Undergraduate Programme Course List (2025/26)

Programme Title:	Bachelor of Science (Honours) in Executive Management
Programme Short Name:	BSc(EM)
Programme Code:	A2B104
Year of Entry:	Senior-Year

Major Course List

Course Code	Course Title	Course Synopsis
EDA3131	Leadership and organisational sciences for educational and non-profit organisations	Unlike commercial organisations, educational and nonprofit organisations serve social missions as well as ensure their own survival. Their values, strategies, processes, structure, and capabilities would demonstrate a unique organisational phenomenon. Because of the rapid growth of educational and nonprofit organisations in contemporary society, the competition in the sector becomes intensive. There is an increased demand for accountability, governance, and management to sustain an impactful organisation in the sector. This course will offer the students an essential understanding of organisational theories and emerging practices of educational and nonprofit organisations to fulfill their mission and enhance performance. It introduces the characteristics of educational and nonprofit organisations and enables students to identify the challenges as well as emerging and excellent practices in the management of these organisations.
EDA3132	Human resources management and development	The course aims to introduce students to the essential theories and concepts of human resource management (HRM) in education and other non-governmental, non-profit organisations, and social enterprises. It targets HRM in small and medium-sized organisations to develop students' executive, managerial, and leadership capabilities with exposure to a spectrum of HR domains and strategies. Students will gain experience in a series of practice-based activities to tackle real workplace challenges. They will learn to personalise HRM tools to develop ethical practices based on their future aspirations as socially responsible professionals in executive management.
EDA3135	Practical legal knowledge for educational practitioners & NGOs	This course provides administrators or practitioners with some basic legal knowledge for the governance of educational organisations and NGOs. This course raises the students' awareness of legal issues and professional ethics in the school and NGO settings. After taking this course, students are expected to be able to appreciate

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		circumstances that are at risk of civil claims, such as negligence, privacy and equality, and criminal sanctions, such as national security law, corruption, and child abuse. Learners will be able to apply knowledge and principles learnt from the course to work-related scenarios for full compliance with laws.
EDA3136	Programme development and management	Schools and non-governmental organisations (NGOs) that are improvement- and learning-oriented enhance and/or develop programmes that support the professional learning of personnel, such as administrative, training, or teaching staff, and the learning needs of targeted stakeholders, such as community members or students. Organisations also plan and implement projects that enhance the delivery of their programmes. Executive managers are called upon to support the design, implementation, evaluation, and promotion of programmes and projects by drafting the necessary documentation, developing procedures, and liaising with relevant stakeholders. They enact their work according to codes of ethics and professional conduct. *Programme Development and Management* prepares novice executive managers for this work by equipping them with the theoretical, ethical, and practical considerations that are needed to select, justify, and enact appropriate design, implementation, and evaluation strategies, and, in doing so, engage with stakeholders from an informed perspective.
EDA4141	Knowledge and data management: Scientific perspectives	The course aims to introduce students to the essential theories and concepts of knowledge management (KM) and data science for implementing strategic plans for organisation development. It will develop students' data analytical and problem-solving skills through formulating KM strategies and implementing KM plans to generate solutions for solving real workplace problems. Students' practical skills for organisation management will be developed through using KM tools to leverage and capitalise knowledge for achieving organisational effectiveness.
EDA4134	Entrepreneurs in educational and non-profit organisations	This course provides students with a knowledge and understanding of the principles of social entrepreneurship. It is relevant to entrepreneurs and intrapreneurs that have a social, environmental, ethical, or non-profit focus. This course aims to nurture and support innovation for organisations' development, such as understanding organisational ambidexterity, cultivating social entrepreneurship, concerning ethical issues, evaluating innovative initiatives, nurturing creativity among staff, seeking resources to support innovation, and coordinating efforts for innovation, innovation rewards, and recognition, etc. Students are required to apply entrepreneurship to enacting administrative practices as changing agency, such as but not limited to project

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		planning, budgeting and resource allocation, use of social media and effective internal communications, defining roles and team functions.
PUA3017	Financial management and accounting for educational and non-profit Organisations	Executive officers in educational and nonprofit organisations often need to support the acquisition and management of financial resources from a variety of stakeholders, including the government, the public, and charitable foundations managed by private corporations. This course aims to introduce students to the basic issues and problems confronting those responsible for the management of financial resources. With an emphasis on educational and non-profit organisations, the course will compare and contrast budgeting and financial management in different sectors, examining their origins, principles, and constraints. In particular, it will cover the following contents: a) budget and management process and procedures, cash management, accounting, and auditing practice; b) methods and tools for financial planning, implementation, and reporting; and c) revenue and fiscal sustainability for educational and non-profit organisations.

The course aims to provide students with critical insight into the tradition of financial control and budgeting, the evolution of budgetary models and approaches, and the recent trends for enhancing autonomy, fiscal transparency, efficiency, and financial accountability. Students will learn not only how to manage financial resources in their organisation, but also how governments allocate tax revenues. |
| PUA3018 | Public relations management for educational and non-profit organisations | The course introduces the concepts and principles that underpin public relations management in non-profit and educational organisations by focusing on three main areas – (1) understanding human communication, (2) understanding contemporary communication environments and new media, and (3) critical analysis of the applicability and concept of strategic communication in public relations.

This course deals with the application of tools, techniques, and strategies for management of public relations and public relations campaigns from an organisational perspective. The course seeks to provide students with a solid foundation in the latest concepts and practices for managing traditional and emergent media platforms, media engagement strategies, information dissemination with evaluation of decision outcomes, content management, and related issues. The topics to be addressed include: methods of public relations research, strategic planning with risk management, preparation of public relations materials, information dissemination and content, and the use of controlled and uncontrolled media, |

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		social marketing campaigns, and media strategies for advocacy.
PUA4020	Policy advocacy and community engagement	This course explores knowledge and skills necessary in engaging stakeholders in the community and the concept and practice of policy advocacy. Using real-life cases, we introduce students to: (1) The Policy Paradox, which provides a framework for understanding political decision-making and the struggles of different stakeholders over values and ideas; (2) Advocacy tools, processes, and models which enable students to understand advocacy formulation, implementation and evaluation; (3) Community engagement and empowerment, in which the emphasis is put on social policies and how to engage the community and the vulnerable population to build advocacy practices in a systematic and purposeful way; and (4) Social Media and Advocacy, which discusses how to engage social media and evaluates the media's role in driving social changes. Ultimately, we train students to be creative and logical thinkers in strategising advocacy and to become competent communicators in writing and conversing advocacy strategies controlled and uncontrolled media, social marketing campaigns, and media strategies for advocacy.
CFA1001	Cross-Faculty Core Course - Component I: Basic Law and National Security Education	The Hong Kong National Security Law is a piece of national security legislation concerning Hong Kong. It was passed on 30 June 2020 by the Standing Committee of the National People's Congress. The primary objective of this Component I: Basic Law and National Security Education is to broaden students' knowledge and facilitate their understanding of National Security. In particular, the course will examine the intricate interrelationship between the National Security Law and the Basic Law by surveying its historical development and content. The connection between the National Security Law and the Constitution will also be discussed. The course will build from the fundamental understanding and exposure gained in the GE Foundation Course (GEFC) in their Year 1 study for UGC 4- or 5-year programmes. It also will complement with the entry-year study for the Senior Year programmes. A selection of major themes and topics in National Security that interconnect with students' own lives will be introduced to facilitate their learning the multiple dimensions and complexities of the issue.
CFB3017	Cross-Faculty Core Course - Component II: Visits in Greater Bay Area	This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/ department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii)

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		economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course.
Cross-Faculty Core Course: Component III (Choosing one of the following)		
CFC3018	Cross-Faculty Core Course - Component III: Diversity, equity, and inclusion in the Greater Bay Area (GBA)	The purpose of this component of the course is to help students develop an understanding of diversity in the Greater Bay Area (GBA) and how equity and inclusion play out there. It adopts the notion that ever-evolving diversity with respect to race, ethnicity, class, gender, sexual orientation, disability, religion, indigenous status, nationality, citizenship status, culture, refugee status etc. has a powerful impact on the lives and opportunities of members in the GBA. The GBA aims to integrate and foster cooperation among Hong Kong, Macao, and the nine municipalities of Guangdong Province in Mainland China and makes it an innovation and technology hub. Seeing diversity as a strength and a source of innovation and creativity, this component of the course will help students understand how diversity, equity, and inclusion shape their lives. It will specifically examine various diversity features in each region, how they collectively construct diversity in the GBA, and how the ideals of equity and inclusion are deployed to address diversity related issues and challenges. The component will also explore intercultural competencies required for effectively and meaningfully participating in the GBA.
CFC3024	Cross-Faculty Core Course - Component III: Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	Building a globally influential international innovation and technology (I&T) hub is highly emphasized in the development of Hong Kong and the Greater Bay Area (GBA). Nowadays, artificial intelligence (AI) has not only been a prominent force in accelerating I&T development but has also redefined the meanings of education and professional training. This course will introduce how educational entrepreneurs adopt different AI (AI-assisted, AI-supported, AI-driven) technologies and strategies to solicit challenges and opportunities to underpin their creative and innovative educational ideals in the rapid social and technological environment in Hong Kong and the GBA. Authentic case studies related to AI and educational entrepreneurship in GBA will be shared and discussed in the course. Contemporary topics, for example, AI ecosystem and technologies, roles and functions as an I&T change agent, critical mindset and competence for change, sustainable learning organisations and change culture, and intellectual capital (human, relational, and structural capital), will be examined.

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		Through group discussions, literature studies, and reflective exercises, the course will provide participants with an authentic learning experience and prepare them for 21st century development in Hong Kong and GBA.
CFC3026	Cross-Faculty Core Course - Component III: Supporting Students with Diverse Learning Needs in the Greater Bay Area	This course introduces the philosophy of special and inclusive education and how they are enacted in the cities in the Greater Bay Area (GBA). Learning focus is given to accessing and overcoming potential barriers to help GBA students with special educational needs (SEN) to reach the appropriate learning level for their aptitudes. The course covers the characteristics of students with SEN (e.g. Intellectual Disability, Autism Spectrum Disorder, and Attention Deficit/ Hyperactivity Disorder) and effective teaching methods for addressing their needs. Skills to develop, implement, and evaluate curriculum to help GBA students with SEN to achieve their potential commensurate with their abilities are also covered.