

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Bachelor of Arts (Honours) in Personal Finance
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Experiencing Financial Practitioners' workplace and life in Shenzhen
<b>Course Code</b>	:	BUS2072
<b>Department/Unit</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
		<ul style="list-style-type: none"><li>• Pre-and post-visit activities/workshops: 9 contact hours</li><li>• At least 2 weeks of face-to-face visit to GBA/Mainland: a minimum of 30 contact hours (i.e., 45 experiential learning hours) in at least 10 business days*</li></ul>
		<i>* This is indicative and notional only. The actual hours may be longer than planned subject to the decision/arrangement of the hosting institution/organisation or work hours of the schools or internship companies which may vary by its nature.</i>
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English (supplement with Chinese)
<b>Course Level</b>	:	2

#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills

- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This course provides students with an immersive, hands-on learning experience (i.e. field work) to explore living and working opportunities in Mainland China, focusing on Shenzhen. Through a blend of academic insights and practical applications, students will engage with China's dynamic business landscape. The programme begins with interactive workshops and case studies on the latest developments in financial services, including fintech, risk management, wealth management, green finance, and sustainable business practices, equipping students with the skills to identify emerging opportunities. The second phase emphasizes experiential learning, where students participate in tailored activities with financial firms, tech companies, and government organizations. These include simulations, problem-solving exercises, and collaborative projects that connect China's economic growth to global ESG (Environmental, Social, and Governance) goals. The final phase involves on-site, practical hands-on learning experience with private sector companies in Shenzhen, where students engage in role-playing, operational simulations, and team-based challenges to understand global business operations and address contemporary challenges in personal financial services and sustainable development. By combining academic knowledge with real-world applications, this course prepares students to navigate and thrive in China's fast-paced, diverse business environment.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Identify and analyze trends in green finance and financial sustainability in mainland China through hands-on case studies and simulations, assessing the impact of ESG on personal financial services in Shenzhen.
- CILO<sub>2</sub> Apply finance theories to real-world scenarios via interactive activities and role-playing in Shenzhen, exploring how China's economic growth influences financial decisions in green finance, ESG, and sustainable development.
- CILO<sub>3</sub> Examine contemporary issues in sustainable investment, portfolio management, and financial planning through team-based challenges and simulations within a global business context.
- CILO<sub>4</sub> Develop cultural awareness and professional skills through cross-cultural projects, leveraging China's financial landscape to promote financial literacy and capacity-building initiatives.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>1. Fundamental concepts (3 hours)</b> <ul style="list-style-type: none"> <li>(a) Fundamental operations of the financial sectors</li> <li>(b) How financial strategies intersect with sustainability goals</li> <li>(c) Corporate social responsibility and sustainable finance</li> </ul>	CILO <sub>1,2</sub>	<ul style="list-style-type: none"> <li>• Lectures and Pre-field study tutorials or workshops</li> <li>• Discussion (Pre-field study tutorials or workshops)</li> </ul>

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>2. Personal finance and business sustainability in China (6 hours)</b> (a) Investment decision-making and ecological sustainability (b) Diversity in sustainable finance and its impact on financial firms (c) Strategies, innovations, and financial analysis for sustainable finance	<i>CILO<sub>1,2,3</sub></i>	<ul style="list-style-type: none"> <li>6 hours of contact hours for the Pre-field study tutorials or workshops</li> </ul>
<b>3. Debriefing and presentation</b> (a) Debriefing of the immersive field study (b) Presentation of hands-on learning experience	<i>CILO<sub>1,2,3,4</sub></i>	<ul style="list-style-type: none"> <li>3 hours of contact hours for the post-field study tutorials or workshops</li> </ul>
<b>4. Hands-on learning experience (i.e. Field work) at Shenzhen based technology companies, for example,</b> (a) Huawei (b) ByteDance (c) Tencent; or (d) Meituan	<i>CILO<sub>2,4</sub></i>	<ul style="list-style-type: none"> <li>Hands-on learning experience (i.e. Field Work) at various companies and organizations</li> <li>Fieldwork reports and presentation</li> </ul>
<b>5. Observational learning: Visiting the ESG leading Shenzhen based organizations and companies, for example,</b> (a) BYD (b) SF Express (c) Lenovo (d) Shenzhen Stock Exchange	<i>CILO<sub>3,4</sub></i>	<ul style="list-style-type: none"> <li>Hands-on learning experience (i.e. Field Work) at various companies and organizations</li> <li>E-portfolio with critical reflections</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>(a) Group Field Study Report (1,000 words)</b> - Group of 4 students to produce a field study report with not less than 1,000 words	35%	<i>CILO<sub>1,2,3,4</sub></i>
<b>(b) E-portfolio with Critical Reflection (2000 words);</b> the following artefacts should be included in the E-portfolio: - <i>Photos/video blogs</i> with captions, descriptions or subtitles - <i>Daily short reflective journals</i> - <i>Reference materials</i>	50%	<i>CILO<sub>1,2,3,4</sub></i>
<b>(c) Field Report Presentation and Participation</b> - 15-minute oral presentation for the group report - Students are required to participate the Mainland learning experiential activities as	15%	<i>CILO<sub>1,2,3,4</sub></i>

Assessment Tasks	Weighting (%)	CILO
well as class discussions for the participation marks		

## 5. Required Text(s)

Bassen, A., Shu, H., Tan, W. (2022). Green revenues and stock returns: cross-market evidence. *Finance Research Letters*, 52, 103550.

Shu, H., Tan, W. (2023). Does carbon control policy risk affect corporate ESG performance? *Economic Modelling*, 120, 106148.

## 6. Recommended Readings

Cao, Q., Zhu, T., & Yu, W. (2024). ESG investment and bank efficiency: Evidence from China. *Energy Economics*, 133, 107516.

Chen, S., Mao, Z., Li, Y., & Kang, J. (2024). The effect of China's public climate concern on ESG disclosure. *Finance Research Letters*, 62, 105132.

Cheung, K. Y., Chung, Y. L. (2023). The impacts of business ethics and diversity on ESG disclosure: Evidence from Hong Kong. *Corporate Accounting & Finance*, 34(4), 208-221.

Egorov, A. (2023). ESG as an innovative tool to improve the efficiency and financial stability of financial organizations. *Procedia Computer Science*, 221, 705-709.

Kong, W. (2023). The impact of ESG performance on debt financing costs: Evidence from Chinese family business. *Finance Research Letters*, 55, 103949.

Liu, P., Zhu, B., Yang, M., & Chu, X. (2022). ESG and financial performance: A qualitative comparative analysis in China's new energy companies. *Journal of Cleaner Production*, 379, 134721.

Lu, H., & Cheng, Z. (2024). Digital inclusive finance and corporate ESG performance: The moderating role of executives with financial backgrounds. *Finance Research Letters*, 60, 104858.

Shen, H., Lin, H., Han, W., & Wu, H. (2023). ESG in China: A review of practice and research, and future research avenues. *China Journal of Accounting Research*, 100325.

Tang, H. (2022). The effect of ESG performance on corporate innovation in China: The mediating role of financial constraints and agency cost. *Sustainability*, 14(7), 3769.

Wang, Y., Liu X., Wan, D. (2023). Stock market openness and ESG performance: Evidence from Shanghai-Hong Kong connect program. *Economic Analysis and Policy*, 78, 1306-1319.

Xin, Z., Zhang, Z., & Xiang, C. (2024). Do suppliers value clients' ESG profiles? Evidence from Chinese firms. *International Review of Economics & Finance*, 91, 241-258.

Yuan, X., Li, Z., Xu, J., & Shang, L. (2022). ESG disclosure and corporate financial irregularities—Evidence from Chinese listed firms. *Journal of Cleaner Production*, 332, 129992.

Zhang, D., Liu L. (2022). Does ESG performance enhance financial flexibility? Evidence from China. *Sustainability*, 14(18), 11324.

## **7. Related Web Resources**

Shenzhen Government Online – Regulations of Shenzhen Special Economic Zone on Green Finance

[https://www.sz.gov.cn/en\\_szgov/laws/content/post\\_10098098.html](https://www.sz.gov.cn/en_szgov/laws/content/post_10098098.html)

Griffith Asia Institute – China Green Finance Status and Trends

<https://blogs.griffith.edu.au/asiainsights/china-green-finance-status-and-trends-2023-2024/>

Green Finance & Development Center

<https://greenfdc.org/green-finance-trends-in-china-1-chinas-green-finance-policy-landscape/?cookie-state-change=1730428313636>

Hong Kong Green Finance Association

<https://www.hkgreenfinance.org/>

ESG Investing

<https://www.cfainstitute.org/insights/articles/what-is-esg-investing>

## **8. Related Journals**

*Journal of Sustainable Finance & Investment*

*Sustainable Development*

*Journal of Environmental Management*

*Journal of Personal Finance*

*Journal of Financial Counseling and Planning*

*Financial Services Review*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil.

*Last updated: 21 May 2025*