# Sustainability-themed
# BBA PROJECT
## Manual & Guidelines

2024/25 (June 2024)

**School of Business**
**Hong Kong Baptist University**

香港浸會大學
HONG KONG BAPTIST UNIVERSITY
工商管理學院 SCHOOL OF BUSINESS

# CONTENTS

# 1. Learning Outcomes of BBA Project

- The BBA project is a valuable integrative element in the BBA curriculum, emphasizing the application of knowledge acquired from core and concentration courses. The project provides an opportunity for students to utilize the knowledge and skills gained on the degree programme to a real, practical business problem, and to prepare themselves for the transfer from the academic to the work situation. Besides, by incorporating the theme of sustainability, students can synthesize their knowledge to conduct **research on sustainable business practices or issues,** addressing global challenges aligned with the **Sustainable Development Goal (SDG)** or **Environmental, Social, and Governance (ESG) standards**, with a transdisciplinary approach.

Upon completion of this course, students will be able to:

1. Apply their knowledge gained from core and specialized courses to a real practical business problem or sustainability issue.
2. Prepare themselves for the transfer from the academic to the work situation.
3. Enhance their problem solving and analytical skills.
4. Strengthen their presentation skills.



*Why Sustainability-themed research projects?*

The **17 Sustainable Development Goals and 169 targets**, part of the United Nations 2015-2030 Agenda for Sustainable Development, have been widely adopted by business, government and the society as a positive change agenda. The SDGs integrate the 5P's: **People, Planet, Prosperity, Peace, and Partnership** and clearly stress the need for all stakeholders to collaborate to create a sustainable world.

**Sustainability-themed research projects** positively impact students by increasing their awareness and behavior towards sustainability (Hay et al., 2020; Stones et al., 2019), developing essential competencies (Bolstad et al., 2023), and preparing them for real-world challenges. These projects not only benefit the students but also contribute to positive social and ecological outcomes (Daub et al., 2020).

# 2. What is BBA Project?

## 2.1 Nature of BBA Project

- Students will be enrolled in a 3-credit unit course, **BUSI4005 BBA Project**, according to their approved study plan (usually the final year of study). Students will be formally enrolled in Semester 2, but they are expected to start doing the groundwork in Semester 1 after the project registration.

- With the guidance of assigned **project supervisors**, students will have an opportunity to undertake independent research projects to further explore the topic that they are interested in.

- Depending on the concentration and project availability, students might choose to work on:
  - (a) **Academic/Applied research project (sustainability-themed)** or
  - (b) **Consultancy-based project** (e.g. company-based project, case studies, start-up proposal or consultancy project). The topic might NOT be sustainability-themed, depending on company partner's need (if any).

| Academic/Applied Research Project | Consultancy-based Project |
|---|---|
| • Focuses on generating new or advancing existing knowledge in a particular field that the students are interested in. | • Focuses on solving practical business problems or meeting a specific business needs. |
| • Requires solid literature review or in-depth investigation to develop a reseach question and hypotheses or a practical problem addressing an issue that the students are interested in. | • Requires substantial background research into situation and environment surrounding the business problem and the potential opportunity, in order to provide expert advice or solutions to a client or an organization. |
| • Collects and explores relevant data on the topic. Applies suitable research design and utilizes approriate data analysis skills to address the research question. | • Applies business models, as well as in-depth research, to evaluate various solutions to the business problem or assess potential market opportunity. |
| • Develops new insights in the research area that have important implications and applications in real world. | • Develops a business proposal with detailed and practical solution to the problem or identify a new business opportunity. |

## 2.2 Assessment of BBA Project

- The **assessment** of the course will be based on the following assessment items:

| 1. Project Proposal | 10% |
|---|---|
| 2. Project Progress | 10% |
| 3. Final Project Report | 50% |
| 4. Presentation and Oral Exam | 30% |
| **Total** | 100% |

- Examiners:
  - The **project proposal** (10%) and **project progress** (10%) will be assessed mainly by the supervisors.
  - A panel, consists of the supervisor and **a second marker** (another academic staff from the relevant concentration), is responsible for evaluating the **final project report** (50%) and the **presentation and oral exam** (30%).

- See Appendix 1 for the assessment rubrics and Appendix 2 (a & b) for the evaluation forms to be used by the examiners.

# 3. Project Registration and Work Schedule

## 3.1 Project Registration and Supervisors Assignment

▪ Students are required to **pre-register** for this course by indicating their preferred project area **in the first week of Semester 1**. The details, along with the **pre-registration form,** will be announced to students via emails. Students who fail to submit the pre-registration form will **NOT** be enrolled in the course.

▪ Project supervisors will be assigned, with students' preferred project areas considered.
  ▪ **Students are expected to contact their supervisors to arrange the first meeting**.

## 3.2 Work Schedule

▪ The work schedule of the project depends on whether students participate in an exchange study programme or apply for "leave of absence" for a semester (with approved academic reasons, such as a semester-long internship with **prior** approval from academic departments).
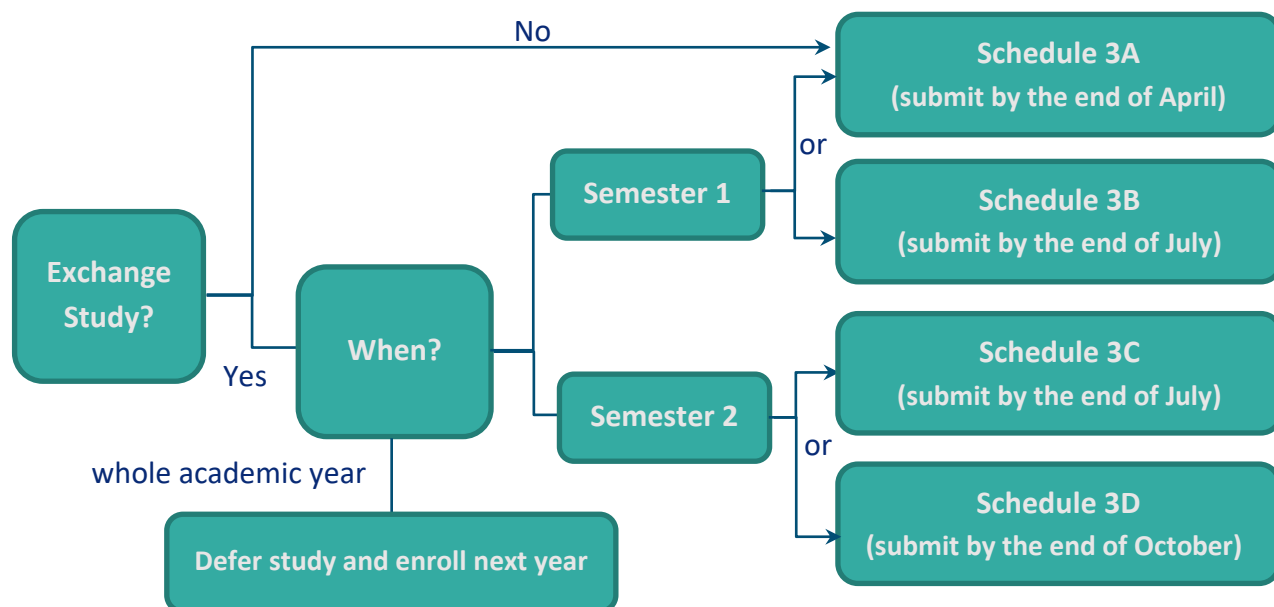


▪ Refer to Section 3.3 for the timeline for work schedules 3A to 3D.
  ▪ For students following 3B & 3C, note that their graduation will be confirmed only by the end of August. It might affect your plan in further study or graduate employment.

▪ Students must consult their Concentration Coordinators and seek prior approval if they want to change their work schedule.

## 3.3 Timeline for Work Schedules (3A to 3D)

**General Project Briefing**

Jun/Jul 2024

**Project Pre-registration**

2 - 6 Sept 2024

**Assignment of Supervisors**

Schedule 3A, 3B, 3C: **9 - 13 Sept 2024**          Schedule 3D: **9 Jan 2025**

**Announcement of Supervisors & Project Areas**

3A, 3B, 3C: **16 Sept 2024**          3D: **13 Jan 2025**

**Initial Meeting with Supervisors**

3A, 3B, 3C: **19 - 25 Sept 2024**          3D: **15 - 18 Jan 2025**

**Preliminary Literature Review and/or Background Research**

3A, 3B, 3C: **Oct - Dec 2024**          3D: **Feb - Apr 2025**

**Confirmation of Project Title, Submission of Project Proposal and Draft Ethical Clearance Form**

3A, 3C: **3 Jan 2025**          3B: **11 Apr 2025**          3D: **2 Jun 2025**

**Initial Feedback on Project Proposal from Supervisors**

3A, 3C: **16 Jan 2025**          3B: **25 Apr 2025**          3D: **16 Jun 2025**

**Submission Deadline for Ethical Clearance Form (if necessary)**

3A, 3C: **23 Jan 2025**          3B: **30 Apr 2025**          3D: **20 Jun 2025**

**Submission Deadline for Draft Reports for Supervisors' Comment (voluntary)**

3A: **12 Apr 2025**          3B, 3C: **2 Jul 2025**          3D: **10 Oct 2025**

**Submission of Final Report**

3A: **25 Apr 2025**          3B, 3C: **21 Jul 2025**          3D: **28 Oct 2025**

*Regular Meetings with Supervisors, Progress Reports, and Independent Research*

**Presentation & Oral Examination**

3A: **Within one week after Sem. 2 Exam**          3B, 3C: **Early Aug 2025**          3D: **Early Nov 2025**

## 3.4 Group Project as an Option

- Students have an option to complete the BBA project in groups.
    - Maximum Group Size: **4**
    - The group members MUST be from the same first concentration.

- The work schedule of a group project depends on whether one or both students participate in an exchange study programme:
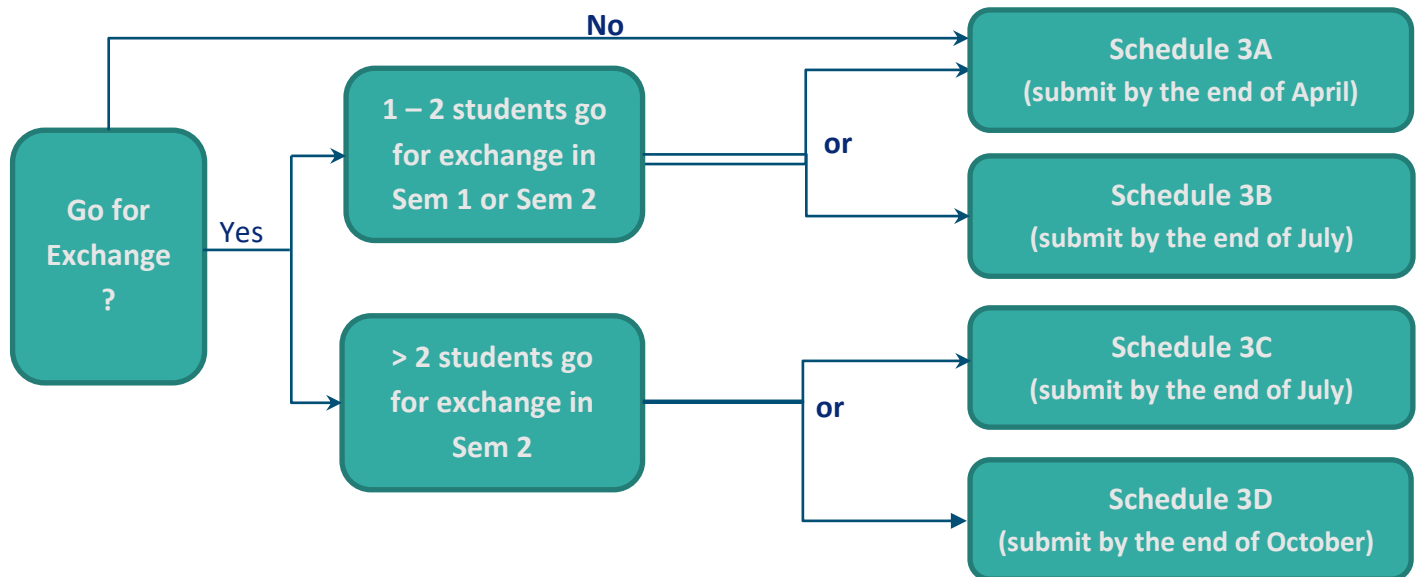


- If one student is going on exchange for the whole academic year, defer of studies will be required. Hence it is not recommended to partner with another student in the group project.

- Students intending to work on the BBA Project as a group must indicate their choice in the pre-registration form. Only one pre-registration form is required to be submitted by each group.

- In terms of project output and assessment:
    - The word limits for a Group Project Report, excluding bibliography and appendices, are:
        - **8,000 words** (for an individual project or a group project with 2 members);
        - **16,000 words** (for a group project with 3 or 4 members).
    - The group research project is expected to present more in-depth analysis or broader in scope.

- All members are required to participate in the project presentation and oral examination, and they will be assessed on an individual basis.
    - The duration of presentation are:
        - **30 minutes** (for an individual project or a group project with 2 members);
        - **45 minutes** (for a group project with 3 or 4 members).

- The presentation time is advised to be evenly allocated.
- All members are required to answer questions during the oral examination part.

- To ensure individual's contribution to the group, students are required to complete the form of Peer Assessment (See Appendix 3) and submit it to BU Moodle by the deadline.

- Should students want to withdraw from a group project, they should consult their supervisor, get the written consent of all the parties involved and obtain the approval from the supervisor. Students are not allowed to start a new project individually unless the issue has been resolved. Late withdrawal after Week 7 of Semester 1 is disallowed and will not be approved.

# 4. Project Proposal: Guidelines and Submission

## 4.1 Project Proposal Guidelines

▪ A project proposal outlines the nature of the study, the problems or questions you want to explore, why you are interested in it and how you are going to address it. A typical proposal is likely to contain the following elements:
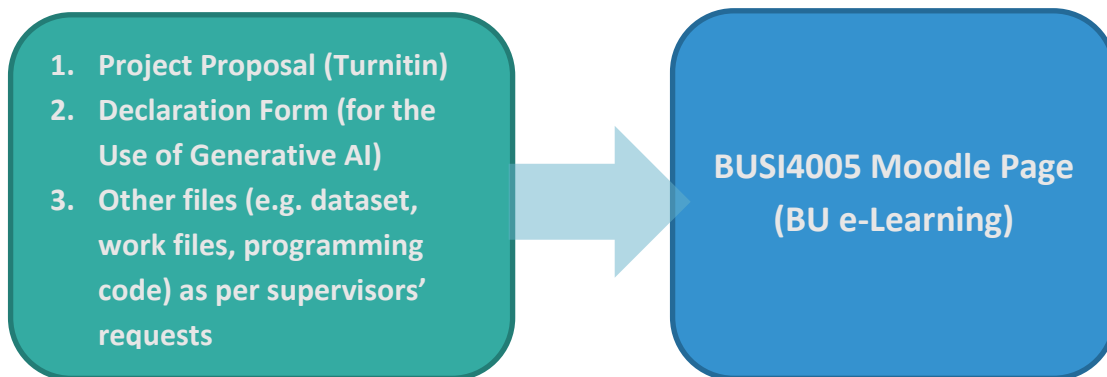
| | |
|---|---|
| **Title** | State the main focus or theme of the proposed project. |
| **Keywords** | Include keywords related to your topic AND the relevant sustainability/SDG/ESG issues. |
| **Introduction** | State the background of the proposed project. Provide the context of your research. What motivate you to conduct the research. What are the problems you attempt to solve? Where is the 'gap', i.e., the contribution of your study? What are the research questions that you attempted to answer? |
| **Literature Review and Hypotheses (Research Model) /Background Research** | State the findings or other previous research in this area and link your work to them. Develop your hypotheses based on your review of the literature; or State the background of the problem/challenge or motivation and business opportunity. |
| **Methodology/Procedures** | Describe how you plan to approach the research question(s) or business problem/challenge; the techniques/procedures you will use to address it. It includes how you will collect data; what is your research design; and how you analyze the data (e.g. qualitative analysis or quantitative/statistical analysis). |
| **Time Schedule/Action Plan** | State your action plan and expected progress. |
| **References** | |

▪ The above _suggested_ format is NOT restrictive. The format and content of a project proposal might vary depending on the unique nature of the project (e.g. academic research vs. consultancy-based research project, academic disciplines). For example, for a company-based project, literature review might be less relevant while background research might be more important. Students are encouraged to consult their project supervisors for more details.

## 4.2 Project Proposal Submission

- The Project Proposal is normally within 10 pages (1.5-spaced, Times New Roman, font 12).

- Students are required to submit the softcopies of the following on the course Moodle page by the submission deadline. Note that it is the **ONLY** valid submission.

| | |
|---|---|
| 1. **Project Proposal (Turnitin)**<br>2. **Declaration Form (for the Use of Generative AI)**<br>3. **Other files (e.g. dataset, work files, programming code) as per supervisors' requests** | → **BUSI4005 Moodle Page (BU e-Learning)** |

- Late submission penalty: **1 mark per calendar day** (The maximum mark for the proposal is 10)

- To prevent **plagiarism**, it is **compulsory** for students to submit the project proposal to *Turnitin* software available on Moodle (BU e-Learning) for originality check.

  - Students are required to submit the softcopy of the project proposal in Microsoft WORD format. Students are allowed to submit their project proposals and review the similarity report and the AI writing detection score and overwrite previous submission(s) prior to the final submission.

  - For group projects, arrange only one of the members to submit the report for originality check.

  - For details about plagiarism and the use of plagiarism prevention software, refer to Section 8.

  - For details about the use of generative AI tools, refer to Section 9.

  - Students are required to keep their records of use of generative AI tools, and earlier drafts of work, as they might need to submit upon their supervisors' request.

- Ethical clearance form
  - The draft Ethical Clearance Form should be submitted together with the project proposal. For details about the submission, refer to Section 10.

# 5. Final Project Report: Guidelines and Submission

## 5.1 Final Project Report Guidelines

▪ The final project report delivers all the contents of the project, including the objectives of your project, the research problems or questions and its significance, literature review or background research, methodology or procedures, the results of the analysis, conclusions, and recommendations.

▪ A typical final project report is likely to contain the following elements:
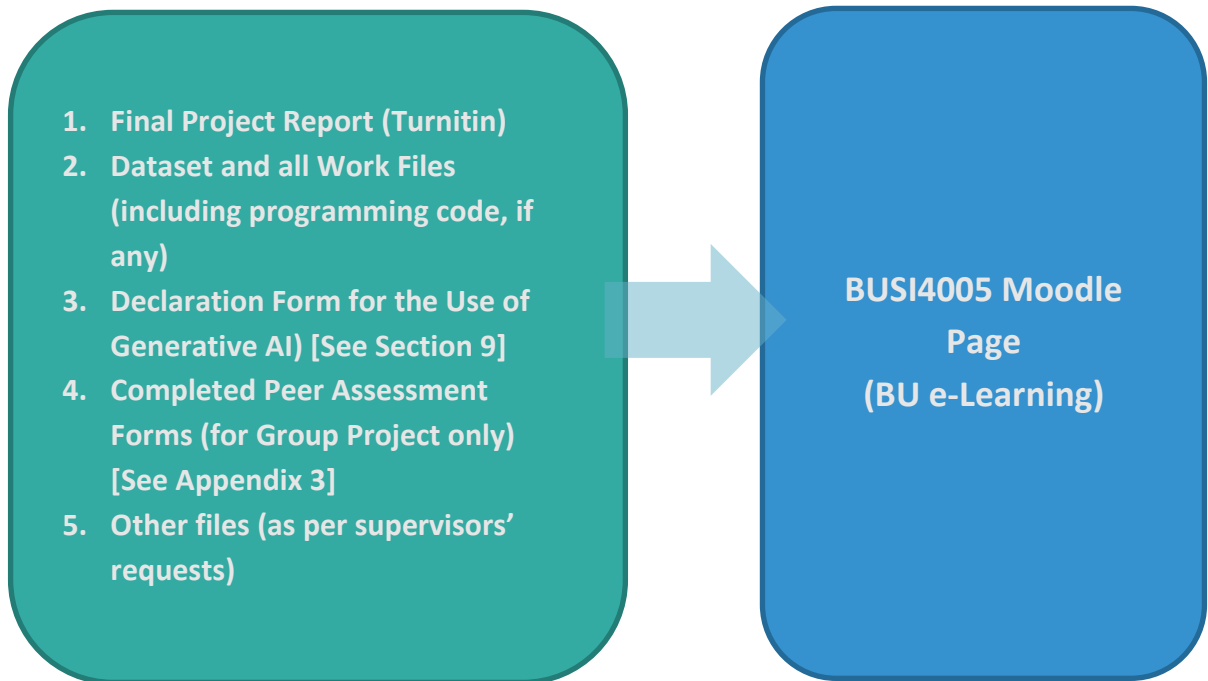
| Academic/Applied Research Project | Consultancy-based Project |
|---|---|
| Title Page | Title Page |
| Abstract | Executive Summary |
| Keywords | Keywords |
| Introduction | Introduction |
| Literature Review and Hypotheses (Research Model) /Problem Definition | Background / Problem Definition |
| Methodology | Methodology / Procedures |
| Data Analysis and Discussion of Findings | Discussion of Findings and Proposed Solution/Business Model |
| Conclusions | Summary and Conclusions |
| References | References |
| Appendices (if necessary) | Appendices (if necessary) |

▪ The above _suggested_ format is NOT restrictive. The format and content of a final project report might vary depending on the unique nature of the project (e.g. academic/applied research vs. consultancy-based research project, academic disciplines). Students are encouraged to consult their project supervisors for more details.

## 5.2 Final Project Report Submission

▪ The Final Project Report submitted should normally contain no more than **8,000 words** (Individual project or Group size = 2) or no more than **16,000 words** (Group size > 2), excluding references and appendices (1.5-spaced, Times New Roman, font 12).
   ▪ Note that the overall quality of the project, rather than the number of words, will be emphasized in the assessment.

- Students are required to use the standardized format of the title page (See Appendix 4).

- Students are required to submit the softcopies of the following on the course Moodle page by the submission deadline. Note that it is the **ONLY** valid submission.

<table>
<tr>
<td>
1. **Final Project Report (Turnitin)**
2. **Dataset and all Work Files (including programming code, if any)**
3. **Declaration Form for the Use of Generative AI) [See Section 9]**
4. **Completed Peer Assessment Forms (for Group Project only) [See Appendix 3]**
5. **Other files (as per supervisors' requests)**
</td>
<td>→</td>
<td>
**BUSI4005 Moodle Page (BU e-Learning)**
</td>
</tr>
</table>

- Late submission penalty:
  - Within two weeks: **3 marks per calendar day** (The maximum mark for the project report is 50).
  - Final project reports submitted **two weeks** after the designated submission deadline will **NOT** be accepted and **an "F" grade will be assigned**.

- To prevent **plagiarism**, it is **compulsory** for students to submit the project final report to *Turnitin* software available on Moodle (BU e-Learning) for originality check.

  - Students are required to submit the softcopy of the project final report in Microsoft WORD format. Students are allowed to submit their project final reports and review the similarity reports and the AI writing detection scores and overwrite previous submission(s) prior to the final submission.

  - For details about plagiarism and the use of plagiarism prevention software, refer to Section 8.

  - For details about the use of generative AI tools, refer to Section 9.

- As another measure for checking originality and preventing **data falsification and fabrication**, it is **<u>compulsory</u>** for students to submit their dataset, all work files for analysis used (including programming code, if any) on Moodle (BU e-Learning) by the submission deadline.

  - Students are required to keep their original data collected (in any form), records of use of generative AI tools, and earlier drafts of work, as they might need to submit upon their supervisors' request.

  - Students are expected to explain the details contained in these work files in case they were asked about during the presentation and oral exam.

- Students may apply for submission deadline extension with valid justifications, subject to approval of the supervisors and the BBA (Hons) Programme Management Committee (PMC).

  - Application for extension must be made **at least two weeks before the deadline**.

  - Note that methodological/procedural problems that could be anticipated, such as technical problems in data collection/processing/analysis, modification of research topic and difficulties encountered during the research process, will NOT be considered as valid justifications.

# 6. Presentation and Oral Examination

- In the presentation and oral examination session, students are expected to:
    1. Attend in person. Online presentation will not be arranged unless prior approval from the supervisor is obtained.
    2. Verbally report the content and outcomes of their research projects.
    3. Demonstrate how well they understand the research process, findings, and recommendations of their own work, by answering the questions raised by the examiners.
    4. Show their presentation skills developed throughout their undergraduate studies.

- The duration of the presentation and oral examination session are:
    - **30 minutes** (Individual project or Group size = 2);
    - **45 minutes** (Group size > 2)

- The time allocation is **subject to the examiners' decision** which includes:
    - Individual project OR group size = 2:
        - **Presentation**: 10-15 minutes
        - **Oral examination** (in form of questions and answers): 15-20 minutes
    - Group size > 2:
        - **Presentation**: 20-30 minutes
        - **Oral examination** (in form of questions and answers): 15-25 minutes

- For group projects, all students must be involved in the presentation in order to allow for individual assessments.
    - It is advised that the presentation should be shared equally, and all students are expected to answer questions in the oral examination session.

- For group projects, if one student goes on exchange in Semester 2, presentation and oral examination session could be conducted online upon agreement of the examiners.

# 7. Roles of Students and Supervisors

## 7.1 Roles of Students

- In general, students are expected **to take ownership of the research project** and to drive it forward with guidance and support from their supervisor. They must ensure that they meet all submission deadlines and requirements.

- Students should:
  1. identify a research question or project scope that is of interest to them and that is feasible within the given time frame.

  2. conduct a thorough literature review or background research to identify existing research in the area or current business problems and to inform their research question or project scope.

  3. develop a research methodology or approach appropriate for the research question or consultancy-based project scope and ensure that it follows the ethical guidelines (by submitting the **Ethical Clearance Form** by the deadline, See Section 10).

  4. collect and analyze data using the appropriate methodology or analyze the business problem or issue with the appropriate business models and data and ensure that the results obtained are valid and reliable.

  5. write up the project report in a clear, concise, and academic manner, and ensure that it conforms to academic standards.

  6. present the project to their supervisor and potentially to other audiences, such as faculty members (as second markers), or industry professionals.

  7. keep their original data, work files, records of use of generative AI tools, and earlier drafts of work.

  8. be proactive in seeking guidance and feedback from their supervisor, and plan for meeting schedules. They are advised to keep the email and meeting records. In particular, students are expected to take the initiative to arrange the first meeting with their supervisor.

  9. be responsible for taking steps to prevent and find solutions for any technical problems, such as data loss and computer file crashes.

10. refer to these BBA project guidelines or contact the BBA Office with any questions or concerns.

- Students should expect problems when doing BBA Project, especially for group project. It might include not being able to have a good relationship with teammates, teammates wanting to withdraw before completing the project, problems about defining topic and scope, etc. Dealing with problems is part of the learning process. Generally, should there be any problems that students cannot solve on their own, they should approach their supervisors for advice. If the problem cannot be solved at that level, they may contact their Concentration Coordinators. Students may contact the BBA Office and seek the advice of the BBA Programme Director for any problems that cannot be solved at the concentration level.

## 7.2 Roles of Supervisors

- In general, supervisors should **provide a supportive environment** that enables students to develop their skills and produce a high-quality final project. It includes providing guidance, support, and constructive feedback to students throughout the project.

- Supervisors will also take the major responsibility for **assessing student performance** in all assessment items using the assessment forms (Appendix 2a & b) according to the assessment rubrics (Appendix 1). They must ensure that they meet all assessment submission deadlines and requirements.

  - Supervisors should:

  1. help students define and refine the research question or project scope and ensure that it is feasible within the given time frame, while allowing room for students to decide on their final topics.

  2. help students with their literature review/background research by advising on the sources of materials.

  3. provide guidance on appropriate research methods and techniques that are applicable for the research question or consultancy-based project scope and ensure that students follow the ethical guidelines (by providing recommendations and approving the **Ethical Clearance Form** submitted before the research activities are conducted, See Section 10).

  4. review and assess student's progress regularly and provide constructive feedback on the quality and direction of the work.

5.  assist students with analyzing and interpreting data and ensure that the results obtained are valid and reliable.

6.  provide guidance to students on academic writing, including appropriate referencing and citation styles, and help to ensure that the final report conforms to academic standards.

7.  encourage and motivate students throughout the project and help to foster a positive learning environment for students.

8.  allow students to learn and work independently so as to demonstrate their abilities, knowledge and skills acquired.

9.  make necessary arrangements to allow students to receive sufficient guidance to work during the period if supervisors are on leave during the supervision period.

10. refer to these BBA project guidelines or contact the BBA Office with any questions or concerns.

▪ Every supervisor might adopt different approaches to supervision (from unrestrictive to more contractual; from managerial to supportive) depending on their own preferences, student needs and progress, and the specific individual relationship.

▪ To establish an effective supervisor-student relationship, it is important to align their expectations from the very beginning. The first few meetings are critical in setting the tone for the whole supervisory experience. It is sometimes good to be clear about some operational details, such as who will arrange meetings, how often you will meet and how quickly you will respond etc.

## SUPERVISOR ASSIGNMENT

- ▪ Students will indicate their preferred broad project areas, which are provided by the academic departments and concentrations, in the first week of Semester 1.

- ▪ Teaching staff from the two academic departments (AEF and MMIS) will be assigned to supervise projects based on their concentration, expertise and teaching load.

- ▪ Matching of students and supervisors will be decided internally within the concentrations.

# 8. Plagiarism, Falsification and Fabrication

## 8.1 Plagiarism[1]

- The University staunchly upholds the principles of academic integrity. Plagiarism is the most common form of academic dishonesty.

- **Plagiarism** means taking words or ideas from their rightful owners and presenting them as if they were your own (Hung, 1999).

| Common examples of plagiarism include: | |
|---|---|
| **Verbatim copying** (also known as **direct copying** or **uncited quote**) | ▪ copying the ideas, exact words, sentences, paragraphs, codes, designs, or audiovisual elements of a written piece, artwork, website, or social media channel without acknowledging the source. |
| **Self-plagiarism** (also known as **recycling** or **multiple submissions**) | ▪ reproducing without acknowledging the ideas, words, data, codes, designs, audiovisual elements, or other materials that you have previously submitted for assessment or publication; or<br><br>▪ submitting the same or similar work for the same and/or different courses as if it was a new submission. |
| **Translation plagiarism** | ▪ translating texts, codes, lyrics, audiovisual elements, etc. from one language to another without acknowledging the source. |
| **Uncited paraphrasing** | ▪ rephrasing someone else's ideas without acknowledging the source. |
| **Mosaic copying** (also known as **scaffolding**) | ▪ mixing ideas, words, data, codes, designs, audiovisual elements, etc. of the original source with your own without acknowledging the source. |

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[1] **The content in Section 4.1 and 4.2 were mainly extracted from Section 2. Plagiarism, Guidelines for Students on Academic Integrity, Hong Kong Baptist University, available at: https://ar.hkbu.edu.hk/quality-assurance/university-policy-and-guidelines/academic-integrity/section-2-plagiarism**

## 8.2 Avoiding Plagiarism

- **Basic principles**
  - You can look up ideas, arguments, facts, and statistics, etc. from sources such as books, journals, reports, newspapers, websites, social media for your work.

  - If you use ideas, words, data, images, videos, and any forms of creative work which belong to someone else and are not part of common knowledge, you have to indicate the sources (who and when) in your work.

- **Providing citations**
  - Whenever you incorporate or translate information from one or more sources in your work, you must properly cite the source(s) in the body of your work (i.e. the *in-text citation*) and provide the full citation details in the bibliography or reference list (i.e. *References*) at the end of your work (or in footnotes/endnotes, depending on the citation styles).

  - Citations must be provided when you:
    - reference information from various resources and piece them together to produce your own work;
    - paraphrase or translate either a small or a substantial portion of a text from one or more sources; and
    - reproduce specific words or phrases in a direct quotation.

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*How to cite properly?*

American Psychological Association (APA) Style is commonly used by writers in social sciences and psychology.

- An APA citation guide is available at the University Library, https://hkbu.libguides.com/citation/apa.

- Some useful automatic citation generators (e.g. Zotero, EndNote, Mendeley) are also available online. Please refer to the University Library Home - Citing Sources (APA, MLA, ...) - Research Guides at Hong Kong Baptist University (libguides.com) for some suggestions.

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- **Paraphrasing properly**
  - When paraphrasing someone else's idea, you must capture the essence and retain the meaning of the original information in your own words.

- **Using quotation marks in direct quotes**
  - Quotation marks must be used when you reproduce word-for-word either a small or substantial portion of a text taken directly from a source as a quote. Direct quotes should be used sparingly and if paraphrasing fails to retain the original meaning.

  - For more information on when to use direct quotes, please refer to https://apastyle.apa.org/style-grammar-guidelines/citations/quotations

## 8.3 Consequences of Plagiarism

- Plagiarism is considered as a violation of academic integrity. Any student who have violated academic integrity would be subject to academic disciplinary actions.

- **If the submitted project is found to be a partly or wholly plagiarized product, an "F" grade will be assigned to the course.**

## 8.4 Preventing Plagiarism with Anti-plagiarism Software

- Anti-plagiarism software (currently *Turnitin*) is used for the purpose of educating students about academic honesty and preventing plagiarism.

- For this course, it is **compulsory** for students to submit their works to *Turnitin* software available on Moodle (BU e-Learning) for originality check.

- Students are allowed to submit their works and review the similarity reports and the AI writing detection scores and overwrite previous submission(s) prior to the final submission.

- Supervisors and the BBA Programme Office will use the similarity reports and the AI writing detection scores to help identify potential instances of student plagiarism and take appropriate follow-up action.
  - The overall amount of text matched, and AI writing indicator are expressed in a percentage in the report. **These are for guidance only – the University does not define a "safe" level, nor is there a level that definitively signals that plagiarism has occurred.**

  - In general, Turnitin does not conclusively prove whether the project is plagiarized – the faculty will make this determination based on their academic and professional judgement.

## 8.5 Data Falsification and Fabrication[2]

- Along with plagiarism, data falsification and fabrication are serious forms of academic misconduct.

- **Falsification** involves manipulating or changing data, research materials, processes, equipment, and results. For example, a researcher might be looking for a particular outcome, but the actual research did not support their theory. They might manipulate the data or analysis to match the research to the desired results.

- **Fabrication** involves making up research results and data and reporting them as true. This can happen when a researcher, for example, states that a particular data collection was done when, in fact, it was not.

- Students are required to properly retain and submit all their original data, as well as their work files and computer programs used for data analyses. They are required to submit and might be asked to present and explain these documents for verification during the oral examination.

- **If data falsification and data fabrication are found to be committed, an "F" grade will be assigned to the course.**

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[2] **The content in Section 4.5 was mainly extracted from Research Fraud: Falsification and Fabrication in Research Data, Elsevier, available at https://scientific-publishing.webshop.elsevier.com/manuscript-review/research-fraud-falsification-and-fabrication-research-data/**

# 9. The Use of Generative AI Tools

## 9.1 General Principles[3]

- Generative AI technologies or tools (e.g., ChatGPT, Dall-E) leverage deep learning models to generate human-like "original" content, including audio, code, images, text, simulations, 3D objects, and videos. It draws on metadata and/or online content on which they have been trained to generate content.

| The University's General Guiding Principles | |
| --- | --- |
| **AI-Empowering** | ▪ to embrace generative AI and empower students and instructors to realize the potential of generative AI tools as part of the university's knowledge creation and teaching and learning ecosystem. |
| **AI-Critical** | ▪ to encourage healthy, informed skepticism of generative AI and develop students' and instructors' critical thinking and awareness of the strengths, drawbacks, and limitations of generative AI tools. |
| **AI-Ethical** | ▪ to maintain academic integrity, transparency, and the ethical use of generative AI tools. |
| **Build and sustain human uniqueness** | ▪ to recognize the importance of students and instructors as unique individuals with lived experience, knowledge, skills, and attributes. Provide space and time for individuals to understand and develop themselves as unique individuals within the university teaching and learning ecosystem. |

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[3] **The content in Section 9 were mainly adapted from Advisory Guidelines Pertaining to the Use of Generative AI in Assessed Assignment Tasks, Hong Kong Baptist University.**

## 9.2 Use of Generative AI in BBA Project

- Given the proliferation of generative AI tools and their utility in teaching and learning, as well as the business world, **students are ALLOWED to conduct their BBA Projects with assistance from generative AI tools**. Students are expected to use the generative AI tools available in the University library's database. Uses may include (but are not limited to):
  - Explain or clarify concepts
  - Demonstrate and guide practices of techniques
  - Planning and brainstorming on projects
  - Data Analysis
  - Give feedback on drafts
  - Generate samples for discussion and critical review

- However, students should **NOT** take the AI-generated content and present them as if they were their own work. Or else, it would be regarded as **plagiarism** (intentional or unintentional).

- Unlike other traditional academic sources, there is no specific author for AI-generated content. Also, generative AI can be used in many other ways, such as refining writing, developing lines of argument or generating ideas. Therefore, it might be difficult to provide citations in traditional ways.

- To uphold academic integrity, transparency and the ethical use of generative AI tools, **any use of generative AI tools must be acknowledged** by:
  - I.    **Declaration**: Students are required to complete and submit the following standard declaration.

**Declaration**

I did knowingly use generative AI tools in this assignment. I followed the University's guidelines for students on academic integrity. No content generated by generative AI tools has been presented as my own work. I take responsibility for the work submitted.

*OR*   I did not use generative AI tools in this assignment.

**Acknowledgement** (if generative AI is used)

1.   I acknowledge the use of [insert AI system(s) and link] to [specific use of generative AI]. The prompts used include [list of prompts]. The output from these prompts was used to [explain how the output was used].

2.   …

The output from the above prompts was stored properly and will be submitted upon request.

- An **example** (including a few different uses) is provided for your reference:

---

**Declaration**

I did knowingly use generative AI tools in this assignment. I followed the University's guidelines for students on academic integrity. No content generated by generative AI tools has been presented as my own work. I take responsibility for the work submitted.

**Acknowledgement**

1. I acknowledge the use of ChatGPT (https://chatgpt.hkbu.edu.hk) to clarify concepts and brainstorming ideas for drafting assessment rubrics. The prompts used include:

   i) *Comment on the differences between a research-based project and a consultancy-based project.*
   ii) *Create an assessment rubric for a research proposal.*

   The output from these prompts was adapted, modified, further developed, and included in the BBA project guidelines.

2. I acknowledge the use of ChatGPT (https://chatgpt.hkbu.edu.hk) to refine the tone of the language and improve the writing grammatically by submitting my essay (link to my original essay is available at _____ ). The prompts used include:

   *Refine my essay to improve the tone of the language used in business and accuracy grammatically*

   The output from these prompts was modified further to better represent my original ideas, context, and style suitable for our BBA project guidelines.

3. I acknowledge the use of ChatGPT (https://chatgpt.hkbu.edu.hk) to write Python code for running a regression model. The prompts used include:

   *As a data scientist. I have a Data set with columns [house_price, sqft, bedrooms, seaview]. Write a Python code for me to run a linear regression model that predicts house_price.*

   The output from these prompts was adapted, modified for different model specifications, further developed, and used to run the regression model in the project.

The output from the above prompts was stored properly and will be submitted upon request.

---

II.   **In-text Citations and Reference Lists**: In general, content produced by generative AI tools should not be considered reliable, accurate, or trustworthy representations of information. However, there may be times when the contents created by generative AI tools are included in the project submitted. In these cases, students are required to provide in-text citations for those material generated by generative AI and include them in the reference lists.

- Refer to https://apastyle.apa.org/blog/how-to-cite-chatgpt for citation and references guidelines for the APA style.

## 9.3 Checking for Improper Use of Generative AI Tools

- If examiners suspect students of not following the University's guidelines for students on academic integrity by knowingly presenting the output of generative AI tools as their own work, then the procedures governing student academic integrity apply.

- Examiners are recommended to apply their professional judgement and use the following methods to check for improper use of generative AI tools:
    - Request students' complete generative AI tools record of use.
    - Request earlier drafts of students' work.
    - Request students to be orally examined on their submission.

- **IMPORTANT NOTE on the use of AI detection tools:** AI detection tools, e.g. Turnitin AI detection, GPTZero, could be used to flag potential improper uses of generative AI tools. However, there is a lack of evidence regarding their effectiveness:
    - There could be cases of false positive, i.e. incorrectly identifying fully human-written text as AI-generated text. For example, Turnitin admitted that there were higher-than-expected false positives[4].
    - It is unlikely for them to keep up, given the rapid pace at which AI is developed.

- **AI detection tools are <u>NOT</u> to be used as SOLE evidence of improper use of generative AI tools. Other methods, such as oral examination, must be used to verify cases of improper use.**
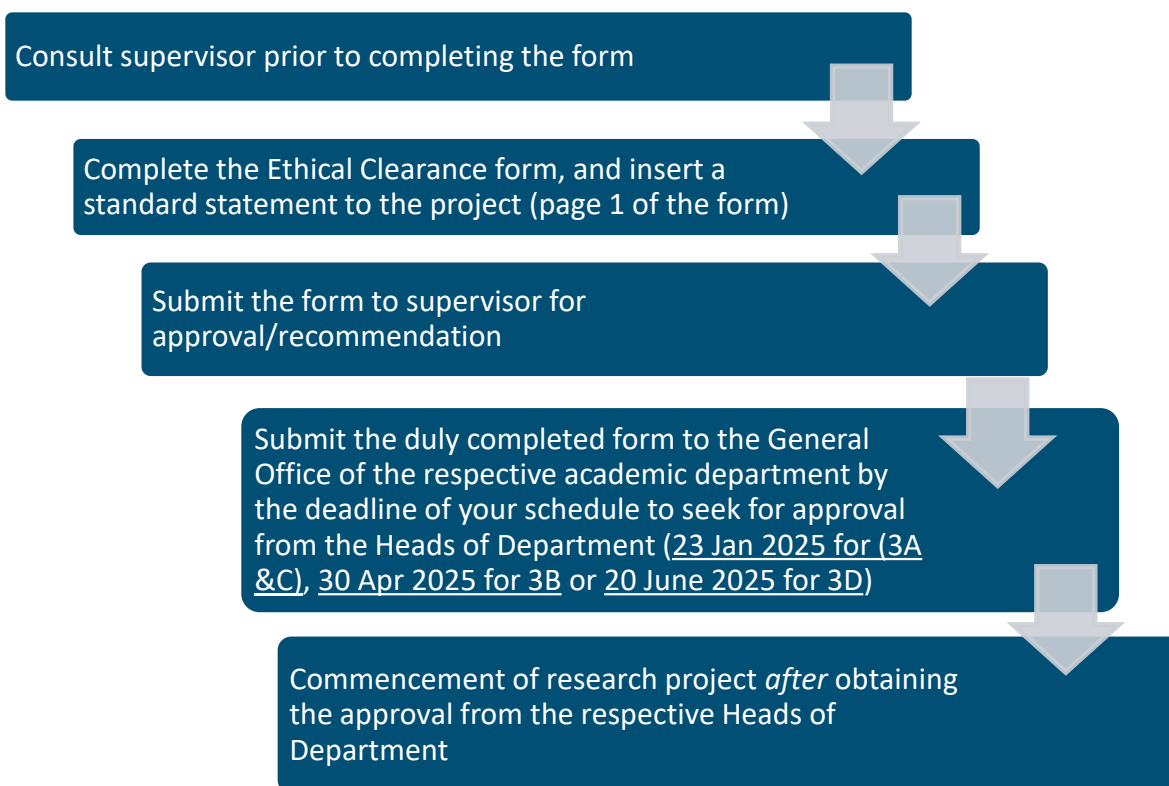
---

[4] https://www.turnitin.com/blog/ai-writing-detection-update-from-turnitins-chief-product-officer

# 10. Ethical Clearance Procedures for Research Projects

- To ensure protection of the rights and welfare of persons participating in the research, students shall abide by the current **ethical/safety clearance procedures** in relation to their research projects.

- All students' research projects utilizing human subjects are required to **obtain approval prior to commencement of research projects**.

- For BBA projects involving any activities which fall into the categories stated, students are required to complete the **Ethical Clearance form (Fast Track form)** (Appendix 5).
  - Examples of activity which involve human subjects requiring approval: survey, interview, observation of public behavior, collection of existing data, documents, etc. (Refer to *Section B. Checklist* of the form for details)

- To ensure a smooth and appropriate process, students should plan their research early and allow sufficient time to complete the following procedure:

Consult supervisor prior to completing the form

Complete the Ethical Clearance form, and insert a standard statement to the project (page 1 of the form)

Submit the form to supervisor for approval/recommendation

Submit the duly completed form to the General Office of the respective academic department by the deadline of your schedule to seek for approval from the Heads of Department (23 Jan 2025 for (3A &C), 30 Apr 2025 for 3B or 20 June 2025 for 3D)

Commencement of research project *after* obtaining the approval from the respective Heads of Department

**Rubric for BBA Project – Project Proposal**

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| **For Research Based Project:** Problem Development/Identification and Objectives/ Research Question ( _30_ %) | Student does not explain the background of the problem. | Student inadequately explains the background of the problem. | Student adequately explains the background of the problem. | Student fully explains the background of the problem. |
| **For Consultancy Based Project:** Problem Understanding and Objectives Development ( _30_ %) | Student does not state the objectives of the study and not able to relate the objectives to the problem context. | Student inadequately states the objectives of the study and inadequately relates the objectives to the problem context. | Student adequately states the objectives of the study and adequately relate the objectives to the problem context. | Student fully states the objectives of the study and fully relates the objectives to the problem context. |
| **For Research Based Project:** Literature Review/ Background Research and Hypotheses Development ( _45_ %) | Student develops no or weak literature review/ background research, with limited or no use of relevant sources, and lacks depth.  Student develops hypotheses or research questions that are inherited or adopted with little original consideration, or are unclear or too broad, and lack focus and direction. | Student only develops brief literature review/ background research, but lacks depth or analysis.  Student develops hypotheses or research questions that are somewhat clear and focused, although gaps may exist and may lack specificity or originality. | Student adequately develops the literature review/ background research, with effective use of a range of sources and a clear analysis of the existing literature.  Student develops hypotheses or research questions that are clear, appropriate and realistic. It provides direction for the research. | Student fully develops the literature review/ background research, demonstrating a high level of depth, relevance, and providing a comprehensive and insightful analysis of the existing literature.  Student develops hypotheses or research questions that are clear, appropriate and realistic, and demonstrates sophisticated and integrative thought. |
| **For Consultancy Based Project:** Industry/Market Review/ Background Research and Project Objectives ( _45_ %) | Student develops no or weak industry/market review/ background research, with limited or no use of relevant sources, and lacks depth.  Student demonstrates a limited understanding of the problem, and is unable to clearly define the scope and nature of the problem or project objectives. | Student only develops brief industry/market review/ background research, but lacks depth or relevance in some areas.  Student demonstrates a clear and comprehensive understanding of the problem, and is able to clearly define the scope and nature of the problem or project objectives. | Student develops comprehensive and relevant industry /market review/ background research, with effective use of a range of sources.  Student demonstrates a clear and comprehensive understanding of the problem, and is able to clearly define the scope and nature of the problem or project objectives. | Student fully develops an exceptional industry/market review/ background research, demonstrating a high level of depth, relevance, and providing a comprehensive and insightful analysis of the relevant information.  Student demonstrates exceptional problem definition skills, with a sophisticated understanding of the |

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| | | | | problem and the ability to clearly define the scope, nature, and context of the problem or project objectives. |
| **For Research Based Project:** Methodology ( _15 %) | Student uses inappropriate or weak research design, with limited or no justification for the chosen methodology and data collection methods. | Student uses research design that is marginally acceptable, but may lack justification or clarity in some areas. | Student uses appropriate research design, with effective data collection methods and analysis techniques. | Student uses good research design, demonstrating certain level of creativity or innovation, and providing a clear and compelling justification for the chosen methodology and effective data collection methods. |
| **For Consultancy Based Project:** Research Design & Procedures ( _15_ %) | The research methodology/procedure is missing or completely inadequate for the problem or client's needs. | The research methodology/procedure is somewhat unclear or insufficiently detailed, and may not fully address the problem or client's needs. | The research methodology/procedure is generally appropriate for the problem and client's needs, but may lack some detail or clarity. It mostly addresses address the problem or client's needs. | The research methodology/procedure is clearly defined and appropriate for the problem or client's needs. It is well-organized, systematic, and effectively addresses the objectives. |
| Scheduling and Writing ( _10_ %) | The time frame is not realistic given the objectives of the study. The proposal is not clear and is not organized. | The time frame is relatively realistic given the objectives of the study. The proposal is generally clear and organized. | The time frame is realistic given the objectives of the study. The proposal is clear and organized. | The time frame is realistic given the objectives of the study. The proposal is very clear and logically organized. |

**Rubric for BBA Project – Final Report**

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| **For Research Based Project:** Abstract **For Consultancy Based Project:** Executive Summary ( _5_ %) | Student provides a very brief executive summary/ abstract of the project. | Student provides an inadequate executive summary/ abstract of the project. | Student provides an adequate executive summary/ abstract of the project. | Student provides a comprehensive executive summary/ abstract of the project. |
| **For Research Based Project:** Problem Development and Objectives ( _10_ %) | Student does not explain the background of the problem. | Student inadequately explains the background of the problem. | Student adequately explains the background of the problem. | Student fully explains the background of the problem. |
| **For Consultancy Based Project:** Problem Understanding and Objectives Development ( _15_ %) | Student does not state the objectives of the study and not able to relate the objectives to the problem context. | Student inadequately states the objectives of the study and inadequately relates the objectives to the problem context. | Student adequately states the objectives of the study and adequately relates the objectives to the problem context. | Student fully states the objectives of the study and fully relates the objectives to the problem context. |
| **For Research Based Project:** Literature Review/ Background Research and Hypotheses Development/ Research Question ( _25_ %) | Student develops no or weak literature review/ background research, with limited or no use of relevant sources, and lacks depth. Student develops hypotheses or research questions that are inherited or adopted with little original consideration, or are unclear or too broad, and lack focus and direction. | Student only develops brief literature review/ background research, but lacks depth or analysis. Student develops hypotheses or research questions that are somewhat clear and focused, although gaps may exist and may lack specificity or originality. | Student adequately develops the literature review/ background research, with effective use of a range of sources and a clear analysis of the existing literature. Student develops hypotheses or research questions that are clear, appropriate and realistic. It provides direction for the research. | Student fully develops the literature review/ background research, demonstrating a high level of depth, relevance, and providing a comprehensive and insightful analysis of the existing literature. Student develops hypotheses or research questions that are clear, appropriate and realistic, and demonstrates sophisticated and integrative thought. |
| **For Consultancy Based Project:** Industry/Market Review/ Background Research and Project Objectives ( _15_ %) | Student develops no or weak industry/market review/ background research, with limited or no use of relevant sources, and lacks depth. Student demonstrates a limited understanding of the problem, and is unable to clearly define the scope and nature | Student only develops brief industry/market review/ background research, but lacks depth or relevance in some areas. Student demonstrates a clear and comprehensive understanding of the problem, and is able to clearly define the scope and nature of the | Student develops comprehensive and relevant industry /market review/ background research, with effective use of a range of sources. Student demonstrates a clear and comprehensive understanding of the problem, and is able to clearly define the scope | Student fully develops an exceptional industry/market review/ background research, demonstrating a high level of depth, relevance, and providing a comprehensive and insightful analysis of the relevant information. |

| Criterion | Emerging<br>1 | Developing<br>2 | Accomplished<br>3 | Exemplary<br>4 |
|---|---|---|---|---|
| | of the problem or project objectives. | problem or project objectives. | and nature of the problem or project objectives. | Student demonstrates exceptional problem definition skills, with a sophisticated understanding of the problem and the ability to clearly define the scope, nature, and context of the problem or project objectives. |
| **For Research Based Project:**<br>Methodology and Analysis<br>( _25_ %) | Student uses inappropriate or weak research design, with limited or no justification for the chosen methodology and data collection methods.<br><br>Student does not use an appropriate analysis method. | Student uses research design that is marginally acceptable, but may lack justification or clarity in some areas.<br><br>Student identifies a correct analysis method but data analysis is weak, with limited use of appropriate technique, and may not answer the research question/hypotheses effectively. | Student uses appropriate research design, with effective data collection methods and analysis techniques.<br><br>Student uses a correct analysis method but performs inadequate analysis, which may lack depth or insight in some areas, and may not fully answer the research question/hypotheses. | Student uses good research design, demonstrating certain level of creativity or innovation, and providing a clear and compelling justification for the chosen methodology and effective data collection methods.<br><br>Data analysis is comprehensive and insightful, with effective use of appropriate and rigorous techniques and a clear interpretation of the results, and fully answers the research question/hypotheses. |

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| **For Consultancy Based Project:** Research Design/Procedure and Analysis ( __30__ %) | The research methodology/procedure is missing or completely inadequate for the problem or client's needs.<br><br>The analysis is incomplete or inadequate in addressing the problem or client's needs. The data does not support the findings and recommendations.<br><br>Student demonstrates a limited understanding of the problem, and is unable to identify key issues or opportunities. | The research methodology/procedure is somewhat unclear or insufficiently detailed, and may not fully address the problem or client's needs.<br><br>The analysis is somewhat superficial or unclear in addressing the problem or client's needs. The data may not fully support the findings and recommendations.<br><br>Student demonstrates a basic understanding of the problem, but may struggle to identify all relevant issues or opportunities. | The research methodology/procedure is generally appropriate for the problem and client's needs, but may lack some detail or clarity. It mostly addresses address the problem or client's needs.<br><br>The analysis is generally thorough and systematic, but may lack some detail or clarity in addressing the problem or client's needs. The data mostly supports the findings and recommendations.<br><br>Student demonstrates a clear and comprehensive understanding of the problem, and is able to identify key issues and opportunities. | The research methodology/procedure is clearly defined and appropriate for the problem or client's needs. It is well-organized, systematic, and effectively addresses the objectives.<br><br>The analysis is thorough, systematic, and effectively addresses the problem or client's needs. The data is well-organized and effectively supports the findings and recommendations.<br><br>Student demonstrates exceptional problem analysis skills, with a sophisticated understanding of the problem and the ability to identify and address complex issues. |
| **For Research Based Project:** Interpretation of Results and Recommendations ( __25__ %) | Student provides very limited interpretation of the findings.<br><br>Student makes weak conclusion and recommendations, with limited or no connection to the research question/hypotheses or data analysis. | Student provides an inadequate interpretation of the findings.<br><br>Student makes adequate conclusion and recommendation, but lack depth or specificity in some areas and are barely related to real business practice. | Student provides an adequate interpretation of the findings.<br><br>Student makes good conclusion that are clear, well-supported, and relevant to the research question/hypotheses and data analysis, with recommendations related to real business practice. | Student provides a comprehensive interpretation of the findings.<br><br>Student makes valuable recommendations that are related to real business practice and reflect the findings. |
| **For Consultancy Based Project:** Generation of Alternative and Recommendations ( __25__ %) | Student identifies weak alternatives without support from the analysis.<br><br>Student's recommendations are weak and lack coherence or relevance to the problem. | Student identifies a feasible alternative with some support from the analysis.<br><br>Student's recommendations are generally sound, but may lack detail or specificity in some areas. | Student identifies several good alternatives with clear rationale and support for alternatives.<br><br>Student's recommendations are clear, well-supported, and relevant to the problem, with specific and actionable steps. | Student generates insightful alternatives addressing the issues with originality.<br><br>Student's recommendations are exceptional, demonstrating a high level of creativity, innovation, and strategic thinking. |
| Writing & Structure ( __10__ %) | Student's writing is weak, with poor organization, grammar, | Student's writing is generally sound, but may lack polish or | Student's writing is clear, well-organized, and engaging, with | Student's writing is exceptional, demonstrating a high |

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| | or vocabulary.<br><br>Organization and structure detract from the message.<br><br>Writing is disjointed and lacks transition of thoughts. | clarity in some areas.<br><br>Structure of the report is not easy to follow.<br><br>Transitions need improvement.<br><br>Conclusion is missing, or if provided, does not flow from the body of the report. | effective use of language and appropriate tone and style.<br><br>Structure is mostly clear and easy to follow.<br><br>Transitions are present.<br><br>Conclusion is logical. | level of professionalism, creativity, and persuasive ability.<br><br>Structure of the report is clear and easy to follow.<br><br>Transitions are logical and maintain the flow of thought throughout the paper.<br><br>Conclusion is logical and flows from the body of the report. |

# Rubric for BBA Project – Presentation & Oral Examination

| Criterion | Emerging 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| Content & Oral Exam ( 70 %) | Ideas are not clear. Student does not provide support.<br><br>Student has a limited understanding of the subject matter and is unable to articulate key concepts effectively.<br><br>Student is unable to answer questions from the audience, or provides completely irrelevant or incorrect responses. The speaker does not engage the audience effectively. | The beginning of some ideas; not clearly explored or supported or connected.<br><br>Student demonstrates a basic understanding of the subject matter but lacks depth and clarity in their explanation.<br><br>Student struggles to answer questions from the audience, with several incomplete or unclear responses. The speaker may not engage the audience effectively. | Sufficient material; many good points, but not entirely balanced and has little variation.<br><br>Student demonstrates a clear and comprehensive understanding of the subject matter and is able to articulate key concepts effectively.<br><br>Student generally answers questions from the audience, but may struggle with some questions or provide incomplete or unclear answers. The speaker engages the audience to some extent. | Good content that clearly relates ideas; supports and explores idea; uses different materials.<br><br>Student demonstrates a sophisticated and nuanced understanding of the subject matter, and is able to provide insightful and original analysis.<br><br>Student shows a clear understanding of the topic and effectively answers questions from the audience. The speaker engages the audience and provides thoughtful responses that demonstrate a deep understanding of the topic. |
| **Presentation Content and Skills** | | | | |
| a. Clarity ( 15 %) | The presentation is poorly organized and difficult to follow, with poor grammar or vocabulary and many key points missing or unclear. | The presentation is somewhat disorganized and difficult to follow, with several key points missing or unclear. | The presentation is generally clear and well-organized, but some key points may be missing or unclear. | The presentation is clear, well-organized, and effectively conveys the key points of the topic. |
| b. Delivery ( 15 %) | The student is very nervous or unconfident, with no eye contact and inappropriate pacing or tone.<br><br>No visual aids are used, or they are completely irrelevant or inappropriate. | The student appears nervous or unconfident, with little eye contact or inappropriate pacing or tone.<br><br>Visual aids are unclear or irrelevant, and may detract from the speaker's delivery. | The student is generally confident and engaging, but may have some difficulty maintaining eye contact or speaking at an appropriate pace.<br><br>Visual aids are generally clear and relevant, but may be somewhat distracting or not used as effectively as they could be. | The student is confident, engaging, and maintains good eye contact with the audience, demonstrating professionalism, creativity, and persuasive ability.<br>The pace and tone of the presentation are appropriate and enhance the delivery.<br><br>Visual aids are clear, relevant, and enhance the presentation. They are used effectively and do not detract from the speaker's delivery. |

School of Business
BUSI4005 BBA Project
**Project Report Evaluation Form**

Student Name: _____      Student ID: _____

Student Name: _____      Student ID: _____

Student Name: _____      Student ID: _____

Student Name: _____      Student ID: _____

Supevisor/Internal Examiner: _____

Project Title: _____

Project Type:     Research-based Project (RP)    /    Consultancy-based Project (CP)      **(delete as appropriate)**

**Progress (10%)**          **Marks:** _____ /10

**Project proposal (10%)**          **Marks:** _____ /10

| Evaluation Grade: | | F | D | C- | C | C+ | B- | B | B+ | A- | A |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluation Point: | Marks | 0-0.44 | 0.45-0.50 | 0.51-0.56 | 0.57-0.62 | 0.63-0.68 | 0.69-0.74 | 0.75-0.80 | 0.81-0.86 | 0.87-0.92 | 0.93-1.00 |
| 1 Problem Development and Objectives | 3 | | | | | | | | | | |
| 2 Literature Review/ Background Research and Hypotheses Development/ Research Question | 3 | | | | | | | | | | |
| 3 Methodology | 3 | | | | | | | | | | |
| 4 Scheduling and Presentation | 1 | | | | | | | | | | |

*Overall Evaluation:* _____

_____

**Project Report (50%)**          **Marks:** _____ /50

| Evaluation Grade: | | F | D | C- | C | C+ | B- | B | B+ | A- | A |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluation Point: | Marks | 0-0.44 | 0.45-0.50 | 0.51-0.56 | 0.57-0.62 | 0.63-0.68 | 0.69-0.74 | 0.75-0.80 | 0.81-0.86 | 0.87-0.92 | 0.93-1.00 |
| 1 Executive Summary/ Abstract | 3 | | | | | | | | | | |
| 2 Problem Development and Objectives | 6 | | | | | | | | | | |
| 3 Literature Review/ Background Research and Hypotheses Development/ Research Question | 6 | | | | | | | | | | |
| 4 Methodology and Analysis | 15 | | | | | | | | | | |
| 5 Interpretation of Results and Recommendation | 12.5 | | | | | | | | | | |
| 6 Presentation | 7.5 | | | | | | | | | | |

*Overall Evaluation:* _____

_____

**Presentation and Oral Presentation (30%)**          **Marks:** _____ /30

| Evaluation Grade: | | F | D | C- | C | C+ | B- | B | B+ | A- | A |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluation Point: | Marks | 0-0.44 | 0.45-0.50 | 0.51-0.56 | 0.57-0.62 | 0.63-0.68 | 0.69-0.74 | 0.75-0.80 | 0.81-0.86 | 0.87-0.92 | 0.93-1.00 |
| 1 Content (Relevant Information, Response to Questions) | 18 | | | | | | | | | | |
| 2 Presentation Skills & Communication Skills (Creativity, Time Mgt, Use of Visual Aids) | 12 | | | | | | | | | | |

*Overall Evaluation:* _____

_____

         **Marks:**   0   /100

_____          _____

Signatrue of Supervisor          Date

# BBA Project Supervisor Assessment Report

**Name of Supervisor:** _____     **Concentration:** _____

| Name/Student No. of Supervisee | Proposal | Progress Report | Final Report | | | Oral Presentation | | | Total | Recommended Grade | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Supervisor | Examiner | Average | Supervisor | Examiner | Average | | | |
| | 10% | 10% | 50% | 50% | 50% | 30% | 30% | 30% | 100% | | |
| | | | | | #DIV/0! | | | #DIV/0! | | | |
| | | | | | #DIV/0! | | | #DIV/0! | | | |
| | | | | | #DIV/0! | | | #DIV/0! | | | |
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| | | | | | #DIV/0! | | | #DIV/0! | | | |

_____
Signatrue of Supervisor

_____
Date

## BBA Project
### Peer Assessment Guidelines

**Students should submit the completed form to the BBA Programme Office together with the Project on or before the Project due date or as determined by the supervisor.**

**(I) OBJECTIVE**

Peer Assessment could ensure individual's contribution to the group and to avoid "free riders". It will also give students the opportunities to establish the right attitude in working with one another and to practise the skills of being a mature and responsible member when working in a group. Hence, honest and constructive feedback to group members and taking feedback from them can help improve the accuracy of individual marks.

**(II) WHAT YOU NEED TO DO**

You need to be objective and unbiased when assessing your team members' (and your own) contribution to the group by:

- giving a score (from 0 [min.] to 5 [max.]) to your group member and yourself to indicate the contribution of each; and
- (**optional**) writing comments on your group members' contribution to justify the scores you award or your experience working as a group during this course;
- (**optional**) giving yourself a score to indicate your own contribution *relative* to the other group member and justifying why you deserve such a score. Your self-assessment, however, will *not* be counted towards the peer assessment.

**(III) EVALUATION CRITERIA**

You can evaluate your group members' (and your own) contribution by considering the following aspects:

1. *Teamwork*:
   Contributed to team performance, drew out the best from others, fostered activities that moved the team toward task completion and added value to team tasks.

2. *Initiative and Dependability*:
   Fulfilled responsibilities on time and according to team expectations.

3. *Quality of Outputs*:
   Made high quality contributions to the production of team outputs including oral presentations and written reports.

4. *Contribution to Knowledge and Learning*:
   Effectively understood, utilized, and demonstrated knowledge of course materials, added value to team skill level.

**(IV) Rating Scale**

You will use a 5-point scale to give scores to your group member and yourself.

| Score | Performance |
|---|---|
| 0  (Worst) | No contribution at all. Typical of students who never showed up in meetings, participated in discussion or finished assigned duties. |
| 1 (Poor) | Minimal / very little / insignificant contribution and participation. |
| 2 (Below Average) | Some contribution and participation, but less than expected. |
| 3 (Average) | Adequate, active and significant contribution and participation. Responsible and effective member of the group. |
| 4 (Above Average) | Impressive. Led the group effectively throughout the project. Effective both as a manager and a member. Excellent group and interpersonal skills. Has contributed more than the other members. Useful input. Has done much more than expected. |
| 5 (Outstanding) | Exceptionally impressive. Outstanding as a manager and a member. Contribution and participation most useful. |

**Peer Assessment Form**

Course Code:     **BUSI 4005 BBA Project**
Supervisor:      _____

Student Name:    _____        Student No.:    _____
Contact Tel:     _____        Concentration:  _____

| Group Members' Name | Criteria | | | |
|---|---|---|---|---|
| | Teamwork | Initiative and Dependability | Quality of Outputs | Contribution to Knowledge and Learning |
| (1) | | | | |
| Reasons (if score less than 3) | _____ _____ _____ | | | |
| | | | | |
| (2) | | | | |
| Reasons (if score less than 3) | _____ _____ _____ | | | |
| | | | | |
| (3) | | | | |
| Reasons (if score less than 3) | _____ _____ _____ | | | |
| | | | | |
| (Yourself) | | | | |
| Reasons (if score less than 3) | _____ _____ _____ | | | |
| | | | | |

Note:
1.    Your individual responses will be kept confidential but will be used by the assessors in the grading process.
2.    Give reasons if you give a member, including yourself, a score of 2 or below.
3.    Put down your contact number so the assessors can easily find you if they want to discuss the rating with you.

xxxx xxxx xxxx (Name of supervisor)

**(TITLE OF YOUR BBA PROJECT)**

BY

xxxx xxxx xxxx (Your Name)
xxxxxxxx (Your Student No.)
xxxxxxx Concentration (Your Concentration)

BBA Project Submitted to the
School of Business in Partial Fulfilment
of the Graduation Requirement for the Degree of
Bachelor of Business Administration (Honours)

Hong Kong Baptist University
Hong Kong

April 20xx

# Important Notes to students

Students at **all levels** (postgraduate or undergraduate) shall abide by the ethical/safety clearance procedures in relation to their research projects. <u>Approval should be obtained prior to commencement of the projects.</u> The procedures are highlighted as follows:

- the application to be vetted and recommended by the principal supervisor;
- the head of department to endorse the application with detailed justifications; and
- the dean to make the final approval;
- a copy of the approved application to be sent to the REC via the Research Office.

Please also take note of the following ethical/safety clearance procedures:

a)  Inclusion to the thesis/dissertation a standard statement by the students indicating that the project has obtained the relevant ethical/safety clearance. The statement shall read:

| | |
|---|---|
| ***English version*** | *"I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures in accordance with the University's Research Ethics Committee (REC). I have attempted to identify all the risks related to this research that may arise in conducting this research, obtained the relevant ethical and/or safety approval (where applicable), and acknowledged my obligations and the rights of the participants."* |
| **中文版本** | 「我已閱畢大學現行的研究倫理指引，按照大學研究倫理委員會（REC）規定的步驟進行研究，並為此負責。我已盡可能識別在研究中可能產生之風險，並已取得相關的研究倫理和/或安全批核（如適用），亦明白我在當中的責任和研究參與者之權利。」 |

b)  The student should provide the documentary evidence for ethics/safety approval. *(If the student project is part of the supervisor's project, student concerned is not required to submit separate ethics/safety application. The student should submit the ethical/safety approval record(s) of the supervisor's project issued by the REC and/or relevant authority, and the supervisor should certify that the student's project is part of the relevant project).*

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# HONG KONG BAPTIST UNIVERSITY
## Research Ethics Committee (REC)
### <u>REC/Ethics/Human (Fast Track Review)</u>
#### *(for student projects only)*

**Important Notes:**
(1) All students' research projects utilizing human subjects are required to seek prior approval from the Faculty/School Dean/Academy Director before commencement of the research project. This assures protection of the rights and welfare of persons participating in the research.
(2) This application is **NOT** applicable for research involving subjects in the category of pregnant women; fetuses; prisoners; human in vitro fertilization; persons with mental or physical disabilities; persons with serious illness; persons who are economically or educationally disadvantaged and minors\*. Should the study involve any of the above subjects, you must consult your Principal Supervisor/Course Instructor and fill out the **Full Review** form. [\*Under Section B Checklist, should any research involving minors in categories 1, 3, 4, 5 & 6, such activities <u>will be qualified</u> for the Fast Track Review.]
(3) All documents must be typed and legible; please use layman terminologies to explain your research project.
(4) Faculty/School Dean/Academy Director reserves the right to return incomplete/outdated application to the SI and this will result in delay in approving the application.
(5) A copy of the approved application should be sent to the REC via the Research Office.

## Section A. Project Information

| Course Name | | Project Title | | | |
|---|---|---|---|---|---|
| Duration (months) | | Start Date | | End Date | |
| Student in charge (SI) | | Student no. | | Department | |
| Telephone | | Email | | | |
| Other student(s) involved in the research project | | Name: | | Student no. | Dept |
| | | Name: | | Student no. | Dept |
| | | Name: | | Student no. | Dept |

## Section B. Checklist
**Check the box(es)** for the appropriate category(ies) **AND** sub-category(ies) that apply to your research project. Your research project is qualified for the Fast Track Review if it falls into anyone of the following categories. In the event that **NONE** of the following is applicable to your research project, please fill out the **Full Review** form.

1. ☐ Research conducted in an established or commonly accepted educational settings, involving normal educational practices, such as
    - ☐ (i) research on regular and special education instructional strategies, or
    - ☐ (ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

2. ☐ Research involving the use of research assessment or measurement tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, and that any of the following would be incurred in the study: NOTE[1]
    - ☐ (i) information obtained is recorded in such a manner that the human subject **CANNOT** be identified, directly or through identifiers linked to the subjects;
    - ☐ (ii) any disclosure of the human subject's responses outside the research would **NOT** reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

3. ☐ Research involving the use of research assessment or measurement tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under paragraph 2, if the human subjects: NOTE[1]
    - ☐ (i) are elected or appointed public officials or candidates for public office; or
    - ☐ (ii) require without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. ☐ Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens:
    - ☐ (i) if these sources are publicly available or
    - ☐ (ii) if the information is recorded by the project team member in such a manner that subjects cannot be identified, directly or through identifiers linked to the subject.
    *The Student in charge **must** describe the information provided in the dataset and the number of subjects involved when the data was originally collected.*

5. ☐ Research and demonstration projects which are designed to study, evaluate, or otherwise examine:
    - ☐ (i) public benefit or service programs (e.g. social security, welfare, etc.);
    - ☐ (ii) procedures for obtaining benefits or services under those programs;
    - ☐ (iii) possible changes in or alternatives to those programs or procedures; or
    - ☐ (iv) possible changes in methods or levels of payment for benefits or services under those programs.

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[1] NOTE: Include any **INSTRUMENT** to be used, e.g. questionnaires or surveys. In the case of interviews, include a list (or representative sample) of the questions to be asked. If subjects will do a task, provide a sample copy of the task. Copy for any advertising should be submitted. All information used to recruit subjects (precontact, letters, phone scripts, etc.) must be submitted.

## Section C. Research Protocol and Documentation

| Selection / Recruitment of Subjects | | | |
|---|---|---|---|
| Criteria used to recruit/select subjects. You may choose more than one option. | ☐ Age | ☐ Sex | ☐ Socio-economic status |
| | ☐ Marital Status | Others, please specify: _____ | |
| Number of subjects to be recruited/selected | | | |

| Type(s) of subjects You may choose more than one option. | ☐ Minor Age range: _____ | ☐ Male No: _____ | ☐ Female No.: _____ | ☐ Others _____ No: _____ |
|---|---|---|---|---|
| | Reason(s) for choosing only Male or Female as subjects (if applicable). | | | |

| Your relationship with the subjects. | ☐ Teacher/Student | ☐ Superintendent / Principal/Teacher | ☐ Employer / Employee |
|---|---|---|---|
| | ☐ No relationship | Others, please specify: | |

| Rewards to the subjects. You may choose more than one option. | ☐ Monetary Dollar Value:$ | ☐ Gift Dollar Value:$ | ☐ Class credit Credit earned: |
|---|---|---|---|
| | Describe the payment arrangements | | |
| | Any rewards if the subjects withdraw prior to the completion of the study? ☐ Yes   ☐ No   ☐ N/A If Yes, the dollar value is: $ _____   Others: | | |

| Consent from the subjects [2] | |
|---|---|
| Necessary information will be provided to the subjects so that they can understand their roles and the risks involved in participating in the study? | ☐ Yes, each subject will be provided with the Informed Consent Statement. ☐ Yes, each subject will be provided with the Study Information Sheet. ☐ Others, please specify: _____ |

| Conduct of the Research Study | |
|---|---|
| ☐ By interview | Will the subjects be taped? ☐ Yes. I will keep/ destroy the tapes within _____ (duration) upon completion of my research study. NOTE [3] ☐ No |
| | Where will the interview take place? |
| | If the interview takes place during class time, what will non-participants do? ☐ Dismiss from class   ☐ Reading time   ☐ Others: _____ |
| | Time needed to complete the interview: _____ minutes / hours (please circle) |
| ☐ By questionnaire | How will the questionnaires be distributed AND collected? ☐ By mail        ☐ By Email (Subject should be told that their confidentiality cannot be guaranteed while their data are on the internet) ☐ Face-to-face    ☐ Others _____ |
| | Time needed to complete the questionnaire _____ minutes / hours (please circle) |
| | Confidentiality statements are included in the questionnaire ☐ Yes      ☐ No      ☐ N/A |
| ☐ Others | Describe what the subjects will do (action). |
| | Will the subjects be taped? ☐ Yes. I will keep/ destroy the tapes within _____ (duration) upon completion of my research study. NOTE [3] ☐ No |
| | Where will the action take place? |
| | Time needed to complete the above action _____ minutes / hours (please circle) |
| | If the action takes place during class time, what will non-participants do? ☐ Dismiss from class   ☐ Reading time   ☐ Others: _____ |

| Record Keeping | | | |
|---|---|---|---|
| Format of recording and keeping the data. You may choose more than one choice. | ☐ Paper copies | ☐ Digital/Electronic copies | Others, please specify: _____ |
| Identifiers are used for identifying the subjects? | ☐ Yes. I will keep/ destroy the identifiers within _____ (duration) upon completion of my research study. NOTE [3] ☐ No | | |
| Describe how you will destroy/dispose of the records? | | | |

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[2] Signed parental/guardian informed consent must be obtained when minor subjects are involved in the research, but for adult subjects, in most cases, signed informed consent is not required if the project is qualified for this Fast Track Review. However, it is generally required that information about the research will be given to the subjects either in written or oral form by following the "Study Information Sheet". The Study Information Sheet should contain information listed on Appendix A (Items 1-9) and a sample is also included in Appendix A1 to assist the project team.

[3] NOTE: The Research Committee approved that for longitudinal studies, record may be kept up to seven years. Please provide justifications for any period longer than that.

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| Types of identifiers.<br>You may choose more than one option. | ☐ Name  ☐Job Title  ☐ Others: _____<br>The identifiers will be kept for _____ (duration). |
|---|---|
| | ☐ Number code.  The subject will be identified by the code? ☐ Yes  ☐ No<br>The code list will be stored in _____<br>When will the code list be destroyed? _____ |
| **Research Output** | |
| How will the report be written? | ☐  In aggregate terms.<br>☐  Individual responses will be described. |
| **Additional methods to preserve confidentiality for any of the procedures** | |

## Section D.  Approval

### I. Declaration by the Student in charge
My project team and I pledge to conform to the following:

As one engaged in investigation utilizing human subjects, I acknowledge the rights and welfare of the human subject involved.  I acknowledge my responsibility as project team member to secure the informed consent of the subject by explaining the procedures, in so far as possible, and by describing the risks as weighed against the potential benefits of the investigation.

I assure the Faculty/School Dean/Academy Director that all procedures performed under the project will be conducted in accordance with prevailing standards of research ethics in the academic community.  Any deviation of the project (e.g., change in student in charge, research methodology, subject recruitment procedures, etc.) will be submitted to the Faculty/School Dean/Academy Director in the form of an amendment for its approval prior to implementation.

I understand that it is the sole responsibility of the researcher to ensure that the research is in full compliance with the Personal Data (Privacy) Ordinance.

I also undertake to thoroughly inform other students in the project as stated in Section A of the necessary aforementioned details.

Signature: _____(SI)        Date: _____

### II. Recommendation by Principal Supervisor/Course Instructor
This protocol for the use of human subjects has been reviewed and I have the following recommendations:

☐ Recommended for Approval     ☐ Not Recommended     ☐ Withdrawn

Comments/Conditions:

_____

Principal Supervisor/Course Instructor: _____     Date: _____

### III. Endorsement by Department Head
I hereby endorse this application and confirm that under the supervision of the Principal Supervisor/Course Instructor, the SI is appropriately experienced in the work envisaged and that the Department is aware of the protection of the rights and welfare of the persons participating in the research.

Justifications:

_____

Department Head: _____     Date _____

### IV. Approval by Faculty/School Dean/Academy Director

☐ Approved     ☐ Not Approved

Signature _____     Date _____

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- An **Informed Consent Statement** has two purposes:
  (1) to enable potential research subjects to make an informed choice as to their participation in a study, and
  (2) to document their decision to participate.
  In order to make an informed choice, potential subjects must understand the study, how they are involved in the study, what sort of risks it poses to them, and what to do if something untoward happens. The words and language used to describe these factors must be understandable to potential subjects.

- A **Study Information Sheet** has the same purpose listed in (1) above. The subject's participation is considered consent; their signature is not required.

- **Samples** of a Consent Statement and an Information Sheet are provided in Appendix A1 - 4. Following the sample format will help to ensure that the necessary criteria for approval are included. Checking off an item as it is written into the statement/sheet will assist you in assuring that each element has been addressed in the document.

## Items to be included in the Consent Statement and the Information Sheet

**Informed Consent Statement** required elements: Items 1-9. Each must be included in the informed consent statement submitted.
**Study Information Sheet** required elements: Items 1-8. Each must be included in the study information sheet submitted.
These elements are incorporated into the SAMPLES that follow in Appendix A1 - 4.

1.  Use the heading "Hong Kong Baptist University, Informed Consent Statement" or "Hong Kong Baptist University, Study Information Sheet".

2.  List the title of the project as given in Section A.

3.  Invite the subjects to participate and state that the study involves research and describe the following:
    a.  purpose
    b.  procedures (identify any that are experimental)
    c.  expected duration of the subject's participation
    d.  reasonably foreseeable risks or discomforts
    e.  safeguards to be used to minimize risks
    f.  any benefits to the subject or to others; or the extent of contribution to the body of literature/knowledge

4.  Describe the extent, if any, to which confidentiality of records identifying the subject will be maintained.

    If subjects are identified in reports, *signed consent* is required. If research is conducted over the internet, you must tell subjects that you cannot guarantee confidentiality while their data is on the internet.

5.  State the terms of subject compensation for study participation, if any. If the subjects will be paid (or receive other compensation) for participation, state how and when they will receive payment and/or compensation (i.e. compensation = toys, books, gifts, etc.). List the value of gifts or services. Explain if there will be any partial payment if the subject withdraws prior to completion of the study. If class credit will be given, list the amount and list alternative ways to earn the same amount of credit.

6.  Include an invitation for the subject to ask any questions at any time about the study and its procedures, or their rights as subjects. Also, *if applicable*, include a statement that if the subject experiences adverse effects, the project team member should be contacted immediately.

7.  Include the project team member's name, address, and telephone number that the subject may use to ask questions and report any study related problems

8.  Tell the subject that participation is voluntary. Further, state that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty, or loss of benefits to which the subject is otherwise entitled. Tell subjects what will happen to their data if they withdraw from the study.

9.  Include a statement that says subject has read and understands the consent form, acknowledges receiving a copy of the form, and agrees to participate in the study. Provide a line for signature(s) and the date. Provide two copies of the Consent Form, one to be retained by the subject and one to be signed by the subject and, if applicable, the subject's parent(s)/guardian/legal representative and returned to you.

    If subjects are minors use the following guidelines for obtaining consent:
    - 6 years old and younger - only parent(s)/guardian/legal representative need sign;
    - 7-8 years old - signature of minor is optional, requires signature of parent(s)/guardian/legal representative;
    - 9 through 17 years old - requires signature of both minor and parent(s)/guardian/legal representative.

When appropriate, one or more of the following additional elements of information (items 10-18) shall also be provided to each subject, in either the Informed Consent Statement or Study Information Sheet:

10. The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject. (Explain what will happen to data if a subject withdraws. If data are gathered that contain subject identifiers, the disposition of the data must be stated.)

11. The approximate number of subjects involved in the study should be indicated when the subject population is small in number. If subjects might be identifiable in reports because individual responses will be described, a statement to this effect should be included in the consent statement or information sheet.

12. If you plan to audio tape, videotape or film the subjects, you have to request permission to do so in writing and indicate how you will be using this material (Research purposes only? Research and instruction? Who will have access to or view the tapes? Will subjects be allowed to preview the tapes? What will happen to the tapes at the end of the study? What will happen to the tapes if the subject withdraws?). All possible uses of the tapes/films/photos (current & future) must be described. If tapes are kept by the SI beyond the end of the study and/or archived, then the following statement must be included: "The tapes/films/photos will not be used for any additional purposes without your additional permission." and signed/documented consent is required.

13. *IF DECEPTION IS USED,* include a statement to the effect that the research cannot be fully described at this time, but at the conclusion of participation, an explanation will be provided. (<u>Provide a copy of the debriefing script with your packet for Committee review</u>.)

14. *Emergency Medical Treatment.* If the study involves risk procedures (exercise, medical, stress, alcohol, and so on), the following paragraph is to be included:
    "In the unlikely event of physical injury resulting from your participation in this research, emergency medical treatment will be provided at no cost to you. Be certain that you immediately notify the researcher if you are injured. If you require additional medical treatment you will be responsible for the cost. No other compensation will be provided if you are injured in this research."

15. A statement that the particular treatment or procedure may involve currently unforeseeable risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant).

16. Anticipated circumstances under which the subject's participation may be terminated by the project team member without regard to the subject's consent.

17. Any additional costs to the subject that may result from participation in the research. (If subjects will be charged for participation in the research project, then all costs must be itemized on the consent form. If alternative, non-investigational procedures are available, then these procedures should be discussed and the average costs included in the consent form.)

18. A statement that significant new findings developed during the course of the research, and which may be related to the subject's willingness to continue participation, will be provided to the subject.

# S A M P L E

*INFORMED CONSENT STATEMENT (for Fast Track Review)*

*(Include or exclude information as applicable.)*
*(Item numbers are keyed to the checklist for reference only - do not include in your information sheet.)*

**STUDY INFORMATION SHEET** *(item 1)*
[List title of study here] *(item 2)*

You are invited to participate in a research study. *(item3)*  The purpose of this study is _____. *(item 3a)*

## INFORMATION

Describe all procedures, preferably in chronological order, which will be employed in the study. *(item 3-b).*

State the amount of time required of the subject per session and for the total duration of the study *(item 3-c).*

*If applicable to your study, describe:*

The number of subjects that will be participating in the research *(item 11).*

Information concerning taping or filming *(item 12).*

## BENEFITS

List the benefits you anticipate will be achieved from this research, either to the subjects, others, or the body of knowledge *(item 3-f).*

## CONFIDENTIALITY *(item 4)*

Describe the extent, if any, to which confidentiality of records identifying the subject will be maintained. OR, explain when and how confidentiality will be broken.

## COMPENSATION AND INSURANCE *(item 5, if applicable add here)*

For participating in this study you will receive _____. Other ways to earn the same amount of credit are _____.
If you withdraw from the study prior to its completion, you will receive _____.

## CONTACT *(items 6 &7)*

If you have questions at any time about the study or the procedures, you may contact the researcher, __[name]__, at __[address]__, and [phone number] . If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Research Office, Hong Kong Baptist University, Kowloon Tong, Hong Kong.

## PARTICIPATION *(items8 & 10)*

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

(Indicate whether this information will be presented orally or given to the subjects in written form.  If provided in written form, duplicate copies are not necessary, as no signature is required.)   In nearly all cases, the Committee will require that the information be provided in written form.  Should you wish to clarify whether oral presentation is acceptable, please provide the details and send your enquiry to the Committee via email at hkbu_rec@hkbu.edu.hk

## CONSENT *(item 9)*

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Signature of the Subject _____     Date _____

Signature of the Parent(s) / Guardian(s) _____     Date _____

Signature of the Projec team member _____     Date _____

**S A M P L E**

*INFORMED CONSENT STATEMENT (for Full/Fast Track Review)*

*(Include or exclude information as applicable.)*
*(Item numbers are keyed to the checklist for reference only - do not include in your consent.)*

HONG KONG BAPTIST UNIVERSITY
**INFORMED CONSENT STATEMENT** *(item 1)*
[List title of project here] *(item 2)*

You are invited to participate in a research study. *(item 3)* The purpose of this study is _____. *(item 3-a)*

## INFORMATION

Describe all procedures, preferably in chronological order, which will be employed in the study. Point out any that are considered experimental and explain technical and medical terminology *(item 3-b)*.

State the amount of time required of the subject per session and for the total duration of the study *(item 3-c)*.

*If applicable to your study, describe:*

The number of subjects that will be participating in the research *(item 11)*.

Information concerning taping or filming *(item 12)*.

A disclaimer for the use of deception *(item 13)*.

## RISKS

List the foreseeable risks or discomforts, if any, of each of the procedures to be used in the study, and any measures which will be used to minimize the risks *(items 3-d & e)*.

## EMERGENCY MEDICAL TREATMENT *(item 14, if applicable add here)*

In the unlikely event of physical injury resulting from your participation in this research, emergency medical treatment will be provided at no cost to you. Be certain that you immediately notify the researcher if you are injured. If you require additional medical treatment you will be responsible for the cost. No other compensation will be provided if you are injured in this research.

## BENEFITS

List the benefits you anticipate will be achieved from this research, either to the subjects, others, or the body of knowledge *(item 3-f)*.

## CONFIDENTIALITY *(item 4)*

Describe the extent, if any, to which confidentiality of records identifying the subject will be maintained. OR, explain when and how confidentiality will be broken.

## COMPENSATION AND INSURANCE *(item 5, if applicable add here)*

For participating in this study you will receive_____. Other ways to earn the same amount of credit are _____. If you withdraw from the study prior to its completion, you will receive _____.

## CONTACT *(items 6 & 7)*

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study^) you may contact the researcher, _[name]_, at _[address]_, and _[phone number]_. If you feel that you have not been treated according to the descriptions in this form, or your rights as a participant in this research have been violated during the course of this project, you may contact the -Research Ethics Committee by email at hkbu_rec@hkbu.edu.hk or by mail to Research Office, Hong Kong Baptist University, Kowloon Tong, Hong Kong.

_____
Subject's initials

## PARTICIPATION *(items 8 & 10)*

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

## CONSENT *(item 9)*

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.


Signature of the Subject _____     Date _____

Signature of the Parent(s) / Guardian(s) _____     Date _____

Signature of the Project team member_____     Date _____


## NOTES TO PROJECT TEAM:

1.  Researchers are urged by REC to use the wording in the checklist and sample, as it applies to their study, and to follow the format of the sample, unless researcher supported reasons are provided for the alternatives. Use of unnecessary alternative wording or different format may slow down the review process. The form should be written in second person ("You are invited..."). Use of first person ("I") can be interpreted as suggestive and coercive.

    ^This phrase should only be included when the study also requires the use of the Emergency Medical Treatment Statement.

2.  Study Information Sheets for mail surveys may take the format of a letter, as long as all the required information is included.

3.  If the Informed Consent Statement or Study Information Sheet is to be in a foreign language, submit the foreign language version and an English translation.

4.  Be sure to follow the directions in item 9 on the checklist for preparing the signature lines. Separate forms should be prepared when young minors are used; one for the minors and one for the parents. If the minors are age 15 and above a single form may be acceptable with signature lines for both the minor and parent.

5.  If your form is more than one page, there should be a line at the bottom of each page for the subject's initials, except for the last page where the signature is obtained.

6.  Be sure to include any of the items 10-18 on the Informed Consent Statement Checklist that are appropriate to your study. While items 15-18 are not specifically covered in the sample, if they apply to your study they must be included.

# 同意書樣本 – 適用於簡易審核

## 研究題目

背景資料
研究效益
私隱保障（如此項適用可加插在此）
補償及保險安排 (如適用)
聯絡資料
參與條款

備註：有關每項之詳情可參考英文版本

# 同意書樣本 – 適用於全面/簡易審核

# 研究題目

背景資料
風險評估
緊急醫療措施
研究效益
私隱保障補償及保險安排 (如適用)
聯絡資料
參與條款

同意書
實驗對象簽署
日期
研究人員簽署
日期

備註：有關每項之詳情可參考英文版本