

**PROGRAMME MONITORING AND ANNUAL REVIEW
ANNUAL PROGRAMME REVIEW REPORT
ACADEMIC YEAR 2017-2018**

PLEASE COMPLETE THIS FORM WITH REFERENCE TO THE GUIDANCE NOTES PUBLISHED ON THE ACADEMIC OFFICE WEBPAGES (APPENDIX PV11b). THE FORM SHOULD BE TYPED AND SUBMITTED TO THE FACULTY OFFICE (OR EQUIVALENT) WHEN COMPLETED.

University Faculty	Business and Management			
School/Centre/Department/ Partner	The Hong Kong Management Association			
Programme Title(s):	Doctor of Business Administration			
Programme Director Name(s):	Professor Lee Ngok			
Location of delivery:	Hong Kong			
Mode of delivery:	On-campus ☒	Blended ☐	Distance ☐	Community-based ☐
	Other, please state			
Mode of attendance:	Full-time ☒		Part-time ☐	
	Other, please state			
Intake points additional to or other than beginning of academic year:	April and December 2017			

FOR OFFICE USE ONLY:

Report received by Faculty:		Date:	
Received by the Academic Office:		Date:	

SECTION 1: EVALUATION OF PROGRAMME/SUBJECT PERFORMANCE DATA

(Reflection on data should lead to a consideration of actions to be taken)

Data can be accessed through: [APR reports](#) or via MyDay → Quick Links → Management Information & Reporting → Annual Programme Review.

Please consider the key data for the student journey:

1. Enrolment;
2. Progression (retention/withdrawals);
3. Module Mark analysis;
4. Attainment (degree classifications);
5. Graduate outcomes.

- 1.1 For each set of data, reflect on trends. A significant increase or decrease that has occurred two years consecutively is particularly noteworthy.

Enrolment – There is an upward trend with the number of DBA students rising from 16 (11 from the Apr 2017 cohort and 5 from the Dec 2017 cohort) in 2016/17 to 2017/18

Progression – no students have progressed from Part I to Part II in 2017/18 as Part I teaching has not been completed.

Withdrawals – 4 students (3 from the Apr 2017 cohort and 1 from the Dec 2017 cohort) have withdrawn from the programme.

Module mark analysis: This is a new programme and only four modules have been delivered up to the end of the academic year 2017/18. All module averages are between 55.9% and 61.5%, which is entirely within the expected range of postgraduate modules.

Attainment – no students have graduated yet.

Graduate outcomes – N/A

- 1.2 Where action was taken to enhance the performance of a programme / a particular set of programmes, can the results of the action be seen in the 2017-18 data? E.g., has a downward trend been reversed?

Student numbers have increased in response to the continued efforts by HKMA and UWTSD to market the programme.

- 1.3 Identify where the issues are. Is there a significant difference between the performances of different types of cohorts on a programme (e.g. PT – FT)?

No comparisons available as the programme is only delivered in a full-time mode.

- 1.4 Consider and reflect on the data at subject level about how the programmes perform against indicators in the data sets.

No indicators available for this level of study.

- 1.5 For any programmes that perform well above the overall subject benchmark, identify good practice that may have contributed to this performance so that this can be shared, rolled-out, or contribute to a case study.

No benchmarks available for this level of study.

- 1.6 For any programme that performs well below the overall subject benchmark, identify actions to be taken or already taken to improve or enhance performance.

No benchmarks available for this level of study.

SECTION 2: STUDENT ENGAGEMENT (IN THE REPORTING PERIOD)

- 2.1 Was student feedback for modules gathered via a Module Evaluation Questionnaire (Appendix QE1 or equivalent)?

☒ YES (via the HKMA evaluation form for all modules)

☐ NO

If **NO**, how has student feedback gathered:

- 2.2 Have all issues raised through student feedback been considered and action taken?

☒ YES (All issues have been considered and action taken)

☐ NO

If **NO**, why not:

- 2.3 Have there been at least two Staff Student Committee meetings (or equivalent)?

☒ YES (one held on 22 Sep 2018 and another on 17 Nov 2018)

☐ NO

If **NO**, how has student feedback been considered and acted upon at programme level:

- 2.4 Were students given feedback after the SSC meetings (or equivalent) according to the University guidelines (AQH 5.7.2)?

☒ YES (Effective communication mechanisms are in place to let students know what has been done in response to feedback)

☐ NO

If **NO**, how was feedback given to students:

- 2.5 What (if any) changes have been made (or will be made) to enhance the student academic experience as a result of any student feedback?

- Student cards have been provided to all current students;
- Business cards on university template are also available to students who have progressed from Part I to Part II; and

- Apart from the learning resources specifically arranged by HKMA, an annual subsidy is provided to each student for applying library membership at local university libraries.

2.6 What (if any) **new** or **additional** mechanisms has the Programme Team(s) developed to engage with students or further student feedback in relation to their academic experience?

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SECTION 3: RESPONSES TO EXTERNAL EXAMINERS AND PLACEMENT LEARNING

3.1 Append appropriate PV11c forms
The PV11c form is attached.

3.2 Has the programme conformed to the Placement Protocol as detailed in Chapter 10 of the Academic Quality Handbook?

☐ YES	☐ NO	☒ NOT APPLICABLE
If NO , then why not and what steps have been taken to manage these placements?		

3.3 Have any new areas of challenge or risk been identified?

☐ YES	☒ NO
If YES , what are they and how are they being mitigated?	

SECTION 4: EXTERNALLY ACCREDITED/LICENSED PROGRAMMES

4.1 Are there any problems or issues relating to Higher National Certificates or Diplomas run under the University's Pearson Licence to which you wish to draw attention?

☐ YES	☐ NO	☒ NOT APPLICABLE
If YES , please explain what is being done to address the issues		

4.2 Are there any problems or issues relating to other externally accredited awards or other awards run under an external licence to which you wish to draw attention?

☐ YES	☐ NO	☒ NOT APPLICABLE
If YES , please explain what is being done to address the issues		

SECTION 5: UPDATED PROGRAMME RELATED KEY PRIORITIES (please insert additional rows where needed)

Consideration of overall performance and prioritisation: which areas will the programme team particularly focus on to address any issues identified? Any actions identified need to have SMART targets associated with them.

Key Priority	Target Date	Measure of success
Review of content of the three management modules and basic overlapping business models – PESTEL, SWOT and Porter's Five Forces have been identified.	December 2018	To avoid duplication in module content, the three basic models are frontloaded in the Academic Writing Workshop delivered before commencement of each intake. The recent workshop was delivered in December 2018.
Provision of Turnitin access on Moodle for students who have progressed from Part I to Part II.	January 2019	To minimize the chance of unfair practice in dissertations, students can upload their written work via Turnitin on Moodle to check their relevant Turnitin score.

Recommendations for School, Faculty, Professional Units, Institution or equivalent for partner institutions

Action	Resources Required	Undertaken by whom	Target Date