-bbox="1200 1352 1493 1420">87 Hrs.</td> </tr> <tr> <td colspan="8" data-bbox="517 1420 1200 1487">Total student study effort</td> <td data-bbox="1200 1420 1493 1487">126 Hrs.</td> </tr> </table>								Class contact:									▪ Lectures / Tutorials								39 Hrs.										Other student study effort:									▪ Self study								87 Hrs.	Total student study effort								126 Hrs.
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<b>Reading List and References</b>	<p data-bbox="517 1509 1493 1621"><b>Book</b> Button, K. and Stough, R. (2000). <i>Air Transport Networks: Theory and Policy Implications</i>, Cheltenham, Northampton, Mass.: Edward Elgar Pub.</p> <p data-bbox="517 1666 1493 1733">De Neufville, R., Odoni, A., Belobaba, P. and Reynolds, T. (2013). <i>Airport Systems – Planning, Design and Management</i> (2 ed.), McGraw-Hill.</p> <p data-bbox="517 1778 1493 1845">Doganis, R. (2019), <i>Flying Off Course: The Economics of International Airlines</i>, 5<sup>th</sup> edition, Routledge.</p> <p data-bbox="517 1890 1493 1957">Morrell, P. (2019), <i>Moving Boxes by Air: The Economics of International Air cargo</i>, 2<sup>nd</sup> edition, Abingdon, Oxon : Routledge</p> <p data-bbox="517 2002 1493 2024">Oum, T.H, and Yu, C. (1998) <i>Winning Airlines: Productivity and Cost Competitiveness of the World's Major Airlines</i>, Kluwer Academic, Boston.</p>																																																													

	<p>Oum, T.H., Park, J. H. and Zhang, A. (2000), <i>Globalization and Strategic Alliances: The Case of the Airline Industry</i>, Pergamon for Elsevier Science.</p> <p>Vasigh, B., Fleming, K. and Tacker, T. (2008), <i>Introduction to Air Transport Economics</i>, Ashgate</p> <p>Wensveen, J. G. (2011). <i>Air Transportation: A Management Perspective</i> (7<sup>th</sup> ed.), Ashgate.</p> <p><b>Journals</b> Air Cargo News Airline Business Aviation Strategy Flight International Aviation Economics Journal of Air Transport Management</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5015
<b>Subject Title</b>	Supply Chain Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>This course discusses the concepts, theory, models, tools, and the best practices of modern supply chain management (SCM) to help students:</p> <ul style="list-style-type: none"> <li>▪ understand the strategic importance of SCM in improving a firm's competitive position in the marketplace;</li> <li>▪ understand the key characteristics of successful supply chains and how they differ from the traditional approaches;</li> <li>▪ gain insights into issues involved in the design, planning, and deployment of a supply chain;</li> <li>▪ understand the impact of SCM principle on a firm's overall strategy, in particular, the impact on a firm's marketing strategy;</li> <li>▪ understand the supply chain management development in the internet plus time;</li> <li>▪ develop fundamental skills for analyzing and managing a supply chain in an organization.</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management</p> <p>#1 Employ supply chain management #5 Practise business ethics</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. evaluate the impact of supply chain and logistics activities on the financial performance of a firm</li> <li>b. identify and assess the inter-actions of inventory, time, information, and financial factors in a supply chain context</li> <li>c. recognize and understand some basic modelling approaches for supply chain design and optimization</li> <li>d. recognize and understand the importance of the multi-organizational nature of supply chain management</li> <li>e. recognize and understand some key issues in supply chain management and the possible approaches that can be used to tackle these issues</li> <li>f. understand the ethical issues in the global supply chain management</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Logistics, supply chain, and competitive advantages</li> <li>▪ The role of inventory in supply chains and basic methodologies for inventory management</li> <li>▪ Uncertainty and risk, and how to deal with them through good inventory management approaches</li> <li>▪ Value of information and information sharing in supply chains</li> <li>▪ Distribution strategies</li> <li>▪ Supply chain coordination and strategic alliance</li> <li>▪ Procurement and outsourcing</li> <li>▪ Supply chain integration</li> <li>▪ Ethical issues in supply chain and logistics operations</li> </ul>																																													
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures to introduce concepts, theories, management issues, and methodologies.</p> <p>Case studies and/or group projects: make connections of the contents from the lectures with real business practices so as to deepen the understanding of the concepts, theories, and issues of supply chain management.</p> <p>In-class exercises and take-home assignments: help students to grasp some of the key methodologies and tools; practice some basic analysis skills and access their understanding of some basic concepts and analysis skills.</p>																																													
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="536 1160 1481 1570"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Coursework*</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Examination</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>*Coursework may include case studies, group projects, individual assignments, and class participation</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Coursework*	50 %	✓	✓	✓	✓	✓	✓	2. Examination	50 %	✓	✓	✓		✓	✓	Total	100 %						
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>																																													
<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>				<p>39 Hrs.</p>																																										
<p>Other student study effort:</p>																																														
<ul style="list-style-type: none"> <li>▪ Readings / Homework / Projects / Case studies</li> </ul>				<p>87 Hrs.</p>																																										

	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>Simchi-Levi, Kaminsky and Simchi-Levi, <i>Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies</i>, 3<sup>rd</sup> Edition, McGraw-Hill, 2008.</p> <p>Cachon and Terwiesch, <i>Matching Supply with Demand: An Introduction to Operations Management</i>, 4<sup>th</sup> Edition, McGraw-Hill Education, 2019.</p> <p>Chopra, <i>Supply Chain Management: Strategy, Planning, and Operation</i>, 7<sup>th</sup> Edition, Pearson, 2019.</p>	



## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5017
<b>Subject Title</b>	Maritime Logistics
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	The aim of this unit is to provide students with a full understanding of current developments in maritime transport logistics, and to enable them to identify and solve problems related to maritime transport logistics in the context of international shipping.
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate relevant professional knowledge and understanding of maritime logistics, the international maritime environment in which they operate and how they are managed.</li> <li>b. Understand and respond to current developments of the relevant political, economical, social and technological issues and their influences on the operations and management of maritime logistics.</li> <li>c. Analyse and integrate the inter-relationships among the various components of subject matters in shipping logistics for effective problem solving.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	International seaborne trade. Maritime transportation and cargoes. Dry bulk and liquid bulk commodity logistics and services. Maritime transport terminals design and operations. Port and carrier selection. Third party shipping management. Materials handling and packaging for maritime transport. Environmental issues and international regulations on environmental protection in maritime logistics. Regulating regimes in international shipping. Issues in liner shipping. Transshipment hub, logistical networks and feeder concepts. Logistics of empty containers. Management of multimodal transport. Technologies in maritime logistics such as autonomous ship, blockchain, and AI. Logistics center and free trade zone. Maritime security issues.
<b>Teaching/Learning Methodology</b>	<p>Lectures introduce and explain key theoretical risk-related concepts. Lectures are followed by class discussions where concepts are linked to real events in the industry through appropriate examples and their analysis.</p> <p>Seminars are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in</p>

	the classes and to share their experience and learn from each other.							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c			
	<b>Coursework</b>							
	Presentation / quiz	30%	✓	✓	✓			
	Participation in discussions / Attendance	30%	✓	✓	✓			
	<b>Examination</b>	40%	✓	✓	✓			
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Since the course focuses on the maritime logistics, case analysis and learning from practical, work-based experiences form an important constituent of student assessment. Coursework in the form of presentation and quiz which targets some critical issues in the management of maritime logistics in context will reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations, as well as enhance students' communications skills and reinforce their concepts through two-way dialogue and discussions.</p> <p>Students would be given regular feedback on their performance, by email or as comments on assignments submitted.</p>								

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures / Tutorials	39 Hrs.
	Other student study effort:	
	▪ Self-study / research for self-learning tasks	42 Hrs.
	▪ Assignment / preparation for examination / test	45 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>United Nations Conference on Trade and Development (UNCTAD), Review of Maritime Transport 2019, United Nations, 2019</p> <p>Dong-Wook song, Photis M. Pannyides, Maritime logistics: a guide to contemporary shipping and port management, Kogan Page, 2<sup>nd</sup> Edition, ISBN-13: 978-0749472689, 2016.</p> <p>Alphaliner, weekly issue.</p> <p>Su, E., Tang, E., Lai, K. K., Lee, Y. P., and Edward Tang, Operational Risk Management in Container Terminals, Taylor and Francis, 2015.</p> <p>Container terminals and automated transport systems: logistics control issues and quantitative decision support / Hans-Otto Günther, Kap Hwan Kim, editors. Berlin: Springer-Verlag, 2005.</p> <p>International handbook of maritime economics, Edward Elgar, 2011.</p> <p>Maritime private security market responses to piracy, terrorism and waterborne security risks in the 21st century, Routledge, 2012.</p> <p>Pozdnakova, Alla (2008), Liner shipping and EU competition law, Wolters Kluwer.</p> <p>The Drewry annual LNG shipping market review and forecast 2010 [electronic resource] London: Drewry Shipping Consultants Ltd., 2010.</p> <p><b><u>Journals</u></b></p> <p>Maritime Business Review</p> <p>Maritime Economics and Logistics Journal.</p> <p>Fairplay- The International Shipping Weekly.</p> <p>Maritime Policy and Management.</p> <p>International Journal of Shipping and Transport Logistics</p> <p>Alphaliner, Clarksons, Lloyd's List.</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5032
<b>Subject Title</b>	Strategic Procurement Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>To ensure that students fully comprehend how procurement and supply as key strategic business competences can impact directly on the competitive position and operational efficiency of organisations.</p> <p>To enable students to understand the wider economic drivers on business and the importance of the structures of the supply and value chains in which the organisation operates and the power regimes that determine the strategic options available to them.</p> <p>To establish awareness of a range of perspectives of strategic procurement management, and the importance of managers having knowledge of the range of tools available for strategic analysis and decision-making and supply chain circumstances, and the ability to understand the most appropriate tools to use in certain contingent circumstances.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management #3 Manage global sourcing and procurement</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>A. Develop procurement and supply as a key strategic business competence in an organisation.</li> <li>B. Understand and manipulate the economic drivers in the supply and value chain for the benefits of an organisation.</li> <li>C. Apply appropriate strategic procurement tools in contingent circumstances, including business ethics.</li> <li>D. Be able to understand the differences between commercial and government purchasing</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>● Explore ways of thinking about procurement and supply chain management from a strategic perspective and the linkages among business strategy, procurement, and supply competence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Consider theories that firms may adopt including transaction costs, asset specificity, organisational competence, business and supply management, and identify the economic drivers of business success.</li> <li>● Examine the concepts of power and leverage and how they contribute to effective strategic procurement management through understanding the unique structures of supply chains and the power structures embedded in them.</li> <li>● Study the contractual and relational governances for managing buyer-supplier relationships as well as the cultural issues involved.</li> <li>● Critically look at the strengths and weaknesses in established strategic procurement and supply chain management.</li> <li>● Identify the new procurement opportunities available to firms and public bodies, through flexible strategies, to reduce costs and add value and quality improvements to existing business processes.</li> <li>● Consider a wide range of strategic and operational procurement and supply chain tools and techniques and understand their appropriate applications in contingent circumstances of particular supply and value chains and power regimes, including business ethics.</li> <li>● The characteristics of institutional, legal and government purchasing</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>Teaching and Learning Methods:</b>  The above course objectives will be achieved through a participative approach. Students are expected to assume a very active role in the learning process and the role of the lecturer will be one of the facilitators. Specifically, students are:</p> <ol style="list-style-type: none"> <li>1) encouraged to think of real life examples and discuss their management implications with peers in the class and with the lecturer;</li> <li>2) expected to learn from lectures, group discussions, case studies, and interactions with the lecturer and among themselves;</li> <li>3) required to review current supply management related articles to enhance their understanding of the strategic procurement management;</li> <li>4) given case studies to understand the important concepts and topic areas covered in the course.</li> </ol> <p>At the end of the course, students are expected to have a clearer understanding of how strategic procurement actually works. The teaching method will be a combination of lecture and class discussion. Lectures will be delivered to introduce students into the foundation of “Strategic Procurement Management” and an analytical framework for the subject. Class discussion will be used as a vehicle to exchange experiences and ideas in the subject matters. Assigned readings and analytical case studies will be used to consolidate and develop the students’ knowledge, skills, and desire in the subject.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	<b>Course Work</b>							
	Individual assignment	30%	✓	✓	✓	✓		
	Quizzes	20%	✓	✓	✓	✓		
	Class performance	10%	✓	✓	✓	✓		
	Case study (Team project presentation + individual exercise)	40%	✓	✓	✓	✓		
	<b>Total</b>	<b>100 %</b>						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Assessment:</b> The assessment will be based on four components:</p> <p>Individual assignment (30%), quizzes (20%) and class performance (10%) will in total contribute to a weight of the remaining 60% in the course.</p> <p>Case study with Team Project Presentation and individual exercise will contribute to a weight of 40% in the course.</p> <p>The objective is for students to review all concepts covered in the course one last time.</p> <p><b>Guidelines to Team Project Presentation:</b> The objective of the team project presentation is to help students organize and apply the ideas and concepts learnt from the course in real life settings.</p> <p><b><i>The class is to be divided into teams of 3-7 students in each team. All members in the team are expected to be present in their presentation week for assessment purpose. The week of presentation will be informed to students on or before the 8<sup>th</sup> lecture of the new semester. Team projects are due for submission one week on or before the presentation week.</i></b></p> <p>If any individual has not contributed for the team works, s(he) should not append his/her name to the project presentation and report, but submit a separate report on their own. It will also be the team's responsibility to ensure that this happens. Each team member must contribute to the analysis leading to the assessed works in the course.</p>								
Class contact:								

<b>Student Study Effort Expected</b>	▪ Lectures / Tutorials	39 Hrs.
	Other student study effort:	
	▪ Revision, doing exercises and cases	87 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>Weele, Arjan A.J. (the latest edition), <i>Purchasing and Supply Chain Management</i>, Cengage Learning.</p> <p>Burt, D.N., Dobler, D.W., and Starling, S.L. (the latest edition) <i>World Class Supply Management: The Key to Supply Chain Management</i>, McGraw Hill.</p> <p>Cousins, P., Lamming, R., Lawson, B., and Squire, B. (the latest edition), <i>Strategic Supply Management: Principles, Theories and Practices</i>, Prentice Hall/ Financial Times, Harlow, England.</p> <p>Cox, A., Sanderson, J. and Watson, G. (the latest edition), <i>Power Regimes: Mapping the DNA of Business and Supply Chain Relationships</i>, Earlsgate Press.</p> <p>Erridge, A., Fee, R. and McIlroy, J. (Eds.) (the latest edition), <i>Best Practice Procurement: Public And Private Sector Perspectives</i>, Gower.</p> <p>Lamming, R. and Cox, A. (the latest edition), <i>Strategic Procurement Management</i>, Earlsgate Press.</p> <p>Luo, Y. (the latest edition) <i>Guanxi and Business</i>, World Scientific, Singapore.</p> <p>Porter, M. (the latest edition), <i>Competitive Advantage</i>, Free Press.</p> <p>Saunders, M. (the latest edition), <i>Strategic Purchasing and Supply Chain Management</i>, Prentice Hall.</p> <p>Wincel, Jeffrey (2004) <i>Lean Supply Chain Management: a handbook for strategic procurement</i>, New York NY: Productivity Press.</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5033
<b>Subject Title</b>	Lean Thinking and Practice
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<ul style="list-style-type: none"> <li>▪ To provide students with a strategic overview of lean thinking philosophy and concepts.</li> <li>▪ To enable the students to critically review the principles of lean thinking.</li> <li>▪ To introduce students to the tools and techniques involved in identifying opportunities for ‘leaning’ operations and supply chain management activities in order to enhance competitive advantage.</li> <li>▪ To equip students the technics to manage lean data</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Able to employ lean thinking concepts as a strategy to eliminate waste and improve organizational performance.</li> <li>b. Able to apply lean concepts and tools to identify improvement areas and generate solutions in order to improve operational efficiency.</li> <li>c. Able to undertake an efficiency improvement project with lean thinking concepts and tools, and present the project proposal professionally.</li> <li>d. Able to perform lean data management</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>▪ Philosophy and evolution of lean thinking</li> <li>▪ Lean principles: <ul style="list-style-type: none"> <li>• Value</li> <li>• Value stream</li> <li>• Flow</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Pull</li> <li>• Perfection</li> <li>▪ Lean techniques             <ul style="list-style-type: none"> <li>• Value identification techniques</li> <li>• Value stream mapping techniques</li> <li>• Just-in-Time and Kanban systems</li> <li>• Lean Six-sigma</li> <li>• Reliability and maintenance</li> </ul> </li> <li>▪ Current issues in lean thinking</li> </ul>																																							
<p><b>Teaching/Learning Methodology</b></p>	<p>Contact hours: 39 hours</p> <p>Concepts, theories and key issues based on the literature will be introduced to students through lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyze some contemporary issues in the field.</p>																																							
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="533 882 1485 1323"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Since learning outcomes 1 and 2 are concerned with knowledge of the subject area, they are to be assessed by both examination and continuous assessment.</p> <p>Since learning outcome 3 is concerned with the ability to undertake an improvement project, it will be assessed by the project within the continuous assessment.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			Continuous Assessment	50%	✓	✓	✓	✓			Examination	50%	✓	✓	✓	✓			<b>Total</b>	<b>100 %</b>						
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p> <ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul> <p>Other student study effort:</p> <ul style="list-style-type: none"> <li>▪ Preparation for lectures</li> </ul>	<p></p> <p>39 Hrs.</p> <p></p> <p>45 Hrs.</p>																																						

	<ul style="list-style-type: none"> <li>▪ Preparation for the assignment and project</li> </ul>	42 Hrs.
	Total student study effort	126 Hrs.
<p><b>Reading List and References</b></p>	<p><b><i>Books</i></b></p> <p>Womack, J., and Jones, D. (the latest edition) <i>Lean Thinking: Banish Waste And Create Wealth In Your Corporation</i>, New York, Simon and Schuster.</p> <p>Womack, J., Jones, D., and Roos, D. (the latest edition) <i>The Machine That Changed The World</i>, New York, Rawson Associates.</p> <p>Rich, N., Bateman, N., Esain, A., and Massey, L. (the latest edition) <i>Lean Evolution: Lessons from the Workplace</i>, Cambridge.</p> <p>Tapping, D., and Shuker, T. (the latest edition) <i>Value Stream Management for the Lean Office</i>, Productivity Press.</p> <p><b><i>Journals</i></b></p> <p>Journal of Operations Management</p> <p>International Journal of Service Industry Management</p> <p>Decision Sciences</p> <p>International Journal of Production Economics</p> <p>International Journal of Production Research</p> <p>International Journal of Operations and Production Management</p>	

**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	LGT5034
<b>Subject Title</b>	Global Sourcing and Supply
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>This subject examines global sourcing decisions and development of supply strategy and network of firms in their integration of international value chains in changing business environments.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management</p> <p>#3 Manage global sourcing and procurement</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. outline the internationalization strategies of firms in changing global business environments,</li> <li>b. examine international purchasing &amp; supply decisions and development of global sourcing,</li> <li>c. evaluate global sourcing functions in context of integrated international value chains,</li> <li>d. develop global sourcing organization and strategies for effective supply chain process management,</li> <li>e. understand the best practices and contemporary issues of global sourcing and supply</li> <li>f. analyses big data for global sourcing and procurement</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>● Global business environments and internationalization strategies of firms</li> <li>● Role of government, regional economies and business-government relationships</li> <li>● International competitiveness of firms, industries and nations</li> <li>● International purchasing and governance of transactions</li> <li>● Foreign exchange risks in international business operations</li> <li>● Development of global supply chains and sourcing strategies of firms</li> <li>● International R &amp; D, technology and business network development</li> <li>● Supplier development in foreign markets</li> </ul>

	<ul style="list-style-type: none"> <li>● Logistics management for global supply</li> <li>● Integration of international value-chain functions</li> <li>● Structural and cultural control in global business</li> <li>● Global sourcing for effective supply chain management</li> <li>● Best (relevant) practices of global sourcing and supply management</li> <li>● Contemporary issues of global sourcing and supply management</li> <li>● Leadership in making changes in relation to sourcing activities</li> <li>● Big data analytics for global sourcing and procurement</li> </ul>																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures and discussion are used to introduce to students the concept, theory and applications of the topics. Students need to participate in class, seminar like discussion of selected topics / cases in detail and exploring context-specific issues. Students are encouraged to take an active role in all seminar discussions (and to some extent, the lectures!).</p>																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="533 777 1485 1198"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Coursework</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment: The assessment will be based on two components:</p> <p>a) A three-hour examination will contribute to a weight of 50% in the course. The objective of the examination is for students to review all concepts covered in the course one last time.</p> <p>b) Class discussion of cases, participation and presentation will in total contribute to a weight of the remaining 50% in the course.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Coursework	50%	✓	✓	✓	✓	✓	✓	2. Final examination	50%	✓	✓	✓	✓	✓	✓	Total	100 %						
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**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	LGT5037
<b>Subject Title</b>	Project Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>To provide the students a comprehensive overview and the fundamental concepts of project management, and an understanding on how project management can be used as a strategic tool to deliver business performance for organizations.</p> <p>To provide the students key components of project management, and practical methodologies in managing projects of different natures.</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Obtain the fundamental principles, concepts and techniques in project management.</li> <li>b. Understand modern project management trend and methods.</li> <li>c. Apply project management methodologies and techniques in enhancing business performance for organizations.</li> <li>d. Recognize issues in a realistic project scenario.</li> <li>e. Identify and use key performance metrics for measuring project success.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>▪ Definition and characteristics of a project, project success criteria, project life cycle, project management trade-off, and corporate social responsibility in project management</li> <li>▪ Project selection, and project portfolio evaluation</li> <li>▪ Project defining, project budgeting, and Work Breakdown Structure (WBS)</li> <li>▪ Project planning, project network, critical path method (CPM), and Gantt charts</li> <li>▪ Resource management</li> <li>▪ Risk management, PERT, and critical chain project management (CCPM)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Cost and time management</li> <li>▪ Project monitoring and control</li> <li>▪ Project closure</li> <li>▪ Managing project team, stakeholder analysis, effective project communication, and ethical issues in project management</li> <li>▪ Project management software tools</li> </ul>																																	
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures are designed to provide a basic grounding in principles, concepts and techniques in project management.</p> <p>Tutorials provide the environment and means for student-centered learning, in the form of class discussions, case analyses, problem exercises, simulation games, group project, and experience sharing.</p>																																	
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5040
<b>Subject Title</b>	Supplier Development
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<ol style="list-style-type: none"> <li>(1) To ensure that students fully understand how suppliers can be involved in helping themselves and their customers to compete effectively in their supply chains.</li> <li>(2) To establish an awareness of the options, tools and techniques available for organizations to develop the capability of a supply base to meet current and future needs.</li> <li>(3) To ensure that students are able to consider the attributes of supplier relationship options, identify their particular features, and identify when and how the chosen relationship can best be established and subsequently managed to achieve the desired business objective.</li> </ol>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Realize the advantages and benefits of involving and developing suppliers to generate new competitive advantages in global supply chain management.</li> <li>b. Make use of the modern management tools available to develop a supply base for meeting operations and strategic needs.</li> <li>c. Select the most appropriate suppliers under different settings, and to determine the necessary type of relationships to be developed aiming to accomplish with long term business goals.</li> <li>d. Assess the performance of suppliers and methods to improve suppliers' performance with an aim to identify improvement objectives in supplier development.</li> <li>e. Be attentive and responsive to ethical issues, Corporate and Social Responsibility (CSR) in business through determining strategic options in supplier development to meet ethical and quality requirements.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• Understand the needs and approaches to develop a competitive global supply base to gain competitive advantage and operational sustainability.</li> <li>• Examine the options, models, tools and techniques available for determining the size and structure of the supply base for each category of purchase requirement, identify potential suppliers, understand the strengths and weakness of suppliers, derive the</li> </ul>

	<p>criteria of ideal suppliers and determining the fit for purpose relationships and relational strategies.</p> <ul style="list-style-type: none"> <li>• Understand corporate culture characteristics including ethics, between buying firm and suppliers to build long term business relationship with harmony and mutual profitable growth.</li> <li>• Identifying the most appropriate short term and long term supplier development strategy dependent upon whether the relationship is collaborative or arm’s-length and the certainty of transactions.</li> <li>• Adopt contemporary tools and techniques such as but not limited to e-business, big-data, information platform, analytics, digitalization and automation in supplier development that encourage cooperation for mutual advantage and success in global supply chain management.</li> <li>• Understand and consider to adopt quality management models and tools for continuous improvement and to put in place appropriate supplier performance measurement systems that recognize and incentivize performance and the sharing of technological improvements and innovation in products and processes between the buying firm and the suppliers.</li> <li>• Understand sustainability, risks analysis and mitigation, ethical issues and impacts in procurement and purchasing, and to consider suitable strategies to achieve sustainable and ethical objectives in supplier development planning and controls.</li> </ul>																																								
<p><b>Teaching/Learning Methodology</b></p>	<p>Teaching Methodology adopted by Lecturer: Lecturing in accordance with the syllabus, provide reference materials, articles and journals with elaboration to trigger students’ strategic thinking on related subjects; experience sharing by lecturer on successful and failure cases, comments on presentations, case discussions and tutorial on key topics and group project, and feedback on coursework.</p> <p>Learning Methodology adopted by students: Classroom learning, group discussion, library visit and searching for articles and journals, group project preparation and presentation, cross learning during classroom discussion, and in-class and off-the-class Q&amp;A with lecturer etc.</p>																																								
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2. Project report	30%	✓	✓	✓	✓	✓																																			
3. Examination	50%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The individual assignment and group project report can both drive the students searching for more readings in library to enhance learning results.</p> <p>The group project can help the students to apply learned knowledge and concepts in real practice.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Assignments and project</li> </ul>	<p>35 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Self study</li> </ul>	<p>52 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p><b>Reading List and References</b></p>	<p>Bensaou, B. (1999) Portfolios of buyer-supplier relationships, <i>Sloan Management Review</i>, 40 (4).</p> <p>Burt D.N./ Dobler D.W./ Starling L.S. (2004) <i>World Class Supply Management</i>, Seven Edition, McGraw Hill.</p> <p>Cavinato, Joseph L. &amp; Kauffman, Ralph G. (1999) <i>The Purchasing Handbook: a guide for the purchasing and supply professional</i>, National Association Of Purchasing Management.</p> <p>Chong Wu, Hubert Pun, Zhenhua Zhang (2017) <i>COLIN Co.: New Product Development</i>, Ivey Publishing.</p> <p>Larry Huston, Nabil Sakkab (2006) <i>Connect and Develop: Inside Procter &amp; Gamble's New Model for Innovation</i>, Harvard Business School Publishing – HBR.</p> <p>Lee Hau, Sheila Melvin (2015) <i>Everything is Connected: A New Era of Sustainability at Li &amp; Fung</i>, Graduation School of Stanford University</p> <p>Larry Huston, Nabil Sakkab (2006) <i>Connect and Develop: Inside Procter &amp; Gamble's New Model for Innovation</i>, Harvard Business Review.</p> <p>Monczka,R.M./Handfield,R.B./Giunipero,L.C. (2009) <i>Purchasing and Supply Chain Management</i>, South-Western, Mason, OH.</p> <p>Morgan L. Swink, Vincent A. Mabert (2000) Product Development Partnerships: Balancing the Needs of OEMs and Suppliers, Business Horizons/Indiana Univ.</p>	

	<p>Neale O'Connor, Anne Wu, Shannon Anderson, Yu Chen (2011) <i>Strategic Performance Measurement of Suppliers at HTC</i>, Asia Case Research Center, University of Hong Kong.</p> <p>Robert S. Kaplan, David P. Norton (2003) <i>Strategy Maps: Converting Intangible Assets into Tangible Outcomes</i>, HBS Press</p> <p>R "Ray" Wang (2015) <i>Disrupting Digital Business: Create an Authentic Experience in the Peer-to-Peer Economy</i>, HBS Press.</p> <p>Tingting Yan, Hubert Pun, Timothy Butler, Melissa Srock, James Preslar, Kate Plegue, Jilianna Meldrum (2017) <i>General Motors: Supplier Selection for Innovation</i>, Ivey Publishing</p> <p>Van Weele A.J. (2005) <i>Purchasing &amp; Supply Chain Management: Analysis, Strategic, Planning and Practice</i>, Fourth Edition, Thomson.</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5046
<b>Subject Title</b>	Contract Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	To equip students with the knowledge and understanding of the forms and management of contractual relationships, specific emphasis being placed on ways to realize purchasing objectives through legal contracting, negotiation and management.
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Recognize the different stages of a standard contract, from contract formation to its conclusion (full performance, termination, or novation).</li> <li>b. Understand the key concepts related to contract law, with special attention to that of the Uniform Commercial Code (UCC) and the Vienna Convention on International Sales of Goods.</li> <li>c. Understand the basic legal concepts in drafting commercial agreements [recognizing key points of drafting a “Joint Letter of Intent” by analyzing the legal issues discussed in <i>SCS Communications, Inc. v. Herrick Co., Inc.</i>, 360 F.3d 329 (2d Cir. 2004)].</li> <li>d. Develop and review hands-on knowledge and understanding about Contract Management and Enterprise Contract Management, including but not limited to the review of the contemporary issues of Contract Management.</li> <li>e. Comprehend the practical approaches, applications and skills that are required for managing contracts from their inception (pre-contract negotiation) to the conclusion of the contract; organizing, discharging and executing the duties and responsibilities in Contract Management; and finally resolving disputes between the contracting parties.</li> <li>e. Examine major issues of legal risk exposure and risk management under the contract management spectrum.</li> <li>f. Familiar with contract management to a level that is adequate for continued self-enhancement of knowledge and practical applications of the subject.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b>Legal aspects of contracting:</b> what are the different stages of a standard contract? (from contract formation to its conclusion (full performance, termination, or novation); what are the key concepts that can commonly find in contract law? (with special attention to that of the UCC and the Vienna Convention on International Sales of Goods); how to draft commercial agreement, with a focus on “Joint Letter of Intent”.</p> <p><b>Dispute resolution and relationship strategies:</b> making and defending a claim, dispute resolutions.</p> <p><b>Overview of the management of contract:</b> definitions and common types of business contract, understanding and importance of contract management, contract life cycle, general guidelines for contract management, major threats and critical success factors of contract management, and specific roles and responsibilities under contract management.</p> <p><b>Pre-Contract Negotiation:</b> understanding, objectives and phases of contract negotiation; contract negotiation power and skills; roles of negotiator and negotiation tactics.</p> <p><b>Contract Management Framework and Practices;</b> contract management framework and practices in context and actions.</p> <p><b>Dispute Resolution and Management:</b> conflict and disputes, dispute handling, alternative dispute resolution, and dispute negotiation skills.</p> <p><b>Current Issues of Contract Management:</b> legal risks and management, legal remedies, standard form contract, relationship management, and enterprise contract management software solutions.</p>																																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>The lectures cover the basic concepts and theories. Tutorial sessions allow students to discuss the lectures and present the application of different methods to manage contracts in smaller groups.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td><b>Coursework</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Group Presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Group Written Report</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Final Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	<b>Coursework</b>	<b>50%</b>							Group Presentation	25%	✓	✓	✓	✓	✓	✓	Group Written Report	25%	✓	✓	✓	✓	✓	✓	<b>Final Examination</b>	<b>50%</b>	✓	✓	✓	✓	✓	✓	Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	Lectures / Tutorials	39 Hrs.
	Other student study effort:	
	Preparation for lectures and tutorials	45 Hrs.
	Preparation for coursework and final examination	42 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b><u>Main Reference Textbooks</u></b></p> <p>The Chartered Institute of Purchasing and Supply (2002), Project and Contract Management, CIPS</p> <p>Peter Siviglia (2013) Commercial Agreements: A Lawyer's Guide to Drafting and Negotiating, Part I. Drafting Commercial Agreements, Chapter 1. The ABC's of Drafting (COMAGREE § 1:1)</p> <p>West Law Database (2014), Law of Purchasing re “The obligation to negotiate in good faith” (LPURCH § 49:28); <i>Flight Systems, Inc. v. Electronic Data Systems Corp.</i> (1997) 112 F.3d 124; <i>SCS Communications, Inc. v. Herrick Co., Inc.</i> (2004) 360 F.3d 329</p> <p>Burt, D., Petcavage, S. and Pinkerton, R. (2010). ‘Supply management’. 8<sup>th</sup> Edition, McGraw-Hill/Irwin.</p> <p>Costantino, C.A. and Merchant, C.S. (1996). ‘Designing conflict management systems: A guide to creating productive and healthy organizations’. San Francisco: Jossey-Bass.</p> <p>Oliver, D. (2010). ‘How to negotiate effectively’. 3<sup>rd</sup> edition, Kogan Page.</p> <p>Saxena, A. (2008). ‘Enterprise contract management. A practical guide to successfully implementing an ECM solution’. J. Ross Publishing Inc., Florida.</p> <p>Yarn, D. H. (1995). ‘Dictionary of conflict resolution’. San Francisco: Jossey-Bass.</p> <p><b><u>Main Reference Journals</u></b></p> <p>The International Association for Contract &amp; Commercial Management National Contract Management Association – Journal of Contract Management Institute for Supply Management – Journal of Supply Chain Management</p> <p><b><u>Legislations</u></b></p> <p>Sale of Goods Ordinance (Cap 26) (Hong Kong) Uniform Commercial Code (U.S.) Vienna Convention on International Sales of Goods (international)</p>	

<b>Subject Code</b>	LGT5073
<b>Subject Title</b>	Risk Management in Operations
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	One Semester
<b>Pre-requisite / Co-requisite/</b>	None, but knowledge of elementary business statistics and probability will be advantageous.
<b>Exclusion</b>	ISE548 Risk and Crisis Management
<b>Role and Purposes</b>	<p>This subject seeks to develop the knowledge and analytical skills necessary in organizations related to logistics, maritime trade or those with a strong emphasis on operations and quality management, for making risk management decisions and ensuring business continuity, through the application of risk management principles.</p> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Analyze risks in operations, by applying basic principles and techniques of risk management.</li> <li>Comprehend risk management assessment, identify appropriate risk management solutions and to effectively implement them.</li> <li>Use risk management concepts to devise appropriate risk management and business continuity (contingency) plans.</li> <li>Be familiar with risk management in operations to a level that is adequate for continued self-enhancement of knowledge and practical applications of the subject.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<b>Introduction and Concepts in Risk Management</b>



	<p>Definitions of risk, concepts in risk management, identifying assets that need risk management, responsibility for risk management. Identification of positive and negative risks.</p> <p><b>Identifying and Managing risks</b></p> <p>Business process risks, market risks, organizational risks, socio-economic and environmental risks. Controllable and uncontrollable risks, low-frequency and random risks, management of risks.</p> <p><b>Assessing Risks</b></p> <p>Perceptions of risks, strategic and tactical approaches to risks, assessing various types of risks, Limitations of qualitative and quantitative risk assessments and the considerations for selection.</p> <p><b>Risk reduction strategies</b></p> <p>Risk management strategies: risk avoidance, risk reduction, risk acceptance, risk transfer, insurance, identification, evaluation and ranking of risk reduction measures. Overview of risk culture and risk attitude.</p> <p><b>Risk mitigation measures / Business continuity planning</b></p> <p>Contingency planning, crisis management, responding to disasters and risk events.</p> <p><b>Risk management plans</b></p> <p>Cost of risk management, perceptions of risk and political factors, regulations and their effects on risk management, Security threats and insurance costs.</p> <p><b>Safety and Security risks</b></p> <p>Safety and security risks, human factors, security threats to logistics / shipping, piracy, terrorism, impact of disruptions in shipping, resilience and vulnerability of shipping / logistics networks.</p> <p><b>International Standards and Regulatory Requirements</b></p>
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	International standards, regulatory requirements and best practices for business continuity.																																																																				
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures introduce and explain key theoretical risk-related concepts. Lectures are followed by class discussions where concepts are linked to real events in the industry through appropriate examples and their analysis.</p> <p>Discussions are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in the classes and to share their experience and learn from each other.</p>																																																																				
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="597 705 1542 1409"> <thead> <tr> <th data-bbox="597 705 902 915" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="907 705 1057 915" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1062 705 1542 846">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1062 852 1138 915">a</th> <th data-bbox="1143 852 1219 915">b</th> <th data-bbox="1224 852 1300 915">c</th> <th data-bbox="1305 852 1382 915">d</th> <th data-bbox="1386 852 1463 915"></th> <th data-bbox="1468 852 1542 915"></th> </tr> </thead> <tbody> <tr> <td data-bbox="597 921 902 1020"><b>Continuous Assessment</b></td> <td data-bbox="907 921 1057 1020"></td> <td data-bbox="1062 921 1138 1020"></td> <td data-bbox="1143 921 1219 1020"></td> <td data-bbox="1224 921 1300 1020"></td> <td data-bbox="1305 921 1382 1020"></td> <td data-bbox="1386 921 1463 1020"></td> <td data-bbox="1468 921 1542 1020"></td> </tr> <tr> <td data-bbox="597 1026 902 1089">1. Group presentation</td> <td data-bbox="907 1026 1057 1089">25 %</td> <td data-bbox="1062 1026 1138 1089">✓</td> <td data-bbox="1143 1026 1219 1089">✓</td> <td data-bbox="1224 1026 1300 1089">✓</td> <td data-bbox="1305 1026 1382 1089">✓</td> <td data-bbox="1386 1026 1463 1089"></td> <td data-bbox="1468 1026 1542 1089"></td> </tr> <tr> <td data-bbox="597 1096 902 1194">2. Group written report</td> <td data-bbox="907 1096 1057 1194">25 %</td> <td data-bbox="1062 1096 1138 1194">✓</td> <td data-bbox="1143 1096 1219 1194">✓</td> <td data-bbox="1224 1096 1300 1194">✓</td> <td data-bbox="1305 1096 1382 1194">✓</td> <td data-bbox="1386 1096 1463 1194"></td> <td data-bbox="1468 1096 1542 1194"></td> </tr> <tr> <td data-bbox="597 1201 902 1264"><b>Final Examination</b></td> <td data-bbox="907 1201 1057 1264"></td> <td data-bbox="1062 1201 1138 1264"></td> <td data-bbox="1143 1201 1219 1264"></td> <td data-bbox="1224 1201 1300 1264"></td> <td data-bbox="1305 1201 1382 1264"></td> <td data-bbox="1386 1201 1463 1264"></td> <td data-bbox="1468 1201 1542 1264"></td> </tr> <tr> <td data-bbox="597 1270 902 1333">1. Final examination</td> <td data-bbox="907 1270 1057 1333">50 %</td> <td data-bbox="1062 1270 1138 1333">✓</td> <td data-bbox="1143 1270 1219 1333">✓</td> <td data-bbox="1224 1270 1300 1333">✓</td> <td data-bbox="1305 1270 1382 1333">✓</td> <td data-bbox="1386 1270 1463 1333"></td> <td data-bbox="1468 1270 1542 1333"></td> </tr> <tr> <td data-bbox="597 1339 902 1402"><b>Total</b></td> <td data-bbox="907 1339 1057 1402"><b>100 %</b></td> <td data-bbox="1062 1339 1138 1402"></td> <td data-bbox="1143 1339 1219 1402"></td> <td data-bbox="1224 1339 1300 1402"></td> <td data-bbox="1305 1339 1382 1402"></td> <td data-bbox="1386 1339 1463 1402"></td> <td data-bbox="1468 1339 1542 1402"></td> </tr> </tbody> </table> <p data-bbox="597 1465 1542 1528">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="597 1556 1542 1801">Since the course focuses on risk management in operations, case analysis and learning from practical, work-based experiences forms an important constituent of student assessment. Further, assignments and class discussions reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Final examination is to assess student's familiarity with theoretical concepts and the ability to apply conceptual framework in case analysis.</p> <p data-bbox="597 1829 1542 1892">Students would be given regular feedback on their performance, by email or as comments on assignments submitted.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			<b>Continuous Assessment</b>								1. Group presentation	25 %	✓	✓	✓	✓			2. Group written report	25 %	✓	✓	✓	✓			<b>Final Examination</b>								1. Final examination	50 %	✓	✓	✓	✓			<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	Lectures / tutorials	39 Hrs.
	Other student study effort:	
	Self study for preparing lectures, tutorials and final examination	45 Hrs.
	Preparation group assignment	42 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b><u>Main Reference Books</u></b></p> <p>Blunden, T &amp; John Thirlwell. (2010). <i>Mastering operational risk</i>. Harlow, England ; New York : Financial Times Prentice Hall</p> <p>Devlin, E.S. (2007) <i>Crisis management planning and execution</i>. Boca Raton, FL: Auerbach Publications, c2007.</p> <p>Haines, Y. Y. (2004) <i>Risk Modeling, Assessment and Management</i>. New York: Wiley.</p> <p>Handfield, R.B. &amp; Kevin McCormack (ed.) (2008) <i>Supply chain risk management: minimizing disruptions in global sourcing</i>. Roca Raton, Fla.: Auerbach Publications.</p> <p>Hubbard, D.W. (2009) <i>The failure of risk management: why it's broken and how to fix it</i>. Hoboken, N.J.: J. Wiley &amp; Sons.</p> <p>Oliver, E. Clifford. (2011) <i>Catastrophic disaster planning and response [electronic resource]</i>.Boca Raton: CRC Press.</p> <p>Trim, Peter R.J &amp; Jack Caravelli (ed.) (2009). <i>Strategizing resilience and reducing vulnerability</i>. New York: Nova Science Publishers, c2009.</p> <p><b><u>Main Reference Journals</u></b></p> <p>Journal of Business Continuity &amp; Emergency Planning</p> <p>Institute of Risk Management (IRM)</p> <p>The Public Risk Management Association, US (PRIMA)</p> <p>The Public Risk Management Association, UK (ALARM)</p> <p>Association of Insurance and Risk Managers</p>	

**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	LGT5101
<b>Subject Title</b>	Statistics for Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<ul style="list-style-type: none"> <li>▪ To introduce students to statistics as a tool for data preparation and analysis.</li> <li>▪ To impart on students the concepts, theories and techniques of a variety of statistical methods.</li> <li>▪ To develop students' ability and confidence in the use of statistics for preparing and analyzing data to support management decision making.</li> </ul>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Able to use statistics for preparing and analyzing data to support management decision making</li> <li>b. Understand the concepts, theories and techniques of a variety of managerial statistics</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b>Data Representation</b> Frequency distribution; histogram; other graphical methods.</p> <p><b>Statistical Measures</b> Measures of central tendency; measures of variability; measures of shape.</p> <p><b>Probability Concepts</b> Sample space; simple and compound events; probability laws; random variables.</p> <p><b>Statistical Distributions</b> Discrete distribution; Continuous distribution; Binomial, Normal and other distributions and their characteristics.</p> <p><b>Sampling Theory</b> Sampling distributions; central limit theorem.</p> <p><b>Estimation</b> Point and interval estimates; confidence intervals; significance level.</p> <p><b>Tests of Hypothesis</b> Null and alternative hypotheses; sample size; type I and type II errors. Inference about a population; Inference about comparing two populations; T-test.</p> <p><b>Analysis of Variance</b> One-way analysis of variance</p> <p><b>Linear Regression and Correlation</b> Least squares method; coefficient of correlation.</p> <p><b>Multiple Regression</b> Applications of multiple regression equation; inferences about parameters.</p>
<p><b>Teaching/Learning Methodology</b></p>	<p>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to solve various applied statistical problems in the form of exercise and case study. The use of relevant software such as Excel, STATA, and Python will be introduced and encouraged.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b			
	Continuous Assessment	50 %	✓	✓			
	Examination	50 %	✓	✓			
	Total	100 %					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students need to do a group case study, testing whether they know how to apply the theories learnt to some real life situations. Mid-term test and examination are also required to test their understanding and familiarity with the knowledge.</p>						
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lectures / Tutorials		39 Hrs.				
	Other student study effort:						
	▪ Reading and doing exercises		87 Hrs.				
	Total student study effort		126 Hrs.				

<b>Reading List and References</b>	<p>OpenIntro Statistics 3rd Edition (<a href="https://www.google.com.hk/?gws_rd=ssl#q=OpenIntro+Statistics+(Third+Edition))">https://www.google.com.hk/?gws_rd=ssl#q=OpenIntro+Statistics+(Third+Edition)</a>)</p> <p>Statistics. Penn State Online. (<a href="https://onlinecourses.science.psu.edu/statprogram/programs">https://onlinecourses.science.psu.edu/statprogram/programs</a>)</p> <p>Levine, D.M., Stephan, D.F. and Szabat, K.A., <i>Statistics for Managers Using Microsoft Excel</i>, 7th edition, Pearson, 2014.</p> <p>McClave, J. T., Benson, P. G. and Sincich, T.T., <i>Statistics for Business and Economics</i>, 12th edition, Pearson, 2014.</p> <p>Gerald, K., <i>Managerial Statistics: abbreviated</i>, 9th edition, Australia: South-Western, 2012.</p> <p>Hair, J.F. <i>et al.</i>, <i>Multivariate Data Analysis</i>, 7th edition, Pearson, 2006.</p> <p>Journal of the American Statistical Association</p> <p>Journal of the Royal Statistical Society</p> <p>The Statistician</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5102
<b>Subject Title</b>	Models for Decision Making
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Exclusion</b>	MGT532 Deterministic Operations Research
<b>Role and Purposes</b>	<ul style="list-style-type: none"> <li>▪ To introduce students to the methodology of management science as a scientific approach to managerial decision making.</li> <li>▪ To impart on students the concepts, theories and techniques of a variety of management science methods.</li> <li>▪ To develop students' ability and confidence in the use of management science methods for solving management decision problems.</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management</p> <p>#2 Build up operations and logistics concepts</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the methodology of management science as a scientific approach to managerial decision making.</li> <li>b. Understand the concepts, theories and techniques of a variety of management science methods.</li> <li>c. Develop the ability and confidence in the use of management science methods for solving management decision problems.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Introduction</b> Applications and impact; history; rise of business analytics; management science modeling approach.</p> <p><b>Linear Programming</b> Formulation; graphical solution; simplex algorithm; sensitivity analysis; applications.</p> <p><b>Integer Programming</b> Formulation; Branch and Bound method; applications.</p> <p><b>Network Models</b> Transportation and assignment application; shortest path problems; network flow problems.</p> <p><b>Queueing models</b></p>



	<p>Examples of queueing systems; performance measures; Little's law; single/multiple servers models; priority models; economic analysis.</p> <p><b>Dynamic Programming</b> Resource allocation problems; inventory problems; formulation; applications.</p> <p><b>Spreadsheet modeling in practice</b> Process of spreadsheet modeling; guidelines for good spreadsheet model; methods for testing spreadsheet models.</p> <p><b>Case Study</b> Application of management science models in real-life managerial decision making.</p>																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to analyse and solve various realistic management science problems in the form of case study. The use of relevant computer package will be encouraged.</p>																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="533 891 1490 1308"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Examination</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Coursework includes homework assignments, class participation, test(s), term project/group case study, etc. Through term project, students learn to apply the theories to some real life situations. Examination are also required to test their understanding and familiarity with the knowledge.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				Continuous Assessment	50 %	✓	✓	✓				Examination	50 %	✓	✓	✓				Total	100 %						
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MSc/PgD in Global Supply Chain Management

	Total student study effort	126 Hrs.
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<b>Reading List and References</b>	<p><b><i>Reading List &amp; References</i></b></p> <p>F.S. Hillier and M.S. Hillier, <i>Introduction to Management Science</i>, latest edition, McGraw Hill</p> <p>Hillier, F.S. and Liebermann, G.J., <i>Introduction to Operations Research</i>, latest ed., McGraw-Hill.</p> <p>Lapin, L.L., <i>Quantitative Methods for Business Decisions with Cases</i>, latest ed., Dryden.</p> <p>Render, B., Stair, R.M.Jr. and Greenberg, I., <i>Cases and Readings in Management Science</i>, latest ed., Allyn and Bacon.</p> <p>Winston, W.L., <i>Operations Research: Algorithms and Applications</i>, latest ed., Duxbury Press.</p> <p><b><i>Journals</i></b></p> <p>Interfaces OR/MS Today</p>
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**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	LGT5105
<b>Subject Title</b>	Managing Operations Systems
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>This module introduces students to both the philosophy and the techniques of operations management. Students will understand the basic concepts and basic tools in operations management, and become familiar with the scientific methods used in daily management.</p> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Global Supply Chain Management #2 Build up operations and logistics concepts #5 Practise business ethics</p> <p>MSc in Management (Operations Management) / MSc in Operations Management #1: Solve business problems #3 Practise business ethics</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Understand the terminology of operations management.</li> <li>(b) Understand basic concepts of various areas of operations management.</li> <li>(c) Build up basic quantitative models that are used for decision-making in operations management, including assumptions and limitations of the models.</li> <li>(d) Apply these models practically in management issues with critical thinking and creative manner to solve real life problems.</li> <li>(e) Beware of ethical issues in business.</li> </ul>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b>Introduction to Operations System</b> The concepts, the operations functions and its relation with other business functions, particularly, strategic aspects of operations management and its relationship to major elements of business models.</p> <p><b>Business Process Design and Reengineering</b> Process concept; process design method; process effectiveness and efficiency; business process reengineering.</p> <p><b>Forecasting</b> Objective of forecasting; logic of forecasting; qualitative and quantitative methods for forecasting; measurement and monitoring of forecasting systems; machine learning techniques.</p> <p><b>Capacity Planning</b> Strategic capacity planning; equipment management; concept of total cost of ownership; volume analysis; breakeven models; decision tree analysis.</p> <p><b>Facility Location and Layout</b> Factors affecting location decisions; methods for analysing location problems; facility layout problems and decision analysis in manufacturing and service sectors.</p> <p><b>Inventory Management</b> Functions and costs of inventory management; ABC analysis; economic ordering quantity model; vendor managed inventory system; inventory replenishment systems.</p> <p><b>Quality Management, Quality Control, Just-in-Time and Lean Operations</b> Total quality management; quality measurement; quality cost; quality inspection; statistical quality control; Philosophy and concept of JIT systems; pulling versus pushing production system; lean operations.</p> <p>.</p> <p><b>Supply Chain Management</b> Concept of supply chain management; information coordination; cost and benefit of postponement; quick response; worldwide sourcing.</p> <p><b>Project Management</b> Project and its working team; project break down; Gantt charts; project time and cost; critical tasks in projects.</p> <p><b>Sustainable and Socially Responsible Operations</b> Ethical issues in operation management; codes of ethics; worker safety; product safety; the environment and quality; employees' right; closing facilities; socially responsible operations.</p>
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	<p><b>Data-driven Operations Management</b></p> <p>Extract useful information out of a (large) database, and hence making appropriate operations decisions.</p> <p><b>Industry 4.0 and Sharing Economy</b></p> <p>Industry 4.0; new technologies in operations; the distinguishing features of sharing business models; the opportunities and challenges.</p>																																															
<p><b>Teaching/Learning Methodology</b></p>	<p>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to analyse and solve various realistic operations management problems in the form of case studies.</p>																																															
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<b>Reading List and References</b>	<p><b>Books</b></p> <p>Anupindi, R., et. al. <i>Managing Business Process Flows – Principle of Operations Management</i>, latest ed, Prentice Hall</p> <p>Jacobs F.R., Chase, R.B. and Aquilano, N.J., <i>Operations &amp; Supply Chain</i>, latest ed., McGraw Hill.</p> <p>Cheng, T.C.E. and Podolsky, S. (1996), <i>Just-in-time Manufacturing: An Introduction</i>, Chapman &amp; Hall.</p> <p>Klassen, R. D., Menor, L. J. (2006), <i>Cases in Operations Management</i>, Sage publication,</p> <p>Johnston, R. (2003), <i>Cases in Operations Management</i>, Finance Times Prentice Hall.</p> <p>Russell R.S. and Taylor B.W., <i>Operations Management</i>, latest ed., Prentice Hall.</p> <p>Stevenson W.J., <i>Operations Management</i>, latest ed., McGraw Hill.</p> <p><b>Journals</b></p> <p>International Journal of Operations and Production Management Journal of Operations Management Management Science</p>
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<b>Subject Code</b>	LGT5107
<b>Subject Title</b>	Total Quality Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	One Semester
<b>Exclusion</b>	ITC575 Principles of Total Quality Management
<b>Role and Purposes</b>	<p>The purpose of the course is to develop hands-on knowledge and skills that are required to manage and implement any improvement projects, whether in manufacturing, service or any other opportunities. Quality management (QM) starts by taking (1) a customer focus, (2) management concepts for continual improvement, (3) analytical techniques including statistical and problem-solving methods for studying and proposing solutions to the problem, and (4) a clear improvement roadmap.</p> <p>Our goal is to provide theory, tools and experiential insight into how these aspects can be successfully applied in managing quality. Lecturer is advised to use a mixture of lectures and in-class exercises/discussions to develop a richer understanding of the material.</p> <p>Specifically, students are to learn:</p> <ul style="list-style-type: none"> <li>▪ The principles of TQM in both theories and practice.</li> <li>▪ The major techniques in TQM adoption.</li> <li>▪ Applying TQM principles and techniques through quality improvement projects/activities.</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Able to apply TQM principles and techniques to assess and improve organizational and business process efficiency and effectiveness.</li> <li>b. Able to practice TQM to improve customer satisfaction and achieve operational as well as strategic goals.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This subject covers the operational and/or strategic aspects of the following topics/areas:</p> <ul style="list-style-type: none"> <li>▪ Principles of Quality</li> <li>▪ Theoretical Background and Framework of Total Quality Management</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Quality Management Guru's Philosophies and Principles</li> <li>▪ Principles of Quality Management</li> <li>▪ Dimensions of Total Quality Management and Organizational Performance</li> <li>▪ The Business Excellence Models</li> <li>▪ Quality Management Dimensions in Action</li> <li>▪ Quality Management Tools and Techniques</li> <li>▪ Contemporary Issues of Total Quality Management</li> </ul>																																															
<p><b>Teaching/Learning Methodology</b></p>	<p>Contact hours: 39 hours</p> <p>Concepts, theories and key issues based on the literature will be introduced to students through lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyse some contemporary issues in the field.</p>																																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th data-bbox="584 772 852 940">Specific assessment methods/tasks</th> <th data-bbox="852 772 1015 940">% weighting</th> <th colspan="6" data-bbox="1015 772 1547 873">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <td data-bbox="584 940 852 1024">Continuous Assessment</td> <td data-bbox="852 940 1015 1024">50%</td> <td data-bbox="1015 873 1128 940">a</td> <td data-bbox="1128 873 1209 940">b</td> <td data-bbox="1209 873 1291 940"></td> <td data-bbox="1291 873 1372 940"></td> <td data-bbox="1372 873 1453 940"></td> <td data-bbox="1453 873 1547 940"></td> </tr> <tr> <td data-bbox="584 1024 852 1094">Final examination</td> <td data-bbox="852 1024 1015 1094">50%</td> <td data-bbox="1015 940 1128 1024">✓</td> <td data-bbox="1128 940 1209 1024">✓</td> <td data-bbox="1209 940 1291 1024"></td> <td data-bbox="1291 940 1372 1024"></td> <td data-bbox="1372 940 1453 1024"></td> <td data-bbox="1453 940 1547 1024"></td> </tr> <tr> <td data-bbox="584 1094 852 1163">Total</td> <td data-bbox="852 1094 1015 1163">100 %</td> <td colspan="6" data-bbox="1015 1094 1547 1163"></td> </tr> </thead> <tbody> <tr> <td colspan="8" data-bbox="584 1163 1547 1625"> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply quality management techniques.</p> <p>Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.</p> </td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						Continuous Assessment	50%	a	b					Final examination	50%	✓	✓					Total	100 %							<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply quality management techniques.</p> <p>Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.</p>														
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<b>Student Study Effort Expected</b>	Class contact:	
	Lectures / tutorials	39 Hrs.
	Other student study effort:	
	Preparing lectures,	42 Hrs.
	Preparation group assignment	45 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b>Books</b></p> <p>Foster, S.T. (the latest edition), <i>Managing Quality: Integrating The Supply Chain</i>, Pearson Education.</p> <p>Besterfield, D.H., Besterfield-Michna, C., Besterfield, G.H. and Besterfield-Sacre, M. (the latest edition), <i>Total Quality Management</i>, Prentice-Hall.</p> <p>Goetsch, D.L. and Davis, S.B. (the latest edition), <i>Quality Management for Organizational Excellence: Introduction to Total Quality</i>, Pearson Education</p> <p>Imai, Masaaki, (the latest edition), <i>Gemba Kaizen</i>, McGraw Hill</p> <p><b>Journals</b></p> <p>Asia-Pacific Journal of Quality Management</p> <p>International Journal of Quality and Reliability Management</p> <p>International Journal of Service Industry Management</p> <p>Journal of Operations Management</p> <p>Harvard Business Review</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5113
<b>Subject Title</b>	Enterprise Resource Planning
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	One Semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts and issues of ERP systems;</li> <li>• be able to discuss issues in the up-to-dated IT environment (such as business intelligence and cloud computing) for ERP systems; and</li> <li>• Develop students' ability and confidence in planning and executing ERP projects.</li> <li>• Be familiar with the basic usage of ERP systems</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. A grasp of basic concepts and issues of ERP systems</li> <li>b. A basic understanding of the adoption of ERP systems to enhance operational efficiency</li> <li>c. A basic understanding of ERP planning and implementation</li> <li>d. A grasp of basic functions and usages of ERP systems</li> </ol>

Subject Synopsis/ Indicative Syllabus			
	Topics	Sub-topics	Tutorial Topics
Introduction to ERP, and System and Technology Background		Introduction to the course	Tutorial 1:
		Introduction to ERP and ERP Life Cycle	SAP Demonstration, UAC Registration, Opening Survey
		ERP Market Awareness- History, Present, and Future Trends	Tutorial 3: SAP Startup and Navigation
		Cloud-based ERP	
Business Process Management and ERP		Business Functions and Business Process	Tutorial 2: Business Process Modeling
Management with ERP systems (Part 1)		Business Process Modelling	
		Business Data Management in ERP	Tutorial 4: Master Data in SAP
		Sales and marketing management with ERP	Tutorials 5&6: Sales and Distribution in SAP (1)(2)
		Accounting and finance management with ERP	Tutorial 6: Accounting and Controlling in SAP
ERP Life Cycle (Part 1)		ERP Initiatives	
		ERP Selection	
Management with ERP systems (Part 2)		Procurement management with ERP	Tutorial 7: Material Management in SAP
		Production Management with ERP	Tutorial 8: Production Planning in SAP
		ERP for Business Analytics	
ERP Life Cycle (Part 2)		ERP Implementation	
Project Presentation and Course Review		ERP After-Implementation	
		Course Review	
<ul style="list-style-type: none"> <li>▪ During lectures, basic concepts of ERP and ERP systems will be introduced, and case studies will be discussed.</li> </ul>			

<b>Teaching/Learning Methodology</b>	<ul style="list-style-type: none"> <li>During tutorials, students will be guided to practice applications and usages of ERP systems in a computer lab.</li> </ul>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="553 342 1490 764"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Coursework</td> <td>50%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="553 821 1554 888">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="553 909 1554 1087">The coursework includes a series of tutorial exercises of using ERP systems, assignments and case studies, and a group project about ERP implementation in real business. They are used to assess the intended outcomes 1-4. The final exam is based on questions relevant to basic concepts of ERP and a case study about the ERP life cycle, which are relevant to intended outcomes 1-3.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Coursework	50%		✓	✓	✓			2. Examination	50%	✓	✓	✓				Total	100 %						
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Self-Study	42 Hrs																																												
Total student study effort	126 Hrs																																												
<b>Reading List and References</b>	<p data-bbox="553 1562 1554 1629">Monk, Ellen and Wagner, Bret J., <i>Concepts in Enterprise Resource Planning</i>, 4<sup>th</sup> Edition, Course Technology Cengage Learning, 2013</p> <p data-bbox="553 1650 1554 1717">O’Leary, Daniel E., <i>Enterprise Resource Planning Systems: Systems, Life cycle, Electronic Commerce, and Risk</i>, Cambridge University Press, 2000</p> <p data-bbox="553 1738 1554 1806">Buck-Emden, R., <i>The SAP R/3 System, An Introduction to ERP and Business Software Technology</i>, Addison-Wesley, 2000.</p>																																												

	<p>Curran, T. A. Ladd, A., <i>Business Blueprint: Understanding Enterprise Supply Chain Management</i>, Prentice Hall, 2000.</p> <p>Curran, T. A., Ladd, A. and Ladd, D., <i>SAP R/3, Reporting &amp; eBusiness Intelligence</i>, Prentice Hall, 2000.</p> <p>Norris G., Hurley, J., Hartley, K. Dunleavy, J. Balls, J., <i>E-Business and ERP: Transforming the Enterprise</i>, New York: John Wiley, 2000.</p> <p>Wyzalek, J., <i>Enterprise Systems Integration</i>, Auerbach Publications, 2000.</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5122
<b>Subject Title</b>	Applications of Decision Making Models
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite / Exclusion</b>	Preferably with knowledge of LGT5102 “Models for Decision Making”.
<b>Role and Purposes</b>	<ol style="list-style-type: none"> <li>1. To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods.</li> <li>2. To develop students’ ability and confidence in solving management decision problems, particularly paying attention to the practical considerations.</li> </ol>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the range of practical application of management decision analysis techniques, the characteristics of successful application, and the limitations of the techniques.</li> <li>b. Develop skills in analyzing complex operations problems, using quantitative techniques as appropriate.</li> <li>c. Tackle a management decision situation from different angles of view, hence develop the creative thinking and be more critical to evaluate the outcomes of different decisions.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Decision scope: find out a clear scope of decision required.</p> <p>How to evaluate different decisions: identify the objectives; there may be conflicting objectives.</p> <p>Model the situation: search for appropriate analytical or heuristic methods to solve the problem; understand the limitations of each method.</p> <p>Analysis of results: cost and benefits analysis; sensitivity analysis.</p>
<b>Teaching/Learning Methodology</b>	<p>Mainly through small group discussions. Students will be guided throughout the discussion process, particularly addressing on the following issues:</p> <ol style="list-style-type: none"> <li>1. How to start to tackle a complicated situation?</li> </ol>

	2. How to understand the data given and link up the relationship among data? 3. Point out mistakes when applying different methods. 4. How to apply what they have learnt in other subjects to a real situation?																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>100%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Case studies</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class participation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <p>This subject will be dealing with cases in every session and students will learn through undergoing this process, with guidance. There is no examination in this subject. Therefore performance in class through participating in discussion is most important and is allocated with the most major part in the assessment. Students are expected to prepare every case before attending each session. Other than participation component, there will also be 3 group case studies to be assessed.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				<b>Continuous Assessment*</b>	<b>100%</b>							Case studies	60%	✓	✓	✓				Class participation	40%	✓	✓	✓				<b>Total</b>	<b>100 %</b>						
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																		
			a	b	c																																																
	<b>Continuous Assessment*</b>	<b>100%</b>																																																			
	Case studies	60%	✓	✓	✓																																																
	Class participation	40%	✓	✓	✓																																																
<b>Total</b>	<b>100 %</b>																																																				
<b>Student Study Effort Expected</b>	Class contact:																																																				
	<ul style="list-style-type: none"> <li>▪ Small group discussions</li> </ul>						26 Hrs.																																														
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>						13 Hrs.																																														
	Other student study effort:																																																				
	<ul style="list-style-type: none"> <li>▪ Preparation for lectures</li> </ul>						45 Hrs.																																														
	<ul style="list-style-type: none"> <li>▪ Preparation for assignment / group project and presentation</li> </ul>						42 Hrs.																																														
	Total student study effort						126Hrs.																																														
<b>Reading List and References</b>	<p><i>Cases in Operations Management: Building Customer Value Through World-Class Operations</i> (The Ivey Casebook Series) (2005), Sage Publications, Inc.</p> <p>Yin, R.K. (2014), <i>Case Study Research: Design and Methods</i>, Sage Publishing</p>																																																				



Rohlfing, I. (2012), *Case Studies and Causal Inference*, Palgrave.

Rajnikanth D. (ed.) (2009), *Case Studies on Decision Making*, IBS Case Development Centre.

Klassen, R. D., Menor, L. J., *Cases in Operations Management*, Sage publication, 2006

*Journals*

Asia Pacific Journal of Operational Research

Decision Sciences

European Journal of Operational Research

IIE Transactions

Interfaces

Journal of the Operational Research Society

Management Science

Naval Research Logistics

Omega - International Journal of Management Science

Operations Research

OR Insight

OR/MS Today

**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	LGT5131
<b>Subject Title</b>	Warehousing and Materials Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Exclusion</b>	ISE512 Warehousing and Material Handling Systems
<b>Role and Purposes</b>	To provide students with the methods and tools necessary for the design and management of warehousing, materials handling systems, and inventory control. In particular, this subject emphasizes aspects of logistics and supply chain management in warehousing, the handling of products, and control of inventories. On completion students will be able to both analyze existing systems and recommend improvement solutions.
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Design and manage warehousing, material handling and inventory control systems.</li> <li>b. Improve existing warehousing, material handling and inventory control systems.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• Introduction to warehouse</li> <li>• Warehouse location, layout and design</li> <li>• Materials handling systems, equipment and packaging</li> <li>• Warehousing management system, IT development, etc.</li> <li>• Warehouse quality</li> <li>• Warehouse performance management &amp; measurement</li> <li>• Warehouse safety and security</li> <li>• 3PL</li> <li>• Advanced technologies including AI for warehouse, warehouse automatin, blockchain for material management, etc.</li> <li>• Inventory management and control including various tools and methods</li> <li>• Inventory management strategies</li> </ul>
<b>Teaching/Learning Methodology</b>	Concepts, theories and key issues will be introduced to students in lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyze some contemporary issues.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b			
	Continuous Assessment	50%	✓	✓			
	Examination	50%	✓	✓			
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply certain quantitative techniques.</p> <p>Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment (including assignments and projects) is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lectures / Tutorials		39 Hrs.				
	Other student study effort:						
	▪ Preparation for lectures and seminars		45 Hrs.				
	▪ Preparation for assignments/projects		42 Hrs.				
	Total student study effort		126 Hrs.				
<b>Reading List and References</b>	<p>Wood, D.F., Wardlow, D.L., Murphy, P.R., Johnson, J.C., (the latest edition) <i>Contemporary Logistics</i>, Prentice Hall, Upper Saddle River, N.J.</p> <p>Frazelle, E., (the latest edition) <i>World-Class Warehousing and Material Handling</i>, McGraw-Hill, Boston.</p> <p>Render, B., Stair, R.M. Jr., (the latest edition) <i>Quantitative Analysis for Management</i>, Prentice-Hall.</p> <p>Francis, R.L., McGinnis, L., and White, J.A., (the latest edition) <i>Facility Layout and Location: An analytical Approach</i>, Prentice-Hall, Englewood Cliffs, NJ.</p> <p>Mulcahy, D., (the latest edition) <i>Warehouse Distribution &amp; Operations Handbook</i>, McGraw-Hill, Boston.</p> <p>Ackerman, K.B., (the latest edition) <i>Practical Handbook of Warehousing</i>, Chapman &amp; Hall, New York</p>						

	Stephens, M.P., Meyers, F.E., (the latest edition) <i>Manufacturing Facilities Design and Material Handling</i> , Prentice Hall.
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5152		
<b>Subject Title</b>	Information Systems for Supply Chain Management		
<b>Credit Value</b>	3		
<b>Level</b>	5		
<b>Normal Duration</b>	1-semester		
<b>Exclusion</b>	ISE527 Logistics Information Systems		
<b>Role and Purposes</b>	<p>The objective of this subject is to better prepare the student to meet the following challenges:</p> <ul style="list-style-type: none"> <li>• Understand the managerial issues concerning the integration of information systems and supply chain management, as well as the up to date information technology behind.</li> <li>• Provide solutions to the issues which are relevant to the design, management and improvement of information technology enabled supply chain systems.</li> <li>• Exploit the inherent capabilities of operations, supply chain and information systems, and weave them into an integrated strategy capable of providing competitive advantage and operational resilience for the enterprise.</li> </ul> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management</p> <p>#4 Make good use of information technology in supply chain management</p>		
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. To demonstrate a clear and relevant understanding of the definitions, importance, potential benefits, and structures of information technology and systems not only from a technical point of view, but also from organizational and management perspectives.</li> <li>b. Being able to illustrate how the management of supply chains can be enhanced through the use of a number of information technologies and systems.</li> <li>c. To put together the concepts and tools studied in class to develop best practices of information technology and systems in managing supply chains for real business.</li> </ol>		
<b>Subject Synopsis/ Indicative Syllabus</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Topics</td> <td style="width: 50%; text-align: center;">Sub-topics</td> </tr> </table>	Topics	Sub-topics
Topics	Sub-topics		

	Basic Concepts on Information Systems and Supply Chain Management	Course Introduction	
		Information systems for global business	
	Information Technology (IT) Infrastructure of Information Systems for Supply Chain Management	IT Fundamentals on hardware and software, networks, and database, as well as their recent developments, such as Mobile Computing, Cloud Computing, Quantum Computing, Open Source, etc.	
	Strategic impact of information systems (IS)	Information resources and strategic values of information systems: Porter's Generic Model, Five Force's Model, Value Chain Model, New 7S Model for Hyper-competition	
	Key Applications of Information Technology & Information Systems for Supply Chain Management (1)	Data Management for Supply Chain Management: Radio Frequency Identification (RFID), Electronic Data Interchange (EDI), 5G Communication, Internet of Things (IoT), Block Chain, Database System, Business Intelligent (BI), and Big Data	
		Achieving Operational Excellence: Enterprise Resource Planning (ERP)	
		E-Commerce: Digital Markets and Digital Goods	
	Information Systems Project: Development and Management	Designing and Building Information Systems: System Development Process and Fast Development Methods (Prototyping, Agile Development, etc.)	
		Managing Information System Project:	
	Key Applications of Information Technology & Information Systems for Supply Chain Management (2)	Enhancing Decision Making: Business Intelligence, Decision Support System, and Applications of Artificial Intelligence and Operations Research	
Project Presentation and Course Review			
<b>Teaching/Learning Methodology</b>	<ul style="list-style-type: none"> <li>▪ During lectures, basic concepts of ERP and ERP systems will be introduced.</li> <li>▪ During tutorials, students will be guided to discuss case studies will be discussed.</li> </ul>		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>			
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)

		a	b	c				
Coursework	50%	✓	✓	✓				
Examination	50%	✓	✓					
Total	100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The coursework includes assignments of case studies, and a group project. They are used to assess the intended outcomes 1, 2 and 3 respectively. The final exam is based on questions relevant to basic concepts of ERP and a case study about information system management, which are relevant to intended outcomes 1 and 2.</p>								
<b>Student Study Effort Expected</b>	Class contact:							
	<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>						39 Hrs.	
	Other student study effort:							
	<ul style="list-style-type: none"> <li>▪ Assignment and Self Study</li> </ul>						45 Hrs.	
	<ul style="list-style-type: none"> <li>▪ Group Project</li> </ul>						42 Hrs.	
	Total student study effort						126 Hrs.	
	<p><b>Reading List and References</b></p> <p><b>Recommended Textbook:</b></p> <p>Laudon, K.C., and Laudon, J.P. (2017) <i>Management Information Systems: Managing the Digital Firm</i>, 15 Edition, Pearson/Prentice Hall.</p> <p><b>References</b></p> <p>Chopra, S., and Meindl, P. (2015) <i>Supply Chain Management: Strategy, Planning, and Operation</i>, 6<sup>th</sup> Edition, Pearson/Prentice Hall.</p> <p>O'Brien, J.A., and Marakas, G.M. (2010) <i>Management Information Systems</i>, 10<sup>th</sup> Edition, McGraw-Hill.</p> <p>Sanders, N. R. (2014) <i>Big Dat Driven Supply Chain Management</i>, Pearson.</p>							

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT 5425
<b>Subject Title</b>	Business Analytics
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	One Semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>This subject introduces the business analytical techniques by enabling students to understand business theories and frameworks. Through equipping students with a solid understanding and critical thinking mindset of business analytics, students can apply business intelligence tools to effectively address various issues faced by organizations, as well as be aware of the possible challenges and ethical issues related to business analytics.</p> <p>This subject contributes to the following Intended Learning Outcomes for the following programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. identify and translate real-world business and operational problems into business analytics problems;</li> <li>b. implement efficient business analytics strategies to solve business and operational problems;</li> <li>c. understand, compare and contrast different business analytics techniques</li> <li>d. identify, evaluate, and capture business analytic opportunities that create values</li> </ol>



	<p>e. understand the current trend of business analytics and be aware of the ethical issues related to business analytics</p>																																																						
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b><u>Foundations of Business Analytics</u></b> Introduction to business analytics</p> <p><b><u>Descriptive Analytics</u></b> Statistical measures, estimation, statistical inference, hypothesis testing.</p> <p><b><u>Predictive Analytics</u></b> Introduction to predictive modeling. Regression analysis, logistics analysis, introduction to data mining, text analytics.</p> <p><b><u>Prescriptive Analytics</u></b> Decision analysis, linear and integer programming, simulation and the applications.</p>																																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>There will be a mix of lectures, discussions, case studies, and laboratories. Recent research articles in the area of business analytics will be reviewed during lectures. Mini-group discussion and projects will be carried out on some business cases in depth and reports are produced at the end of the term. Hands-on experiences of using business analytics tools will also be provided to the students.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>100%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Attendance and class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual assignment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Comprehensive Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	<b>Continuous Assessment*</b>	<b>100%</b>						1. Attendance and class participation	10%	✓	✓	✓	✓	✓	2. Individual assignment	20%	✓	✓	✓	✓	✓	3. Group project	40%	✓	✓	✓	✓	✓	4. Comprehensive Quiz	30%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
		a	b	c	d	e																																																	
<b>Continuous Assessment*</b>	<b>100%</b>																																																						
1. Attendance and class participation	10%	✓	✓	✓	✓	✓																																																	
2. Individual assignment	20%	✓	✓	✓	✓	✓																																																	
3. Group project	40%	✓	✓	✓	✓	✓																																																	
4. Comprehensive Quiz	30%	✓	✓	✓	✓	✓																																																	
Total	100 %																																																						

	<p>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject to have a balanced learning experience. Individual assignment and group project will require students to apply business analytics (Outcomes 1) to handle operational problems which arise in actual organizations, which involves 4 of the outcomes.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures / tutorials</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Preparing for lectures</li> </ul>	<p>39 Hrs</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for individual assignment / group project / comprehensive quiz</li> </ul>	<p>60 Hrs</p>
	<p>Total student study effort</p>	<p>138 Hrs</p>
<p><b>Reading List and References</b></p>	<p>Camm, J.D., Cochran, J.J., Fry, M.J., Ohlmann, J.W., Anderson, D.R., Sweendy, D.J. and Williams, T.A. (2019). <i>Business Analytics</i> (3rd ed.). Cengage Learning.</p> <p>Evans, J. (2021). <i>Business Analytics: Methods, Models, and Decisions</i> (3rd ed.). Boston: Pearson.</p> <p>Albright, S.C. and W.L. Winston (2017). <i>Business Analytics: Data Analysis &amp; Decision Making</i> (6th Ed.). Cengage Learning.</p> <p>Linoff, G.S. and Berry, M.J.A. (2011). <i>Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management</i> (3rd ed.). Indianapolis, Ind: Wiley Pub.</p> <p>Provost, F. and Fawcett, T. (2013). <i>Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking</i> (1st ed.). Sebastopol, Calif: O'Reilly.</p> <p>Ragsdale, C. (2018). <i>Spreadsheet Modeling &amp; Decision Analysis: A Practical Introduction to Business Analytics</i> (8th ed.). Stamford, CT: Cengage Learning.</p> <p>Shmueli, G., Patel, N.R. and Bruce, P.C. (2010). <i>Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner</i> (2nd ed.). Hoboken, N.J: Wiley.</p>	

	<p><b><u>Journals</u></b> (Selected papers are recommended for students' readings where appropriate)</p> <p>MIS Quarterly MIS Quarterly Executive Management Science Production and Operations Management Information Systems Research</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5426
<b>Subject Title</b>	Managing Innovation
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Role and Purposes</b>	<p>This subject addresses selected challenges and opportunities related to managing business innovation. It intends to discuss concepts, theorems, and tools to help students develop skills and insights for designing, evaluating, and managing business innovation. Moreover, the subject also plans to introduce various kinds of latest innovations in product, technology, operations process, and business models. The subject not only provides students with general understanding on effective management of innovation, but also provides rich practical examples to reflect the latest innovative advances, with special focus on the ones that have wide applications in supply chain and logistics related industries.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Management (Operations Management) / MSc in Operations Management</p> <p>#1: Solve business problems</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. understand the strategic role of innovation in organization, industry, and global market;</li> <li>b. understand the technological, human, economic, organizational, social, ethical, and other dimensions of innovation;</li> <li>c. learn and apply concepts, theorems, and tools to develop critical and analytical reasoning about business innovation in and beyond organizations;</li> <li>d. learn about various latest innovative advances in the areas of supply chain and logistics industries;</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>▪ Key issues in managing innovation: concept of innovation, innovation and competitive advantage, source of innovation, framework of an innovative strategy, organizational issues of innovation, innovation in a competitive environment, effective implementation of innovation, social and ethical issues regarding innovation.</li> <li>▪ Innovation under uncertainty: Innovative project measurement and selection, portfolio management, resource allocation, innovation execution under uncertainty, the theory of disruptive innovation, risk management.</li> <li>▪ Product and technology innovation, e.g., 3D printing, last-mile delivery, autonomous vehicles, blockchain technology, information security, green technology, big data analytics, etc.</li> <li>▪ Operation process innovation, e.g., pooling and postponement, Toyota production system, fast pass waiting line management, etc.</li> <li>▪ Business model innovation, e.g., omni-channel retailing, sharing economy, crowdfunding, crowdsourcing, innovative supply chain financing, etc.</li> </ul>																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures: introduce concepts, theories, management issues, and latest applications of business innovation.</p> <p>Case study and group discussion: make connections of the contents from the lectures with real business practices so as to deepen the understanding of concepts, theories, and issues of innovation.</p> <p>Online simulation games: enhance the students’ understanding and give them hands-on experience on managing (disruptive) innovation activities.</p> <p>Group project: provide students valuable opportunity to explore, recognize, and analyze key innovative practices of their interests.</p>																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="536 1373 1481 1778"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Coursework</td> <td>60 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Coursework may consist of case study, course final project and presentation, which can assess students’ understanding in the subject and evaluate their ability to analyze problems in real business environment.</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Coursework	60 %	✓	✓	✓	✓			2. Examination	40 %	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																			
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2. Examination	40 %	✓	✓	✓	✓																																		
Total	100 %																																						

	<p>2. Examination assesses student’s in-depth understanding on the theoretical principles of the subject and the ability to apply conceptual framework in real business case analysis.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures / Tutorials</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Group discussions</li> </ul>	<p>12 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Projects</li> </ul>	<p>42 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Reading and homework</li> </ul>	<p>33 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p>Reading List and References</p>	<p>Instructor’s lecture notes, handouts, and reading materials</p> <p>Karl Ulrich, Christian Terwiesch, Innovation Tournaments: Creating and Selecting Exceptional Opportunities, Harvard Business Review Press, 2009</p> <p>Joe Tidd, John Bessant, Managing Innovation: Integrating Technological, Market and Organizational Change (5<sup>th</sup> edition), Wiley, 2015</p> <p>Henk Zijm, Matthias Klumpp, Uwe Clausen, Michael ten Hompel, Logistics and Supply Chain Innovation: Bridging the Gap between Theory and Practice, Springer International Publishing, 2016</p> <p>Karan Girotra, Serguei Netessine, The Risk-Driven Business Model: Four Questions That Will Define Your Company, Harvard Business Review Press, 2014</p> <p><b>Journals</b>  Management Science  Manufacturing and Operations Management  Production and Operations Management  Journal of Operations Management</p>	

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5211
<b>Subject Title</b>	GSCM Project
<b>Credit Value</b>	6
<b>Level</b>	5
<b>Normal Duration</b>	1 academic year (two 13-week semesters and one 7-week summer term)*
<b>Pre-requisite</b>	LGT5015 Supply Chain Management
<b>Exclusion</b>	LGT5215 Practice of Global Supply Chain Management
<b>Role and Purposes</b>	<ul style="list-style-type: none"> <li>▪ Examine critically and in-depth a focused topic of interest arising, ideally, from the work done within the programme and/or in the student's employment and to make integrative linkages between classroom learning and work experience;</li> <li>▪ Demonstrate the use of relevant scientific and analytical methods and practical skills, including those acquired during the programme, in the treatment of the chosen topic;</li> <li>▪ Demonstrate an understanding of relevant research literature in the project topic area;</li> <li>▪ Demonstrate an ability to set the chosen topic in its wider context, to sustain an argument, and to present conclusions related to policies or practices.</li> </ul>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify a research problem in real world and write research proposals.</li> <li>b. Conduct literature review on issues related to the problem areas.</li> <li>c. Apply appropriate research methodologies with sound academic rigor in data collection, analysis and interpretation of the research findings.</li> <li>d. Deduce the solutions to the identified problems scientifically and understand the limitations.</li> <li>e. Communicate the research results effectively.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Why do research? What is good research? Scientific thinking – styles of thinking, the thought process, the scientific attitude; What makes an investigation scientific? What can empirical research do? The necessity of knowing the purpose of research; The ethics of research; Qualitative and quantitative approaches; Variable, Parameter, Assumption, Theory, Model, Hypothesis, Ideal causal-study design; Case-study descriptive research; Classification research; Measurement and estimation; Comparison; Research trying to find relationships; Investigating cause and effect; Mapping structures; Evaluation research; Questionnaire design; Interview; Survey; Sampling methods; Some principles of measurement – reliability and validity; Data analysis and interpretation; Writing</p>

	Scientific Reports: Research report components and structure; Presentation of statistics; Plagiarism.						
<b>Teaching/Learning Methodology</b>	Guided study on research methodology, more on student-centred activities						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c	d	e
	Coursework						
	Dissertation assessed by supervisor	45 %	✓	✓	✓	✓	✓
	Dissertation assessed by moderator	35 %	✓	✓	✓	✓	✓
	Viva voce	20 %	✓	✓	✓	✓	✓
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students need to go through a learning process by studying in depth a particular problem. They will seek guidance and stimulation from the supervisor. At the end, a dissertation needs to be produced to describe the findings of the study.</p> <p>Finally, all these marks are combined and the final grade is to be determined by the Dissertation Co-ordinator according to the assessment weighting set out.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Discussions with supervisor						14 Hrs.
	▪						Hrs.
	Other student study effort:						
	▪ Self-study						150 Hrs.
	▪ Writing up the thesis						120 Hrs.
	Total student study effort						280 Hrs.



<b>Reading List and References</b>	<p>Cooper, D. And Schindler, P., <i>Business Research Methods</i>, latest ed., McGraw-Hill, New York.</p> <p>Jankowicz, A.D.: <i>Business Research Projects</i>, latest ed., Business Press Thomson Learning, London.</p> <p>Judd, C. M., Smith, E. R. and Kidder, L. H., <i>Research Methods in Social Relations</i>, latest ed., Harcourt Brace Jovanovich, Fort Worth.</p> <p>Lang, G., <i>A Practical Guide to Research Methods</i>, latest ed., University Press of America, Lanham.</p> <p>Nation, J. (1997), <i>Research Methods</i>, Prentice Hall, N.J.</p> <p>Tewksbury, Richard (2006), <i>Research methods: a qualitative reader</i>, Pearson/Prentice Hall, 2006.</p>
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## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	LGT5215
<b>Subject Title</b>	Practice of Global Supply Chain Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite</b>	LGT5015 Supply Chain Management
<b>Exclusion</b>	LGT5211 GSCM Project
<b>Role and Purposes</b>	To enable students to identify and solve global supply chain management related issues. Students are expected to collect and evaluate information from difference sources, take theoretical knowledge and apply it in a real-life setting. The required skills include problem solving, organizing and analyzing, time management and presentation.
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Experience the process of conducting a study on a supply chain issue.</li> <li>b. Learned how to go through all the procedure, starting from clearly defining the objectives of a study, getting valid data, analyzing and preparing the final report.</li> <li>c. Learn about time management.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	Each student will complete a proposal and identify a suitable supervisor. The student will meet the supervisor frequently to discuss directions and report on progress. Towards the end of the project, the student will collate and analyse the data, and will write and submit a final report. An oral presentation on the work done may be required when the supervisor or the student finds it more appropriate.
<b>Teaching/Learning Methodology</b>	Guided study on research methodology, more on student-centred activities

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c			
	Coursework							
	Dissertation assessed by supervisor	67 %	✓	✓	✓			
	Dissertation assessed by moderator	33 %	✓	✓	✓			
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  Students need to go through a learning process by studying in depth a particular problem. They will seek guidance and stimulation from the supervisor. At the end, a project report needs to be produced to describe the findings of the study.							
<b>Student Study Effort Expected</b>	Class contact:							
	<ul style="list-style-type: none"> <li>▪ Discussions with supervisor</li> </ul>						10 Hrs.	
	<ul style="list-style-type: none"> <li>▪</li> </ul>						Hrs.	
	Other student study effort:							
	<ul style="list-style-type: none"> <li>▪ Self-study</li> </ul>						80 Hrs.	
	<ul style="list-style-type: none"> <li>▪ Writing up the thesis</li> </ul>						70 Hrs.	
	Total student study effort						160 Hrs.	
<b>Reading List and References</b>	Jankowicz, A.D. (2000), <i>Business research projects</i> , Business Press Thomson Learning.  Lang, G. (1998), <i>A practical guide to research methods</i> , University Press of America.							

<b>Subject Code</b>	MM544
<b>Subject Title</b>	E-Commerce
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Role and Purposes</b>	<p>The central goal of this course is to develop an integrative knowledge of the digital economy. It focuses on the information superhighway as the technological enabler that has dramatically changed the way in which companies orchestrate their value creation. This course, with a strategic perspective in mind, looks into the knowledge-enabled enterprises and the influence of electronic commerce in shaping the rules of modern business environments. From a managerial point of view, the course will delineate the skills and knowledge required in the digital world. Finally, this course also offers a technology perspective that touches upon the underlying IT mechanisms for electronic commerce.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Supply Chain Management #4 Make good use of information technology in supply chain management MSc in Management (Operations Management) #2: Develop the specific operations management knowledge</p>
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>comprehend the underlying economic mechanisms and driving forces of E-Commerce;</li> <li>understand the critical building blocks of E-Commerce and different types of prevailing business models employed by leading industrial leaders;</li> <li>appraise the opportunities and potential to apply and synthesize a variety of E-Commerce concepts and solutions to create business value for organizations, customers, and business partners;</li> <li>formulate E-Commerce strategies that lever firms' core competencies, facilitate organizational transformation, and foster innovation;</li> <li>undertake planning, organizing, and implementing of E-Commerce initiatives to effectively respond to of dynamic market environments.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus<sup>#</sup></b>	<ul style="list-style-type: none"> <li>• Introduction of e-Commerce</li> <li>• E-commerce Framework</li> <li>• B2C, B2B, C2C,</li> <li>• E-commerce Supply Chain Management</li> <li>• Payment System, Internet Banking and Supporting Systems</li> <li>• Mobile Commerce</li> <li>• Social Media and e-Commerce</li> <li>• Shared Economy</li> <li>• Legal, ethical and societal issues of e-Commerce</li> </ul> <p><sup>#</sup>The above syllabus may be modified and updated by each subject lecturer without prior notice.</p>

<p><b>Teaching/Learning Methodology</b></p>	<p>The course will use a variety of methods as its pedagogy to help students achieve the above learning outcomes. Each class will roughly take the following format:</p> <ol style="list-style-type: none"> <li>1. General announcement and an opportunity for students to ask question to address any unfinished thoughts from the previous class;</li> <li>2. Overview of the current class agenda and its relationships to past discussion;</li> <li>3. Extended period of students- or instructor-lead discussion of the key issues in the assigned case or readings. Collaborative learning strategies (learning via discussion in a small group) may be employed during part of this time.</li> </ol>																																																											
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="421 416 1468 1021"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> <th>e.</th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Attendance and class participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual assignment</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group assignment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="5"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> the various methods are designed to ensure that all students taking this subject to have a balanced learning experience.</p> <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a.	b.	c.	d.	e.	<b>Continuous Assessment*</b>	<b>50%</b>						1. Attendance and class participation	15%	✓	✓	✓	✓	✓	2. Individual assignment	15%	✓	✓	✓	✓	✓	3. Group assignment	20%	✓	✓	✓	✓	✓	<b>Examination</b>	<b>50%</b>	✓	✓	✓	✓	✓	<b>Total</b>	<b>100 %</b>					
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<p><b>Student Study Effort Expected</b></p>	<table border="1" data-bbox="421 1469 1468 1877"> <tr> <td>Class contact:</td> <td colspan="5"></td> </tr> <tr> <td>▪ Lectures</td> <td colspan="5" style="text-align: right;">39 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td colspan="5"></td> </tr> <tr> <td>▪ Preparation for lectures</td> <td colspan="5" style="text-align: right;">39 Hrs.</td> </tr> <tr> <td>▪ Preparation for assignment / group project and presentation / examination</td> <td colspan="5" style="text-align: right;">57 Hrs.</td> </tr> <tr> <td><b>Total student study effort</b></td> <td colspan="5" style="text-align: right;"><b>135 Hrs.</b></td> </tr> </table>						Class contact:						▪ Lectures	39 Hrs.					Other student study effort:						▪ Preparation for lectures	39 Hrs.					▪ Preparation for assignment / group project and presentation / examination	57 Hrs.					<b>Total student study effort</b>	<b>135 Hrs.</b>																						
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<p><b>Reading List and References</b></p>	<p><u>Textbook</u></p> <p>Gary P. Schneider, 2017. <i>Electronic Commerce</i>, 12<sup>th</sup> Edition, Cengage Learning US</p>																																																											

References

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Bharat Bhasker. (2013) *Electronic Commerce: Framework, Technologies and Applications*, McGraw Hill

Recent articles from Journal of Management Information Systems, Harvard Business Review, Internet Research, MIS Quarterly, Marketing Intelligence and Planning, Decision Support Systems, MIT Sloan Management Review, California Management Review, MISQ Executive, Academy of Management Perspectives, Long Range Planning, Gartner Research, Forrester Research, McKinsey Quarterly, and others.



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Business  
工商管理學院

*The information in this document is correct at the time of production (August 2020), and is subject to review and change.*