

OUTCOME-BASED UNDERGRADUATE EDUCATION IN THE FACULTY OF BUSINESS: A PROPOSAL FOR THE BBA SCHEME

**School of Accounting and Finance
with
Department of Logistics
and
Department of Management and Marketing**

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Introduction

The BBA Scheme draws together all of the undergraduate programmes in the Faculty of Business into a single scheme with a common structure. Every year the Scheme as a whole recruits a total of approximately 700 students, with a total student headcount for the scheme of more than 2000 students (in the current three year mode).

If the Outcome-based approach could be fully implemented within this scheme, it would make a very significant contribution to the PolyU's overall effort in that respect.

The Proposal

In total, the BBA scheme contains more than 150 subjects. In the long run, it might be possible to implement OBE in all subjects. However, in the short run, a more realistic approach would be to focus on OBE in the core subjects provided by AF, LGT and MM, which currently account for 39 of the 99 credits required for the BBA.

These subjects are:

AF2108 Financial Accounting
AF2110 Management Accounting 1
AF2504 Introduction to Business Law
AF2601 Introduction to Economics
AF2602 Global Economic Environment
AF3313 Business Finance
AF4513 Corporate Social Responsibility

MM2051 Personal Skills Development
MM2021 Management & Organization
MM2421 Information Technology for Business
MM2711 Introduction to Marketing
MM4311 Strategic Management

There are two other subjects in the core, which are:
AMA2101/LGT2105 Quantitative Methods for Business
LGT3105 Operations Management

The BBA Scheme already has a set of 13 Learning Outcomes, which are common to all programmes and which form the starting point for the project. As the Faculty is seeking accreditation from the AACSB, there is already an Assessment Plan in place which seeks to show how each of the outcomes is achieved. The starting point for OBE is therefore in place. However, as far as is known, there has been relatively little change in the format of teaching and assessment. For each of the core subjects, the following steps will be taken.

1. An initial formative evaluation of the current state of development of the subject, based upon the syllabus, the teaching material handed out and the assessment tasks which students are required to carry out. That evaluation would include:
 - a. The extent to which learning outcomes for the subject are well-articulated in the syllabus
 - b. The extent to which the subject learning outcomes reflect the 13 learning Outcomes for the BBA as a whole
 - c. The extent to which the learning outcomes in the syllabus are followed through into assessment tasks which are aligned with the achievement of outcomes.

The evaluation would be carried out by a small group of the more experienced staff members teaching the subject, assisted by the Associate Dean. Areas for development will be identified for each subject. With 14 such evaluations to carry out, this will take a whole semester to complete.

2. A half-day Workshop to be held with all staff members teaching the subject, designed to present the evaluation and possible areas for development. Fourteen such Workshops will need to be held
3. Design of the changes, based on input from staff members at the Workshop, and their integration into the course materials for use in the following semester.
4. A first implementation of the amended subject materials, followed by an evaluation through SFQ scores and focus group discussions with students.

Deliverables

Sets of teaching materials, including assessment tasks, assessment criteria and (where necessary) rubrics for the assessment of generic skills for each of the core subjects.

Resources Needed

More than 700 students enroll for each of these subjects, which means that the number of staff members teaching each subject tends to be large – approximately 6 staff members teaching each subject throughout the year. If each staff member is to have a one hour reduction in their teaching load, 6 hours per week will be required for each subject. With 7 subjects taught by AF, 5 by MM and 2 by LGT, the teaching hours per week required

are 42 for AF, which would require 3 Lecturers, 30 by MM which would require 2 Lecturers 12 for LGT, requiring 1 Lecturer.