香港教育大學
The Education University
of Hong Kong

Department of
Social Sciences and Policy Studies
社會科學與政策研究學系

PROGRAMME HANDBOOK

Bachelor of Social Sciences (Honours) in Greater China Studies

(Four-year Full-time)

Senior Year Entry

大中華地區研究榮譽社會科學學士

（四年全日制）

高年級入學

2022 - 2024

Department of Social Sciences and Policy Studies

Bachelor of Social Sciences (Honours) in Greater China Studies

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Senior Year Entry

2022-24

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1. Basic Programme Information

1.1 Programme Title
Bachelor of Social Sciences (Honours) in Greater China Studies

1.2 Programme Code
A4B091

1.3 Abbreviated Programme Title
BSocSc(GCS)

1.4 Programme Duration
Two years (Senior Year Entry)

1.5 Mode of Attendance
Full-time

1.6 Department Hosting the Programme
Department of Social Sciences and Policy Studies

1.7 Medium of Instruction
The programme will mainly be conducted in English. All Major courses will be taught in English. For some courses, Putonghua or Cantonese will be adopted as the medium of instruction when the language is considered to be the most effective for teaching.

1.8 On-line Course Outlines can be found at:
https://www.eduhk.hk/ssps/bgcs

1.9 Contact Hours
The number of credit points assigned to a course is indicative of the hours of student effort, which include both contact hours and study time. In terms of contact hours, one credit point should normally be equivalent to one hour of teaching per week for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning per week for each contact hour.

1.10   Timetable Arrangements

To fully utilize the University's resources, classes for all programmes will be scheduled between 8:30am and 9:20pm on weekdays and 8:30am to 6:20pm on Saturdays with possible scheduling of combined classes for programmes/courses of different modes of study (including full-time, part-time, mixed mode, etc.).

Students are required to check their personal timetable in The Portal (https://portal.eduhk.hk) from time to time for the most recent version.

1.11 Course Enrolment

Students must ensure the completion of course registration before the course starts. Students who have not registered for any course in a semester (excluding the summer session) will be considered to have withdrawn from their programme at the University unless deferment of studies has been approved by the relevant Programme Leader.

Registration in some courses is restricted to students having the necessary prerequisites. Failure to attend a course does not automatically result in the course being dropped. Students who are reported for prolonged absence in a course without permission will be accorded a grade F (Fail) for the course.

1.12 Attendance

Programme specific minimum attendance requirement is 80% unless specified. Students are expected to attend all classes while the 20% leeway is only to allow for exceptional circumstances such as illness. In exceptional circumstances where the students need to take a leave of absence, they should inform and seek agreement from the course lecturers. Students who fail to meet the minimum attendance requirement in a course will be given a grade F (Fail) by their course lecturers. The grade F will be recorded on the students' transcript.

1.13 University Portal, Emails, Intranet Messages and Notices

Students must visit The Portal (the University's portal for students and staff) at http://portal.eduhk.hk, and read e-mails, intranet messages and notices on the programme notice board regularly. These are the major means of communication in the University. Students will miss out important information if they do not check these sources regularly. For details of the University portal, students may refer to the relevant section (Chapter 13) in the on-line Student Handbook (Navigation Path: The Portal → Links → Useful Links → Registry → Student Handbook → Communication Channels).

2. Programme Aims and Programme Intended Learning Outcomes (PILOs)

2.1 Programme Aims

- enable students to acquire applied methods and analytical skills to critically examine issues arising from the regional cooperation and competition in a globalised world;

- provide an overview of social sciences and the disciplines that make up of the social sciences;

- provide students with knowledge of the dynamics of social transitions in Greater China and a comprehensive understanding of regional developments from the comparative and sociological perspectives;

- enhance students' understanding of the complex interplay of global, regional, national, and local factors that affect social transitions in Greater China with relation to development, governance, and policy across the region;

- provide students with the academic and professional foundation to become professionals in government/non-government organisations, corporations; and local/national/international education-related associations and organisations, and

- provide a strong foundation for career advancement and future postgraduate studies.

2.2 Programme Intended Learning Outcomes (PILOs)

Upon successful completion of the programme, students will be able to:

PILO$_1$ Apply a diversity of sociological, political, economic, communication or environmental perspectives for critically evaluating the development, governance, and policy in Greater China and its role and influence in Asia;

PILO$_2$ Master both academic and professional knowledge in social sciences disciplines for analyzing social issues or problems appropriately with innovative solutions;

PILO$_3$ Master the theories, practice, and pedagogical essentials for teaching in Greater China-related subjects;

PILO$_4$ Participate appropriately, responsibly, individually and collectively, in activities designed to prepare them for further work and lifelong learning; and

PILO$_5$ Carry out well-structured research projects to analyze issues or problems in Greater China with innovative and feasible solutions/policy suggestions.

3. Programme Structure and Curriculum

In accordance with the University's commitment to whole person development, the programme constitutes a total learning experience for all students incorporating Coursework, Major Interdisciplinary Course (IC), a Comparative Field Visit, a Final Year Project, General Education (GE) and Electives to enable our graduates to become responsible citizens with broad-based knowledge on Greater China. The following table outlines the learning experiences that comprise the degree:

Table 1. Programme Curriculum Chart

Domain		Components		Credit Points (cps)
Major (30cps)		Coursework		24
		Major Interdisciplinary Course (IC)		3
		Comparative Field Visit		3
Common Core (12cps)	**Final Year Project (6cps)**	**Research Methods** - Honours Project/ Capstone Project (Phase I)		3
		Project - Honours Project/ Capstone Project (Phase II)		3
	General Education (6cps)	**Breadth Course**	GE Learning Strands	3
			Positive and Values Education	
			Interdisciplinary Course	
		Experiential Learning Course		
		University ePortfolio		3
Electives (18cps)		- including a 3-cps education course offered by the Faculty of Education and Human Development (FEHD) - including an optional 15-cp Minor		18
			Total credit points	**60**

Table 2 - Recommended Curriculum Progression
A4B091 BSocSc(GCS) – Year 3 Entry
(2020/21 cohort= admitted in 2022/23)

Year	Summer	Semester 1	Semester 2
3		**Major Courses** *(18 cps)*	
		CUM3001 Teaching Social Sciences: Methods and Issues *(3 cps)*	**Major Interdisciplinary Course:** GCS4029 Comparative Social Policy *(3 cps)*
		GCS3027 Economic Growth and Sustainability in Greater China *(3 cps)*	POS3013 Political Economy of Southeast Asian Countries *(3 cps)*
		SSC3192 Urbanization in Greater China *(3 cps)*	GCS3003 Politics and Law in Greater China *(3 cps)*
		General Education: Breadth Course / Experiential Learning Course *(3 cps)*	GCS4900 Honours Project (Phase I) / GCS4030 Capstone Project (Phase I) *(3 cps)*
		Electives/ Second Major/ Minor *(9 cps)*	
4	GCS2026 Comparative Field Visit (3 cps)	**Major Courses** *(12 cps)*	
		PUA4012 Stakeholder Engagement, Coalition Building and Advocacy *(3 cps)*	GCS4006 Managing Development and Civil Society in Greater China *(3 cps)*
		GCS4005 Regional Cooperation in Greater China: Challenges and Issues *(3 cps)*	
		General Education: University ePortfolio *(3cps)*	
		GCS4901 Honours Project (Phase II) / GCS4031 Capstone Project (Phase II) *(3 cps)* *(The course will be officially registered in Sem 2)*	
		Electives/ Second Major/ Minor *(9 cps)*	

	Major		Electives/Second Major/ Minor		Common Core

3.1 The Greater China Studies Major

The Major is composed of 30 credit points. Of this, coursework accounts for 24 credit points, Major Interdisciplinary Course (IC) for 3 credits points, the "Comparative Field Visit" for 3 credits points, and Honours Project/Capstone Project (Phase I & II) for 6 credit points. For details, please refer to the course list in P.9.

3.1.1 Major (30cps)

The Greater China Studies Major comprises:
- Comparative Development in Greater China:
  - e.g. Economic Growth and Sustainability in Greater China

- Comparative Policy and Governance
  - e.g. Comparative Social Policy

- Experiential Learning in Greater China
  - e.g. Comparative Field Visit
  - e.g. Honours/Capstone Project

3.1.2 Major Interdisciplinary Course (3cps)

The course will expose students to a wide range of social issues in the Greater China region, and practitioners will be invited in the social sectors to deliver guest lectures to enhance students with updated trends in the field.

3.1.3 Comparative Field Visit (3 cps in Summer between Year 3 and 4)

Students are required to participate in the Comparative Field Visit, a significant component of the Major which provides students with a valuable opportunity to experience regional exchange. Students will receive intensive training and attend seminars and field excursions at educational institutions across Greater China.

The field study topics are formed along with the areas of interest that correspond to the expertise of the coordinator (or co-tutor) in charge. With appropriate guidance from tutors, students choose a topic of enquiry through empirical and out-of-classroom self-directed learning.

3.2   Common Core

3.2.1 Final Year Project (6 cps)

The Final Year Project is the most important component in the programme. Students will apply and integrate learned knowledge and skills to conduct a project of their choice. In line with existing arrangement of the EdUHK, students may choose from conducting an Honours Project or a Capstone Project. The Honours Project gives more weight to academic research and thus is more suitable for students who want to deepen their knowledge of development studies or to pursue a postgraduate degree. Alternatively, the Capstone Project focuses on knowledge transfer and social impacts, and is thus more suitable for students who plan to enter the field of practice immediately upon graduation. Students would be encouraged to formulate and implement Social Innovation Projects and evaluate their outcomes.

Honours Project I: Research Methods and Proposal / Capstone Project I: Research Methods and Proposal: For both routes in Phase I, students will receive systematic training on problem formulation, proposal writing, and outcome evaluation. They would also need to form teams to prepare a proposal for their final year project.

Honours Project II: Research Report / Capstone Project II: Project Output: Students who choose the Honours Project route in Phase II would conduct in-depth social scientific research on a self-chosen topic which may be related to broad, relevant issues, or how these main themes relate to a particular societal/regional context; Students who cthe hoose Capstone Project route, would conduct a self-chosen Social Innovation Project, in which the topic may be related to local community situations, or broad, relevant issues in the regional and societal context.

3.2.2 GE Breadth Course /GE Experiential Learning Course (3 cps)

Students are required to take 3 cps of General Education Breadth or Experiential Learning.

3.2.2.1 ***General Education Breadth:*** The courses are composed of General Education Breadth Learning Strands (1-3) (GELS) (Level 1-2), Positive and Values Education (PAVE) Course and General Education Interdisciplinary Course (GEIC) (Level 4). These courses aim to equip students better for the study of the ontological, epistemological and/or methodological issues in a wide variety of disciplines.

3.2.2.2 ***Experiential Learning:*** It encourages students to learn through experimentation, observation, reflection and (re-)conceptualisation while undertaking a wide variety of activities. In ELCs, students learn to identify creative possibilities or alternatives of prior experience, and gain out-of-classroom experience.

3.2.3 University e-Portfolio (3 cps)

Consolidating Undergraduate Learning through University ePortfolio (U ePortfolio) is a 3-credit point "capstone" course which requires students approaching the end of their undergraduate studies to reflect critically on the knowledge and skills acquired in their studies – within General Education courses, in their disciplinary and professional courses, and in their lives beyond the classroom – and to develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations.

Please refer to the website of the General Education Office (GEO) at https://www.eduhk.hk/ge for the details of the GE requirements and course list.

3.3   **Elective /Minor Studies (18 cps)**

Outside the Major, the programme includes the Electives of 18 credit points, where students are free to choose elective courses offered any academic departments of the Universityas electives and/or Minor(s) to further deepen the knowledge gained in the Major and diversify their graduation pathway, subject to the specific requirements.

Students have the option of taking a Minor* of 15 cps of taught courses in the Elective domain for graduation with a Minor, subject to specific requirements of the Minor(s).

Students may fulfill requirement of the minor(s) by taking extra course(s) with additional tuition fee charged by credit points.

4. Information Technology Competence Requirements

Students are required to complete and pass the IT e-Portfolio Checking (ITC3003) before graduation. For detailed information, please visit https://www.eduhk.hk/mit/students_itce/.

5. Language Policy

Under the language policy of the University, all students will be subject to the minimum Language Exit Requirements (LERs) for English and Putonghua as stated in Table 3.

Table 3. Language Exit Requirements for English and Putonghua

Department	Programme	English LER	Putonghua LER
SSPS	BSocSc(GCS)	IELTS 6.0	PSC 3B

IELTS: International English Language Testing System
PSC: Putonghua Shuiping Ceshi

Exemption from LERs.
Students enrolled in the BSocSc (GCS) programme with a normal study period of two years will be exempted from the language enhancement courses and language exit requirements.

For details of the University's Language Policy, please visit https://www.eduhk.hk/cle/en/University/LERs.

6. Course List

Key

6.1 Major Studies

Table 4: Courses of Major studies and Final Year Project

Course Code	MOI	Course Title	Level	Teaching Dept.(s)	Credit Points	Year	Semester
Major Coursework (24cps)							
CUM3001	E	Teaching Social Sciences: Methods and Issues	3	SSPS	3	3	1
GCS3027	E	Economic Growth and Sustainability in Greater China	3		3	3	1
SSC3192	E	Urbanization in Greater China	3		3	3	1
POS3013	E	Political Economy of Southeast Asian Countries	3		3	3	2
GCS3003	E	Politics and Law in Greater China	3		3	3	2
PUA4012	E	Stakeholder Engagement, Coalition Building and Advocacy	4		3	4	1
GCS4005	E	Regional Cooperation in Greater China: Challenges and Issues	4		3	4	1
GCS4006	E	Managing Development and Civil Society in Greater China	4		3	4	2
Major Interdisciplinary Course (IC) (3cps)							
GCS4029	E	Comparative Social Policy	4	SSPS	3	3	2

Course Code	MOI	Course Title	Level	Teaching Dept.(s)	Credit Points	Year	Semester
Field Visit (3cps)							
GCS2026	E	Comparative Field Visit	2	SSPS	3	4	SB
Final Year Project (6 cps)							
GCS4900/ GCS4030	E	Honours Project I: Research Methods and Proposal / Capstone Project I: Research Methods and Proposal	4	SSPS	3	3	2
GCS4901@/ GCS4031^	E	Honours Project II: Research Report/ Capstone Project II: Project Output	4		3	4	1 & 2

@ GCS4900 is the pre-requisite for studying GCS4901
^ GCS4030 is the pre-requisite for studying GCS4031

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6.2 Electives offered by Department of Social Sciences and Policy Studies

Students are required to take 18-cp Electives. Students can freely choose the elective courses offered by different departments to further develop their interest. The list of elective courses offered by our Department is listed below:

Course Code	MOI	Course Title
GCS3017	E	Youth, New Media and Internet Regulation in Greater China
GCS3023	E	Managing Human Resources in the Public and Private Sector in Greater China Region
GCS3024	E	Organisational Behaviour
SSC1185	E	Understanding Southeast Asian Country
SSC2183	E	Introduction to Communication
SSC2184	E	Communication Studies in the Public and Education Sectors
SSC2190	E	Cross-Cultural Communication
SSC2191	E	Communication for Teaching
SSC2202	E	Gender and Development in Asia
SSC3203	E	Media, Politics and Power in International Communication
POS3008	E	Inequality and Social Policies in Contemporary Society
PUA2013#	E	Managing and Organising Social Enterprises
PUA2014#	E	Organisational Budget Management
PUA3009	E	International Public Management
PUA3017#	E	Financial management and accounting for educational and non-profit Organizations
PUA3018#	E	Public Relations Management for Educational and Non-profit Organizations
PUA3019#	E	Risk Management and Decision Making
PUA4020#	E	Policy Advocacy and Community Engagement
SSC3259	E	Strategic Communication and Public Relations Management

| SSC4260 | E | Advanced Methods for Public Policy Analysis and Evaluation: Quantitative Research |

The course(s) will be implemented from academic year of 2022/23 (subject to change).

7.Course Synopsis *(* for credit-bearing Major courses only)*

In case of any possible changes, students should check the latest information at our website: https://www.eduhk.hk/aps.

Major Studies

Comparative Development

Course	: CUM3001
Course Title	: Teaching Social Sciences: Methods and Issues
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

The social sciences encompass diverse concerns of society and include a wide range of contents drawn from multiple disciplines; it also carries a normative responsibility to examine human values embedded in specific social contexts. This course is designed to help students acquire foundation knowledge and pedagogical skill essential for teaching social sciences curriculum in primary and secondary schools. The course focuses on four themes: the scope of social sciences curriculum, pedagogical issues arising from specific social and school contexts, teaching strategies to lead effective teaching, and teaching-research relationship in social sciences curriculum. An additional theme is the principles of social innovation education in primary and secondary schools, and case studies are used to facilitate the understanding of the principles. Students are expected to bring their school experience and social sciences knowledge acquired from earlier stage of the programme into the development of pedagogical skills and the design of a meaningful social sciences curriculum.

Course	:	GCS3027
Course Title	:	Economic Growth and Sustainability in Greater China
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course aims to enable students to have opportunities to take an explicitly comparative perspective to understanding major issues related to economic and social development in the Greater Chinese region. The course will engage students in a critical analysis of key development issues and challenges in China, Taiwan, Hong Kong and Macau, with particular emphasis on examining policy responses to the challenges in these Chinese societies. With consideration of continuing development challenges, the course aims to introduce students to the question of whether economic growth can contribute to a more equitable distribution of income and wealth, whether and how government policies can expand and improve accessibility to public services (especially for vulnerable groups), and whether and how economic development can be environmentally sustainable. Students will also look at issues pertaining to development from a social innovation perspective.

Course	:	SSC3192
Course Title	:	Urbanization in Greater China
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course enables students to understand the pattern, process and dynamics of urbanization, and its implications for policy and governance in the Greater China region where cities are growing at exceedingly rapid pace and unprecedented scale. Important topics to be discussed will include level and trend of urbanization, urban development strategy, rural-urban migration, household registration system, structural and spatial change of urban system, urban spatial restructuring, globalizing cities and so on. Emphasis will be placed on the interaction among state, market and society and its implications for the (re)production of urban space in Greater China. This course will equip students with the knowledge essential to understanding the main features and uniqueness of urbanization in the Greater China region in the current era of globalization. In addition, students will examine some of the urban problems from a social innovation perspective.

Course	:	POS3013
Course Title	:	Political Economy of Southeast Asian Countries
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

China's Belt and Road Initiative is transforming development. This course provides an in-depth examination of a key pillar for the initiative: the Southeast Asian region. It begins with an overview of the political, economic, and social developments among the Southeast Asian countries after the WWII, highlighting how their unique historical backgrounds and institutional configurations have contributed to diversified developmental trajectories. The course then directs students to focus on the interaction and cooperation between the region and China. Students are expected to critically evaluate the social and political transformations of the region, the interplay between business and state actors in development, as well as the opportunities and challenges of China's overseas infrastructure investment projects.

Comparative Policy and Governance

Course	:	GCS3003
Course Title	:	Politics and Law in Greater China
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course is designed to introduce students to the role and function of the politics and law in shaping social transitions in four geographic regions of Greater China, i.e., Mainland China, Hong Kong, Taiwan, and Macau. The course will familiarize students with the concepts, issues and perspectives essential for understanding the politics and law in Greater China, with focus on the key issues of political authority, political decision making, the rule of the law, law-making machinery, and the relationships among the state, political party, and lawmaking institutions in shaping political and legal issues in the specific social contexts in the four Chinese societies. The course will engage participants in a critical and comparative analysis of these issues and their impact on social transitions in Greater China. The course will first examine concepts and theories on political culture and political decision making. The second part will review the historical development of politics and legislation in Mainland China, Hong Kong, Taiwan, and Macau. The third part will compare the similarities and differences in the political structures and legal systems in specific social contexts in Greater China. Based on the comparative analysis, the fourth part will engage students in exploring the role and function of politics and law in shaping social development in the four Chinese societies.

Course	:	GCS4029
Course Title	:	Comparative Social Policy
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies & Department of Social Sciences

Synopsis:

This course explores major social policy challenges and issues confronting societies in Asia, with a particular focus on Greater China. Adopting a comparative approach in analyzing policy formation and implementation, this course will enable students to understand the most recent developments related to major social policy areas like education, health, social welfare, housing, elderly, youth and ethnic minorities in Mainland China, Hong Kong, Taiwan, Macau and other selected cities in Asia. This course also introduces different types of institutions (like the Non-Governmental Organizations) and modes of service delivery (like public private partnership) to students. Students will be engaged in comparing and contrasting major social policy issues of selected Asian societies, and appreciating the complexity of policy formation, implementation and evaluation from comparative perspectives.

Course	:	GCS4005
Course Title	:	Regional Cooperation in Greater China: Challenges and Issues
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course will scrutinize the historical development, political and economic characteristics and importance of the regional cooperation in Greater China. The course begin by outlining the main theoretical approaches (realism, pluralism, idealism and globalism) that are used to examine the regional cooperation, the existence of different type of regional cooperation, and various strategies for its maintenance and for improving its quality. The second part of the course focuses on the institutional system of the regional cooperation in Greater China, with special attention of the interaction between different actors in the region. From a social innovation perspective, students will explore the possibility of fostering regional cooperation at the sub-state level. The final part is concerned with the challenges facing the regional cooperation in Greater China and how the governments in the region use organizations and policy coordination to respond to the challenges.

Course	:	GCS4006
Course Title	:	Managing Development and Civil Society in Greater China
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course serves to provide students with a foundational knowledge about the development issues and challenges confronting major societies in Greater China, with particular reference to discuss how different economic development strategies adopted by Mainland China, Hong Kong, Macau and Taiwan have affected social development of these societies. Students will be engaged in studying how civil society has emerged and developed in these societies, especially examining how and what major approaches/measures that the governments have adopted to manage the growing complexity of social problems, the autonomization of society and the changing role of non-governmental organizations (NGOs).

Course	: GCS2026
Course Title	: Comparative Field Visit
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

The Comparative Field Visit is a required component of the program providing students a first opportunity to put into practice the research skills they have learned in the Foundation Stage to engage in a small-scale group project. Held during the summer semester, this course aims at enhancing students' awareness of the importance of policy and governance in global and regional affairs. Through collaboration with other university partners throughout Asia, students are expected to actively engage in the interactive learning environment where international and local students combine knowledge acquired from lectures and seminars with investigation of problems and prospects of Greater China in the Asian context. Students will participate in field trips and professional visits to government offices, international non-profit organizations, political parties, think tanks, social services and environmental protection organizations. Renowned businessmen, community leaders, prominent scholars will also be invited as guest speakers for lectures and professional visits.

Course	: GCS4900/ GCS4030
Course Title	: Honours Project/ Capstone Project (Phase I)
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

This course focuses on preparing students to conduct an innovative social research project in GCS4901. It equips students with skills and knowledge in problem identification, design thinking, literature review, research methods, prototyping, ethical principles and the elements of research process within quantitative and qualitative approaches. Students will be required to form groups and prepare a research topic to be presented in the tutorials. They will then be required to write up a research proposal using the knowledge they learn and the comments gathered in the tutorials.

Course	:	PUA4012
Course Title	:	Stakeholder Engagement, Coalition Building and Advocacy
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course explores knowledge and skills necessary in engaging stakeholders and building coalition in public advocacy. Using real life cases, we introduce students to: (1) The Policy Paradox, which provides a framework for understanding political decision making and the struggles of different stakeholders over values and ideas; (2) Advocacy tools, processes, and models which enable students to understand advocacy formulation, implementation and evaluation; (3) Community engagement and empowerment, in which the emphasis is put on social policies and how to engage the community and the vulnerable population to build advocacy practices in a systematic and purposeful way; and (4) Social Media and Advocacy, which discusses how to engage social media and evaluates the media's role in driving social changes. Ultimately, we train students to be creative and logical thinkers in strategizing advocacy and to become competent communicators in writing and conversing advocacy strategies.

Course	: GCS4901/ GCS4031
Course Title	: Honours Project/ Capstone Project (Phase II)
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Students will be guided to study a self-chosen topic. The topic may be related to broad, relevant issues, or how these main themes relate to a particular societal/regional context. The skills of quantitative and qualitative research, formulation of proposals, data collection, analysis and presentation of finding, design thinking, and prototyping will be further developed in this process. It leads to a reflective inquiry project that serves as a capstone for the honours degree programme. Students' learning experiences accumulated through their undergraduate studies will be consolidated in this project. It helps students integrate and synthesize prior knowledge and learning across areas. It enables them to further develop their subject knowledge and may extend their scope of exposure in work-related settings. A report (4,000 to 6,000 words) is prepared under the supervision of an academic tutor, who advises the students on the work, and provides feedback at different stages of its development.

Course	:	GCS3017
Course Title	:	Youth, New Media and Internet Regulation in Greater China
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course serves to provide students with a foundational knowledge about the ways in which the development of new media have interwoven with the youth development in Greater China regions. Participatory cultures on the Internet offer an increasing range of opportunities for young people to express themselves. We examine these relations and practices with a view to the way they shape young people's self-development at an individual level and the development of civil society at a societal level. Students will understand government policies of the Internet and analyze controversial cases in Mainland China, Hong Kong, Macau and Taiwan. The class will critically discuss issues related to youth development and new media technologies in Greater China regions, such as cyber personas, mental health, Internet addiction, cyber-love, online activism as well as youth civic engagement.

Course	:	GCS3023
Course Title	:	Managing Human Resources in the Public and Private Sector in Greater China Region
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

The aim of this course is to provide students with the knowledge and skills that can be used to effectively manage human resources to achieve organizational goals. This course aims to consider the issues involved in the strategy and practice of human resource management in the context of the changing world of work. Specific HRM strategies focused around staffing, training and development, communication, management change, emotional labor and forecasting and planning will be explored both theoretically and in an applied sense in the context of business and government organizations. The course will enable students to examine and analyze the key concepts, core issues, principles and processes of human resource management in the public and private sectors, with special application to the public sector of Hong Kong and the Greater China Region. The students will be able to apply the concepts and theories to analyze human resource management issues and the challenges facing the public sector and private sector. The course will also help to develop research and presentation skills through a supervised group project.

Course	: GCS3024
Course Title	: Organisational Behaviour
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

Human Resources Professionals require the necessary understanding of the exchanges that take place between individuals in the workplace. This course aims to ensure that students are familiar with the nature of organisations, their structures, processes and working environments, and particularly the specific characteristics of public and private organisations. It enables students to understand some of the key concepts and theories in organisational behavior; and analyze the implications of organisational behavior for public and private sector management.

Course	: SSC1185
Course Title	: Understanding Southeast Asian Country
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

This course provides a general picture on the political, economic, and social developments among the Southeast Asian countries after the WWII. Their unique historical backgrounds, the paths of modernization, democratization if any, bring the impact to their transformative societies, such as role of change in women, and education. In addition, their interactions and cooperation within the region will be another focus in the course. All students are expected to perceive the opportunities and challenges through the dynamics between Greater China and the Southeast Asian countries.

Course	: SSC2183
Course Title	: Introduction to Communication
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

Effective communication is the basis for success in all walks of life. This course explores history, theory and philosophy of communication, including interpersonal, group, public and mass communication – and how they can be applied effectively in our daily lives. It helps students to have a basic understanding of the theories behind various forms of communications. A solid grounding in communication theories will be gained and students will learn to apply these theoretical perspectives to different communication issues and contexts. Besides, this course examines how, why, where and when we communicate, on a personal, social and global level. Students will explore a number of important concepts in communication and to demonstrate how different practices shape this profoundly important idea. This course also gives students a wider view of what is happening behind all the information they receive in everyday life through different media and help them develop a critical thinking of the truth behind the different pieces of information. Students will study and test these concepts through in-class discussions, critical thinking exercises, and public engagement.

Course	:	SSC2184
Course Title	:	Communication Studies in the Public and Education Sectors
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course is designed to help students acquire basic background knowledge of communication studies by focusing specifically on aspects of integrated approach of public and education sectors. With respect to the public sector, the course introduces marketing communication, public relations, as well as intercultural communication. Considering the education sector, the course addresses the communicating messages to schools and communities. Through lecture, illustration, case study, discussion, and news analysis, students are expected to learn how to distinguish communication in different sectors and issues in our daily life.

Course	:	SSC2190
Course Title	:	Cross-Cultural Communication
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course explores how cross cultural communication is affecting our daily lives. Students will develop an understanding of the cultural origin of people's values, habits and ideologies and how these elements affect communication with people from different cultures. This course intends to provide students with the knowledge and skills for effective interaction and communication across cultures, especially in schools and classroom settings. It helps students to understand the intricacies and challenges in communicating with people from diverse background and enables them to develop a cultural awareness of the importance in communicating successfully across cultures in different contexts.

Course	: SSC2191
Course Title	: Communication for Teaching
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

This course is designed to help students acquire knowledge of communication instruction and apply the information to teaching. Students will be provided with diverse viewpoints and perspectives on a wide range of topics that impact their own communication with participants in a classroom setting. Using a multidisciplinary approach to include a combination of theory and practical advice, this course covers a wide range of classroom communication issues that include: interpersonal and small group communication, listening and verbal and nonverbal communication. This course also allows students to anticipate new coverage on out of the classroom communication, lesson plans based on state or national standards and crisis communication. This allows the students to implement various instructional strategies, enabling them to meet a wider range of student needs in the future.

Course	: SSC2202
Course Title	: Gender and Development in Asia
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

The purpose of this course is to familiarize students with the main analytic debates on the field of gender and development from different perspectives and relate these debates especially on Asia. Four institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. Students will be introduced to the patriarchal structures of society that have shaped and categorized gender roles and status, through a range of psychological and sociological discourses, including Politics, Literature, the Media, Religion, Race and Medicine. The focus on issues of rate will include the structures, processes and mechanisms whereby gender as a social division is produced and reproduced. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the

move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict, and finally an appraisal of prospects for gender-aware planning and empowerment, through studying cases across Asia.

Course	:	SSC3203
Course Title	:	Media, Politics and Power in International Communication
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course is designed to examine a broad range of issues and debates presently taking place in international communication. The course will look into the historical background, theoretical framework which can provide students with contextual as well as analytical foundations to approach topics related to international communication. It examines the role of media as an increasingly important aspect in political life of states and societies. It also enquires how political and economic infrastructure is affecting the development of media systems. The course also explores the current development the emerging trend of media systems in the world in the Greater China region, its role in the global media system; and how the change in the global media system instigates changes within the Greater China region.

Course	:	POS3008
Course Title	:	Inequality and Social Policies in Contemporary Society
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course focuses on the relationships between inequalities and policies. Specifically, students explore how the formulation and implementation of public policy seek to end inequalities on the one hand; and how inequalities are shaped by policies, which intertwine with labor market, institutions and power relations of various actors on the other. Examples will be drawn from various policy areas including education, health, migration, social security and housing. In terms of inequalities, this course is interested in class, gender, race and ethnicities, national background and citizenship status. By the end of the course, students are able to: (1) understand the concept of inequalities and the causes of inequalities; (2) identify and be sensitive to inequalities and inequity while being able to formulate alternative models in agenda-setting in policies; (3) evaluate the advantages and disadvantages of various measures of inequalities used in policymaking; and (4) apply policy analytic tools from a social justice perspective.

Course	: PUA2013
Course Title	: Managing and Organising Social Enterprises
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

The private sector has made use of the "business approach" to address the unmet social needs. Social Entrepreneurship (SE) have become the buzzwords in the private sector. The boundaries between the public and private sectors are getting blurred where the private sector is delivering social goods and is measuring the social impact and outcome which can be created for the clients and stakeholders. Thus, SE culture is rapidly growing as it offers a way of empowering employees, giving back to the community, or adopting a more sustainable business approach. This course aims to focus on how to create, organize, develop, and scale high-performing social enterprises. The course also provides a thorough understanding of the nature, operational concerns and strategic positions of such organisations. Drawing on theory and practice, the course intends to explore the environment in which social enterprises operate, and how leadership and management competencies can be channelled to maximise the social impact. To better prepare students with effective strategic planning and decision-making, the course will help students to develop essential skills in leadership, people management, and more. Taken together, students will acquire the understanding, skills, and knowledge necessary to lead and sustain high performance in enterprises dedicated to addressing some of the most challenging problems facing the world today.

Course	: PUA2014
Course Title	: Organisational Budget Management
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

Effective financial management is a pillar for social entrepreneurship. This course aims to introduce students to the basic issues and problems confronting those responsible for the management of financial resources. With an emphasis on social enterprises, the course will compare and contrast budgeting and financial management in the public, non-profit, and private sectors, examining their origins, principles and constraints. In particular, it will cover the following contents: a) budget and management process and procedures, cash management, accounting and auditing practice; b) methods and tools for financial planning, implementation, and reporting; c) revenue and fiscal sustainability for social entrepreneurs.

It aims to provide students with critical insight into the tradition of financial control and budgeting, the evolution of budgetary models and approaches, and the recent trends for enhancing autonomy, fiscal transparency, efficiency and financial accountability.

Course	:	PUA3009
Course Title	:	International Public Management
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course addresses major recent trends and developments in international public management. The course examines the impact of internationalization, policy diffusion and transfer on public sector management and public sector reform from a comparative perspective. It enables students to analyze key aspects of public management reforms and explore processes of policy learning, emulation, the rise of international benchmarking and standard-setting practices and how this creates reform dynamics in public sector management practices. Key comparative (Asia-Pacific) public management reform practices analyzed include the advent of outsourcing, contracting-out practices, public private partnerships, private finance initiatives, concessions, and practices associated with New Public Management (NPM). The course will be taught using comparative sectoral analyses (e.g., utilities, health, infrastructure, communications, etc.).

Course	:	PUA3017
Course Title	:	Financial Management and Accounting for Educational and Non-profit Organizations
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

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

The course aims to provide students with critical insight into the tradition of financial control and budgeting, the evolution of budgetary models and approaches, and the recent trends for enhancing autonomy, fiscal transparency, efficiency and financial accountability. Students will learn not only how to manage financial resources in their organization, but also how governments allocate tax revenues.

Course	:	PUA3018
Course Title	:	Public Relations Management for Educational and Non-profit Organizations
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

The course introduces the concepts and principles that underpin public relations management in non-profit and educational organisations by focusing on three main areas – (1) understanding human communication, (2) understanding contemporary communication environments and new media, and (3) critical analysis of the applicability and concept of strategic communication in public relations.

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

Course	: PUA3019
Course Title	: Risk Management and Decision Making
Credit Points	: 3
Teaching Department(s)	: Department of Social Sciences and Policy Studies

Synopsis:

This course introduces the theories and practices of decision making and risk management in an organizational setting by exposing students to real world public policy problems. The theories highlight the importance of rationality, uncertainty, inter-agent dynamics, and incentives when making significant decisions. Meanwhile, the case studies cover some of the most pressing policy issues in the Greater China region, such as inequalities, education, pollution, healthcare, and housing. Through interactive exercises students acquire practical knowledge and skills to describe and analyze probabilistic information, distinguish different types of risks, make choices under uncertainty, ensure commitment to plans,, and evaluate decision outcomes.

Course	:	PUA4020
Course Title	:	Policy Advocacy and Community Engagement
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course explores knowledge and skills necessary in engaging stakeholders in the community and the concept and practice of policy advocacy. Using real life cases, we introduce students to: (1) The Policy Paradox, which provides a framework for understanding political decision making and the struggles of different stakeholders over values and ideas; (2) Advocacy tools, processes, and models which enable students to understand advocacy formulation, implementation and evaluation; (3) Community engagement and empowerment, in which the emphasis is put on social policies and how to engage the community and the vulnerable population to build advocacy practices in a systematic and purposeful way; and (4) Social Media and Advocacy, which discusses how to engage social media and evaluates the media's role in driving social changes. Ultimately, we train students to be creative and logical thinkers in strategizing advocacy and to become competent communicators in writing and conversing advocacy strategies controlled and uncontrolled media, social marketing campaigns and media strategies for advocacy.

Course	:	SSC3259
Course Title	:	Strategic Communication and Public Relations Management
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

The course introduces the concepts and principles that underpin strategic communication and public relations management in organisations by focusing on three main areas – (1) understanding human communication, (2) understanding contemporary communication environments and new media, and (3) critical analysis of the applicability and concept of strategic communication in public relations.

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

Course	:	SSC4260
Course Title	:	Advanced Methods for Public Policy Analysis and Evaluation: Quantitative Research
Credit Points	:	3
Teaching Department(s)	:	Department of Social Sciences and Policy Studies

Synopsis:

This course seeks to train students in advanced methods for policy analysis and evaluation, allowing student to acquire in-depth, sophisticated skills associated with quantitative techniques. Specifically, it will equip students with advanced quantitative analytical skills, including data collection and organisation, use of graphs and descriptive statistics, regression analysis and statistical inference and developing policy implications of empirical findings. It will use a series of concrete examples to demonstrate the usefulness and practicality of these skills, thereby ensuring student understanding the applicability and applications of a quantitative research concept to solve real-world problems in public decision making.

Some online learning and teaching initiatives will be introduced to enhance online pedagogical practices, strengthen quality online teaching and support learner-centred learning when the online teaching mode is adopted. For example, SPSS/Microsoft Excel, Qualtrics, and various educational tools (e.g., Padlet and Moodle Forum) will be used where appropriate.

8. Programme Calendar 2022-23

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Date	Events / Holidays

2022

August

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Date	Events / Holidays
		1	2	3	**4**	5	6	4 Aug	BSocSc(GCS) Programme Orientation
	7	8	9	10	11	12	13		
	14	15	**16**	**17**	18	19	20	16 - 17 Aug	New Student Main Round Registration
	21	22	23	24	25	26	27		
	28	29	30	31				19 Aug – 2 Sep	New Student Orientation Weeks (Tentative)

September

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Date	Events / Holidays
					1	2	3	5 Sep – 3 Dec	Semester I, 2022-2023
1	4	**5**	**6**	**7**	**8**	**9**	**10**	5 – 17 Sep	Add / Drop Period for Semester I
2	**11**	**12**	**13**	**14**	**15**	**16**	**17**	12 Sep	Day following the Chinese Mid-Autumn
3	18	19	20	21	22	23	24		Festival
4	25	26	27	28	29	30			

October

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Date	Events / Holidays
4							**1**	1 Oct	National Day
5	2	3	**4**	5	6	7	8	4 Oct	Chung Yeung Festival
6	9	10	11	12	13	**14**	15	14 Oct	Aquatic Meet*
7	16	17	18	19	20	**21**	22	29 Oct	Information Day
8	23	24	25	26	27	28	**29**		
9	30	31							

November

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Date	Events / Holidays
9			1	2	3	4	5	Nov – Dec	Graduation Ceremony (tentative)
10	6	7	8	9	10	11	12		
11	13	14	15	16	17	18	19		
12	20	21	22	23	24	25	26		
13	27	28	29	30					

December

13					1	2	**3**
14	4	5	6	7	8	9	10
15	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	**26**	**27**	28	29	30	31

3 Dec	Last day of Teaching for Semester I
5 – 17 Dec	Examination Period
18 Dec – 8 Jan	Semester Break
25 Dec	Christmas Day
26 - 27 Dec	The first and second weekday after Christmas Day

2023

January

	1	**2**	3	4	5	6	7
1	8	**9**	**10**	**11**	**12**	**13**	**14**
2	**15**	**16**	**17**	**18**	**19**	**20**	**21**
	22	**23**	**24**	**25**	26	27	28
3	29	30	31				

1 Jan	First day of January
2 Jan	The day following the first day of January
9 Jan – 18 Apr	Teaching Period, Semester II, 2022-2023#
9 Jan – 13 May	Teaching Period, Semester II, 2022-2023##
9 - 21 Jan	Add / Drop Period for Semester II (Tentative)
13 Jan	Athletic Meet*
19 Jan	Grade Release Date
23 – 25 Jan	Lunar New Year's Holiday
23 – 29 Jan	Lunar New Year Break

February

3				1	2	3	4
4	5	6	7	8	9	10	11
5	12	13	14	15	16	17	18
6	19	20	21	22	23	24	25
7	26	27	28				

March

7				1	2	3	4
8	5	6	7	8	9	10	11
9	12	13	14	15	16	17	18
10	19	20	21	22	23	24	25
11	26	27	28	29	30	31	

April

11							1
12	2	3	4	**5**	6	**7**	**8**
13	**9**	**10**	11	12	13	14	15
14	16	17	**18**	19	20	21	22
15	23	24	25	26	27	28	29
	30						

5 Apr	Ching Ming Festival
7 – 10 Apr	Easter Public Holidays
18 Apr	Last Day of Teaching for Semester II [#]
19 – 29 Apr	Examination Period[#]

May

	1	2	3	4	5	6
7	8	9	**10**	11	12	**13**
14	15	16	17	18	19	20
21	22	23	24	25	**26**	27
28	29	30	31			

1 May	Labour Day
10 May	Grade Release Date [#]
13 May	Last day of Teaching for Semester II [##]
15 – 27 May	Examination Period[##]
26 May	The Birthday of the Buddha

June

				1	2	3
1	4	**5**	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	**21**	**22**	23	24
4	25	26	26	28	29	30	

5 Jun – 15 Jul	Summer Semester 2022 (June Session)
21 Jun	Grade Release Date [##]
22 Jun	Tuen Ng Festival

July

4							**1**
5	2	3	4	5	6	7	8
6	9	10	11	12	13	14	**15**
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

1 Jul	HKSAR Establishment Day
3 Jul – 5 Aug	Summer Semester 2022 (July Session)
15 Jul	Last day of Teaching [Summer semester (Jun session)]

Keys: **Public/EdUHK holidays**

Days with special events

*Classes held between 8:30am and 6:30pm to be suspended

#Applicable to graduating classes of full-time undergraduate programmes 2022-23

##Applicable to non-graduating classes of full-time undergraduate programmes 2022-23

9. General Academic Regulations

(for undergraduate, diploma and certificate programmes)

[For students admitted in 2014/15 academic year and thereafter (except those new students with direct admission to the second or senior year of study*)]

(Information of GAR is subject to change. Please refer to http://www.eduhk.hk/re/student_handbook)

1. Admission

1.1 Applicants for admission to a programme of the University are required to meet the stipulated entrance requirements of the programme. A waiver may be given to mature applicants with specific talents or achievements and a wealth of experience as defined in the general entrance requirements. The University does not discriminate on the basis of age, gender, race, nationality, religion, ethnic origin or disability upon admission. Students with disabilities are encouraged to inform the University of their needs so that timely assistance may be provided.

2. Registration

2.1 After being accepted by the University for admission to a programme, applicants must pay the requisite fees and complete the registration procedures as prescribed by the University. Current students will be re-registered automatically each semester throughout the period of study if fees have been paid up to date.

2.2 Major

2.2.1 All undergraduate students at the University are required to declare a major within their programme of study upon admission; and

2.2.2 Students are required to take the stipulated credit points of the declared major and complete all the specific course requirements of the declared major.

2.3   Double Major
    2.3.1 Students admitted to a full-time undergraduate degree programme may be permitted to enroll in a second major in addition to their first major, subject to programme specific requirements and GPA requirement of normally 3.0 or above in the first year of study; and

    2.3.2 Students are required to fulfill the course requirements of their first major. If they also fulfill the course requirements of their second major, they will have their second major recorded on their transcript.

2.4   Minor
    2.4.1 Students on full-time undergraduate degree programmes can enroll in a minor;

    2.4.2 Students admitted to a full-time undergraduate degree programme can enroll in a second minor in addition to their first minor (if any); and

    2.4.3 Students who have fulfilled the course requirements of their minor(s) will have the minor(s) recorded on their transcript.

2.5   Double Counting
Double counting of up to nine credit points for a five-year programme and six credit points for a four-year programme to fulfill no more than two domain requirements (e.g. for both the first and second majors) within a full-time undergraduate degree programme may be allowed.

2.6   Each student is issued with a Student Identity Card. The Card enables a student to gain access to the University's facilities such as the Library, sports centre, and student halls.

2.7   Classes for all programmes are normally scheduled from Monday to Saturday.

3.   Fees

3.1 Once admitted to the University, students (except those studying for Professional Development Programmes) are normally required to pay the following fees:

Admission Acceptance Fee	Payable by a stipulated due date upon offer of admission
Tuition Fee	Payable in two installments, one in each semester by a stipulated due date
Caution Money	A deposit to make good any outstanding debts to the University incurred in, for example, damage to the property of the University. Unused caution money is converted to graduation fees.
Continuation Fee	A fee required for students who are allowed to retain their student status without having to attend any courses in the programme, e.g. cases of deferment of studies, cases pending for graduation and cases with suspension of studies.
Students' Union Membership Fee	An annual fee chargeable to full-time students
Graduation Fee	A lump sum to cover the cost for graduation, including the cost of an award certificate; the lump sum can be covered by caution money subject to no outstanding claims
Other Fees	Information available on the websites of related units

3.2 Students who fail to settle overdue University fees without prior approval will be treated as having unofficially withdrawn from the programme. An

administration fee will be charged to these students for reactivating their student status in addition to the full settlement of overdue fees. Re-instatement of the student status will not be considered for unofficially withdrawn students with prolonged overdue fees. They will be required to re-apply for admission to their programmes.

3.3 Students who have to extend their studies beyond the normal period of study in order to fulfill the requirements of the programme, major, second major, minor or second minor, are required to pay additional fees on a pro-rata basis according to the number of course/credit points (including Field Experience) taken in the extended period of study.

4. Course Enrolment

4.1 Students must ensure the completion of course registration before the course starts. Students who have not registered for any course in a semester (excluding the summer semester) will be considered to have withdrawn from their programme at the University (as stipulated in 14.1) unless deferment of studies has been approved by the relevant Programme Leader/Coordinator.

4.2 Registration in some courses is restricted to students having the necessary prerequisites.

4.3 Students can add or drop a course during the add-drop period or before the third class meeting. Students are permitted to drop a course after the add-drop period but before the examination period or the deadline for submission of final assignments, whichever applicable, only for strong personal reasons, such as serious illnesses; the grade W (Withdrawn) will be recorded on the students' transcript.

4.4 Failure to attend a course does not automatically result in the course being dropped. Students who are reported for prolonged absence in a course without permission will be accorded a grade F (Fail) for the course (as stipulated in 13.2).

4.5 Students may audit a course without charge, subject to the permission of the course lecturer. They will not earn credit points for their audited courses.

4.6 A visiting student is not enrolled in any particular programme, but may take courses. Students who have completed their programme but wish to take further courses will be considered visiting students.

5. Change of Programme/Major/Minor or Mode of Study

5.1 New students will normally not be considered to transfer to another programme if the programmes are offered in the same mode of study and programmes of the same academic level, in particular the UGC-funded undergraduate programmes, during their first semester of registration.

5.2 A current student, who wishes for special reasons to change from one programme/major/minor or mode of study to another during the course of study should meet the stipulated requirements and consult the relevant Programme Leaders/Coordinators for advice and approval. The change, once approved, normally takes effect from the next semester/academic year. (Also see 8.4 for the maximum study period.)

6. Double Registration

6.1 Students who are enrolled in any full-time award-bearing programmes (lasting for one year or longer) of the University are not permitted to simultaneously register for another qualification at this University or a post-secondary qualification at any institutions except with prior approval by the Registrar. Violation of this regulation will lead to discontinuation of studies from the University. In case of doubt, students should seek advice from the Registry.

7. Study Load

7.1   Courses are the basic units of study into which students are registered and for which grades are assigned. Each course is assigned a number of credit points. Related courses are grouped under a learning domain.

7.2   The number of credit points assigned to a course is indicative of the number of hours of student effort, which include both contact hours and study time. In terms of contact hours, one credit point should normally be equivalent to one hour of teaching per week each for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning for each contact hour.

7.3   Students have to earn before graduation the number of credit points as required by the programmes of study. The minimum and maximum number of credit points is normally within the range of 12 (except summer semester) to 18 for taught courses in a semester for full-time programmes, whereas not more than 11 (up to 12 for students admitted in 2019/20 and thereafter) in a semester for part-time programmes. Students are not allowed to take zero credit point/course unless with prior approval.

8. Period of Study

8.1   The length of a programme is stipulated in the curriculum. To complete the curriculum, students are required to complete satisfactorily all the specified course requirements including coursework, school attachment, block practice, internship or similar programme required activities, as applicable.

8.2   Normally, there are two semesters in each academic year for academic activities, such as coursework, field experience, overseas immersion, internship and summer institute. In addition to the two regular semesters, a 6-week Summer Semester is offered for students of full-time undergraduate degree programmes who wish to study courses before the commencement of Semester 1 of the new academic year. Taking courses in Summer Semester is optional unless fixed in the programme curriculum.

8.3   The maximum period of study for a programme will be determined as follows:

Length of Programme	Maximum Period of Study
1 year	2 years
2 years	3 years
3 years	5 years
4 years	6 years
5 years	7 years

8.4   For students admitted to Full-time undergraduate programmes via Senior Year Admission Route, the maximum period of study is the respective normative length plus 2 years.

8.5   Students are expected to graduate within the stipulated period of study, inclusive of any change of programmes/majors, periods of leave of absence, deferment of study, suspension of study and Field Experience activities. Students who fail to complete a programme within the maximum period of study will normally be required to discontinue their studies at the University (as stipulated in 12.1(v)). Students will have to pay additional fees on a pro-rata basis according to the

number of course(s)/credit point(s), including Field Experience taken in the extended period of study.

8.6 Students who wish to extend their period of study beyond the maximum programme duration are required to apply in writing to obtain prior approval from the Programme Leader/Coordinator. Likewise, students who wish to pursue a fast track to complete a programme below its normal period of study should obtain prior approval accordingly.

9. Course Assessments and Grades
9.1 Grading System
    9.1.1 Students' performance in each course is expressed in terms of the following system:

Course Grade	Interpretation	Grade Point Equivalent
A+*	Distinction	4.33
A		4.00
A-		3.67
B+	Good	3.33
B		3.00
B-		2.67
C+	Satisfactory	2.33
C		2.00
C-	Below Satisfactory	1.67
D**		1.00
F	Fail	0.00

    *   *Grade A+ is only given for outstanding performance in the course*
    ** *Grade D is the minimum level required for course progression*

Operational Grade	Interpretation
DN	Distinction
CR	Credit
PS	Pass
FL	Fail
IP	In Progress
YC	Complete
YI	Incomplete
W	Withdrawn

9.1.2 Students' performance in a programme within a prescribed period of time, excluding courses without grade point equivalent, is described in a Programme GPA (Grade Point Average), which is calculated by the sum of the product of GPE[#] (Grade Point Equivalent)[#] earned for each course attempted (including failed courses) and its credit points within a programme, divided by the total number of credits attempted within a programme:

$$\text{Programme GPA} = \frac{\text{Sum of (GPE x Course CP) within a programme}}{\text{Total no. of CPs within a programme}}$$

 # Grade Point Equivalent - as given in the table in 9.1.1 above.

9.2 Review of Course Grade
   9.2.1 Resolving grade disagreements with the lecturers concerned
      A student who disagrees with a course grade should approach the course lecturer or Field Experience Supervisor concerned immediately after the announcement of the assessment results approved by the Head of the course-offering unit. The course lecturer or Field Experience Supervisor may recommend a grade adjustment if he/she finds any technical errors (such as wrong score entries, or calculation errors when totaling marks) or after hearing the student's representation. Recommendations for grade adjustments should reach the Chairperson of the Departmental Assessment Panel of the course-offering unit concerned or Field Experience Coordinator concerned with justifications for approval by the Head of the course-offering unit. The student will be informed of the result as soon as possible.

   9.2.2 Formal procedures on grade reviews
      If the student remains dissatisfied with the outcome after contacting the course lecturer or Field Experience Supervisor according to the procedures in paragraph 9.2.1, he/she may request for a formal review of his/her course grade(s), for one or more of the following reasons:

      (i) the assessment result has been caused by a material error or irregularity in marking;

      (ii) the assessment was not conducted in accordance with the General Academic Regulations and the assessment scheme for the programme concerned; and

      (iii) there are special circumstances which the student has not been able to present to the relevant Head of the course-offering unit prior to the decision being made.

9.2.3 The formal request for a grade review should be made by the student to the respective Faculty Dean in writing within 14 working days after the announcement of the assessment results approved by the Head of the course-offering unit.

9.2.4 Upon receipt of the request, the Faculty Dean will pass it to the department/centre/office concerned. In light of the course-offering unit's response, the Faculty Dean will decide whether there are prima facie grounds for review. If so, the Faculty Dean will inform the respective Head of the course-offering unit for follow-up action.

9.2.5 The Head of the course-offering unit will re-convene the Departmental Assessment Panel meeting to hear the case. The student concerned will be invited to attend the hearing with the right to be accompanied by one other current student or staff of the University. In the case of internal disagreements or other exceptional circumstances, an external view may be sought.

9.2.6 The Head of the course-offering unit after consideration of the case including the recommendation from the Departmental Assessment Panel, if any, will inform the student of the result normally within one month of the student's request for review. Grades after review may be upgraded, downgraded or left unchanged. The decision of the Head of the course-offering unit is final.

9.3 Advanced Standing
9.3.1 Advanced standing will be granted to applicants who have completed a recognized programme at the University or other institutions before admission to the University's programme. Upon approval for advanced standing, the credits obtained from the recognized courses will be transferred to the programme of study and the minimum programme requirements in credits will be reduced. Students are allowed to complete the programme within a shorter period of time. Unless otherwise approved, students who are admitted with advanced standing will not be eligible for credit transfer or course exemption at a later stage on the

basis of their entry qualifications. (Also see paragraphs 9.4.1.2 and 9.5.1 below.)

9.4   Credit Transfer

     9.4.1 Credit Transfer may be granted for courses completed successfully at the University previously or another accredited tertiary institution.

         9.4.1.1   The transferred courses will appear on the student's transcript. The credit points transferred will be counted towards the graduation requirements but will be excluded from the calculation of the student's GPA. Students may apply for credit transfer within the first two weeks of each semester in each academic year. For courses on offer in the summer semester, applications should be submitted one week before the commencement of the semester.

         9.4.1.2   The total number of credit points transferred will not exceed 50% of the total credit points of the programme (except as stipulated in 9.4.2 below).

     9.4.2 For a student who has successfully completed an approved student exchange programme of the University,

Applicable to all undergraduate programmes except for Senior Year Programmes

(i)   normally a total of up to 15 credit points (for students admitted in 2018/19 and before) and 18 credit points (for students admitted in 2019/20 and thereafter) in each regular Semester (and up to 6 credit points in each Summer Semester from 2018 onwards) will be transferred to his/her undergraduate degree programme. Only the number of credits transferred will be recorded on the student's transcript;

<u>Applicable to Senior Year Programmes</u>

    (ii)   normally a total of up to 6 credit points (for students admitted to Entry Year/Year 3 from 2022/23 regardless of the number of outbound exchange programmes they have undertaken), will be transferred to his/her undergraduate degree programme. Only the number of credits transferred will be recorded on the student's transcript.

9.5   Course Exemption

    9.5.1 Students may be granted an exemption for course(s) completed in other institutions for recognized qualifications. Students admitted to Senior Year programmes from 2023/24 onwards may be granted an exemption from specific course(s) based on prior study at the University. Students who are so exempted must replace the exempted course with a course of the same credit value. The exempted courses will not appear on the student's transcript and will be excluded from the calculations of GPAs.

9.6   Late Submission of Assignment

    9.6.1 Students who wish to submit an assignment later than the due date should obtain permission in advance from the course lecturer; otherwise, this will be treated as failure to submit the assignment as required.

    9.6.2 The grade of all assignments submitted late with the approval of course lecturers may be lowered, on a case-by-case basis, by up to one full grade.

    9.6.3 Students who fail to obtain prior approval will be given a "fail" grade (grade F) for late submission or non-submission of assignments.

9.7   Repeating Courses

    9.7.1 Students may be required by the Board of Examiners to repeat the failed courses or courses with a low grade (i.e. C- or D) to fulfill programme graduation requirements.

9.7.2 Normally, students are not allowed to retake a course completed and passed in a previous semester, unless it is required by the Board of Examiners. They may be asked to take other courses to improve their Grade Point Average (GPA).

9.7.3 Students who repeat a failed course are normally required to retake the full range of course activities, including attendance at lectures and all stipulated assessment tasks.

9.8 Academic Warning*

9.8.1 An Academic Warning* will be issued to any student whose Major Subject GPA is below 2.00. Students who receive an Academic Warning are not allowed to take the study load beyond the maximum credit points in the following semester or academic year. Those who wish to take more credit points than what is stipulated in the programme should seek prior approval from their Programme Leader/Coordinator.

applicable to students of degree programmes with a major subject study

9.9 Academic Probation

9.9.1 Students will be put on academic probation in the next semester when their Semester GPA is below 2.00. They will not be allowed to take the study load beyond the maximum credit points in the probation semester. Those who wish to take more credit points than what is stipulated in the programme should seek prior approval from their Programme Leader/Coordinator.

9.9.2 The academic probation status will be lifted, when a student obtains a Semester GPA of 2.00 or above at the end of the probation semester. Otherwise, probation shall continue to apply in the next semester unless 12.1(i) applies.

9.10 Field Experience

    9.10.1   Field Experience is a salient component of teacher education programmes. Students should respect and observe the regulations of the schools where they take their block practice, and display appropriate professional knowledge and attitude. Any misconduct, upon verification, will be subject to disciplinary action, up to and including immediate dismissal from the University.

    9.10.2   Students' performance in Field Experience will be graded as follows: Students' overall performance in Field Experience will be based on the grade in the final Block Practice/Field Experience/Practicum or the overall grade in the Block Practice/Field Experience/Practicum (whichever applicable) adopting a grading system of distinction/credit/pass/fail.

    9.10.3   Students who receive a failed grade in a Teaching Block Practice will be put on FE probation. Normally, the minimum period for FE probation is one semester. A Case Conference will be convened to discuss the case, review evidences after investigation and recommend remedial work for every failure case. The student concerned is required to fulfill the remedial work and produce a report with evidences to show how he/she has addressed the recommendations. The FE probation status will be lifted, upon the endorsement of the Chairperson of the Case Conference on the student's report. The students will not be allowed to conduct Teaching Block Practice until FE probation is lifted.

    9.10.4   Students should complete a minimum of 7 credit points in each Field Experience and Experiential Learning Semester (for students admitted in 2019/20 and thereafter). Students shall only take Field Experience and/or Experiential Learning Courses (including Co-curricular and Service Learning courses and Experiential Learning courses) and Honours Project/Capstone Project, but not other regular taught courses in the Field Experience and Experiential Learning Semester.

10. Graduation Requirements

10.1 Students are responsible for the completion of all the graduation requirements of the programme in which they are officially enrolled. To graduate, students must:

(i) achieve the minimum number of credit points required by the programme and satisfy all other programme specific requirements such as Field Experience, language exit requirements as well as the Information Technology Competence test and/or Information Technology Competence in Education required by the University;

(ii) obtain a Programme GPA of 2.00 or above;

(iii) complete at least half of the total required programme credit points at the University and at least half of the required credit points in their major(s) at the University;

(iv) complete the requirements of their first major for undergraduate degree programmes;

(v) complete the requirements as prescribed by the programme; and

(vi) obtain a Major Subject GPA of 2.00 or above (for students of undergraduate degree programmes with a major subject study, and students of co-terminal double degree programmes who will have one combined Major Subject GPA based on the two Major Subjects).

10.2 Students who have fulfilled the requirements of a second major and/or one/two minors and other programme requirements but failed to fulfill the requirements of their first major will not be permitted to graduate (applicable to students of undergraduate degree programmes with a major subject study).

11. Award Classification

11.1 The Board of Examiners recommends classifications of award in accordance with the following guidelines:

Undergraduate Degree Programmes		AND Performance in Field Experience (if applicable)	Postgraduate Diploma and Sub-Degree Programmes	
Honours Classification	Minimum Programme GPA		Minimum Programme GPA	Award Classification
First	3.40	Credit or above	3.40	Distinction
Second (Division I)	3.00	Credit or above	2.70	Credit
Second (Division II)	2.50	Pass or above	2.00	Pass
Third	2.20	Pass or above		
Pass	2.00	Pass or above		

12. Discontinuation of Studies

12.1 A student will normally be required to discontinue his/her studies at the University if he/she:

(i) fails to have probation lifted after he/she has been put on academic probation for two consecutive semesters; or

(ii) fails Field Experience in programmes leading to Qualified Teacher Status; or

(iii) fails to meet the graduation requirement as prescribed by the Programme; or

(iv) has received warning(s) but has failed to improve to meet the expectations of the University with respect to professional and personal behaviour; or

(v) has exceeded the maximum period of study without prior approval (as stipulated in 8.4).

12.2 Normally, students who are required to discontinue their studies at the University will not be considered for re-admission to the same programme in the following three academic years.

13. Leave of Absence

13.1 Where special circumstances require students to take a leave of absence exceeding 7 days but less than one semester, students must seek approval from the Programme Leader/Coordinator by submitting a leave application form.

13.2 Students who are absent for a prolonged period in a course without prior permission (as stipulated in 13.1) will be given a grade F (Fail) by their course lecturers. The grade F will be recorded on the students' transcript.

13.3 Where necessary, individual courses / course lecturers / programmes / departments will specify their attendance requirements.

14. Deferment and Withdrawal

14.1 Students can apply for deferment of study if there is a genuine need. The minimum period of deferment in each application is one semester and the maximum duration for approved deferment within a programme is normally up to two academic years. The deferment period is included in the maximum period of study (as stipulated in 8.4). A continuation fee per semester is required upon approval of the application. Students who have not settled the continuation fee will be considered to have withdrawn from the programme of study at the University (as stipulated in 4.1). No re-instatement of student status will be considered for withdrawal students.

14.2 The President of the Students' Union may apply in writing to the relevant Programme Leader/Coordinator for deferment of study for one year on grounds of heavy commitment in the Students' Union. Such an application should

normally be made within four weeks after the announcement of the election results and is subject to the payment of a continuation fee.

14.3 Students who fail to return to the University to resume studies at the end of the approved period of deferment will be considered to have withdrawn from the programme, effective on the day following the deferment period.

14.4 Students who wish to withdraw from studies shall submit a withdrawal form to the University. Effective date of withdrawal is given 3 working days from the date of submission of the completed form.

15. Suspension of Student Activities

15.1 Field Experience Coordinators will report to the relevant Associate Dean to seek his/her approval in consultation with the Director / Co-Director of School Partnership and Field Experience to suspend any student immediately from Field Experience/practicum placed by the University, should they and/or school personnel have major concerns about the behaviour of the student on block practice or on other Field Experience/practicum activities. Students of teacher education programmes who demonstrate that they are unsuitable to enter the profession will be prevented from joining Field Experience / practicum or suspended from continuing such activities.

15.2 The relevant Associate Dean has the authority to prevent or suspend a student from other activities such as overseas immersion, internship, summer institute and academic exchange if the student, on the report of the Programme Leader/Coordinator, is found to be unsuitable.

15.3 Conversely, if an Field Experience Coordinator has strong grounds for concern that a student is experiencing serious bodily or emotional harm on account of the Field Experience/practicum placement, he/she will report this to the relevant Associate Dean for his/her approval to remove the student immediately from the placement school.

15.4 The decision of suspension will be relayed in confidence to the relevant programme personnel. If the student is dissatisfied with the decision, he/she can appeal to the relevant Faculty Dean.

16. Review of Board of Examiners' Decisions on Discontinuation

16.1 A student who is required to discontinue his/her studies by the Board of Examiners under the General Academic Regulations will be notified by the Secretary of the Board of Examiners immediately after the decision for discontinuation is made, and be advised to

    (i) send new/additional information he/she might have to the Chairperson of the Board of Examiners for consideration; and/or

    (ii) ask for an opportunity to present his/her case before the Board of Examiners by the stipulated deadline, if he/she so wishes.

16.2 The Chairperson of the Board of Examiners, after consideration of the student's submission, will decide if there are grounds for the case to be re-considered by the Board of Examiners. If the student asks for a hearing before the Board of Examiners, the Chairperson will decide whether to invite the student to appear before the full Board of Examiners, or to form a separate panel to hear the case, if deemed appropriate. The Panel should involve at least the Chairperson of the Board of Examiners or a senior academic staff member nominated by the Faculty Dean as Chairperson, the Programme Leader/Coordinator, and the relevant teaching staff from the subject department(s).

16.3 The Panel, after hearing of the case, will convey its recommendation to the Board of Examiners for the final decision. Depending on the recommendation, the Board of Examiners may make decisions through one of the following ways:

    (i) decision by circulation; or

    (ii) a full Board of Examiners meeting to be convened.

16.4 The decision of the Board of Examiners will then be conveyed to the student accordingly.

16.5 If the student feels that there is perceived injustice in the above procedures governing the review of the decision of the Board of Examiners on discontinuation, he/she can make an appeal to the Students' Appeal Committee following the prevailing procedures stipulated in the Student Handbook. The decision of the Students' Appeal Committee will be final.

17. Dismissal

17.1 Students who, upon verification, are found to have committed serious violations of the University's regulations or Laws of Hong Kong, will be subject to dismissal by the University immediately after the findings have been substantiated.

18. Academic Honesty

18.1 Students are required to carry out all academic activities honestly and in good faith. Any act that contravenes standards of academic honesty such as plagiarism, impersonation, cheating in examinations and collusion is strictly prohibited by the University.

18.2 Any alleged cases of academic misconduct will be handled by the Head of the academic department concerned, who will then conduct a thorough investigation. An investigation report should be sent to the relevant Associate Dean who will consider whether there are prima facie grounds for referring the case to the Student Disciplinary Committee for further consideration, decision and action. Any proven act of academic misconduct may result in suspension of studies, postponement of graduation, dismissal from the University or other forms of penalties.

Glossary

Academic Board	The major academic forum of the University for the oversight and development of all academic matters of the University.
Academic Year/ Semester	An academic year consists of two semesters (and one 6-week Summer Semester for full-time undergraduate degree programmes only). Normally, Semester 1 commences in early September and ends in mid December while Semester 2 starts in early January and ends in June. The last numbered week in each semester is reserved for assessment purposes. For some programmes, a Summer Semester of 4-5 weeks may be added. In addition, some programmes may arrange Semester 2 into Semester 2A and Semester 2B. Taking courses in Summer Semester is optional unless fixed in the programme curriculum.
Advanced Standing	It may be granted to applicants who have completed a recognized programme at the University or other institutions before admission to a post-secondary programme.
Assessment	The student's academic performance will be assessed in summative and formative processes, which may include written assignments, portfolios, artifacts, class tests, performance tasks and examinations. Its precise nature will be specified in the course description.
Auditor	Students are allowed to attend the course without charge with permission of the course lecturer. They are not allowed to submit assignments nor sit for examination. They will not earn credit points for the course; and the

	audited courses will not appear on the students' transcript.
Board of Examiners	The University's board recommends award classifications, determine the remedial work for problem cases and cases of special circumstances that need special consideration, and decide cases for the discontinuation of studies.
Course	A course is a unit of study with credits and assigned with a particular lecturer or teaching team. Courses are normally assigned with three credit points.
Core Course	The course that must be completed by the students to meet the curriculum requirements.
Course Code	The code given to a course.
Course Exemption	Course Exemption may be granted for courses completed in other institutions for recognized qualifications. The exempted courses will not appear on the student's transcript and will be excluded from the calculation of GPAs.
Course Lecturer	Staff delivering the course.
Course Registration	The enrolment of a student in a course.
Credit Transfer	Credit Transfer may be granted for courses completed successfully at the University previously or another accredited tertiary institution. The credit points transferred will be counted towards the graduation requirements but will be excluded from the calculations of GPAs.
Credit Point/Credit	All programmes of study adopt a credit point system. Credit points show how much the successful completion of a course will contribute to the qualification of which it is a part. The number of credit points assigned to a

	course is indicative of the hours of study it requires. One credit point should normally be equivalent to one hour of teaching per week for 13 teaching weeks in a semester. Each contact hour should require no less than 2 hours of independent learning.	
Departmental Assessment Panel	The Panel considers possible moderation of grades in a course, monitors grade distribution and endorses the assessment results of courses/clusters of courses/courses with similar nature for approval by the Head of the course-offering unit.	
Elective Course	Any of the courses other than core courses in a programme.	
Field Experience	Field Experience is observation of teaching in schools and subsequently teaching practice in schools or other institutions.	
Grade Point Average (GPA)	GPA	Students' performance in the programme as a whole or within a prescribed period of time, excluding courses without grade point equivalent, will be set out in a Programme GPA. For details, please refer to Sections 9.1.2 of General Academic Regulations.
	Semester GPA (SGPA)	A student's GPA obtained in a semester.
	Year GPA (YGPA)	A student's GPA obtained in an academic year.
	Programme GPA (PGPA)	A student's GPA obtained within a programme.

	Major Subject GPA	A student's GPA for his/her major subject of study.
Mature Applicant	An applicant who does not possess the minimum programme entrance requirements but is at least 25 years of age on 31 August in the admission year and can demonstrate to the University's satisfaction his/her suitability for and capability to pursue his/her chosen programme, then he/she may be exempted from some entrance requirements and admitted as a mature student.	
Major	Major	A major field of study in a programme.
	First Major	The major field of study that students on full-time undergraduate degree programmes declared upon admission.
	Second Major	The additional major field of study taken by students on full-time undergraduate degree programmes.
Operational Grade	A course grade assigned for administrative purposes to assist in the management of student records. Operational grades do not count in the calculation of students' GPAs. Definitions are explained as follows:	
	IP (In Progress):	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.
	YC (Complete):	Successful completion of a designated course.

	YI (Incomplete):	A temporary grade to be granted due to special circumstances that have prevented a student from completing required work, or attending the examination for reasons acceptable to the course lecturer. Where a "YI" grade is assigned by the course lecturer with a schedule for the completion of work, the Head of course-offering unit will approve the schedule via the Departmental Assessment Panel. A "YI" grade will be converted into an "F" grade four weeks after the "YI" grade is officially released unless an alternative grade has been assigned by the course lecturer concerned. Grade "YI" is not included in the calculation of Programme GPA.
	W (Withdrawn):	Assigned when a student has registered for the course in a semester and subsequently submitted a notification of withdrawal from the Course.
University/ EdUHK	The Education University of Hong Kong	
Mode of Study	The full-time, part-time or mixed-mode pattern of study.	
The Portal	The University's portal for staff and students.	

Programme	The structured combination of courses which leads to a specified award.
Registration	The enrolment of a student in a programme.
Statement of Results	The official letter certifying a student's completion of a programme, programme mode and duration and impending graduation.
Testimonial	The official document certifying a student's enrolment in a programme, year of enrolment, programme mode and duration.
Transcript	The official academic record of a student's full updated list of course grades attained in a programme.
Visiting Student	Students who have completed their programme but wish to take further courses will be considered visiting students. Local and non-local applicants who do not wish to enroll in a full programme of study in the University but plan to take selected course(s) within one or more programmes may apply for admission as Visiting Students. Visiting students shall not register in any particular programmes, but may only take courses. Visiting students are not eligible for any formal academic award. Those who have successfully completed the course assessment will receive a transcript.

10.   Programme Team 2022 - 2023

Member	Name	Office	Telephone No.	Email (@eduhk.hk)
Programme Leader	Dr. LEE Siu Yau	B2-2/F-32	2948 7866	siuylee
Associate Programme Leader & Field Visit and Student Activity Coordinator	Ms. Terri LIU	B2-LP-12A	2948 6433	ztliu
Academic Tutor	Dr. Tommy KWAN	B1-2/F-25	2948 8226	tcykwan

Administrative Support

Member	Name	Office	Telephone No.	Email (@eduhk.hk)
Executive Officer II (Programme Office)	Ms. Mani Pun	B1-2/F-02	2948 7313	mmypun
Executive Assistant (Programme Office)	Ms. Yanmi Lam	B1-2/F-02	2948 7428	ltinyan
Clerical Officer II (General Enquiries)	Ms. Carol Kwan	B1-2/F-02	2948 7460	ckwan

常用電話號碼
Useful Telephone Directory

[The location marked is on Tai Po Campus unless otherwise specified]

Department of Social Sciences and Policy Studies 社會科學與政策研究學系

Head of Department系主任

Dr LEE Siu-yau
Tel. No. 電話: 2948 7866
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General Office 事務處

Location地點 B1-2/F-02
Enquiries: 2948-7460
Fax 傳真: 2948 7461

電郵 Email: ssps@eduhk.hk
網址Website: https://www.eduhk.hk/ssps/

學生訪問時間 Student Visitation Hours

星期一至五 Monday to Friday	2:30 – 4:30pm
星期六、日及公眾假期 Saturday, Sunday and Public Holiday	休息 Closed

通識教育事務處 General Education Office

地點 Location	:	B2-G/F-02A
通識教育熱線 General Education Hotline	:	2948 8799
傳真Fax No.	:	2948 6616
電郵 Email	:	ge@eduhk.hk

開放時間 Office Hours

星期一至五 Monday to Friday	8:30am – 1:00pm
	2:00pm – 5:20pm
星期六、星期日及公眾假期 Saturday, Sunday and Public Holiday	休息 Closed

教務處 Registry

- 諮詢中心 (A-G/F-11, Cho Kwai Chee Foundation Building)   2948 6177   2948 8273
  Information Centre

蒙民偉圖書館 Mong Man Wai Library (Block C)

- 諮詢服務台   2948 6653   2948 8195
  Information Counter

- 流通服務台   2948 6658   2948 8195
  Circulation Counter

將軍澳教學中心學習共享 Tseung Kwan O Study Centre Learning Commons

2190 8521   2190 8522

語文教育中心 Centre for Language in Education (B2-G/F-03)

- 一般查詢   2948 7896 /   2948 8042

  General Enquiries   2948 7029 /

     2948 8044

- 沈艾達語文研習中心 (B3-G/F-05)   2948 7402 /

  Arthur Samy Language Learning Centre (ASLLC)   2948 7403   2948 8042

教學科技中心 Centre for Learning, Teaching and Technology (E-1/F-01)

- 一般查詢   2948 7047   2948 7046
  General Enquiries

資訊科技服務處 Office of the Chief Information Officer (C-LP-20)

- Help Desk Hotline   2948 6601

- 一般查詢   2948 6521   2948 6520
  General Enquiries

學生事務處 Student Affairs Office (A-1/F-01)

- 一般查詢   2948 6720 /   2948 6240
  General Enquiries   2948 6721

- 輔導及就業服務   2948 6245   2948 6771
  Counselling and Career Services

- 羅富國堂   2948 1649 (independent line)

Northcote Hall

- 葛量洪堂   2948 1568 (independent line)
  Grantham Hall

- 柏立基堂   2948 0221 (independent line)
  Robert Black Hall

- 賽馬會學生宿舍   3125 6002 (independent line)
  Jockey Club Student Quarters

學生會 Students' Union (C-P-01)

• 學生會辦事處 SU Office	2948 1061 (independent line)	2948 0095
文康運動綜合大樓 Amenities and Sports Complex (E-LP2-16)	2948 8844	2948 8237

保健中心 Health Centre (Medical Clinic) (A-1/F-21) *(appointment & enquiry)*

2948 6262   2948 6258

保健中心 Health Centre (Dental Clinic) (A-1/F-21) *(appointment & enquiry)*

2948 6783   2948 6253

保安控制中心 Security Control Centre (A-G/F-03)

- 校園緊急求助電話   2948 8000   2948 8001
  Campus Emergency No. (24-Hour)

Campus Map

The Education University of Hong Kong
Tai Po Campus
香港教育大學大埔校園

N

Barbecue Pits
燒烤場

Senior Staff Quarters
高級教職員宿舍

The Education University of Hong Kong
Early Childhood Learning Centre
香港教育大學幼兒發展中心

Jockey Club Student Quarters
賽馬會學生宿舍

Tennis Court
網球場

Car Park
停車場

President's Lodge
眾學樓

Amenities & Sports Complex
艾康運動綜合大樓

E

Swimming Pool
游泳池

Basketball Court
籃球場

Soccer Pitch
足球場

Academic Building
North Wing
教學大樓
北翼

D

Central Facilities Building
And Mong Man Wai Library
中央大樓及蒙民偉圖書館

C

Academic Building
South Wing
教學大樓
南翼

B

Cho Kwai Chee Foundation Building And Car Park
曹貴子基金會大樓及停車場

A

The Education University of Hong Kong
Jockey Club Primary School
香港教育大學
賽馬會小學

Robert Black Hall
柏立基堂

Central Garden
中央公園

Grantham Hall
葛量洪堂

Northcote Hall
羅富國堂

Operational Staff Quarters
駐校員工宿舍

Taxi / Bus
的士站 / 巴士站

Pedestrian Entrance
行人入口