HONG KONG ACADEMY OF COMMERCE (HKAC)

UNIVERSITY FOUNDATION PROGRAMME (UFP)

1. Program Aims and Objectives

1.1 Introduction
The rationale for the Hong Kong Academy of Commerce (HKAC UFP) is to prepare learners with the knowledge and academic skills they will need to manage themselves on commencing a Higher Education Degree programme.

Subject Benchmark Statements and UK Qualifications and Credit Framework (QCF) Descriptors have been referred to in the programme design and curriculum content at the equivalent of the UK QCF Level 3 to ensure that the programme provides an appropriate introductory learning experience which facilitates access to Year One of a Three Year UK Honours Degree.

1.2 Aims of the Programme
The overall aim in the design of the Hong Kong Academy of Commerce University Foundation Programme is to therefore provide a programme of study for students to prepare for Degree study at Year One and beyond through the development of appropriate levels of Academic Skills and Subject Knowledge.

More specifically the HKAC UFP aims to enable students to
- Manage the transition to Year One of UK Honours Degree. Acquire essential transferable skills in preparation for Higher Education
- Develop as independent and effective learners

1.3 Objectives of the Programme
Specific objectives can be described as follows:
- To introduce students into basic concepts and theoretical perspectives together with practical application of subject knowledge with emphasis on critical thinking appropriate to Level 3
- To enable students to develop introductory Subject/ Discipline Knowledge and Understanding to prepare for progression into Diploma or Degree Programmes at Level 4/Year One of a Three Year UK Honours Degree.
- To enable students to successfully prepare for Degree study through the acquisition of Academic Skills and a Learning Experience which balances theory and practice to develop students conceptual and technical skills essential for success on a Higher Education / Degree Programme
- To enable students to develop as independent, reflective learners which will give them the confidence, knowledge and skills to undertake further study in a Degree of their chosen specialism
- To equip students with professional, life and subject specific skills, so as to encourage students to take responsibility for learning and to achieve the ability to set and self-manage a programme of study

2. Programme Learning Outcomes

The HKAC UFP provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding of: the student will be expected to gain knowledge and develop understanding in the following areas:
1. Knowledge and understanding of the key aspects of subject disciplines and the ability to apply a variety of theories, concepts and principles to practical situations, whether real or simulated
2. Knowledge of different perspectives on well-established principles and concepts in subject disciplines and the context in which such theories, concepts and principles were developed
3. Recognition of the limits of their knowledge and the need to undertake further study
4. Appreciating the changing business environment – these include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management

Intellectual / Thinking Skills – the student will be able to demonstrate skills in:
1. An ability to describe and evaluate various sources of information, whether qualitative or quantitative in nature to reach a logical and practical conclusion in a context that will help decision making and future planning
2. An ability to effectively communicate information including business models
3. in a coherent and succinct way with an awareness of the intended audience
4. An ability to be reflective and learn from themselves and others in an academic situation
5. Independence and maturity so they are ultimately in control of their own personal development and the direction of their career so they can identify what additional skills, competencies or training they need to develop to achieve their own personal goals

Subject Specific / Practical and Professional Skills – able to:
1. An ability to use ICT for the presentation of information
2. An ability to undertake research whether individually or with others
3. An ability to work in different situations with different people to apply the knowledge gained to aid problem-solving
4. Effective and clear two way communication by demonstrating active listening, team working, verbal and written communication

Transferable/Key Skills – the student will be able to demonstrate:
1. An ability to communicate effectively and present logical arguments whether verbally or in writing tailoring their message to the audience
2. An aptitude to utilise ICT effectively to aid research and for the presentation of various information
3. An ability to undertake various computations and solve numerical-based problems using computer and non-computer-based techniques
4. An ability to process and analyse data, using qualitative and quantitative techniques, to reach a conclusion and make recommendations
5. An ability to work effectively with others in a team demonstrating suitable interpersonal skills, including active listening and respecting the views of others, to ensure the achievement of shared goals
6. Other generic skills including personal time management, organization, confidence and independence
7. An ability to reflect on their own practices, as an individual or member of a team

8. An ability to work towards suitable targets for personal, academic and future career development
9. An understanding that subject disciplines are constantly changing and how over time theory and practices alter, so the updating of knowledge and skills over time including flexibility are recognised as important

UFP Programme Map

Module	Knowledge and Understanding				Intellectual Skills					Subject Specific Skills				Transferable / Key Skills								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Academic and English Communication Skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
English Language Skills and IELTS Preparation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Mathematics for Life	√	√	√	√	√	√		√	√	√		√	√	√	√	√	√	√	√			√
Introduction to Computing	√	√	√	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√		√
Introduction to Business and Finance	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Introduction to Marketing and Management	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

3. Curriculum

MODULE CODE and SEMESTER	MODULE TITLE	LECTURES		ASSESSMENTS AND SELF-STUDY		TOTAL HOURS	CREDITS
		HRS / WEEK	NO. of WEEKS	HRS / WEEK	NO. of WEEKS		
UFP1 SEM1	Academic and English Communication Skills	3	15	7	15	300	30
UFP1 SEM2	Academic and English Communication Skills	3	15	7	15		
UFP2 SEM1	English Language Skills and IELTS Preparation	3	15	7	15	300	30
UFP2 SEM2	English Language Skills and IELTS Preparation	3	15	7	15		
UFP3 SEM1	Mathematics for Life	3	15	7	15	150	15
UFP4 SEM1	Introduction to Computing	3	15	7	15	150	15
UFP5 SEM2	Introduction to Business and Finance	3	15	7	15	150	15
UFP6 SEM2	Introduction to Marketing and Management	3	15	7	15	150	15
	TOTAL					1,200	120

4. Teaching and Learning

The following Teaching and Learning Strategy applies to all modes of delivery and adapted to bespoke Full Time, Part Time and Distance Learning.
For example, Part Time will be delivered on a Block Weekend basis to cater for Working Adults whilst Distance Learning will use an Online Learning Environment Portal through which Teaching and Learning will be delivered through Online Learning Guides, Live Classes and Discussion Forums.

The underlying philosophy of the HKAC UFP teaching and learning strategy is to:
1.   Help students achieve intended learning outcomes
2.   Develop knowledge, understanding and skills subject disciplines
3.   Encourage students to take responsibility for independence in their learning
4.   Provide an appropriate range of, and balance between, learning methods

Delivery of the HKAC UFP will involve a range of teaching and learning strategies. Knowledge and understanding will be delivered through standard Higher Education formats including lectures, seminars and workshops with an emphasis being on engaging the participating students actively in the learning and teaching process through practically based in-class activities involving case study analysis, individual research, group learning and presentations.

These formats will be supported by directing student's independent and autonomous study through access to reference materials in both hard copy and electronic that will enable students to undertake practical activities in their independent study periods to develop their Academic and Subject Specific Skills.

The delivery of Intellectual Skills will primarily be developed through in-class practical activities such as group-based discussion sessions and support by lectures, seminar and workshop sessions. The development of students from dependent to independent learners is crucial to the success of the programme to equip students to make a successful transition to Undergraduate study at Level 4.

The delivery of Transferrable Key Skills will be developed by participation in each of the modules offered in the programme. Effective learning; academic study skills including IT; numeracy skills; communication and presentation skills, critical analysis and systematic thinking are explicitly articulated in the Study and Communication Skills module.

The delivery of personal development together with those skills needed for academic study will be provided by the Academic Study and Communications Skills module. The tutor for this module will seek to advise guide and support students through the Subject Specific modules and act as a mentor to monitor individual progress throughout the whole of the programme. Students will be encouraged to take responsibility for their own learning through planning, discussing and tracking their progress through both the specific modules but the programme as a whole in order that they become intuitive reflective learners and develop the skill of continuous reflective practice.

The skills developed by students while studying on the HKAC UFP include:
- Research and academic writing skills in relation to coursework including; Harvard style referencing, critical evaluation and reflection
- Written and oral communication, in English, in a variety of formats including essays, reports and presentations
- Numeracy and information technology skills
- The ability to analyse and evaluate structured problems and to draw reasonable conclusions
- Self-managed learning (through private study preparation for coursework and examinations)

Lectures
Lectures provide the overview framework within which learning can be coherently and effectively delivered within the programme. They are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for the programme.
Seminars
Seminars are designed to enable students to develop their knowledge and understanding on a topic or subject within the programme by exploring theoretical or practical concepts as well as introducing problem solving and creative thinking. Seminars are used to provide students with valuable experience in the presentation of arguments and discussion as well as providing opportunities for formative, and where appropriate, summative feedback.

Directed Reading
A broader appreciation of the underlying concepts and principles presented in lectures can only come from extensive reading in academic and professional journals. Directed reading material will be used to encourage students to seek knowledge and build confidence in their own ability to learn.

Coursework
Throughout the programme students will be required to undertake coursework, which will involve research into various topics relevant to the subject modules. The nature of the coursework will vary according to the subject (see the module descriptions) and may involve students working as individuals or in groups.

Graduate Qualities

The qualities expected of a graduate are listed within the four general headings used to group learning outcomes.

1. Subject-related qualities
2. Intellectual qualities
3. Professional/practical skills
4. Transferable skills

As appropriate throughout the programme the teaching and learning approach adopted seeks to ensure that students can acquire the various skills identified above, and to apply them in a wide range of accounting-related situations. Communication skills are developed in several modules by requiring students to prepare written assignments and reports or to make oral presentations of their findings. Modules with a quantitative basis provide opportunities for developing numeracy skills, and in problem analysis and the generation of alternative solutions. Leadership and teamwork skills are identified and developed in the modules specifically related to management.

Induction

The induction provides orientation, support and advice to students and will:

- Encourage students to develop a proactive approach to learning and self-development and the acquisition of personal transferable skills
- Inspire student confidence to learn autonomously
- Ensure students are aware of the philosophy underlying the delivery of the programme and to clarify the programme aims, content and structure; academic rigour and standards; and the assessment of learning outcomes
- Introduce students to skill areas and personal qualities which will enable them to develop on the programme
- Ensure students are aware of the nature and requirements of the programme, the quality assurance and support systems available to them
- Explain the assessment arrangements making explicit that students are required to set and manage their own learning for significant parts of their programme and to identify and use appropriate learning resources
- Select Student Representatives
- Stress the importance of attendance, commitment to class preparation for discussion, the importance of participating in team work and the ethos of individual learning along with reflection and plagiarism issues

5. Assessment

To prepare the student for Higher Education and Degree Level study, the student will be exposed to a range of assessment methods. These methods allow the demonstration of student progress and more importantly, the attainment of Learning Outcomes for each of the Modules to achieve the overarching Aims of the Programme.

There are five clear aspects of the programme's teaching and learning and, thus assessment needs: Subject Specific Knowledge and Skills, English Language Skills, Intellectual Skills, Transferrable Skills and Practical Skills. Within each specific module descriptor, assessment criteria are clearly articulated via the assessment strategy section and considered to be appropriate to ensure that students have the opportunity to demonstrate their development within the module and meet the overarching aims.

Student summative assessment within each module has been carefully designed to ensure that participants have the opportunity to not only demonstrate their learning and meet the stated outcomes but experience those methods that they will be expected to undertake at Undergraduate Level 4.

In practice, the assessment methods employed cover essay writing, formal examinations, report writing, group working, debating and formal presentations, together with the compiling of a portfolio of tasks and activities undertaken.

It is the intention of the programme to equip students throughout their learning journey to become independent and autonomous learners by scaffolding the learning and skills acquisition that they will undertake. The programme design is deliberately planned to build both the self-esteem and the confidence of international student so that they are able to engage fully with undergraduate study within the UK context. The early modules will focus on English language and Academic Skills development designed to install the essential skills needed to engage successfully with the later modules which aim to give students the opportunity to apply the skills acquired in a meaningful way.

Thus the early modules will concentrate on supporting and directing the students learning in a focused manner to ensure that they are developing at the appropriate rate and that the students understanding, skills development and learning is progressing as envisaged.

As the programme unfolds and students move to the second semester modules then the support and direction they receive will gradually be reduced and the students will transition to greater independence and autonomy.

Key features of the Assessment Strategy include:
- Assessment of module learning outcomes is achieved using a range of assessments which include assignments and examinations
- The overall module pass mark is 50% and is computed from the weighted mean of its components
- The pass mark for each component is 50%
- Candidates who obtain an overall module mark of below 50% are classed as a fail in the module and may resit
- The maximum mark which can be awarded for a module after resit is 50% irrespective of the academic merits of the reassessed work, unless the student has been allowed to sit as if for the first time, as a result of a successful mitigation claim

- The HKAC UFP Assessment Board will make decisions on Pass and Proceed, Referral, Deferral and Fail
- All Assessment Board decisions will be lodged with the Programme Administrator
- The HKAC UFP is awarded to students who have passed all the modules as confirmed by the HKAC UFP Assessment Board

ASSESSMENT MATRIX					
MODULE CODE	MODULE TITLE	Individual Presentation	Individual Course Work	Individual Portfolio	Examination
UFP1	**Academic and English Communication Skills**	**20%**	**30%**	**50%**	
UFP2	**English Language Skills and IELTS Preparation**	**20%**	**30%**		**50%**
UFP3	**Foundation Mathematics**		**50%**		**50%**
UFP4	**Introduction to Computing**		**50%**		**50%**
UFP5	**Introduction to Business and Finance**		**50%**		**50%**
UFP6	**Introduction to Marketing and Management**		**50%**		**50%**

Examinations

The intention of assessment is to establish whether the learning outcomes for each module have been achieved and to promote learning and to demonstrate the knowledge and competencies that underpin the module.

- Examinations are conducted by invigilators in accordance with regulations set by HKAC
- Module Tutors will not be permitted to invigilate their own examination and shall not, unless requested to do so by an Invigilator, attend the examination room
- The invigilators role is to supervise examinations to help safeguard the integrity of the examination procedures
- All students on the same programme of study sit their exams together under secure exam conditions
- The Conduct of Examinations is consistent with procedures common to all Higher Education Institutions. These include:
  * Informing students in advance of examination dates for individual modules
  * Informing students in advance of examination of any materials or articles which the students may take with them into that examination, and shall include reference to those materials or articles in the preliminary matter at the head of the examination paper
  * Permitting students to use their own electronic calculators in an examination, with the exception of those that have the facility for the full range of alphabetical characters to be input
  * Permitting students to take a small bag into the examination room, provided that it is left at the front of the room
  * Restrictions on bringing into an examination room any unauthorised book, manuscript, notes, electronic devices or any other means whereby they may improperly obtain assistance in their work, or any bag, case or receptacle, in which such unauthorised articles can be carried
  * Restricting the use English language dictionaries (for example: Concise Oxford, Collins) in an examination. Particular dual language dictionaries may only be used in

an examination if they are specified in the rubric as permitted texts for the use of all students, in accordance with the learning outcomes governing the assessment

∗ Regulations covering admission and leaving times into and from an examination room and no additional time shall be allowed to students who arrive at the examination room after the commencement of the examination

∗ Allocation of student seating for examinations to prevent communication or contact with anyone other than the invigilator during an examination to obtain or give assistance

∗ Impersonation of students is prevented by confirmation of personal identity cards

∗ An invigilator or a person authorised by the invigilator will accompany any temporary withdrawal by a student from an examination room

∗ Removal from the examination room of any answer books, text or reference books, examination question papers or any other item of examination stationery will be prohibited

∗ The invigilator recording any early departures on a student's answer book and to sign against this entry

∗ Requiring students to remain seated at the end of the examination until dismissed by the invigilator after all examination scripts, including any rough work has been collected

∗ All examination scripts, including any rough work collected by the Invigilator will be deposited in the Registrar's Office and logged. The Invigilator will also be required to complete an Examination Report Form immediately after depositing the examination scripts and submit this to the Registrar's Office

∗ All examination scripts are kept in a secure safe in the Registrar's Office until collection by the Module Tutor for First Marking

Generic Assessment Criteria

Level 3 prepares students to function effectively at the first year of a Degree. Criteria for assessment at Level 3 reflect the preparatory nature of these modules. Students are expected to demonstrate the acquisition of generic learning skills appropriate for learning in an HE context. Students are expected to demonstrate that they have acquired the underpinning discipline-specific skills, knowledge and understanding necessary to undertake a programme of higher education

	Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
Characteristics of Student Achievement by Marking Band	90-100%	*Achieves module outcomes related to modules at this level*	Exceptional understanding	Exceptional structure and accurate expression. Demonstrates intellectual originality and skills
	80-89%		Outstanding understanding	Outstanding structure and accurate expression. Demonstrates intellectual originality and skills
	70-79%		Excellent understanding	Excellent structure and accurate expression. Demonstrates intellectual originality and skills
	60-69%		Good understanding	Good structure and accurate expression. Demonstrates some intellectual originality and skills
	50-59%		Satisfactory understanding	Satisfactory and acceptable structure and accurate expression. Demonstrates limited intellectual originality and skills
	40-49%	*A marginal fail in module outcomes at this level*	Limited understanding	Limited use of learning with weak academic/intellectual skills and difficulty with expression and academic/intellectual skills
	Less than 40%	*Fails to achieve module outcomes at this level*	Little evidence of understanding	Little evidence of learning. Very weak academic/intellectual skills and difficulty with expression
	0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	

6. Staff

6.1 Staff Qualification
Academic Staff will be subject to the following selection criteria. All members of staff associated with the Programme will be experienced with teaching and assessing at undergraduate level. This experience will have been gained from their employment, teaching and professional experience. Academic Staff will be subject to the following selection criteria:

Qualification	Essential (E) / Desirable (D)	Evidence
Relevant First Degree	E	Certificates
Relevant Professional Membership	D	Certificates
Relevant Master Degree	E	Certificates
Teaching Experience up to Level 6	E	Application, Interview and Presentation
Professional / Practical Experience	E	Application, Interview and References
Proficiency in English	E	Interview and Presentation

6.2 Staff Development Programme
According to the HKAC Staff Development Policy…….HKAC recognises that the success of the learning experience enjoyed by its students is directly linked to the quality of teaching. It also recognises the key role that staff plays and the need to encourage scholarship informed teaching.

The recruitment and appointment of all staff associated with the UFP will be based on their qualifications and experience in teaching and assessing at the Undergraduate Level within their respective subject expertise. Experience should have been gained from their prior employment within higher education and / or their professional background.

The general staff development strategy will be adopted within the constraints of available resources. Strategy may be benchmarked against appropriate good practices which have been successfully applied at other institutions.

All staff engaged on the UFP will be encouraged to engage in Continuing Professional Development involving research, higher degree work and other scholarly activity appropriate to their own personal stage of development.

All members of the teaching team will be encouraged to join where they have not done so scholarly or professional associations pertinent to the Programme.

New lecturers are assigned an Academic Lead or Mentor to ensure that they receive the appropriate level of support to enable them to become fully effective in their role.

HKAC will be guided by the UK Professional Standards Framework (UKPSF) developed by the UK Higher Education Academy when offering a range of professional development activities to equip new staff with essential teaching and learning skills and provide ongoing flexible professional development to further and strengthen necessary pedagogic competencies throughout their career. HKAC recognises that lecturers at different points of their teaching careers will have different professional development needs and may require specific re-skilling to respond effectively to new institution and national educational directives.

The Professional Development Programme (PDP) offered in HKAC is comprised of 6 broad competency domains
1. Curriculum Design and Development
2. Facilitation of Learning Environments
3. Assessment for and of Learning
4. Holistic Student Development
5. Identifying relevant developments in industry, disciplinary content and pedagogy to enhance the curriculum
6. Engage in reflective practice through research and professional learning communities

HKAC will also provide Academic Induction consisting of a series of workshops on various aspects of academic practice. These workshops are recommended to new and open to existing staff together with regular In-house Staff Development interventions to include:
- Developing a strong Research and Knowledge Exchange Culture
- Developing excellence in Learning and Teaching
- Developing Programme Leaders
- Improving the design, provision and quality of assessment and feedback to improve teaching and learning
- Embedding Employability into the Curriculum
- Transformation, Flexibility and Adaptability
- Developing Leadership and Management capabilities
- Retraining Staff for New Roles
- Developing International Partnerships and Knowledge Exchange activity
- Using Peer Observation of Teaching to share Good Practice and Expertise
- Employer Engagement Skills

7. Internal Quality Assurance

Strategic Level
A Governing Board with defined roles and responsibilities
An Academic Board with defined roles and responsibilities
A Quality Assurance and Enhancement Committee with defined roles and responsibilities
Module Assessment Boards and Progression and Award Boards

Operational Level
Programme / Academic Leader, Programme Administrator, Module Lecturers, Programme Committees, Student Satisfaction Surveys / Module Evaluations

The overall responsibility for managing the Programme lies with the Programme Leader and Programme Administrator with support from the Module Tutors. The Programme Committee records the overall management of the HKAC UFP.

Programme Committee
The Programme Committee will meet once each Semester. Minutes of these meetings will be used to help complete the end of year Annual Review (AR). The Committee will also be responsible for consideration of major issues arising from Assessment Boards and feedback from the Student Satisfaction Surveys.

The Committee is responsible for carrying out the following functions

- Developing, reviewing and monitoring the aims, objectives and operations of the Programme
- Formulating and standardising assessment policies relating to the administration of the Programme
- Programme monitoring including responding to student feedback
- Review of student attendance and performance
- Review recruitment and retention
- Review marketing and promotion strategies
- Ensuring actions from AR Reports are implemented
- The membership of this Committee includes
  - Senior Management Team
  - Programme Leader
  - Programme Administrator
  - Module Tutors
  - Student Representatives
  - Staff responsible for Resources (Library and IT)

Programme Leader
- Provide academic and administrative leadership for the Programme
- Day to day management of the programme
- Deal with applications for the Programme
- Organise an induction programme for students and preparing and distributing the Student Programme Handbook
- Counsel students in respect of academic and personal problems and ensuring that students are aware of the range of support offered by HKAC
- Help and support in negotiating academic systems and understand regulations
- Advise on study skills and ensure that students are directed to the most appropriate source
- Help and support on non-academic matters such as personal development
- Participate in programme management, team development and Assessment Board meetings
- Issue Student Satisfaction Surveys and prepare a summary of results
- Convening and chairing Programme Team and Committee meetings
- Assisting in co-ordinating timetables and examination / assessment schedules
- Co-ordinating the preparation of Annual Monitoring and Review (AMR) reports
- Ensure adequate resourcing for the Programme, including staffing, rooming, library and IT facilities

Module Tutors
- Prepare and review module implementation plans
- Ensure high quality delivery of the module to enable students to attain Learning Outcomes
- Monitor, review and develop module content, and teaching and learning strategies
- Provide feedback to students on formative and summative assessment
- Counsel students as regards progress in the module

Student Evaluation
Student feedback is a key element in evaluating the success of the programme and this is obtained via Student Satisfaction Surveys issued at the end of the delivery for each module. Such feedback is analysed by the Module Tutors and Programme Leader and presented to the Programme Committee for discussion.

8. Admissions and Enrolment

- To be eligible for admission to the HKAC UFP and study Full Time for One Year, an applicant shall satisfy the entry requirement of *EITHER* a Pass in at least SIX subjects of the School Certificate at one and the same examination with CREDIT in at least ONE of them *OR* Pass in at least FIVE subjects of the School Certificate at one and the same examination with CREDIT in at least TWO of them

- The HKAC UFP is also suitable for adult learners wishing to prepare for a return to Higher Education and such an applicant must have sufficient years of work experience to ensure preparedness to study in Higher Education

- Legislative requirements may apply in addition to the requirements of these regulations. In particular, a student shall declare any relevant unspent convictions before admission to, and whilst registered as a student of HKAC

- A student must formally enrol with HKAC at the start of their programme of studies

- A student who fails to enrol with HKAC by the published deadline will be deemed to be no longer a student and will be withdrawn

- A student's enrolment shall be considered as provisional by HKAC until full payment of the tuition fees due for the relevant period have been made. If a student does not pay, or does not make satisfactory arrangements to pay their tuition fees, then the student's enrolment for the period in question will be cancelled and their work will not be assessed

- Any student found to have submitted false or incorrect information to gain entry to or claim credit against a programme of study, or found to have misrepresented their achievements will be required to leave HKAC

9. Award

Students who successfully pass all modules will be eligible to receive the HKAC UFP Certificate.
Where students leave the programme prematurely before successfully completing the HKAC UFP, they will not be eligible for the UFP Certificate but will receive a transcript showing those modules completed to gain the required credit.

APPENDIX 1

Module Descriptions

MODULE	**UFP1 Academic and English Communication Skills**
PROGRAMME	**University Foundation Programme (UFP)**
PREREQUISITE MODULE(S)	**None**

Module Rationale, Aims and Objectives

The module aims to develop the student academic study and communication skills necessary to succeed on their future undergraduate programme. Student communication skills will be enhanced through participating with others in a variety of contexts including seminars and tutorials; writing narratives, descriptions and academic documents.

In addition, students will appreciate the importance of independent learning through private study and reflection on their own learning.

Learning Outcomes

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

- Produce written work which is well-organised, relevant and makes use of appropriate terminology and academic style that demonstrates a satisfactory level of English
- Present logical arguments in writing and orally following academic conventions and engaging good communication skills in written and oral form
- Identify problems, apply their knowledge and skills in finding and evaluating solutions
- Interpret and analyse a range of information beyond mere description to demonstrate a knowledge of subject specific vocabulary
- Make good use of IT as required (e.g. Word, PowerPoint, email and the internet)
- Work as a member of a team by cooperating with others, negotiating, listening to others in the group, sharing responsibilities / tasks and meeting deadlines
- Participate effectively in seminars and tutorials
- Conduct research and use a variety of source materials in written and spoken form for the purpose of independent study and presentations
- Use time effectively to meet deadlines, reflect on progress and set targets
- Organise information effectively to identify problems / issues; apply knowledge and skills to find solutions; analyse and evaluate solutions and draw conclusions

Syllabus Content

WEEKS	INDICATIVE CONTENT
1 to 3	Principles of learning and learning styles / Understanding different learning styles / Attributes of a successful student / Evaluating skills, qualities, motivations and values / Identifying own preferred learning style and own study strengths and weaknesses
4 to 6	Self-study methodology / Time management / Goal setting / Self-analysis and critical reflection / Keeping a learner diary
7 to 9	Library search and reading strategies / Using a range of sources to gather information / Note taking from books / Identifying key information from a range of different texts / Critically review own notes to accurately summarise information / Organising notes and essay planning
10 to 12	Journals and articles / Critical reading and analysing data / Academic Style / Editing and proof reading / Using the internet for research / Bibliographies and Referencing / Plagiarism and paraphrasing / Editing and checking work against criteria / Ensuring sufficient detail is covered
13 to 15	Note taking techniques in lectures / Recognising key points / Guessing meaning / Editing and reviewing notes / Planning a speech and public speaking practice
16 to 18	Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies Examination
19 to 21	Analysing an argument I / Understanding and using prediction strategies as a pre-reading technique and different reading strategies to understand academic texts / Examining structures of academic written texts / Consideration of simple, compound and complex sentences and the basic elements of a paragraph / Using the passive voice in academic writing / Structuring sentences, paragraphs and full texts to suit academic requirements
22 to 24	Analysing an argument II / Understanding how to work out the meaning of unfamiliar content,/ Identifying and working out the meaning of unfamiliar content / Finding the meaning of unfamiliar content and the application of own understanding to unfamiliar content
25 to 30	Writing an Essay, Assignment and Project / Understanding common steps in producing academic work / Understanding plagiarism and correct referencing in an academic essay / Approaching a task and making an assignment strategy / Understanding requirements and using criteria / Integrating evidence into a report / Editing and proofreading Produce academic work / Create a timetabled plan to meet the requirements of an academic assignment / Check own work for errors / Evaluate own work against criteria / Develop sections of an assignment towards a final draft and demonstrate the correct use of academic referencing / Present a completed piece of academic work to others Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies

Teaching and Learning

Class Contact	90 Hours
Directed Reading and Personal Study	210 Hours
Total	300 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Presentation of the Coursework 20 Minutes	20%
Individual Coursework 2,000 Words Maximum	30%
Individual Portfolio consisting of responses to individual tasks and a reflective journal	50%

Pass Grade Overall Module Mark of 50%
Medium of Assessment English

Prescribed Textbook (Current Editions)

Cottrell S	The Study Skills Handbook	Palgrave Macmillan

Recommended Textbooks (Current Editions)

Cottrell S	Critical Thinking Skills: Developing Effective Analysis and Argument	Palgrave Macmillan
Manning A et al	Transferable Academic Skills Kit: University Foundation Study	Garnet Education
Northedge A	The Good Study Guide	Open University Worldwide
Cohen R F	Reason to Write: Strategies for Success in Academic Writing	Oxford University Press
Blake G et al	The Elements of Business Writing	Collier Books
Guuey M E	Business Communications: Press and Product	Thompson Publishing
Stanton N	Mastering Communication	Palgrave Macmillan

MODULE   **UFP2 English Language Skills and IELTS Preparation**
PROGRAMME   **University Foundation Programme (UFP)**
PREREQUISITE MODULE(S)   **None**

Module Aims and Objectives

This module focuses on developing a balance of English Language Skills in Reading, Writing, Listening and Speaking to ensure students are not only successful on this programme; but also that they are prepared for passing the IELTS and ready for undergraduate study at Level 4.

This Module allows students to make progress in their English Language ability throughout the year so that upon completion of this Module, students will have obtained a level of English to undertake the IELTS Examination and satisfy the entry requirements to a UK University.

Learning Outcomes

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

- Acquire the language skills necessary for undergraduate study in English
- Communicate confidently, speaking on a range of familiar and unfamiliar topics, using appropriate tenses, vocabulary and register
- Comprehend the main content and overall meaning of both general and more unfamiliar English texts
- Write structured, factual, descriptive and explanatory texts, utilising linguistic structures and vocabulary
- Apply a range of listening strategies in order to understand lengthy predictable discussions, factual presentations and more abstract conversations

Syllabus Content

As this module will cover a wide spectrum of material, the indicative content below provides a guideline of the 6 key areas to be taught, learnt and assessed

WEEKS 1 to 30 INDICATIVE CONTENT

Vocabulary
- Functions for everyday situations including conversation topics, phrasal verbs, time adverbials, noun combinations, adjectives, intensifiers

Grammar and Syntax
- Time and tenses, passive voice, modal verbs, relative clauses, reported speech, participles, comparatives and superlatives, noun phrases through reviewing the content of a range of general English texts

Reading Skills and Summarising
- Using articles from newspapers, magazines, journals and extracts from academic texts

Listening skills and Note Taking
- Aural inputs from radio and TV interviews and documentaries
- Picking out specific details and key information when listening to a range of speakers
- Recognising, when listening for gist, the main linguistic structures used in general conversation
- Predicting the content of a conversation or speech, based on listening to a brief introduction or extract
- Utilising listening skills in order to participate meaningfully in discussion of a broad range of issues

Speaking Skills and Pronunciation
- Using the full range of past, present and future tenses
- Contributing to discussions on a broad range of issues using natural stress and intonation to be understood
- Tasks requiring the elicitation and transfer of information, the defence of personal views, the ordering of arguments to persuade and the considered evaluation of the views of others

Academic Writing
- Narratives, academic essays, articles and discussion pieces
- Writing in a range of different styles a clear and concise summary of information given or researched
- Utilising a wide range of linguistic structures to produce pieces of writing on a range of familiar and some unfamiliar topics
- Organising, developing and linking points effectively in a range of written pieces of work

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After the Taught Sessions and from Week 31, students will prepare for the IELTS Examinations

IELTS preparation – Reading, Writing, Listening and Speaking
Students for IELTS (International English Language Testing System). The material covered in this module and the other modules, Academic English and Study and Communication Skills will prepare students for the IELTS (International English Language Testing System). The focus will be to thoroughly prepare students for the assessment by familiarising them with the exam format and practising the skills required, enabling them to maximise their IELTS performance.
- Introduction to IELTS – Academic Module format
- Listening Module – Key Listening Skills and effective Exam Techniques
- Reading Module – Key Reading Skills and effective Exam Techniques
- Writing Module – Writing under time pressure, Planning and Style
- Speaking Module – Strategies to improve Fluency and Time limits

Teaching and Learning

Class Contact	90 Hours
Directed Reading and Personal Study	210 Hours
Total	300 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Presentation 20 Minutes	20%
Individual Coursework 2,000 Words Maximum	30%
Individual Examination Unseen 3 Hours	50%

Pass Grade Overall Module Mark of 50%
Medium of Assessment English

Prescribed Textbooks (Current Editions)

May P	IELTS Masterclass: Student's Book with Online Skills Practice Pack	Oxford University Press
Sahanaya W and Lindeck J	IELTS Preparation and Practice: Listening and Speaking	Oxford University Press
Brown R and Richards L	IELTS Advantage: Writing Skills	Delta Publishing
Lindeck J, Greenwood J and O'Sullivan K	Focusing on IELTS: Reading and Writing Skills	Macmillan Education
Thurlow S and O'Sullivan K	Focusing on IELTS: Listening and Speaking Skills	Macmillan Education

MODULE   **UFP3 Mathematics for Life**
PROGRAMME   **University Foundation Programme (UFP)**
PREREQUISITE MODULE(S)   **None**

Module Rationale, Aims and Objectives

The purpose of this module is to develop the student's knowledge of the fundamental mathematical definitions and techniques in English that will be appropriate for their studies on the University Foundation Programme and increase students 'confidence when they subsequently study at undergraduate level.

The module will develop the student's ability to apply judgement in correctly selecting a range of mathematical tools and techniques to interpret and analyse business problems.

Learning Outcomes

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

- Explain, demonstrate and apply the use of basic mathematics including formulae and ratios
- Identify and apply techniques for the collection, presentation, summarising, analysing and interpretation of data (including sampling methods, graphs, charts, basic statistical measures) to produce information
- Demonstrate the use of probability to a range of business problems where risk and uncertainty exist
- Develop problem solving skills and be able to apply financial mathematical techniques including index numbers, breakeven analysis
- Demonstrate and apply techniques used for forecasting including correlation, regression and time series analysis
- Demonstrate reasonableness in the calculation of answers

Syllabus Content

WEEKS	INDICATIVE CONTENT
1	**Basic Number Concepts** The historical development of number concepts and operations in many respects parallels the development of mathematical understanding in the learner. By examining mathematics from a historical perspective we can gain insight regarding the cultural significance of mathematics. Additionally, this will give students an opportunity to review basic math skills in a non-routine way.
2	**Algebra: The Art of Numbers** The notation and language of algebra took thousands of years to develop. Students will continue to investigate the development of mathematics in a cultural context and focuses on developing student ability to translate between mathematical and common language and to use appropriate problem solving methodologies.
3	**Describing the Real World** This topic introduces students to mathematical models of the physical world as tools for making predictions. Students will learn how to represent relationships between variables numerically, graphically and verbally and will work with basic units of measure for physical properties to develop number sense. Additionally, the idea that observations always contain errors is introduced and its implications discussed.
4	**Descriptive Statistics** Statistical analysis is an essential component of scientific reasoning, bridging theory and experimentation. Statistics is used to identify relationships, to make predictions, to quantify uncertainty, and to communicate information to others. Today, industries use statistics to plan product development, set salaries and control quality. Television networks use statistics to determine what shows we see and governments use statistics as the basis for many policy decisions. This topic introduces numerical and graphical summaries of data.

5	**Shaping Public Opinion** In this topic, students will investigate the difference between samples and the population from which they are drawn. How representative are samples chosen by different sampling methods? The results of polls are analysed. Students will investigate the use of statistics as a promotional tool and as a basis for making quantitative decisions.
6	**Logic and the Scientific Enquiry** In this topic, students are introduced to the basics of logical reasoning. Formalised by Aristotle, the ancient Greeks' system of logical thought is considered to be one of their greatest contributions to civilization. For Aristotle, logic provided a structure for investigating and understanding the world. Aristotelian logic is still used today as a means for distinguishing valid from invalid arguments. This topic focuses on truth tables, basic logic statements, and common logical fallacies.
7	**Linear Models** Linear models are the most commonly used models partly because of their simplicity and partly because most relationships look linear when viewed over a certain domain. In this topic, students will learn how to use a linear model to describe a relationship between two variables. Also, students will use linear models to describe a wide variety of data and to make predictions.
8 and 9	**Exponential Modules** The exponential model is extremely important since it can be used to describe many growth patterns. In this topic students will learn when and how to use an exponential function to model a relationship between two variables. In addition, students will have the opportunity to apply exponential models to a variety of situations, including the national debt, world population, safety of nuclear waste, and financial situations.
10	**Quadratic Models** The quadratic model is of central importance in the study of basic mechanics. It provides an excellent model for predicting the position of an object acted upon by gravity. Also, this topic formally introduces function notation and basic operations on functions.
11 and 12	**Describing the World with Functions** This topic introduces logarithmic functions and the least squares method of fitting models to data. The logarithmic model has several important applications such as measuring the intensity of sound and the magnitude of an earthquake. The least squares method for fitting a function to a set of data is developed. Students will use Excel's Trendline function to find curves of best fit and thus model a wide variety of real world applications. Emphasis is placed on understanding the implicit assumption made when selecting a mathematical model for data, and how these assumption impact predictions.
13 to 15	**Investigations and Probability** Students will apply the mathematical modeling techniques which students have learned in the previous topics to analyse real-world data. An understanding of probability is essential for using statistical models to make decisions and assess risk. This topic focuses on two of the most important statistical models: the binomial and normal distributions.
16	Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies Examination

Teaching and Learning

Class Contact	45 Hours
Directed Reading and Personal Study	105 Hours
Total	150 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Coursework 2,000 Words Maximum	50%
Individual Examination Unseen 3 Hours	50%

Pass Grade   Overall Module Mark of 50%
Medium of Assessment   English

Prescribed Textbook (Current Edition)

Pierce D, Wright EB and Roland L	Mathematics for Life: A Foundation Course for Quantitative Literacy	Prentice Hall

Recommended Textbooks (Current Editions)

Oakshott L	Essential Quantitative Methods for Business, Management and Finance	Palgrave Macmillan
Curvin J and Slater R	Quantitative Methods for Business Decisions	Chapman and Hall
Lucey T	Quantitative Techniques	Thomson Learning

MODULE	UFP4 Introduction to Computing
PROGRAMME	University Foundation Programme (UFP)
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module introduces the key concepts of computing, computer terminology, computer hardware and its operation, operating systems and application software, networks and computer communications, the Internet and the World Wide Web; and their practical applications and use in the workplace and society.

Students will understand the concepts for using PC-based software covering word processing, spreadsheets, presentations, information and communications via the internet and email.

Students will already be familiar with the operation of computing applications in their own language but this module will build familiarity with the key terms required to operate them in English.

Learning Outcomes

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

- Understand the main concepts of IT at a general level and the relationships associated with the functions and components of computer technology, computer systems and computer hardware and software
- Differentiate between the various operating systems and application programmes that are required to operate Microsoft Windows in English and be able to perform operations using common computer packages
- Understand the use and capabilities of information networks

Syllabus Content

WEEKS	INDICATIVE CONTENT
1 and 2	Introduction to Computer Systems / Hardware components of a computer system / Software components of a computer system / Examples of computer systems such as personal computers / Data and information / Current important developments
3 to 11	Word Processing – basic operations and formats, documents, printing, tables, auto shapes and mail merging Spreadsheets – basic operations and formats, formulae and functions, printing, importing objects, charts, graphs and pivot tables Presentations – basic operations and formats, graphics and charts, printing, slide shows
12 and 13	The Computer Network – The range of different network Topologies LAN, WAN, SAN / Protocols and data transmission across a network / Issues relating to the use of the Internet – Bandwidth, Security issues, Data compression, Search engines, Hypertext
14 and 15	Internet and Email – Web navigation, Web searching, Bookmarks, Email, Address books, Message management
16	Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies Examination

Teaching and Learning

Class Contact	45 Hours
Directed Reading and Personal Study	105 Hours
Total	150 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Coursework 2,000 Words Maximum	50%
Individual Examination Unseen 3 Hours	50%

Pass Grade   Overall Module Mark of 50%
Medium of Assessment   English

Prescribed Textbooks (Current Editions)

Shelly GB and Vermaat ME	Discovering Computers, Complete: Students Interactive Guide to the Digital World	Cengage Learning
Miller M	Absolute Beginner's Guide to Computer Basics	Pearson International

Recommended Textbooks (Current Editions)

White R	How Computers Work: The Evolution of Technology	QUE
Fox R	Information Technology: An Introduction for Today's Digital World	Chapman and Hall
Capron H L and Johnson J A	Computers: Tools for an Information Age	FT Prentice Hall

MODULE   **UFP5 Introduction to Business and Finance**
PROGRAMME   **University Foundation Programme (UFP)**
PREREQUISITE MODULE(S)   **None**

Module Rationale, Aims and Objectives

This module will enable students to develop an understanding of business and finance to enable discussion and application of fundamental concepts from both disciplines. Students will be required to adopt relevant and appropriate business and finance models to understand and analyse business problems.

Learning Outcomes

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

- Demonstrate an understanding of the principle characteristics of business and finance concepts together with a broad knowledge of the business world
- Identify the main functions of business and finance activities and demonstrate an understanding of the contribution these activities make to the business environment
- Apply key business and finance concepts and models to resolving problems

Syllabus Content

WEEKS	INDICATIVE CONTENT
1 to 7	Business Environment and Opportunities / Ownership, Management and Organisations / Operational Factors / Legal and Regulatory Environment of Business / / The various Stakeholders involved with a business and how they affect business activity / Business objectives / The Micro and Macro business environment / Corporate Social Responsibility and the benefits and disadvantages of socially responsible business behaviour / Effect of competition on the structure of a market / Globalisation / Economic growth / Currencies and International Trade / The importance of Quality in business / Kaizen method for Quality Control / SWOT analysis / PESTLE analysis
8 to 15	The scope of Finance within the context of the Enterprise and Business Environment / Time Value of Money and Capital Budgeting Techniques – NPV, IRR, Payback, ARR and Profitability Index / Break Even Analysis / The Accounting Period and Financial Statements – Income Statement, Statement of Financial Position, Statement of cash Flows / Interpreting Financial Statements using Ratios / Purpose of Corporate Liquidity, Cash Management and Working Capital Management
16	Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies Examination

Teaching and Learning

Class Contact	45 Hours
Directed Reading and Personal Study	105 Hours
Total	150 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Coursework 2,000 Words Maximum	50%
Individual Examination Unseen 3 Hours	50%

Pass Grade   Overall Module Mark of 50%
Medium of Assessment   English

Prescribed Textbooks (Current Editions)

Wetherly P and Otter D	The Business Environment – Themes and Issues in a Globalizing World	Oxford University Press
McLaney E and Atrill P	Accounting and Finance for Non-Specialists	FT Prentice Hall

Recommended Textbooks (Current Editions)

Robbins S P and Judge T A	Organisational Behaviour	Pearson
Dyson J	Accounting for Non-Accounting Students	FT Prentice Hall

MODULE   **UFP6 Introduction to Marketing and Management**
PROGRAMME   **University Foundation Programme (UFP)**
PREREQUISITE MODULE(S)   **None**

Module Rationale, Aims and Objectives
This module covers the nature and objectives of Marketing and Management as both disciplines deal with the internal functions and operations of business organisations within an environment that defines how Marketing and Management information is used for decision making.

Learning Outcomes
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.
- Demonstrate an understanding of the key concepts in Marketing and Management
- Apply these key concepts in Marketing and Management in the business context
- Demonstrate an understanding of how Markets operate and their impact on business decision making
- Demonstrate an understanding of the role of Management and its impact on business decision making

Syllabus Content

WEEKS	INDICATIVE CONTENT
1 to 7	Assessing Marketing Critical Role in Organisational Performance / Building Customer Satisfaction through Market-Oriented Strategic Planning / Analysing Consumer Markets and Buying Behaviour / Analysing Industries and Competitors / Identifying Market Segments and Selecting Market targets / Differentiating and Positioning the Market Offering / Developing New Products / Managing Life-Cycle Strategies / Managing Product Lines, Brands, and Packaging / Managing Service Businesses and Product Support / Pricing Strategies and Marketing Channels / Retailing, Wholesaling, and Market Logistics / Integrated Marketing Communications / Advertising, Sales Promotion and Public Relations / Managing Direct and Online Marketing
8 to 15	Nature and Importance of Management / Development of Management Thought / Ethical and Environmental Foundations / / Influence of Business Culture on Management Functions in the Management Process – Decision Making / Staffing and Management Structures in Organisations / Planning and Strategic Management / Leadership / Communicating and Controlling / Managing Information Different business departments and their function – Operations Management / Marketing Management / Financial Management / Multinational Management Entrepreneurship and Small Business
16	Feedback and how to understand and learn from lecturers marking and comments Preparing for Examinations / Improving exam performance / Avoiding common errors / Exam strategies Examination

Teaching and Learning

Class Contact	45 Hours
Directed Reading and Personal Study	105 Hours
Total	150 Hours

Assessment

Assessment Element	% Of Overall Mark
Individual Coursework 2,000 Words Maximum	50%
Individual Examination Unseen 3 Hours	50%

Pass Grade   Overall Module Mark of 50%
Medium of Assessment   English

Prescribed Textbooks (Current Editions)

Armstrong G and Kotler P	Marketing: An Introduction	Pearson
Boddy D	Management an Introduction	Pearson

Recommended Textbooks (Current Editions)

Kotler P et al	Marketing Management	FT Prentice-Hall
Massie JL	Essentials of Management	FT Prentice-Hall