CALENDAR
2016/2017
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INTRODUCTION

The information given in this publication is accurate as of July 2016, and does not reflect any additions or alterations made after that date. Every effort has been made to ensure that information contained in this Calendar is correct. Changes may be made from time to time and the University reserves the right to make amendments to any information contained in this Calendar without prior notice. For the latest updates, please refer to the websites/announcements of the respective Faculties/Departments/Offices.

In the event of inconsistency between information contained in this Calendar and any other published information of the University or where an interpretation of Calendar is required, the decision of the University shall be final.

The logo of The Education University of Hong Kong is the visual representation of the University. The orange gold sun sitting atop the green leaves is symbolic of high goals and standards, life-force, blossoming achievement, esprit de corps and success. The green leaves symbolising youthful aspiration, growth, energy and wholesomeness, signify the five constituent Colleges - the Grantham College of Education, the Hong Kong Technical Teachers’ College, the Institute of Language in Education, the Northcote College of Education and the Sir Robert Black College of Education.
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VISION

We aim to be a leading university in the Asia Pacific region, focusing on Education and complementary disciplines, and recognised for our excellence in nurturing competent and caring professionals and the impact of our scholarship.

MISSION

Education creates knowledge, understanding and the capacity to transform life and society. The primary mission of The Education University of Hong Kong is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform.

We seek to provide a multidisciplinary learning and research environment beyond Education that is conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of collaboration and diversity. We prepare our students to become competent professionals who can integrate theory and practice, and who are intellectually active, socially caring, and globally aware. Our research will contribute to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment.

GUIDING VALUES

- We embody a concept of excellence combining scholarship, professionalism and service to the community.
- We affirm early childhood education as the foundation of lifelong learning.
- We develop multilingualism to encourage flexibility of mind and access to the wisdom of the world’s diverse cultures.
- We uphold civic and moral education as a means of fostering social justice and environmental sustainability within the University and in the wider community.
- We integrate advanced technology with creative arts, physical education and all other areas of knowledge to realise multiple modes of intelligent thought and action.
- We collaborate effectively with schools and other organisations, locally and internationally, in order to develop professionalism and leadership in education.
• We are committed to the on-going professional development of our teaching and administrative staff.

• We support the principle of equal opportunities and equitable work and study conditions for all staff and students.

• We enhance creativity and effectiveness in teaching, learning, research and administration through an IT-rich environment.
Part I The University
ABOUT THE UNIVERSITY

The Education University of Hong Kong (EdUHK) is a university dedicated to teacher education in Hong Kong. The University is funded by the University Grants Committee (UGC) and provides doctoral, master’s and bachelor’s degrees, postgraduate diploma, higher diploma and a range of in-service programmes to around 11,300 students.

The history of teacher education can be traced back to 1853 when the first formalised programme of in-service teacher training was introduced in St Paul’s College. In 1881, the first Government Normal School was founded by the then Governor, John Pope Hennessy in Wanchai. With increasing interest in and demand for teacher education from the government and the public, the Northcote College of Education (1939), Grantham College of Education (1951), Sir Robert Black College of Education (1960), the Hong Kong Technical Teachers’ College (1974) and the Institute of Language in Education (1982) were founded respectively to provide formal teacher education in Hong Kong.

In April 1994, pursuant to the recommendation of Education Commission Report No.5 (ECR 5), The Hong Kong Institute of Education (HKIEd) was formally established by amalgamating the four Colleges of Education and the Institute of Language in Education. It is mandated to upgrade teacher education and professional development programmes.

The Institute came under the aegis of the UGC in July 1996. In October 1997, the Institute moved to its new campus in Tai Po. Additional establishments such as the HKIEd HSBC Early Childhood Learning Centre and the HKIEd Jockey Club Primary School were founded on the campus in 2001 and 2002 respectively, to provide support for our student teachers and put innovative research concepts into practices.

In 2004, following a review by the UGC, the Institute was granted self-accrediting status for education programmes. In mid-2007, the Institute promulgated a Development Blueprint for the next decade, outlining our aspiration to become a University of Education and to extend its scope of educational and research activities, footprint and academic impact within the Asia-Pacific region. In mid-2009, the Institute promulgated the Strategic Plan 2009-12 and Beyond. Embracing the “Education-plus” concept, the Institute embarked on transforming itself into an Education focused, multidisciplinary and research strong University of Education.

In 2013, the Institute published the Strategic Plan 2013-16, titled Shaping the Future: Excellence in Learning, Teaching and Scholarship. The Strategic Plan provided direction, strategies and milestones that guided the Institute’s ongoing
development, enabling it to further enhance its academic capacity, improve its research infrastructure, and promote its research culture and impact in the areas of education studies, humanities, social sciences and creative arts and culture.

In September 2015, the UGC submitted its review report to the Education Bureau, recommending that a university title be awarded to the Institute. In January 2016, the Chief Executive in Council approved that a university title be conferred on the Institute. Following the passage of the HKIEd (Amendment) Bill at the Legislative Council in mid-May 2016 and upon the publication of the Government Gazette on the HKIEd (Amendment) Ordinance 2016, HKIEd was officially retitled The Education University of Hong Kong (EdUHK) on 27 May 2016.

In parallel, the University began the planning process of the Strategic Plan 2016-2025 which will guide its development into the next decade. We aim to be a leading university in the Asia Pacific region and beyond, focusing on teacher education and facilities for research into and the development of education. We further seek local, regional and international recognition for our scholarship and for our excellence in nurturing highly competent teachers and professionals who care.

PROGRAMMES

The University, as the largest teacher education provider in Hong Kong, offers teacher education programmes at different levels and study modes. Initial teacher education programmes such as the Bachelor of Education (Honours) Programmes and Higher Diploma in Education Programmes are offered to prepare beginning teachers to teach in kindergartens, primary and secondary schools in Hong Kong. Postgraduate Diploma in Education Programmes are offered for university graduates aspiring to become professional teachers. In addition, four UGC-funded programmes in complementary discipline areas were offered, namely Bachelor of Arts (Honours) in Language Studies and Bachelor of Social Sciences (Honours) in Global and Environmental Studies starting in 2010/11, Bachelor of Arts (Honours) in Creative Arts and Culture in 2011/12 and Bachelor of Social Sciences (Honours) in Psychology in 2012/13. In anticipation of the upcoming demand for secondary school teachers in History, Mathematics, Business, Accounting and Financial Studies, the University has developed three new UGC-funded Bachelor of Education programmes in the aforesaid areas, launched in 2015-16. They are: Bachelor of Education (Honours) in History, Bachelor of Education (Honours) (Secondary) in Mathematics, and Bachelor of Education (Honours) in Business, Accounting and Financial Studies.

The University has started to admit research postgraduate students since 2009/10. A wide array of new self-financed taught postgraduate degree programmes, in
addition to the doctoral and master’s degree programmes, are offered for educators and professionals in education settings who aspire to seek professional advancement. To cater for the need of professional development of in-service teachers, the University has developed a structured and systematic range of full-time and part-time professional development programmes at pre-primary, primary and secondary levels. In 2015/16, the University has offered 3 research postgraduate programmes for about 65 students, 35 taught postgraduate programmes for about 2,100 students, 43 undergraduate programmes for about 6,600 students, 7 sub-degree programmes for about 900 students and 54 professional development programmes for about 1,600 students.

RESEARCH

Tapping its established niche in education and newly emerged strength in multidisciplinary subject areas, the University advances knowledge boundaries through its research. As of June 2016, with the newly funded projects and those previously awarded, senior academics and emerging young scholars at the University are undertaking 156 ongoing projects funded by the RGC and Central Policy Unit, with a total awarded amount of HK$92.23 million, on a wide array of disciplines and subjects, including Education, Social Sciences, Psychology and Linguistics, Humanities and Creative Arts, among others.

To promote research development and the cross fertilisation of knowledge, the University has identified seven strategic areas where academic and teaching staff members are encouraged to tap into their individual expertise and collaborate in promoting multidisciplinary research. These areas include: Educational Development, Policy and Leadership, Special Education and Applied Psychology, Early Childhood and Well-being Studies, Social and Policy Studies, Science Education and Environmental Studies, Humanities, Creative Arts and Culture, and Literature and Historical Studies.

With its enhanced research capacity, the University has become increasingly active in creating knowledge with great application value and relevance for the well-being of society. Supported by knowledge transfer strategies, our scholars share their findings with members of the education sector and the general public to benefit the entire community.
CAMPUS

The University moved to the Tai Po campus in October 1997. The purpose-built campus, settled in the lush greenery on a mountain, is divided by a central spine road into upper and lower zones with student hostels and residential buildings at the top and academic facilities beneath them. It also links the CKCF Building and the Main Entrance in the south to the Amenities and Sports Complex at the northern end of the campus.

The Main Complex consists of eight blocks of academic buildings which house the academic staff offices and teaching facilities. The Central Facilities Building is located at the centre of the Main complex. It houses the Library, the Computer Centre, a 600-seat lecture theatre, the Learning Commons area, a convenience store, student activity rooms and student and staff canteens. It also has a Central Plaza covered with a canopy which is the hub of the University for many university-wide events and students activities.

The Amenities and Sports Complex at the northern end of the campus consists of, apart from some departmental offices, a Conference Centre and sports facilities which include an outdoor swimming pool of Olympic standards, an indoor training pool, a main gymnasium, a practice gymnasium, sport climbing gymnasium, squash courts and sports laboratories. An off-campus sports centre is located at Pak Shek Kok. As part of the EdUHK campus, the 13-acre sports complex located at Pak Shek Kok houses outdoor facilities including a track and field, two full-sized soccer pitches and five tennis courts for our students, staff members and partners.

For the convenience of students of part-time in-service programmes, classes are also conducted in the University’s Tseung Kwan O Study Centre which is conveniently located in Tseung Kwan O, New Territories, near the Po Lam MTR station.
Part I Ordinance
THE EDUCATION UNIVERSITY OF HONG KONG ORDINANCE
CHAPTER 444, LAWS OF HONG KONG

An Ordinance to establish a body corporate known as The Education University of Hong Kong to provide teacher education and facilities for research into and the development of education, and to provide for related matters. (Amended 6 of 2016 s. 3)


PART I
PRELIMINARY

1. Short title

(1) This Ordinance may be cited as The Education University of Hong Kong Ordinance. (Amended 6 of 2016 s. 4)

(2) (Omitted as spent)

2. Interpretation

In this Ordinance, unless the context otherwise requires –

“Academic Board” (教務委員會) means the Academic Board of the University established under section 13; (Amended 6 of 2016 s. 5)

“Chairman” (主席) and “Deputy Chairman” (副主席) mean respectively the Chairman and Deputy Chairman of the Council appointed under section 8(2);

“Chancellor” (校監) means the Chancellor of the University provided for under section 6; (Added 23 of 2002 s. 44. Amended 6 of 2016 s. 5)

“committee” (委員會) means a committee of the Council established under section 9;

“Council” (校董會) means the Council of the University established under section 7; (Amended 6 of 2016 s. 5)

“financial year” (財政年度) means the period fixed by the Council under section 17(2); (Replaced 65 of 1996 s. 2)

“functions” (職能) includes powers and duties;

“President” (校長) and “Vice President” (副校長) mean respectively the President and a Vice President of the University appointed under section 11(1); (Added 23 of 2002 s. 44. Amended 6 of 2016 s. 5)

University (大學) means the body corporate known as The Education University of Hong Kong by the operation of section 3(1). (Added 6 of 2016 s. 5)

(Amended 23 of 2002 s. 44; 6 of 2016 s. 5)
PART II
THE EDUCATION UNIVERSITY OF HONG KONG

(Amended 6 of 2016 s. 6)

3. **Title and objects of University (Replaced 6 of 2016 s. 7)**

   (1) On or after the specified date, the body corporate established under the former section 3(1) and known as The Hong Kong Institute of Education immediately before that date—

   (a) is known as The Education University of Hong Kong; and

   (b) may sue and be sued in that name. (Replaced 6 of 2016 s. 7)

   (2) The objects of the University are to provide teacher education and facilities for research into and the development of education. (Amended 6 of 2016 s. 7)

   (3) Despite the repeal of the former section 3(1), the body corporate established under that section continues in existence as the University on or after the specified date. Accordingly, the rights, obligations and liabilities of that body corporate are not affected in any way by the change of title effected by subsection (1). (Added 6 of 2016 s. 7)

   (4) In this section—

   **former section 3(1)** (原有第3(1)條) means section 3(1) of The Hong Kong Institute of Education Ordinance (Cap 444) that was in force immediately before the specified date;  

   **specified date** (指明日期) means the date on which section 7 of The Hong Kong Institute of Education (Amendment) Ordinance 2016 (6 of 2016) comes into operation. (Added 6 of 2016 s. 7)

4. **Powers of University (Amended 6 of 2016 s. 8)**

   The University may, in furtherance of its objects– (Amended 6 of 2016 s. 8)

   (a) plan degree and other academic award programmes, either on its own or in conjunction with other institutions of higher education;

   (b) produce, develop, acquire and provide courses of study, either on its own or in conjunction with any other person;

   (c) confer and revoke degrees and other academic awards including honorary degrees and honorary awards;
(d) provide, whether for profit or otherwise, advisory, consultancy, research and development and other related services;

(e) enter into any contract;

(f) erect, provide, equip, maintain, alter, remove, demolish, replace, enlarge, improve, keep in repair and regulate its buildings, premises, furniture, equipment and other property;

(g) take on lease, purchase or otherwise acquire, and hold, manage and enjoy property of any description, and sell, let or otherwise dispose of the same;

(h) appoint such persons to be employees, advisers or consultants of the University as it thinks fit, either on a full or part-time basis, and decide the terms of remuneration and conditions of service of such persons; (Amended 6 of 2016 s. 8)

(ha) pay to the Government the cost of pensions, allowances, gratuities and pension benefits payable by the Government under section 5 of the Pensions (Special Provisions) (The Education University of Hong Kong) Ordinance (Cap 477) for service under the University by a person transferred from service under the Government to service under the University; (Added 38 of 1995 s. 8. Amended 6 of 2016 s. 8)

(i) provide for its students and employees appropriate amenities;

(j) borrow or otherwise raise money on such security as may be necessary and, for that purpose, charge all or part of the property of the University; (Amended 65 of 1996 s. 3; 6 of 2016 s. 8)

(k) apply for and receive any grant in aid on such terms as may be expedient;

(l) solicit and receive gifts, whether on trust or otherwise, and act as trustee of moneys or other property vested in it on trust;

(m) fix fees and charges for courses of study, facilities and other services provided by it and specify conditions for the use of such facilities and services;

(n) reduce, waive or refund such fees or charges either generally or in any particular case or class of cases;

(o) pay the reasonable travelling and accommodation expenses of any member of the Council, of the Academic Board or of any committee incurred in connection with his duties as such member;

(p) enter into partnership or any other form of joint venture with any person;

(q) acquire, hold and dispose of interests in other bodies corporate and take part in forming bodies corporate;
(qa) invest the funds of the University in such manner and to such extent as it thinks necessary or expedient; (Added 65 of 1996 s. 3. Amended 6 of 2016 s. 8)

(r) print, sell, reproduce or publish or arrange for the printing, sale, reproduction or publication of any manuscript, book, play, music, poster, advertisement or other material, including video and audio material and computer software;

(s) do such other things as are provided for by this Ordinance or as are necessary or desirable for, or incidental or conducive to, the furtherance of the objects of the University. (Amended 6 of 2016 s. 8)

5. Directions of the Chief Executive in Council

(1) The Chief Executive in Council may give to the University directions with respect to the exercise of its powers or the achievement of its objects, either generally or in any particular case.

(2) In the exercise of its powers and the achievement of its objects the University shall comply with any directions given by the Chief Executive in Council under subsection (1).

(3) The Chief Executive in Council may delegate the powers conferred upon him by this section to a public officer. (Added 65 of 1996 s. 4)

(Amended 53 of 2000 s. 3; 6 of 2016 s. 11)

PART III
THE CHANCELLOR AND THE COUNCIL

(Amended 23 of 2002 s. 45)

6. The Chancellor

(1) There shall be a Chancellor of the University who shall be the head of the University.

(2) The Chief Executive shall be the Chancellor of the University. (Amended 53 of 2000 s. 3)

(Amended 23 of 2002 s. 46; 6 of 2016 s. 11)

7. The Council and its functions

There shall be a Council of the University which, subject to this Ordinance—

(Amended 6 of 2016 s. 11)
(a) shall be the executive governing body of the University;
(b) shall have general control over the administration of the University and the conduct of its affairs; and
(c) on behalf of the University, may exercise any of the powers conferred and shall perform all of the duties imposed by law on the University.

(Amended 6 of 2016 s. 11)

8. Membership of the Council

(1) The Council shall consist of –

(a) the President;
(b) the Vice Presidents, if any have been appointed;
(c) at least one but not more than 3 public officers appointed by the Chief Executive; (Amended 53 of 2000 s. 3)
(d) at least one but not more than 3 persons nominated by the Academic Board from among its number and appointed by the Council;
(e) 3 members elected from among their number by- (Amended 23 of 2002 s. 47)
   (i) the full-time teaching staff; and
   (ii) the administrative staff whose rank or grade is equivalent to that of full-time teaching staff;
(f) not more than 14 other persons appointed by the Chief Executive, who shall be neither public officers nor employees of the University, and of whom- (Amended 23 of 2002 s. 47; 6 of 2016 s. 11)
   (i) at least 5 shall be persons considered by the Chief Executive to have had relevant experience in commerce, industry or a profession in Hong Kong;
   (ii) not more than 3 shall be persons considered by the Chief Executive to have had relevant experience in higher education either in Hong Kong or elsewhere; and
   (iii) not more than 3 shall be persons considered by the Chief Executive to have had relevant experience in education, other than higher education, either in Hong Kong or elsewhere;
(g) a full-time student of the University appointed by the Council. (Amended 6 of 2016 s. 11)
(2) The Chief Executive shall appoint, from among those members appointed under subsection (1)(f)(i)- (Amended 23 of 2002 s. 47)

(a) the Chairman of the Council;

(b) the Deputy Chairman of the Council; and

(c) the Treasurer of the Council.

(3) A member of the Council appointed under subsection (1)(c) shall hold office at the discretion of the Chief Executive. (Amended 53 of 2000 s. 3)

(4) A member of the Council appointed under subsection (1)(d) or (f) -

(a) shall be appointed for 3 years or such lesser period as the appointor may specify in any particular case;

(b) may resign by giving notice in writing to the appointor;

(c) may be reappointed.

(4A) A member who became a member of the Council under subsection (1)(d) shall cease to be a member of the Council when he ceases to be a member of the Academic Board. (Added 23 of 2002 s. 47)

(5) A member elected under subsection (1)(e) shall serve for a term of 3 years but shall cease to be a member of the Council when he ceases to be a member of the body that elected him.

(5A) A member appointed under subsection (1)(g) shall serve for a term of one year. (Added 65 of 1996 s. 5)

(6) Notice of all appointments under this section shall be published in the Gazette.

(Amended 23 of 2002 s. 47)

9. Committees of the Council

(1) The Council may, in furtherance of its objects, establish, and appoint the members of, such committees as it thinks fit and any such committee may consist partly of persons who are not members of the Council.

(2) The chairman of every committee shall be appointed by the Council from among the members of the Council.

(3) The Council may in writing, with such restrictions or conditions as it thinks fit, delegate to a committee any of its functions, including the appointment of an acting President or acting Vice President under section 11, except-

(Amended 23 of 2002 s. 48)
(a) its functions under section 7(a) and (b);
(b) the appointment or dismissal of the President or a Vice President; (Amended 23 of 2002 s. 48)
(c) decisions on terms of remuneration and conditions of service for employees of the University; (Amended 6 of 2016 s. 11)
(d) the duty to cause financial statements to be prepared as required by section 14(2);
(e) approval of the report required to be submitted to the Chief Executive under section 16(1); (Amended 53 of 2000 s. 3)
(f) the making of rules under section 22;
(g) the power to establish committees under this section or to appoint members to such committees.

(4) Unless rules made under section 22 otherwise provide, sections 48 to 52 of the Interpretation and General Clauses Ordinance (Cap 1) shall apply to every committee and to the appointment of members to any committee.

(5) Subject to this section and to any rules made under section 22, a committee established under this section may regulate its own procedure.

10. Meetings and procedures of the Council

(1) The Schedule shall have effect with respect to the meetings and procedures of the Council.

(2) Subject to this Ordinance, the Council may regulate its own procedure.

PART IV
PRESIDENT AND VICE PRESIDENT

(Replaced 23 of 2002 s. 49)

11. Appointment of President and Vice President

(1) The Council shall appoint a President of the University, and may appoint one or more Vice Presidents of the University, on such terms of remuneration and conditions of service as it may decide. (Amended 6 of 2016 s. 11)

(2) The President shall, subject to any directions of the Council, be responsible for the management and administration of the University and for the discipline of students and employees thereof. (Amended 6 of 2016 s. 11)
(3) The Vice Presidents, if any, appointed under subsection (1) shall perform such duties as the President may specify and one of them specified by the Council shall, during the incapacity or absence from Hong Kong of the President or if the office of President is temporarily vacant, perform the functions of the President.

(4) During any period when a Vice President is performing the functions of the President, or during the incapacity or absence from Hong Kong of a Vice President, the Council may appoint any person to act as Vice President.

(5) If no Vice President is appointed under subsection (1) then, during the incapacity or absence from Hong Kong of the President, or if the office of President is temporarily vacant, the Council may appoint any person to act as President.

(6) The appointment or dismissal of the President or a Vice President shall be effected by a resolution passed by not less than 2/3 of the members of the Council who are present at a meeting of the Council and competent to vote on the matter.

(7) A member of the Council appointed under section 8(1)(d) or (g) or elected under section 8(1)(e) shall not participate in any deliberation or vote on the appointment or dismissal of the President or a Vice President.

(Amended 23 of 2002 s. 50)

12. Power of the Council to delegate to the President

The Council may in writing, with such restrictions or conditions as it thinks fit, delegate to the President any of its functions which under section 9(3) it may delegate to a committee, except the appointment of an acting President or acting Vice President.

(Amended 23 of 2002 s. 51)

PART V

ACADEMIC BOARD

13. Academic Board of University

(Amended 6 of 2016 s. 9)

(1) There shall be an Academic Board of the University whose functions shall be to- (Amended 6 of 2016 s. 9)

(a) plan, develop, review and advise the Council on and, if so empowered by the Council under subsection (5), regulate the academic programmes of the University;
(b) advise the Council on and, if so empowered by the Council under subsection (5), regulate the admission of persons to courses of study provided by the University, and their continuance therein;

(c) advise the Council on and, if so empowered by the Council under subsection (5), regulate examinations leading to degrees and other academic awards of the University and nominate persons for appointment as examiners;

(d) advise the Council on and, if so empowered by the Council under subsection (5), regulate the requirements for the conferring of degrees and other academic awards of the University;

(e) advise the Council on the ratio of degree to sub-degree courses provided by the University;

(f) advise the Council generally on and, if so empowered by the Council under subsection (5), regulate academic matters relating to the University. (Amended 6 of 2016 s. 9).

(2) The members of the Academic Board shall be appointed and may be removed by the Council in accordance with rules made under section 22.

(3) Unless rules made under section 22 otherwise provide, sections 48 to 52 of the Interpretation and General Clauses Ordinance (Cap 1) shall apply to the Academic Board.

(4) Subject to this section and to any rules made under section 22, the Academic Board may regulate its own procedure.

(5) The Council may delegate to the Academic Board any of its functions relating to academic matters which under section 9(3) it may delegate to a committee, including the powers to make and enforce rules mentioned in section 22(1)(d), (e), (f) and (g) and (2).

PART VI
ACCOUNTS AND REPORTS

14. Accounts

(1) The Council shall keep proper accounts and records of the financial transactions of the University.
(2) As soon as is practicable after the end of each financial year, the Council shall cause to be prepared statements of the income and expenditure of the University during that financial year and of the assets and liabilities of the University on the last day of that financial year.

(Amended 6 of 2016 s. 11).

15. Auditors

(1) The Council shall appoint auditors, who shall be entitled at any time to have access to all books of accounts, vouchers and other financial records of the University and to require such explanations thereof and such other information as they think fit. (Amended 6 of 2016 s. 11)

(2) The auditors shall, as soon as is practicable, audit the statements prepared under section 14(2) and shall report thereon to the Council in sufficient time for the Council to take the action required by section 16.

16. Statements and reports

(1) The Council shall, not later than 6 months after the end of each financial year or by such later date as the Chief Executive may determine, submit to the Chief Executive a report on the activities of the University and copies of the statements prepared under section 14(2) and of the report made under section 15(2). (Amended 53 of 2000 s. 3; 6 of 2016 s. 11)

(2) (Repealed 65 of 1996 s. 6)

17. Estimates and financial year

(1) (Repealed 65 of 1996 s. 7)

(2) The Council may, from time to time, with the prior approval of the Chief Executive, fix a period to be the financial year of the University. (Amended 53 of 2000 s. 3; 6 of 2016 s. 11)

18. (Repealed 65 of 1996 s. 8)

19. (Repealed 65 of 1996 s. 9)
20. Director of Audit’s examination

(1) The Director of Audit may carry out such examination as he thinks fit into the economy, efficiency and effectiveness with which the University has used its resources in discharging its functions and exercising its powers.

(2) For the purpose of carrying out an examination under subsection (1), the Director of Audit shall –

(a) have a right of access at all reasonable times to any documents in the custody or under the control of the University which he may reasonably require; and

(b) be entitled to require from any person holding or accountable for any document referred to in paragraph (a) such information and explanation as are reasonably necessary.

(3) The Director of Audit may submit to the President of the Legislative Council the results of any examination carried out by him under subsection (1), and the President of the Legislative Council shall, on receiving such results, cause them to be laid on the table of the Legislative Council.

(4) Subsection (1) shall not be construed as entitling the Director of Audit to question the merits of the policy objectives established for the University.

(Amended 6 of 2016 s. 11)

PART VII
GENERAL

21. Unauthorized use of title of University

(Amended 6 of 2016 s. 10)

(1) No person shall incorporate or form, or be a director, officer, member or organizer of, or work in connection with, any body of persons which–

(a) falsely purports or holds itself out to be-

(i) the University or any branch or part thereof; or

(ii) in any way connected or associated with the University; or

(b) uses the title “The Education University of Hong Kong” or a title in any language which so closely resembles that title as to be capable of deceiving or misleading any person into believing that the body of persons is– (Amended 6 of 2016 s. 10)
(i) the University or any branch or part thereof; or
(ii) in any way connected or associated with the University. (Amended 6 of 2016 s. 10)

(2) Any person who contravenes subsection (1) commits an offence and is liable on conviction to a fine of $100,000.

22. Power of the Council to make rules

(1) The Council may make rules for the better carrying out of the objects of the University and the provisions of this Ordinance and in particular, but without prejudice to the generality of the foregoing, may make rules regulating – (Amended 6 of 2016 s. 11)

(a) the powers and duties of any committee;
(b) the number, appointment and removal of members of the Academic Board and of any committee;
(c) the quorum and procedures governing meetings of the Academic Board and of any committee;
(d) the admission of persons to courses of study provided by the University and their continuance therein;
(e) the conduct of examinations and of students attending such examinations;
(f) the requirements for the award of degrees and other academic awards of the University;
(g) the formalities for the conferring of degrees and other academic awards, including honorary degrees and honorary awards;
(h) the conduct and discipline of students and employees of the University in relation to their activities as such students or employees;
(i) financial procedures, including the method of payment of fees;
(j) the procedures for –

(i) nomination by the Academic Board of some of its members for appointment to the Council under section 8(1)(d); and
(ii) election of a member of the Council by staff under section 8(1)(e), including rules defining “full-time teaching staff” and “administrative staff whose rank or grade is equivalent to that of full-time teaching staff” for the purposes of section 8(1)(e).
(2) Rules made under this section may –

(a) provide in respect of a breach of any rule made under subsection (1) (d), (e) or (h) for the holding of a disciplinary inquiry by a committee established under section 9 and for the procedure to be followed in respect of any such inquiry;

(b) empower any such committee, after the holding of a disciplinary inquiry, to impose penalties for the breach of any rule made under subsection (1)(d), (e) or (h) by way of a fine not exceeding $5,000, a requirement to make good any loss of or damage to property or premises of the University, suspension or dismissal from any course of study provided by the University and the withholding or revocation of a degree or other academic award; and

(c) provide for a right of appeal to the Council against any finding of or penalty imposed at such disciplinary inquiry.

(3) Rules made under this section shall be published for information, in such manner as the Council thinks fit and shall not be treated as subsidiary legislation for the purpose of section 34 of the Interpretation and General Clauses Ordinance (Cap 1). (Amended 65 of 1996 s. 10)

(Amended 6 of 2016 s. 11)

23. Admissibility of documents

(1) Any document purporting to be duly executed under the seal of the University or to be signed by the Chairman or President or some other person authorized by the Council to act in that behalf, shall be admitted in evidence in any court of law and shall, unless the contrary is proved, be deemed to have been duly executed or signed.

(2) A certificate signed by the Chairman or the President that an instrument of the Council purporting to be made or issued by or on behalf of the University was so made or issued shall be conclusive evidence in any court of law of that fact.

(3) In this section, “President” (校長), in relation to a document or certificate signed before the date of commencement of section 44 of the Statute Law (Miscellaneous Provisions) Ordinance 2002 (23 of 2002), includes Director within the meaning of section 2 as in force immediately before that date.

(Amended 23 of 2002 s. 52)

(Amended 23 of 2002 s. 52; 6 of 2016 s. 11)
24. Power of the Chief Executive in Council to make regulations

The Chief Executive in Council may make regulations for the better carrying out of the provisions of this Ordinance and in particular, but without prejudice to the generality of the foregoing, may provide for- (Amended 53 of 2000 s. 3)

(a) the admission of persons other than students, staff or members of the Council to the premises of the University; and

(b) regulating the conduct of persons admitted to the premises of the University and for the removal of any person who infringes any regulation made under this section.

(Amended 6 of 2016 s. 11)

25-27.(Omitted as spent)

SCHEDULE

PROVISION WITH RESPECT TO MEETINGS AND PROCEDURES OF THE COUNCIL

1. Meetings of the Council shall be held at such times and places as may be appointed by the person for the time being acting as Chairman, who shall preside at all such meetings.

2. The Deputy Chairman shall act as Chairman if the Chairman is absent from Hong Kong or is, for any other reason, unable to act as Chairman, or if the office of Chairman is vacant.

3. If for any period both the Chairman and the Deputy Chairman are absent from Hong Kong or are, for any other reason, unable to act as Chairman, or if the offices of Chairman and Deputy Chairman are vacant, the members of the Council may elect one of their numbers appointed under section 8(1)(f)(i) of this Ordinance to act as Chairman for that period. (Amended 65 of 1996 s. 11)

4. At any meeting of the Council 1/2 of the members for the time being shall constitute a quorum.

5. A meeting of the Council may be adjourned by the person presiding or, if the meeting so resolves, by a decision of the meeting.
6. At meetings of the Council on any matter on which a decision is taken by vote—

(a) an affirmative vote of a majority of those members present qualified to vote on the matter shall be required for the passing of a resolution;
   (Amended 65 of 1996 s. 11)

(b) the person presiding shall have a casting as well as a deliberative vote.

7. If the Chairman so decides in respect of a particular meeting, any member of the Council who is an employee, adviser, consultant or full-time student of the University may be excluded from the whole or part of that meeting.
   (Amended 6 of 2016 s. 11)

8. If a member present at a meeting of the Council has any pecuniary or other personal interest in any matter to be considered at that meeting, he shall—

(a) as soon as possible after the commencement of the meeting, disclose the existence and nature of the interest;

(b) if so required—
   (i) by the person presiding; or
   (ii) where the person presiding is the interested person, by a majority of the members of the Council who are present at the meeting, withdraw from the meeting while the matter is being considered; and

(c) not vote on that matter.

9. The Council may transact any of its business by circulation of papers and for that purpose a resolution in writing which is approved in writing by a majority of the members for the time being shall be as valid and effectual as if it had been passed at a meeting of the Council, but a person to whom section 8 of this Schedule applies shall not vote and shall not be counted in calculating the majority for approval of such a resolution.

10. The powers of the Council shall not be affected by—

(a) any vacancy in its membership;

(b) any defect in the appointment or qualification of a person purporting to be a member; or

(c) any minor irregularity in the convening of any meeting of the Council.

11. The exercise of any power by the Council may be signified by the person presiding at the meeting or other deliberation at which such power was exercised, or by any person from time to time authorized by the Council to signify the exercise of such power.
12. The fixing of the seal of the University shall be— (Amended 6 of 2016 s. 11)
   
   (a) authorized or ratified by resolution of the Council; and
   
   (b) authenticated by the signature of any 2 members of the Council, authorized by the Council either generally or specially to act for that purpose.
Part I

Principal Officers of the University
Chancellor 校監
The Honourable LEUNG Chun-ying 梁振英, GBM, GBS, JP
Chief Executive of the Hong Kong Special Administrative Region
香港特別行政區行政長官

Chairman of the Council 校董會主席
Dr PANG Yiu-kai 彭耀佳, GBS, JP

Deputy Chairman of the Council 校董會副主席
Mr Dieter YIH 葉禮德, JP

Treasurer of the Council 校董會司庫
Ms Susanna CHIU Lai-kuen 趙麗娟, MH

President and Chair Professor of Public Policy
校長及公共政策講座教授
Professor Stephen CHEUNG Yan-leung 張仁良, BSc(Hons) CUHK; PhD Paris VI; PhD Strathclyde; BBS, JP

Vice President (Academic) and Chair Professor of Curriculum and Instruction
副校長 (學術) 及課程與教學講座教授
Professor John LEE Chi-kin 李子建, BA(Hons) HKU; MSc Oxon; DipEd (Dist.), MA (Ed), PhD CUHK; JP

Vice President (Administration) and Secretary to Council
副校長 (行政) 及校董會秘書
Ms Sarah WONG Man-yee 黃敏兒, BCom, MCom UNSW; CPA

Vice President (Research and Development) and Chair Professor of Hong Kong Studies
副校長 (研究與發展) 及香港社會研究講座教授
Professor LUI Tai-lok 呂大樂, BA(Hons), MPhil HKU; MPhil, PhD Oxon
Associate Vice President (Programme Development) and Chair Professor of Cultural History
協理副校長（課程發展）及文化史講座教授
Professor Dennis CHENG Kat Hung 鄭吉雄, BA, MA, PhD NTU (Taiwan)

Associate Vice President (Academic Affairs), Registrar and Chair Professor of Teacher Education
協理副校長（學術事務）、教務長及教師教育講座教授
Professor May CHENG May-hung 鄭美紅, BSc(Hons), CertEd, MEd HKU; PhD Waikato; CBiol; FSB

Associate Vice President (Quality Assurance)
協理副校長（學術質素保證）
Professor LO Shiu-hing Sonny 盧兆興; BA York, MA Waterloo; PhD Toronto

Associate Vice President (Assessment), Associate Vice President (Graduate Studies) and Chair Professor of Social Research
協理副校長（評估）、協理副校長（研究生與高等課程）及社會研究講座教授
Professor LO Sing-kai 盧成皆, BSc(Hons) Macquarie; PhD UC Berkeley

Associate Vice President (Research and Knowledge Transfer) and Chair Professor of Educational and Psychological Measurement
協理副校長（研究與知識轉移）及教育與心理測量學講座教授
Professor WANG Wen-chung 王文中, BS, MEd. National Chengchi; PhD UC Berkeley

Associate Vice President (International and Greater China Affairs)
協理副校長（國際及大中華事務）
Dr Simon XU Sheng-lang 許聲浪, BA South China Normal; MA Victoria (Wellington); PhD Chinese Academy of Social Sciences
Part I Emeritus President and Chair Professors
Emeritus President

Professor Ruth HAYHOE, SBS

Chair Professors

Professor Robert Damian ADAMSON
Chair Professor of Curriculum Reform

Professor Leonard CHAN Kwok-kou
Chair Professor of Chinese Literature

Professor Dennis CHENG Kat Hung
Chair Professor of Cultural History

Professor May CHENG May-hung
Chair Professor of Teacher Education

Professor CHENG Sheung-tak
Chair Professor of Psychology and Gerontology

Professor CHENG Yin-cheong
Research Chair Professor of Leadership and Change

Professor Stephen CHEUNG Yan-leung
Chair Professor of Public Policy

Professor CHOU Kee-lee
Chair Professor of Social Policy

Professor Daniel CHOW Hung-kay
Chair Professor of Health and Sports Science

Professor Joanne CHUNG Wai-yee
Peter T.C. Lee Chair Professor of Health Studies

Professor Kevin CHUNG Kien-hoa
Chair Professor of Special Education
Professor David John CONIAM  
Chair Professor of Curriculum and Assessment

Professor Christine Margaret HALSE  
Chair Professor of Intercultural Education

Professor Paul Gordon HARRIS  
Chair Professor of Global and Environmental Studies

Professor Elizabeth Mary JONES  
Research Chair Professor of Early Childhood Education

Professor John LEE Chi-kin  
Chair Professor of Curriculum and Instruction

Professor LO Sing-kai  
Chair Professor of Social Research

Professor LUI Tai-lok  
Chair Professor of Hong Kong Studies

Professor Magdalena MOK Mo-ching  
Chair Professor of Assessment and Evaluation

Professor Allan David WALKER  
Joseph Lau Chair Professor of International Educational Leadership

Professor WANG Wen-chung  
Chair Professor of Educational and Psychological Measurement

Professor WONG Ming-hung  
Research Chair Professor of Environmental Science

Professor Rudolf WU Shiu-sun  
Research Chair Professor of Biological Sciences

Professor ZHU Qingzhi  
Chiang Chen Chair Professor of Chinese Language
Part I
Graduates Honoris Causa
GRADUATES HONORIS CAUSA

Doctor of Education

GU Mingyuan 顧明遠 2001
John ELLIOTT 艾約翰 2002
Ruth HAYHOE 許美德, SBS 2002
(also Emeritus President)
TIN Ka-ping 田家炳, GBM, MBE 2003
Simon IP Sik-on 葉錫安, CBE, JP 2003
Arthur HINTON 韓敦 2004
William TAYLOR 威廉泰勒, CBE 2004
Angela CHEUNG WONG Wan-yiu 張黃韻瑤, MBE, JP 2005
LI Yuet-ting 李越挺, CBE, JP 2005
Stewart SUTHERLAND 宋達能, KT, FBA, FRSE 2005
Linda DARLING-HAMMOND 韓戴蓮達 2006
Peter NEWBERY 李文烈, MH 2006
CHUNG Chi-yung 鍾期榮, GBS, BH 2007
Ference MARTON 馬飛龍 2007
HU Hung-lick 胡鴻烈, BM, GBS, OBE, JP 2007
XU Jialu 許嘉璐 2007
Alfred J. DEIGNAN 狄恆, S.J. 2008
Michael A.K. HALLIDAY 韓禮德 2008
LU Jie 魯潔 2008
Max van MANEN 范梅南 2008
Kwong Chiu LEE DOW 李光昭 2009
Sharon Lynn KAGAN 祈雪蓮 2010
Colin Nelson POWER 包國倫, AM 2011
Brian CALDWELL 郭本彬 2012
Geoff WHITTY 傑夫·惠迪, CBE 2012
ZHONG Binglin 鍾秉林 2012
Michael FULLAN 邁克富蘭, OC   2013
Lee SHULMAN 滿書理   2013
Howard E. GARDNER 霍華德·加德納   2014
SHEN Jinkang 沈金康, BBS, MH   2014
Jerome BRUNER 傑羅姆·布魯納   2015
Dolores GALLAGHER-THOMPSON 多樂莉絲·加拉赫-湯臣   2015

**Doctor of Humanities**
榮譽人文學博士

YAN Liangkun 嚴良堃   2009
Ann HUI On-wah 許鞍華, BBS   2010
Victor Henry MAIR 梅維恒   2010
TING Pang-hsin 丁邦新   2011
Rebecca LEE Lok-sze 李樂詩, MH   2012
Christina NOBLE 姬絲汀娜盧保, OBE   2013
Joseph KOO Ka-fai 顧嘉煇, MBE, BBS   2014
Elizabeth WANG Ming-chun 汪明荃, SBS   2015

**Doctor of Social Sciences**
榮譽社會科學博士

Rosanna WONG Yick-ming 王葛鳴, DBE, JP   2004
Ela Ramesh BHATT 白綺娜   2010
FONG Yun-wah 方潤華, SBS, MBE, JP   2011
Sheila PURVES 貝維斯, MBE   2011
Edwin LEONG Siu-hung 梁紹鴻   2012
Gordon WU Ying-sheung 胡應湘, GBS, KCMG, FICE   2013
LAU Ming-wai 劉鳴煒, BBS, JP   2014
Daniel TSE Chi-wai 謝志偉, GBS, CBE, OBE, JP   2015
Part I Honorary Fellows
HONORARY FELLOWS

2009

CHU Pu-sun (A Nong) 朱溥生 [阿濃]
Stephen HUI Chin-yim, MH 許俊炎
Peter LEE Ting-chang 利定昌
Leo LU Kwong-fai 盧光輝

2010

Anthony CHOW Wing-kin, SBS, JP 周永健
Barbara FEI, SBS 費明儀
HO Siu-lun 何兆倫
Joseph KWONG Kai-to, MH 鄭啟濤
Chien LEE 利乾
MAK-CHEN Wen-ning, BBS 麥陳尹玲
Rita MANSUKHANI AU Hay-lun, MH 文區熙倫
WONG Kam-po, BBS, MH 黃金寶

2011

Daniel CHAN Wing-kwong, MH 陳榮光
FUNG Hon-man 馮翰文
HO Pui-hung 何沛雄
NG Hong-mun, GBM 吳康民
Jeannie SUN Fong-chung, BBS, JP 孫方中
Ada WONG Ying-kay, JP 黃英琦

2012

CHAN-CHEN Shu-an 陳陳淑安
Darwin CHEN, SBS 陳達文
Eddie NG Hak-kim, SBS, JP 吳克儉
Joseph TING Sun-pao 丁新豹
Cecilia WONG Yeuk-han 黃若嫻
YUEN Siu-fai, BH 阮兆輝

2013

Andrew CHAN Au-ming 陳謳明
FUNG Sau-chung 馮壽松
Leona LAM Wai-ling, JP 林惠玲, JP
Frank LEE King-ting 李敬天
Honorary Fellows • Part I

TAI Hay-lap, BBS, JP  
Christina TING Yuk-chee, GBS, JP

Betty CHAN Po-king  
CHENG Kok-kong  
Rowena CHEUNG Po-man  
Francis CHEUNG Wing-ming, MH  
CHU-TANG Lai-kuen  
KWAN Kee  
LEE Park-keong  
Laura LING-LAU Yuet-fun, BBS, MH

CHU King-yuen, BBS, MH, JP  
Maggie KOONG May-kay, BBS  
LEE Yue-hong  
LEUNG Kee-cheong  
Carlson TONG, SBS, JP  
George WONG Yui-lam

Alman CHAN Siu-cheuk  
Alfred CHAN Wing-kin, BBS  
CHUNG Po-yang, SBS, OBE, JP  
Lillian LUI Lai-hung  
MA Siu-leung, BBS, MH  
Andrew TSE Chung-yee
Part I

Adjunct Professorship
ADJUNCT PROFESSOR

Professor Michael Paul BOTTERY
Department of Education Policy and Leadership
1 April 2015 – 30 June 2017

Professor Mary Lena FUNG 馮瑪利
Department of Health and Physical Education
1 January 2015 – 31 December 2016

Professor HUI Cheuk-kuen 許焯權
Department of Cultural and Creative Arts
1 July 2014 – 30 June 2018

Professor LEE Ming-kwan 李明堃
Department of Asian and Policy Studies
1 July 2014 – 30 June 2017

Professor Samuel LEONG 梁信慕
Department of Cultural and Creative Arts
16 February 2015 – 15 February 2017

Dr LI Chung 李宗
Department of Health and Physical Education
1 September 2015 – 31 August 2017

Professor TANG Pak-lai 鄧柏澧
Department of Health and Physical Education
1 November 2012 – 31 October 2016

Professor Jeffrey WILKS
Department of Health and Physical Education
15 December 2015 – 14 December 2017

Professor WONG Ping-man 黃炳文
Department of Education Policy and Leadership
1 July 2016 – 30 June 2018

ADJUNCT ASSOCIATE PROFESSOR

Dr CHAN Pui-kai 陳培佳
Department of International Education and Lifelong Learning
1 July 2015 – 30 June 2017

Dr Louis CHAN Yik-si 陳億仕
Department of Health and Physical Education
1 September 2015 – 31 August 2017

Dr Jane CHEUNG-YUNG Wai-yee 張翁偉儀
Department of Cultural and Creative Arts
1 January 2015 – 31 December 2016
Dr Shirley FONG Siu-ming 方少萌
Department of Health and Physical Education
1 September 2015 – 31 August 2017

Dr KWAN Che-ying 關之英
Department of Chinese Language Studies
27 May 2014 – 26 May 2017

Dr LAI Kwok-chan 黎國燦
Centre for Excellence in Learning and Teaching
Department of Curriculum and Instruction
5 September 2015 – 4 September 2018

Dr Joe LO Tin-yau 羅天佑
General Education Office
1 July 2016 – 30 June 2019

Dr MA Kwai-shun 馬桂順
Department of Cultural and Creative Arts
1 March 2014 – 28 February 2018

Dr Terrence Edward QUONG
Department of Education Policy and Leadership
1 April 2015 – 30 June 2017

Dr TSANG Fan-kwong 曾繁光
Department of Health and Physical Education
1 November 2012 – 31 October 2016

Dr Elizabeth WALKER
Department of International Education and Lifelong Learning
1 July 2015 – 30 June 2017

Dr WONG Ping-ho 王秉豪
Department of International Education and Lifelong Learning
4 March 2016 – 30 June 2018

ADJUNCT ASSISTANT PROFESSOR

Dr Paul CHAN Kam-wing 陳錦榮
Department of Curriculum and Instruction
22 November 2014 – 31 December 2017

Ms Rose CHAN Yuk-pui 陳玉佩
Department of Health and Physical Education
1 November 2012 – 31 October 2016

Dr CHEN Jingha 陳靜涵
Department of Health and Physical Education
1 November 2012 – 31 October 2016
Ms Patricia CHING 程棣妍  
Department of Health and Physical Education  
1 November 2012 – 31 October 2016

Dr Lina CHOW Pui-yu 周佩瑜  
Department of Health and Physical Education  
25 August 2015 – 24 August 2017

Dr HO Fuk-chuen 何福全  
Department of Special Education and Counselling  
1 July 2015 – 30 June 2017

Mr Stanley KO Kam-ki 高錦基  
Department of Health and Physical Education  
1 November 2012 – 31 October 2016

Dr John LAM Tak-shing 林德城  
Department of Curriculum and Instruction  
4 April 2014 – 30 June 2017

Dr Angelina LAW Sin-yee 羅倩儀  
Department of International Education and Lifelong Learning  
1 October 2014 – 30 September 2017

Dr NGAN Ming-yan 顏明仁  
Department of Curriculum and Instruction  
1 July 2016 - 30 June 2019

Dr Henry SO Chi-fuk 蘇賜褔  
Department of Health and Physical Education  
1 September 2015 – 31 August 2017

Dr Anson TANG Chui-yan 鄧翠欣  
Department of Health and Physical Education  
1 November 2012 – 31 October 2016

Dr Ronald TANG Wai-yan 鄧惠欣  
Department of International Education and Lifelong Learning  
1 July 2016 – 30 June 2018

Dr Eric TSANG Cheuk-kuen 曾卓權  
Department of Health and Physical Education  
1 November 2014 – 31 October 2016

Dr TSOI Kwok-ho 蔡國豪  
Department of Science and Environmental Studies  
2 August 2016 – 1 August 2017

Dr WONG Man-chun 黃敏蓁  
Department of Health and Physical Education  
1 November 2012 – 31 October 2016

Dr YIU Kai-bun 姚繼斌  
Department of Social Sciences  
Part I
The Council
The Chancellor

The Honourable LEUNG Chun-ying 梁振英, GBM, GBS, JP
Chief Executive of the Hong Kong Special Administrative Region

Council Membership

Chairman
Dr PANG Yiu-kai 彭耀佳, GBS, JP

Deputy Chairman
Mr Dieter YIH 葉禮德, JP

Treasurer
Ms Susanna CHIU Lai-kuen 趙麗娟, MH

Members under Section 8(1) of the Ordinance

(a) The President
   Professor Stephen CHEUNG Yan-leung 張仁良, BBS, JP

(b) The Vice Presidents
   Professor John LEE Chi-kin 李子建, JP, Vice President (Academic)
   Professor LUI Tai-lok 呂大樂, Vice President (Research and Development)
   Ms Sarah WONG Man-yee 黃敏兒, Vice President (Administration)

(c) At least one but not more than 3 public officers appointed by the Chief Executive
   Mrs Michelle WONG YAU Wai-ching 黃邱慧清, JP

(d) At least one but not more than 3 persons nominated by the Academic Board from among its number and appointed by the Council
   Professor Bob ADAMSON 鮑勃
   Professor May CHENG May-hung 鄭美紅
   Professor Joanne CHUNG Wai-yee 鍾慧儀
(e) 3 members elected from among their number by (i) the full-time teaching staff; and (ii) the administrative staff whose rank or grade is equivalent to that of full-time teaching staff

Dr KWOK Ping-wai 郭炳偉
Ms Loretta LEUNG Mee-kuen 梁美娟
Mr LI Chin-wa 李展華

(f) Not more than 14 other persons appointed by the Chief Executive, who shall be neither public officers nor employees of the University

Professor Chetwyn CHAN Che-hin 陳智軒
Ms Sylvia CHAN May-kuen 陳美娟
Mrs Viola CHAN MAN Yee-wai 陳文綺慧, BBS
Dr Haywood CHEUNG 張德熙
Dr CHIU Cheung-ki 招祥麒
Mr Tony CHOI Siu-chow 蔡少洲
Professor Horace IP Ho-shing 葉豪盛, MH
Ms Imma LING Kit-sum 凌潔心
Mrs Julie MA LI Mun-wai 馬李敏慧
Professor NG Tai-kai 吳大琪
Dr Grace POON Wing-kit 潘永潔

(g) A full-time student of the University appointed by the Council

Mr Alvin CHU Kam-hon 朱鑑漢
COUNCIL COMMITTEE STRUCTURE
校董會架構

The Council
校董會

Audit Committee
審計委員會

Finance Committee
財務委員會

The Superannuation and MPF Schemes Management Sub-committee
公積金與強積金計劃管理分委會

Investment Sub-committee
投資分委會
**AUDIT COMMITTEE (AC)**

**Terms of Reference**

1. To consider and recommend to the Council the appointment of the external auditor, the audit fee, and any questions of resignation or dismissal.

2. To discuss with the external auditor before the audit commences, the nature and scope of the audit, and ensure co-ordination where more than one audit firm is involved.

3. To review the annual financial statements before submission to the Council, focusing particularly on:
   (a) Any changes in accounting policies and practices;
   (b) Major judgmental areas;
   (c) Significant adjustments resulting from the audit;
   (d) The statutory audit report on the annual financial statements;
   (e) Compliance with accounting standards; and
   (f) Compliance with legal requirements.

4. To discuss problems and reservations arising from the interim and final audits, and any matters the external auditor may wish to discuss (in the absence of management when necessary).

5. To review the external auditor’s management letter and management’s response.

6. To review the internal audit programme, ensure co-ordination between the internal and external auditors, and ensure that the internal audit function is adequately resourced and has appropriate standing within the University.

7. To consider the major findings of internal investigations, including value for money audit, and management’s response.

8. To consider other topics, including conflict of interest, as referred by the Council.
## Composition

### Chairman
Non-staff Council Member  
Ms Imma LING Kit-sum

### Members
2 non-staff Council Members or a nominated member  
Professor Horace IP Ho-shing, MH  
Mrs Julie MA LI Mun-wai  
External Member  
Mr CHAN Wing-kwong, MH

### Secretary
A staff member from the Offices of the President  
Ms Connie WONG Tsz-mei
FINANCE COMMITTEE (FC)

Terms of Reference

1. To consider and make recommendations to the Council on all matters which have important financial implications, which include but not limited to the
   (a) additions and deletions of banks/financial institutions to the approved list of banks;
   (b) borrowing of money and broad policy in the investment of funds;
   (c) audited annual financial statements;
   (d) appointment of fund managers; and
   (e) major changes to the terms and conditions of the Superannuation Schemes and the Mandatory Provident Fund Scheme, as proposed by its Sub-committee.

2. To consider and approve, with the delegated authority of the Council, on all matters relating to the
   (a) selection of one or more approved banks to provide banking services on campus;
   (b) percentage of investment to be placed in the approved banks and/or among the various approved financial instruments;
   (c) formulation of appropriate controls and safeguards with regard to the finance and assets of the University, the purchase of goods, and the hiring of services for the University, including the tendering regulations and the various financial limits (please see Note 1);
   (d) selection and/or acceptance of tenders, and to authorise the President or his nominee to sign contracts as approved by the Finance Committee;
   (e) level of tuition fees of UGC-funded programmes (please see Note 1); and
   (f) annual budgets.

3. To perform any function laid upon it by the Council.

Note 1

Matters currently delegated to the Management

- Approval of fees and charges (other than tuition fee of UGC-funded programmes) for courses of study, use of facilities, etc.;
- Approval of accounting procedures; and
- Approval of purchasing procedures.
4. With the agreement of the Council, to co-opt such additional members to the Finance Committee as may be required.

5. To form any ad hoc working groups as considered necessary.

<table>
<thead>
<tr>
<th>Composition</th>
<th>Membership</th>
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<tbody>
<tr>
<td><strong>Chairman</strong></td>
<td>Ms Susanna CHIU Lai-kuen, MH</td>
</tr>
<tr>
<td>Treasurer of the Council</td>
<td></td>
</tr>
<tr>
<td><strong>Vice-Chairman</strong></td>
<td>Mrs Viola CHAN MAN Yee-wai, BBS</td>
</tr>
<tr>
<td>A non-staff Council Member</td>
<td></td>
</tr>
<tr>
<td><strong>Members</strong></td>
<td></td>
</tr>
<tr>
<td>Up to 5 Council Members, including 1 elected Staff Representative</td>
<td>Professor Chetwyn CHAN Che-hin</td>
</tr>
<tr>
<td></td>
<td>Professor May CHENG May-hung</td>
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<td></td>
<td>Dr Haywood CHEUNG</td>
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<td></td>
<td>Dr CHIU Cheung-ki</td>
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<td></td>
<td>Mr LI Chin-wa</td>
</tr>
<tr>
<td>President</td>
<td>Professor Stephen CHEUNG Yan-leung, BBS, JP</td>
</tr>
<tr>
<td>Vice President (Administration)</td>
<td>Ms Sarah WONG Man-yee</td>
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<tr>
<td>Secretary</td>
<td>Mr Chaddy WONG Kam-chiu</td>
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<tr>
<td>Director of Finance or representative</td>
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</table>
THE SUPERANNUATION AND MPF SCHEMES
MANAGEMENT SUB-COMMITTEE (SMSMSC)

Terms of Reference

1. To work with the trustee(s) or service provider(s) of the Superannuation and Mandatory Provident Fund (“MPF”) Schemes to consider and, with the delegated authority of the Council, approve all matters relating to the Superannuation Schemes and the MPF Scheme, including the
   (a) selection/appointment/replacement of new or existing service providers;
   (b) determination/revision of the investment options;
   (c) review of the investment performance of the Superannuation and Mandatory Provident Fund (“MPF”) Schemes;
   (d) review and recommend improvements in the services provided by the service providers to stakeholders;
   (e) review and revise the Rules Governing the Conduct of Election of Staff Representatives to The Superannuation and MPF Schemes Management Sub-committee;
   (f) to make recommendations to the Finance Committee on
      (i) matters relating to financing the operations of the Superannuation and Mandatory Provident Fund (“MPF”) Schemes;
      (ii) revisions to the terms and conditions of the Superannuation Schemes and the MPF Schemes; and
      (iii) termination of the Superannuation Schemes and the MPF Schemes.

2. To perform any function laid upon it by the Finance Committee.

3. With the agreement of the Finance Committee, to co-opt such additional members to the Superannuation and Mandatory Provident Fund Schemes Management Sub-committee as may be required.

4. To form any ad hoc working groups as considered necessary.
### Composition

<table>
<thead>
<tr>
<th><strong>Chairman</strong></th>
<th>Ms Sarah WONG Man-yee</th>
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<tr>
<td>Vice President (Administration)</td>
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<tr>
<th><strong>Vice-Chairman</strong></th>
<th>Dr CHIU Cheung-ki</th>
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<tr>
<td>A non-staff Council Member of the Finance Committee</td>
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<tr>
<th><strong>Members</strong></th>
<th>Professor May CHENG May-hung</th>
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<tr>
<td>Up to 2 Staff Council Members of the Finance Committee</td>
<td>Mr LI Chin-wa</td>
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<tr>
<th></th>
<th>Dr Timothy YUEN Wai-wa</th>
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<tbody>
<tr>
<td>2 elected Superannuation Scheme Member representatives</td>
<td>Ms Loretta LEUNG Mee-kuen</td>
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<tr>
<th></th>
<th>Ms Teresa POON Sin-yi</th>
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<tr>
<td>2 elected MPF Scheme Member representatives</td>
<td>Miss Doris CHAN Yuen-man</td>
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<tr>
<th><strong>Secretary</strong></th>
<th>Mr Chaddy WONG Kam-chiu</th>
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<tr>
<td>Director of Finance or representative</td>
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</table>
INVESTMENT SUB-COMMITTEE (ISC)

Terms of Reference

1. To advise the Finance Committee on
   (a) the policy guidelines and objectives of the University’s portfolio;
   (b) the investment strategies to achieve the intended objectives of the
       University’s portfolio; and
   (c) all other matters associated with investment falling within the jurisdiction of
       the Finance Committee.

2. To make decisions on investments of the University’s portfolio under the
   approved policy guidelines.

3. To appoint investment managers and financial consultants under delegation of
   the Finance Committee.

4. To monitor and review the performance of the investment managers, financial
   consultants and the University’s portfolio.

Composition

Chairman
Chairman of the Finance Committee

Ms Susanna CHIU Lai-kuen, MH

Members
Member of the Finance Committee nominated by the Council

Mrs Viola CHAN MAN Yee-wai, BBS

Vice President (Administration)

Ms Sarah WONG Man-yee

Director of Finance

Mr Chaddy WONG Kam-chiu

Co-Opt Members

Mr. CHIU Man-ming

Mr. Alan LEE Kwai-hoi

Mr. Wilson PONG Wai-san, MH

Secretary
Finance Manager

Mr Raymond LAM Ying-po
THE EDUCATION UNIVERSITY OF HONG KONG FOUNDATION (FOUNDATION)

Objects

The primary objects of The Education University of Hong Kong Foundation are

(a) to solicit, procure and accept donations, financial support and gifts of property of all kinds from individuals, organisations, corporations for the development of the University and/or promotion and advancement of science, social sciences, humanities, educational and cultural activities;

(b) to assist the University in promoting its vision and mission;

(c) to consolidate and dovetail the initiatives of fund-raising, alumni relations and community building for enhanced effectiveness and increased productivity of the University; and

(d) to provide a high-level platform to tie the garnering of public and institutional support with the strategic development of the University.

The Board of Stewards of The Education University of Hong Kong Foundation

Composition

Chairman
Chairman of the Council

Deputy Chairman
A Board Member elected by the Board of Stewards

Treasurer
Treasurer of the Council

Members
President

Membership

Dr PANG Yiu-kai, GBS, JP

Mr Wilson PONG Wai-san, MH

Ms Susanna CHIU Lai-kuen, MH

Professor Stephen CHEUNG Yan-leung, BBS, JP
Up to 20 Members who are from business community, profession or industry

- Mrs Viola CHAN MAN Yee-wai, BBS
- Dr Darwin CHEN, SBS
- Dr Angela CHEUNG WONG Wan-yiu, MBE, JP
- Mr Anthony CHOW Wing-kin, SBS, JP
- Mr KWOK Tsun-kee
- Dr Edwin LEONG Siu-hung
- Dr Eric LI Ka-cheung, GBS, JP
- Mr Patrick MA Ching-hang, BBS, JP
- Dr John STRICKLAND, GBS, JP
- Ms Chloe SUEN
- Ms Jacqueline TONG Chun-ling
- Mr Henry TONG Sau-chai, MH, JP
- Mr Ivan WONG Siu-kei
- Professor Anthony WU Ting-yuk, GBS, JP
- Mr Frank YU Siu-fung

**Secretary-General**

Head of Alumni Affairs and Development

Dr Melina IU Mei-ling
HONORARY DEGREES COMMITTEE (HDC)

Terms of Reference

1. To consider and make recommendations to the Council for the conferment of honorary degrees and of honorary fellows.

2. To consider any matter associated with the conferment of honorary degrees and of honorary fellows that the Council may refer to it.

<table>
<thead>
<tr>
<th>Composition</th>
<th>Membership</th>
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<tbody>
<tr>
<td><strong>Chairman</strong></td>
<td>Dr PANG Yiu-kai, GBS, JP</td>
</tr>
<tr>
<td>Chairman of the Council</td>
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<table>
<thead>
<tr>
<th>Members</th>
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<tbody>
<tr>
<td>2 non-staff Council Members, one of whom is a non-academic member</td>
<td>Dr Haywood CHEUNG Mr Dieter YIH, JP</td>
</tr>
<tr>
<td>2 Academic Board Members (elected by the Academic Board and appointed by the Council)</td>
<td>Professor Dennis CHENG Kat Hung Professor Rudolf WU Shiu-sun</td>
</tr>
<tr>
<td>President</td>
<td>Professor Stephen CHEUNG Yan-leung, BBS, JP</td>
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</tbody>
</table>

| Secretary | |
| Vice President (Administration) or representative | Ms Sarah WONG Man-yee |
STAFFING COMMITTEE (SC)

Terms of Reference

1. To advise the Council on establishment and conditions of service.
2. To advise the Council on staff recruitment, appointment, staff relations and staff development.
3. To review and adjudicate, through the Staff Appeal Sub-Committee, cases of complaints or appeals lodged by staff against the deliberation of the Staff Selection and Appointment Committee set up under the Management Board.
4. To review and adjudicate cases of complaints or appeals relating to misconduct, breach of contract or termination of appointment.
5. To perform any function laid upon it by the Council.
6. With agreement of the Council, to co-opt such additional members as may be required.
7. To form any working groups as considered necessary.

Composition

Chairman
Deputy Chairman of the Council

Mr Dieter YIH, JP

Vice-Chairman
A non-staff Council Member

Dr Grace POON Wing-kit

Members
Up to 5 Council Members, including 1 elected Staff Representative

Ms Sylvia CHAN May-kuen
Professor Joanne CHUNG Wai-yee
Dr KWOK Ping-wai
Professor NG Tai-kai

President

Professor Stephen CHEUNG Yan-leung, BBS, JP

Vice President (Administration)

Ms Sarah WONG Man-yee

Secretary
Director of Human Resources or representative

Ms Lucy LUI Siu-woon
STAFF APPEAL SUB-COMMITTEE (SASC)

Terms of Reference

To consider and make decisions on any staff members’ appeal in relation to but only on procedural grounds with the decisions by the SASC being final:

- Re-Appointments;
- Grievances still un-resolved after decision made by the President/Council Chairman according to the Grievance Procedures;
- Disciplinary matters involving termination of service/dismissal, and financial sanctions including suspension of benefits, fine, etc. under the Disciplinary Procedures; and
- Any other appeals on the staffing matters referred by the President or as deemed appropriate by the Chairman of the SASC.

Composition

Chairman
Vice-Chairman of Staffing Committee

Dr Grace POON Wing-kit

Vice-Chairman
A non-staff Council Member

Mrs Julie MA LI Mun-wai

Members
Up to 3 Council Members, including 1 elected Staff Representative

Professor Bob ADAMSON
Ms Sylvia CHAN May-kuen
Ms Loretta LEUNG Mee-kuen

External Member to be appointed by the Chairman

Ms Sandy YIM Pui-fong

President

Professor Stephen CHEUNG Yan-leung, BBS, JP

Secretary
Director of Human Resources or representative

Ms Lucy LUI Siu-woon
THE ACADEMIC BOARD

The Academic Board is the chief academic forum of the University, with the President as the Chairperson. The Board comprises members from the Faculties, academic departments, academic-support units and student body. The main function of the Academic Board is to formulate academic policies and oversee all academic matters of the University. To realise this function, an infrastructure of boards and committees is set up to deal with different academic decisions within the University.

THE TERMS OF REFERENCE

Subject to the provisions of The Education University of Hong Kong Ordinance, and to the availability of funds provided by the Council, the Academic Board shall have the following powers and duties:

1. to direct, plan, co-ordinate, develop, oversee, regulate and promote all teaching, programmes of study, research and other academic work in the University, and to formulate policies accordingly;

2. to advise the Council on matters which are relevant to the academic and educational work of the University;

3. to formulate and review procedures for monitoring the academic standards of the programmes;

4. to receive reports from, and to give guidance and directions to its Committees and other academic units/structures of the University;

5. to make recommendations to the Council on any major changes to the academic structure of the University;

6. to make regulations for the admission and registration of students;

7. to make regulations for examinations and assessments;

8. to approve the conferment of award of certificates, diplomas and degrees, except degrees of honoris causa;

9. to regulate the university, conditions and mode of scholarships, bursaries, prizes and other similar awards;

10. to make regulations for the welfare and discipline of students;

11. to terminate students on academic or disciplinary grounds;

12. to deprive, for reasons which the Academic Board shall deem to be good cause, persons of any academic awards conferred by the University, and/or to revoke any certification granted;
13. to co-opt such additional members to serve on the Academic Board as may be required;

14. to develop its rules and procedures for the conduct of its functions;

15. to advise the Council on matters referred to it;

16. to exercise such other powers and perform other duties as the Council may authorise or require; and

17. to report to the Council on a regular basis.

**MEMBERS OF THE ACADEMIC BOARD**

(a) President
   Professor Stephen CHEUNG Yan-leung

(b) Vice President (Academic)
   Professor John LEE Chi-kin

(c) Vice President (Administration)
   Ms Sarah WONG Man-yee

(d) Vice President (Research and Development)
   Professor LUI Tai-lok

(e) Associate Vice President (Academic Affairs)
   Professor May CHENG May-hung
   Associate Vice President (Assessment) and
   Associate Vice President (Graduate Studies)
   Professor LO Sing-kai
   Associate Vice President (International and Greater China Affairs)
   Dr Simon XU Sheng-lang
   Associate Vice President (Programme Development)
   Professor Dennis CHENG Kat Hung
   Associate Vice President (Quality Assurance)
   Professor Sonny LO Shiu-hing
   Associate Vice President (Research and Knowledge Transfer)
   Professor WANG Wen-chung
(f) Deans of Faculties / Dean of Graduate School

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
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<tbody>
<tr>
<td>Professor Allan David WALKER</td>
<td>Faculty of Education and Human Development</td>
</tr>
<tr>
<td>Dr TONG Ho-kin (Acting)</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>Professor Joanne CHUNG Wai-yee</td>
<td>Faculty of Liberal Arts and Social Sciences</td>
</tr>
<tr>
<td>Professor LO Sing-kai</td>
<td>Graduate School</td>
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(g) Heads of Academic Departments

<table>
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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Professor CHOU Kee-lee</td>
<td>Department of Asian and Policy Studies</td>
</tr>
<tr>
<td>Professor SI Chung-mou</td>
<td>Department of Chinese Language Studies</td>
</tr>
<tr>
<td>Professor LEUNG Bo-wah</td>
<td>Department of Cultural and Creative Arts</td>
</tr>
<tr>
<td>Professor David John CONIAM</td>
<td>Department of Curriculum and Instruction</td>
</tr>
<tr>
<td>Professor Kevin CHUNG Kien-hoa</td>
<td>Department of Early Childhood Education</td>
</tr>
<tr>
<td>Professor NG Shun-wing</td>
<td>Department of Education Policy and Leadership</td>
</tr>
<tr>
<td>Dr Paul STAPLETON</td>
<td>Department of English Language Education</td>
</tr>
<tr>
<td>Professor Daniel CHOW Hung-kay</td>
<td>Department of Health and Physical Education</td>
</tr>
<tr>
<td>Professor Mark MASON</td>
<td>Department of International Education and Lifelong Learning</td>
</tr>
<tr>
<td>Professor Eric YU Kwan-wai</td>
<td>Department of Literature and Cultural Studies</td>
</tr>
<tr>
<td>Professor CHEUNG Hin-tat</td>
<td>Department of Linguistics and Modern Language Studies</td>
</tr>
<tr>
<td>Dr Daricks CHAN Wai-hong</td>
<td>Department of Mathematics and Information Technology</td>
</tr>
<tr>
<td>Professor WONG Wing-sze</td>
<td>Department of Psychological Studies</td>
</tr>
<tr>
<td>Professor HUE Ming-tak</td>
<td>Department of Special Education and Counselling</td>
</tr>
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</table>
Dr LEE Yeung-chung Department of Science and Environmental Studies

Professor Sonny LO Shiu-hing (Acting) Department of Social Sciences

(h) All Chair Professors who are not otherwise members

Professor Bob ADAMSON
Professor Leonard CHAN Kwok-kou
Professor CHENG Sheung-tak
Professor Christine Margaret HALSE
Professor Paul Gordon HARRIS
Professor Magdalena MOK Mo-ching
Professor ZHU Qingzhi

(i) Research Chair Professors

Professor CHENG Yin-cheong
Professor Elizabeth Mary JONES
Professor WONG Ming-hung
Professor Rudolf WU Shiu-sun

(j) Librarian
Dr Sidney CHENG Po-yung

(k) Registrar
Professor May CHENG May-hung

(l) Dean of Students
Dr YU Kar-ming

(m) Director of Student Affairs
Mr CHAN Kai-ming

(n) Two staff members elected by and from among the full-time academic/teaching staff in each Faculty

Dr Richard WONG Kwok-shing Faculty of Education and Human Development
Dr PARK Jae-hyung Faculty of Education and Human Development
Dr Andy CHIN Chi-on  Faculty of Humanities
(until 31 August 2016)

Dr TSE Ka-ho  Faculty of Humanities
(until 31 August 2016)

Dr Gregory FAIRBROTHER  Faculty of Liberal Arts and Social Sciences

Dr Ada MA Wai-wing  Faculty of Liberal Arts and Social Sciences

(n) Four full-time student representatives, one from each Faculty and one from Graduate School (Higher Degree Programmes)

Ms LAM Sin-yee  Faculty of Education and Human Development

Mr TAM Siu-chun  Faculty of Humanities

Mr HUI Fung-ming  Faculty of Liberal Arts and Social Sciences

Ms Mandy WONG Sin-man  Graduate School (Higher Degree Programmes)
ACADEMIC PLANNING AND DEVELOPMENT COMMITTEE

Terms of Reference

1. To advise the Academic Board on the formulation of academic development directions, strategies and policies including all matters related to the University’s overall academic planning such as the formulation of annual plans, triennial plans and long term academic development plans.

2. To undertake planning and preparation for submission of the triennial Academic Development Proposals to the University Grants Committee.

3. To monitor student numbers against approved quotas and to consider requests for transfer of student numbers across programmes.

4. To plan, oversee and give directives on the development of new curriculum and curriculum-related initiatives.

5. To consider and give planning approval of new programme proposals from Faculty Boards for PGDE, undergraduate, professional development, and sub-degree programmes; and consider/approve programme-related proposals such as new Majors/Minor in line with the QA/planning mechanisms.

6. To formulate and recommend to the Academic Board the overall directions, strategies and policies for building a mutually beneficial partnership between the University and schools at pre-primary, primary and secondary levels, and the community on matters which are relevant to the academic and educational work of the University.

7. To set up sub-committees as appropriate.

Composition

Chairperson
Vice President (Academic) or nominee

Members
Vice President (Administration) or nominee
Vice President (Research and Development)
Associate Vice President (Academic Affairs)
Associate Vice President (Programme Development)
All Faculty Deans
Registrar

Secretary
Staff from Registry
BOARD OF GRADUATE STUDIES

Terms of Reference

1. To formulate and review policies, guidelines and regulations of postgraduate diploma (excluding PGDEs) and higher degrees programmes.

2. To give planning approval of postgraduate diploma (excluding PGDEs) and higher degrees programmes as proposed by the Faculty Boards.

3. To monitor the sustainability of self-financed higher degrees programmes.

4. To determine the allocation of Research Postgraduate places.

5. To approve the nomination of thesis supervisors for Research Postgraduate programmes at the time of admission and cases other than the change of supervisors or nomination of additional supervisors meeting the appointment criteria as stated in the “General Academic Regulations for research components of the RPg and professional doctorate programmes”.

6. To oversee assessments and progression of students of Master of Education, Doctor of Education and Research Postgraduate programmes through the establishment of Board of Examiners, and to endorse and recommend the lists of graduates for the award of these programmes to the Academic Board for approval.

7. To approve major programme-related changes for Master of Education, Doctor of Education and Research Postgraduate programmes except for changes to programme/award title, level of award, programme duration and mode of study which require the approval of the Academic Board.


9. To consider special cases on admissions, programme registration, assessment regulations and qualification recognition referred to it by the Faculties/Programme Committees as appropriate.

10. To advise on any other major issues related to the programmes, including admission, intake quotas, nominations of candidates for studentships, studentships and prizes, tuition fees, etc.

11. To approve the appointment of External Reviewers of Master of Education, Doctor of Education and Research Postgraduate programmes and report to the Academic Board the approved appointments.

12. To set up sub-committees as appropriate.
Composition

Chairperson

Vice President (Research and Development) or nominee

Members

Vice President (Academic)
Associate Vice President (Graduate Studies)
Dean of Graduate School or nominee
All Faculty Deans or nominees
Registrar
Two academic staff appointed by the President

Observers

Director of Finance
One student representative appointed by the President

Secretary

Staff from the Graduate School

COMMITTEE ON RESEARCH AND DEVELOPMENT

Terms of Reference

1. To formulate and review policies and strategies on research and knowledge transfer with a view to transforming HKIEd into a multidisciplinary University of Education.

2. To oversee the implementation of these policies and strategies across the University.

3. To monitor the progress and performance of the research centres at the university and faculty levels.

4. To develop a research culture supportive of both early career and experienced researchers in focusing research on strategic priorities of the University.

5. To initiate policies and practices to enhance the University’s performance in research output (particularly related to the Research Assessment Exercise) and competitive research award in areas relevant to strategic priorities.

6. To set up sub-committees as appropriate.
Composition

Chairperson
Vice President (Research and Development) or nominee

 Members
Associate Vice President (Graduate Studies)
Associate Vice President (Research and Knowledge Transfer)
Director of Knowledge Transfer
Dean of Graduate School or nominee
All Faculty Deans or nominees
One Director of University-level Research and Development Centres appointed by the President
Three AB Members appointed by the President, two of whom are Chair Professors

Secretary
Head of Research and Development

COMMITTEE ON SCHOLARSHIPS AND PRIZES

Terms of Reference

1. To recommend to the Academic Board regulations and policies relating to scholarships and academic prizes for students.

2. To establish procedures and methods in the selection of recipients for scholarships and academic prizes.

3. To establish and delegate to the selection committees for making nominations and if necessary, decision for the specific scholarships and academic prizes.

4. To administer and endorse all scholarships and prizes for students.

5. To set up sub-committees as appropriate.

Composition

Chairperson
Senior academic staff appointed by the President

 Members
All Faculty Deans or nominees
Associate Vice President (Graduate Studies) or nominee
Registrar or nominee
Dean of Students
Director of Student Affairs or nominee
Head of Alumni Affairs and Development Office or nominee

Secretary
Staff from Student Affairs Office

FACULTY BOARDS

Terms of Reference

1. To be responsible for and to make recommendations to the Academic Board on matters, as deemed appropriate, pertaining to the strategic planning, development, implementation and monitoring of the academic, teaching and learning and research work of the Faculty.

2. To make recommendations to Academic Planning and Development Committee on the introduction of new programmes (for PGDEs, undergraduate, professional development and sub-degree programmes) for planning approval.

3. To make recommendations to Board of Graduate Studies on the introduction of new programmes (for postgraduate diploma (excluding PGDEs) and higher degrees programmes) for planning approval.

4. To be responsible for the development, maintenance and monitoring of the academic/professional standards of the Faculty through
   (i) consideration of the programme documents and reports from Programme Development Committee(s)/working group(s) and review panels for new programmes and to make recommendations to the Academic Board for implementation approval;
   (ii) approval of major programme-related changes except for changes to programme/ award title, level of award, programme duration and mode of study which require the approval of the Academic Board; and
   (iii) endorsement of annual programme reports.

5. To provide a forum to facilitate and stimulate departmental exchanges and initiatives and collaboration both within and between Faculties.

6. To oversee assessments and progression of students through the establishment of Boards of Examiners for postgraduate (except for research postgraduate programmes, Doctor of Education and Master of Education programmes), undergraduate, professional development and sub-degree programmes.
7. To endorse and recommend the lists of graduates for the award of postgraduate (except for research postgraduate programmes, Doctor of Education and Master of Education programmes), undergraduate, professional development and sub-degree programmes to the Academic Board for approval.

8. To approve the appointment of External Examiners and other scholarly/honorary appointments, and report to the Academic Board the approved appointments for information for postgraduate (except for research postgraduate programmes, Doctor of Education and Master of Education programmes), undergraduate, professional development and sub-degree programmes.

9. To set up sub-committees, task forces and working groups as appropriate.

10. To co-opt additional members including external members as appropriate.

**Composition**

*Chairperson*
Faculty Dean

*Members*
All Associate Deans
All Heads and Associate Heads of Constituent Academic Departments/Centre
Up to 5 elected Full-time Academic/Teaching Staff of the Faculty
Up to 5 elected Student Representative(s) of the Faculty
Chairs of Departmental Research and Development / Management and Research Committee, if applicable
Chairs of Departmental Learning and Teaching Committee, if applicable

*Observer*^
Director of Unit of Associate Degree Studies

*Secretary*
Staff from the Faculty

* Faculty Board for Liberal Arts and Social Sciences only
LEARNING AND TEACHING QUALITY COMMITTEE

Terms of Reference

1. To advise the Academic Board on the formulation of policies at university level on academic quality assurance and quality enhancement for postgraduate and undergraduate programmes.

2. To foster a culture of quality enhancement for learning and teaching in the University and to advise the Academic Board on the formulation of policies at university level on learning and teaching for postgraduate and undergraduate programmes.

3. To oversee and monitor the implementation of the University’s quality assurance and quality enhancement frameworks and the associated guidelines, regulations and procedures on admissions and matters relating to academic regulations for Postgraduate Diploma in Education, undergraduate, professional development and sub-degree programmes.

4. To oversee and monitor the implementation of the mechanisms and support structures for enhancement of learning and teaching for Postgraduate Diploma in Education, undergraduate, professional development and sub-degree programmes.

5. To advise on and monitor the financial and other supports for teaching development and learning support activities including to approve funding support for Teaching Development Grants projects.

6. To set up sub-committee(s)/ working group(s) as appropriate.

7. To co-opt additional member(s) as appropriate.

Composition

Chairperson
Vice President (Academic) or nominee

Members
Associate Vice President (Academic Affairs)
Associate Vice President (Assessment)
Associate Vice President (Graduate Studies)
Associate Vice President (Programme Development)
Associate Vice President (Quality Assurance)
Deans of Faculty/Graduate School or nominees
Dean of Students or nominee
One staff member elected by and from among the full-time academic/teaching staff in each Faculty
Registrar
Two full-time student representatives, one from undergraduate programmes and one from research postgraduate programmes

Co-opted Member
Director of Centre for Learning, Teaching and Technology

Secretary
Staff from Registry

STUDENT AFFAIRS COMMITTEE

Terms of Reference

1. To advise and recommend to the Academic Board policies and strategic plans to facilitate students’ total learning experience for whole person development through the advancement of campus environment, student services and learning opportunities.

2. To oversee the implementation of policies and strategies relating to student development, welfare, counseling, career guidance, finance and handling of student grievances by the Student Affairs Office and related departments/offices.

3. To foster a culture of promoting and facilitating students’ whole person development in collaboration with other academic and administrative units of the University.

4. To inquire into any student complaints or grievances referred by the President and to report the findings to the President/Academic Board as appropriate.

5. To set up sub-committees or work-groups as appropriate.

Composition

Chairperson
Dean of Students

Members
Dean of Graduate School or nominee
All Associate Deans responsible for student development
Head of International Office
Head of Greater China Affairs Office
Director of Student Affairs
Registrar or nominee
Director of Estates or nominee
Three student representatives nominated by the Students’ Union
One student representative nominated by the Graduate School

Observer
Director of Communications

Secretary
Staff from Student Affairs Office

STUDENT DISCIPLINARY COMMITTEE*

Terms of Reference

1. To advise the Academic Board on policies and procedures relating to student conduct and discipline.

2. To hear and decide on cases of violations by students according to the General Code of Student Conduct, University’s policies and regulations, and guidelines and established procedures governing student conduct and discipline.

3. To order the imposition of appropriate penalties upon any student found to be guilty of committing any offences or misconduct.

4. To report to the Academic Board at such intervals as the Academic Board may decide.

Composition

Chairperson**
A member on the Academic Board appointed by the President

Members***
An academic staff (non-Head) at the rank of Assistant Professor or above nominated from each Faculty
Registrar**

* Five members (one of whom should be a student member) shall form a quorum.
** In case the Chairperson has been involved in the student case in the earlier stage of investigation, the Registrar will automatically take up the chairmanship of that particular case(s)/ meeting.
*** If any member has been involved in the earlier stage of investigation of the case under consideration, that member will be excused from the hearing of the student case and will not participate in the Committee’s decision on that particular case.
Director of Student Affairs
One from a panel of eight student representatives with two from programmes of the same Faculty and two from Higher Degree programmes not involved in the case

Co-opted Member
One Professor who is not Head of Department will be co-opted depending on the nature of case and where appropriate
An academic staff nominated from the Graduate School, who is not involved in the case(s)

In Attendance
Vice President (Administration) or nominee

Secretary
Staff from Registry
## ACADEMIC CALENDAR 2016/17

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**Events**
- **Summer Semester 2016 commences**
- **4 Jul - 6 Aug: Teaching Period**
- **1 Jul: The HKSAR Establishment Day**
- **8 Jul: Last day of Board of Examiners’ Meetings**
- **11-13 Aug: Registration - New Students**
- **5-17 Sep: Add / Drop Period for Sem I**
- **5-18 Oct: Tuition Payment Due Date for UGC-funded Programmes**
- **16 Sep: Day following the Chinese Mid-Autumn Festival**
- **1 Oct: National Day**
- **10 Oct: Day following the Chung Yeung Festival**

**Public Holidays**
- 9 Jun: Tuen Ng Festival
- 6 Aug: Last day of Teaching
- 11-13 Aug: Registration - New Students
- 21-22 Aug: New Student Orientation Camp
- 25-26 Aug: Mandatory Briefing and Departmental Orientation Sessions for New FT Students
- 16 Sep: Day following the Chinese Mid-Autumn Festival
- 1 Oct: National Day
- 10 Oct: Day following the Chung Yeung Festival

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*The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes. Detailed information should be referred to the individual programme calendars provided by Graduate School/Faculties/Departments/Units.*

*An academic year normally begins with Semester I. Students are advised to refer to the programme-specific calendar for details including the Summer Semester.*

**Classes held between 8:30am and 6:30pm (except courses offered for in-service programmes) to be suspended.**

**Applicable to non-graduating classes of full-time undergraduate programmes for 2015/16. Detailed information should be referred to the individual programme BoE schedule provided by Graduate School/Faculties/Departments/Units.**

#Optional summer courses are offered within the period from 6 Jun to 20 Aug 2016. Please refer to the announcements from programmes for the start and end dates of summer courses. Students may choose, according to their study plan and pace, to enroll in summer course(s) or not. Whether a student may enroll in summer course(s) is subject to the availability of places.*
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**Events**

- **November**
  - 9 Nov: Academic Board Meeting
  - 10-19 Nov: The 22nd Congregation

- **December**
  - 13 Dec: Last day of Teaching for Sem I
  - 14 Dec: Academic Board Meeting
  - 19-31 Dec: Semester Break

- **January, 2017**
  - 3 Jan-22 May: Teaching Period*
  - 3-16 Jan: Add / Drop Period for Sem II*
  - 13 Jan: Grade Submission Deadline from DAPs via Heads to Registry**
  - 18 Jan: Academic Board Meeting
  - 18 Jan: Grade Release Date*
  - 27 Jan: Last day of Board of Examiners’ meeting*
  - 28 Jan-5 Feb: Lunar New Year Break

- **February**
  - 14 Feb: Tuition Payment Due Date for UGC-funded Programmes
  - 15 Feb: Academic Board Meeting

- **March**
  - 15 Mar: Academic Board Meeting

**Public Holidays**

- 26 Dec: First weekday after Christmas Day
- 27 Dec: Second weekday after Christmas Day
- 2 Jan: Day following first day of January
- 28-31 Jan: Lunar New Year’s Holidays

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* The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes. Detailed information should be referred to the individual programme calendars provided by Graduate School/Faculties/Departments/Units.

An academic year normally begins with Semester I. Students are advised to refer to the programme-specific calendar for details including the Summer Semester.

* Grade submission deadline to the Registry via the Head of the course-offering unit is 13 January 2017. For details of grade submission deadlines for Semester I 2016/17, please refer to the Registry’s website.

** Classes held between 8:30am and 6:30pm (except courses offered for in-service programmes) to be suspended.
### Part I - Academic Calendar

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**Events**

- 14-20 Apr: Easter Break
- 19 Apr: Academic Board Meeting
- 6 Jun-1 Jul: Semester Break
- 14 Jun: Grade Submission Deadline from DAPs via Heads to Registry***
- 16 Jun: Grade Release Date*
- 23 Jun: Last day of Board of Examiners’ meeting*
- 27 Jun: Grade Submission Deadline from DAPs via Heads to Registry****
- 28 Jun: Academic Board Meeting
- 30 Jun: Grade Release Date**

**Public Holidays**

- 4 Apr: Ching Ming Festival
- 14 Apr: Good Friday
- 15 Apr: Day following Good Friday
- 17 Apr: Easter Monday
- 1 May: Labour Day
- 3 May: Buddha’s Birthday
- 30 May: Tuen Ng Festival

**Important Dates to Note**

- Summer Semester 2017 commences**
- 3 Jul-5 Aug: Teaching Period
- 7 Jul: Last day of Board of Examiners’ meeting**
- 1 Jul: The HKSAR Establishment Day

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*The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes. Detailed information should be referred to the individual programme calendars provided by Graduate School/Faculties/Departments/Units.

An academic year normally begins with Semester I. Students are advised to refer to the programme-specific calendar for details including the Summer Semester.

@ Applicable to graduating classes of full-time undergraduate programmes.

@@ Applicable to non-graduating classes of full-time undergraduate programmes for 2016/17. Detailed information should be referred to the individual programme BoE schedule provided by Graduate School/Faculties/Departments/Units.

++ Grade submission deadline to the Registry via the Head of the course-offering unit for Graduating classes is 14 June 2017. For details of grade submission deadlines for Semester II 2016/17, please refer to the Registry’s website.

+++ Grade submission deadline to the Registry via the Head of the course-offering unit for Non-Graduating classes is 27 June 2017. For details of grade submission deadlines for Semester II 2016/17, please refer to the Registry’s website.

^^ Provisional in academic year 2017/18. Commencement date of Semester I of 2017/18 is tentatively fixed on 4 September 2017, Monday.
**Dates of Semesters**  
*(including two-week Examination period)*

*Dates of Semesters for Research Postgraduate and Doctor of Education programmes are not included in the Academic Calendar.*

**Full-time / Part-time Master’s Degree Programmes**

All Master’s Degree Programmes (Except EMA(AME), IELC, MA(CFE), PT & FT MA(EC), MA(ME), MA(MP), MEd, MPPG, MScESLPLD, MSocScEd(GCS) and MSocScP(SCS) Programmes)

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<tr>
<th></th>
<th>5 September - 17 December 2016</th>
<th>3 January - 5 June 2017</th>
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<td>Semester II</td>
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**EMA(AME) Programme**  

*Year 1*

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*Year 2*

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**IELC Programme**

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<td>Summer Semester</td>
<td>4 July - 16 September 2016</td>
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<td>17 October - 9 December 2016</td>
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<td>Semester II</td>
<td>4 July - 16 September 2016</td>
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**MA(CFE) and MEd Programmes**

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<td>9 January - 29 April 2017</td>
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<td>Semester II</td>
<td>5 September - 3 December 2016</td>
<td>9 January - 29 April 2017</td>
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**MA(ME) and MA(MP) Programmes**

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<th>3 January - 29 April 2017</th>
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<tbody>
<tr>
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<td>5 September - 17 December 2016</td>
<td>3 January - 29 April 2017</td>
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<tr>
<td>Semester II</td>
<td>5 September - 17 December 2016</td>
<td>3 January - 29 April 2017</td>
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</table>
FT MA(EC) Programme

Year 1
Semester I 5 September - 17 December 2016
Semester II 3 January - 28 April 2017
Summer Semester 2 May - 28 July 2017

PT MA(EC) Programme

Year 1
Semester I 5 September - 17 December 2016
Semester II 3 January - 28 April 2017

Year 2
Semester I 5 September 2016 - 27 January 2017
Semester II 6 February - 30 June 2017

MPPG and MSocScEd(GCS) Programmes
Semester I 5 September - 17 December 2016
Semester II 3 January - 13 May 2017

MScESLPLD Programme

Year 1
Semester I 5 September - 17 December 2016
Semester II 3 January - 29 April 2017

Year 2
Summer Semester 3 May – 10 September 2016
Semester I 12 September – 17 December 2016
Semester II 3 January - 3 June 2017

MSocScP(SCS) Programme
Summer Semester 20 June - 30 July 2016
Semester I 5 September - 17 December 2016
Semester II 3 January - 22 July 2017
Full-time / Part-time Postgraduate Diploma Programmes

All Postgraduate Diploma Programmes (Except FT & PT PGDE(P) & (S), PT PGDE(PVE) and FT & PT PGDE(ECE) Programmes)

Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017

FT & PT PGDE(P) & (S) Programmes

Semester I 29 August - 17 December 2016
Semester II 3 January - 3 June 2017

PT PGDE(PVE) Programme

Semester I 5 September - 17 December 2016
Semester II 3 January - 27 May 2017

FT PGDE(ECE) Programme

Semester I 29 August - 17 December 2016
Semester II 3 January - 27 May 2017

PT PGDE(ECE) Programme

Semester I 29 August - 17 December 2016
Semester II 3 January - 29 April 2017

Full-time Undergraduate Programmes

All Full-time Undergraduate Programmes (Except BA(EfS), BA(LSE), BEd(CL) and BSocScEd(GCS) Programmes)

Years 1 - 2

Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017

BA(EfS) Programme

Years 1 - 2

Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017
Summer Semester June - July 2017 (Regional Summer Institute for 4-year BA(EfS) Year 2)
BA(LSE) Programme

*Years 1 - 2*
Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017
Summer Semester 12 June - 22 July 2017 (Field Visit for 4-year BA(LSE) Year 1)
May - August 2017 (Internship for 4-year BA(LSE) Year 2)

BEd(CL) Programme

*Year 1*
Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017

*Year 2*
Semester I 5 September - 17 December 2016
Semester II 3 January - 29 April 2017

BSocScEd(GCS) Programme

*Years 1 - 2*
Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017
Summer Semester June - End of July 2016 (Comparative Education Field Visit for Year 2 <non-advanced year entry>)

All Full-time Undergraduate Programmes (Except BA(CAC), BA(EfS), BEd(CL), BEd(EL), BEd(LS), BEd(MU), BEd(P), BEd(PE), BEd(S), BEd(VA), BSocSc(GES), BSocSc(Psy), BSocScEd(GCS), BScEd(SS) and BScEd(SWT) Programmes)

*Years 3 - 5*
Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017

BA(CAC) Programme

*Years 3 - 4*
Summer Semester May - June 2016 (Regional Summer Institute for Year 3)
Late May - Early September 2016 (Internship for Year 4)
Semester I 5 September - 17 December 2016
Semester II 3 January - 5 June 2017
**BA(EfS) Programme**

*Years 3 - 4*
- Semester I: 5 September - 17 December 2016
- Semester II: 3 January - 5 June 2017
- Summer Semester: June - August 2017 (Internship for 4-year BA(EfS) Year 3)

**BEd(CL) Programme**

*Years 3*
- Semester I: 5 September - 17 December 2016
- Semester II: 3 January - 5 June 2017

*Years 4 - 5*
- Semester I: 22 August - 17 December 2016
- Semester II: 3 January - 5 June 2017

**BEd (EL) Programme**

*Year 3*
- Semester I: 5 September - 17 December 2016
- Semester II: 3 January - 29 April 2017

*Years 4 - 5*
- Semester I: 22 August - 17 December 2016
- Semester II: 3 January - 5 June 2017

**BEd(LS), BEd(MU), BEd(P), BEd(PE), BEd(S) and BEd(VA) Programmes**

*Year 3*
- Semester I: 5 September - 17 December 2016
- Semester II: 3 January - 5 June 2017

*Years 4 - 5*
- Semester I: 22 August - 17 December 2016
- Semester II: 3 January - 5 June 2017
BSocSc(GES) Programme

Years 3 - 4

Summer Semester  Late May - 31 August 2016 (Internship for Year 4)
                   June - July 2016 (Regional Summer Institute for Year 3)

Semester I       5 September - 17 December 2016
Semester II      3 January - 5 June 2017

BSocSc(Psy) Programme

Year 3

Semester I       5 September - 17 December 2016
Semester II      3 January - 5 June 2017

Year 4

Semester I       5 September - 17 December 2016
Semester II      3 January - 27 May 2017

BSocScEd(GCS) Programme

Years 3 - 4

Summer Semester  June - End of July 2016
                   (Internship for Year 3 <non-advanced year entry>)

Semester I       5 September - 17 December 2016
Semester II      3 January - 5 June 2017

BScEd(SS) Programme

Year 3

Semester I       5 September - 17 December 2016
Semester II      3 January - 5 June 2017

Year 4

Semester I       5 September - 17 December 2016
Semester II      3 January - 22 May 2017

BScEd(SWT) Programme

Years 3 - 4

Summer Semester  1 June - 31 August 2016 (Internship for Year 4)

Semester I       5 September - 17 December 2016
Semester II      3 January - 29 May 2017
**Part-time Undergraduate Programmes**

All Part-time Undergraduate Programmes (Except PT BEd(ECE), PT BEd(ECE) in L&NCS, PT BEd(ECE) in L&SN, PT BEd(PVE) and PT BEd(SN) Programmes)

**Years 1 - 4**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 5 June 2017

**BEd(ECE) Programme**

**Years 1 - 2**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 27 May 2017

**Year 3**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 20 May 2017

**BEd(ECE) in L&NCS and BEd(ECE) in L&SN Programmes**

**Year 1**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 27 May 2017

**PT BEd(PVE) Programme**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 27 May 2017

**BEd(SN) Programme**

**Years 1 - 2**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 15 July 2017

**Year 3**

Semester I  
5 September - 17 December 2016

Semester II  
3 January - 6 May 2017
### Full-time Higher Diploma Programmes (Except HD(ECE) Programme)

#### Years 1-2

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#### HD(ECE) Programme

#### Year 1

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#### Year 2

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<td>3 January - 3 June 2017</td>
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### Mixed Mode Higher Diploma Programme

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### Full-time Sub-degree Programmes

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<td>29 August - 17 December 2016</td>
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<tr>
<td>Semester II</td>
<td>3 January - 5 June 2017</td>
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Part II
Graduate School, Faculties and Academic Programmes
GRADUATE SCHOOL

Dean:
Professor LO Sing-kai

Associate Dean (Academic Development and Support):
Professor Winnie SO Wing-mui

Associate Dean (Quality Assurance and Enhancement):
Dr Paul STAPLETON

The Graduate School is an academic platform for postgraduate training. The School manages the research postgraduate programmes of Doctor of Philosophy and Master of Philosophy funded by the University Grants Committee. It also oversees postgraduate professional programmes including Doctor of Education and Master of Education; and assists the Board of Graduate Studies in ensuring the quality of all postgraduate programmes.

ACADEMIC PROGRAMMES

A3D054 / A2M053
哲學博士 (全日制) / 哲學碩士 (全日制)
Doctor of Philosophy (Full-time) / Master of Philosophy (Full-time)

A variety of Doctor of Philosophy (PhD) and Master of Philosophy (MPhil) research areas in education and associated areas (such as those in humanities, languages, and social sciences with strong elements related to education) are offered. Students are required to take taught courses, for example in research methods; to conduct research work, presented in the form of thesis, under close supervision of the University’s academic staff; and to complete an oral examination (viva) in order to satisfy the graduation requirements. Students normally take 3-4 years to complete the PhD programme and 2 years to complete the MPhil programme in full-time study.
**A3D045 / C4D001 (Self-financed Programme)**
教育博士（全日制）/（兼读制）
**Doctor of Education (Full-time) / (Part-time)**

The Doctor of Education (EdD) Programme is aimed at experienced educators and professionals in education settings who aspire to extend their expertise in a particular Specialized Area, and their professional knowledge in a broad range of educational contexts through core courses. The EdD Programme comprises 72 credit points which normally takes three years of full-time and four years of part-time studies to complete.

Specialized Areas offered in 2016/17 include:

- Civic and Citizenship Education
- Comparative Education
- Creative Arts and Music Education
- Curriculum Studies
- Developmental and Educational Psychology
- Early Childhood Education
- Educational Leadership and Management
- Educational Measurement and Assessment
- Health Studies
- Information and Communication Technology in Education
- Integrated Studies
- Language Education (English)
- Life and Values Education
- Mathematics Education
- Physical Education and Sports Science
- Science Education and Education for Sustainability
- Special Education
A1M043 / C2M001 (Self-financed Programme)
教育硕士 (全日制)/ (兼读制)
Master of Education (Full-time) / (Part-time)

The Master of Education (MEd) Programme is aimed at individuals who aspire to professional advancement in the educational sector, and those who intend to strengthen their foundational knowledge and deepen their study in certain Areas of Focus. It is designed to support students in integrating their past experience with new insights in theory, practice and leadership. The curriculum combines specialist study and a broad-based education in professional reflection, assessment and research methods. It provides flexible learning routes for students from different knowledge backgrounds. It is a modularised, 24 credit-point programme; students normally take one year to complete in full-time study and two years to complete in part-time study.

Areas of Focus offered in 2016/17 include:

- Business Education and Human Resources Development
- Curriculum, Teaching and Assessment
- Early Childhood Education
- Educational and Developmental Psychology
- Educational Management and Leadership
- Mathematics, Technology, Science and Environment
  - Mathematics and Technology Strand
  - Science and Environmental Studies Strand
- Special Needs, Giftedness and Counselling
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

Dean:
Professor Allan David WALKER

Acting Associate Dean (Research and Postgraduate Studies):
Dr Jacqueline CHAN Kin-sang

Associate Dean (Learning and Teaching):
Dr Sylvia TANG Yee-fan

Associate Dean (Quality Assurance and Enhancement):
Dr TSUI Kwok-tung

The Faculty seeks to nurture human capacity across the life-span: from early childhood to mature-age learning. It provides an environment for teacher education that aims to ensure that teachers are broadly educated, professional, competent and caring. Student teachers will learn to enhance the positive characteristics of their students, remove unnecessary barriers to learning and display the kind of leadership that is needed to create positive learning environments. At the same time, graduates will appreciate the interplay of social, political and economic issues that inevitably influence schools and society. The Faculty is a home for interdisciplinary teaching and research involving educators, psychologists, philosophers and sociologists.

The Faculty of Education and Human Development has the following departmental/centre placements:

- Department of Curriculum and Instruction
- Department of Early Childhood Education
- Department of Education Policy and Leadership
- Department of International Education and Lifelong Learning
- Department of Psychological Studies
- Department of Special Education and Counselling
- Centre for Brain and Education
- Centre for Child and Family Science
- Centre for Excellence in Learning and Teaching
- Centre for Lifelong Learning Research and Development
• Centre for Psychosocial Health
• Centre for Religious and Spirituality Education
• Centre for Special Educational Needs and Inclusive Education
• Integrated Centre for Wellbeing
ACADEMIC PROGRAMMES

Postgraduate Programmes

C2M004 (Self-financed Programme)
國際教育領導與變革行政人員文學碩士 (二年兼讀制)
Executive Master of Arts in International Educational Leadership and Change (Two-year Part-time)

The Executive Master of Arts in International Educational Leadership and Change (IELC) is designed to develop leaders with the capacity to operate successfully in an international leadership environment, and lead educational change in the East and Southeast Asian context.

The aim of IELC is to bring together people from a range of professional and educational backgrounds to create a stimulating, creative and practice-focused learning network within which meaningful change can be discussed and enacted. This network will provide academic support and professional insight into cultural differences in leadership and workplace practices, and opportunities for development that last well beyond graduation.

The degree comprises eight courses, including a residential School Improvement Institute and a School Inquiry Project. Six taught courses are delivered through a distance mode. Participants who complete the IELC may apply to the International Baccalaureate to receive two certificates: IB Certificate in Leadership Practice and IB Advanced Certificate in Leadership Research.

The IELC welcomes applications from practicing and aspiring school leaders who hold an approved Bachelor’s degree and at least three years of professional experience in a leadership role: principals, middle leaders, teacher leaders, curriculum leaders and NGO managers. Participants should also be highly motivated, ambitious, willing to question and share expertise and be interested in contributing to the development of education and leadership in their communities and throughout the region.
A1M094 / C2M013 (Self-financed Programme)
教育輔導文學碩士 (一年全日制 / 二年兼讀制)
Master of Arts in Educational Counselling (One-year Full-time / Two-year Part-time)

This programme is designed for professionals in education and social services sector who wish to embark on specialised training in educational counselling.

The programme aims to help participants establish their professional membership in HKPCA, finally leading to gain the status of certified counsellors, and have an understanding of various counselling theories and its application. It will also equip them with the professional skills of being certified counsellors for facilitating students’ personal growth.

This programme consists of 30 credit points. It comprises three core courses, three specialist courses and 150 hours of practicum training.

A1M087 / C2M019 (Self-financed Programme)
教學碩士 (一年全日制 / 二年兼讀制)
Master of Teaching (One-year Full-time / Two-year Part-time)

The Master of Teaching (MTeach) is designed to develop teacher leaders with the capacity to engage in pedagogical inquiries aimed at successfully enhancing student learning and the quality of teaching in schools. It is the very first master-level programme in Hong Kong that places its focus on advanced pedagogical practices.

The aims of this programme are 1) to broaden participants’ understanding of the nature of teaching; 2) to develop teacher leadership capacities; and 3) to strengthen teaching competencies. The programme will be delivered in a variety of active learning approaches which cater to participants’ diverse needs, with or without school work experience.

The degree consists of eight courses, including a cluster of five core subjects and three specialisation courses. The curriculum of the programme also provides practitioner-based experience to participants, enabling them to learn through practice, reflection and evaluation, with the goal of constantly improving practice with sound theoretical bases.

The MTeach welcomes applications from practicing teachers and fresh graduates who hold approved Bachelor degrees and teacher qualified status; degree holders who have relevant working experience in the field are also welcome to apply. Participants should also show a keen interest in pedagogical studies and be highly motivated in classroom-based research.
A1M089 / C2M021 (Self-financed Programme)
兒童與家庭教育文學碩士 (一年全日制 / 二年兼讀制)
Master of Arts in Child and Family Education
(One-year Full-time / Two-year Part-time)

This programme is designed for those who work or aspire to work with children and families, and are keen to develop a deeper understanding of their work.

The programme aims to equip participants with the knowledge, skills and values needed to support child and family development. The curriculum places emphasis on understanding family dynamics in children’s learning outcomes, capping and steering effective parenting strategies for optimal development of the child, establishing the family as the child advocate, and promoting an intimate environment and caring interpersonal relationship that thrive the child, the family and the community.

This is a one-year Full-time / two-year Part-time programme consisting of 24 credit points. It comprises six core courses, two elective courses or thesis.

A2M080 (Self-financed Programme)
教育言語及語言病理學暨學習障礙理學碩士 (二年全日制)
Master of Science in Educational Speech-Language Pathology and Learning Disabilities (Two-year Full-time)

This programme is designed for those who wish to embark on a professional career in speech-language pathology or speech therapy.

The programme provides graduate education regarding normal and disordered aspects of speech, language, hearing, communication and swallowing, with a particular focus for the facet of learning disabilities and the contexts in educational settings. It aims to nurture competent speech-language pathologists specialised in educational settings, who are able to enhance student learning through professional practices in managing speech, language and communication disorders, and learning disabilities. It addresses the needs of the Cantonese-speaking populations of which majority has a biliterate-trilingual education background. It also serves the local and nearby communities where there are challenges on managing the complex multilingual and multicultural needs of individuals.

This is a two-year full-time programme consisting of 72 credit points. It comprises Professional Study, Practicum, Research Methods and Independent Research Project.
A1M083 / C2M017 (Self-financed Programme)
心理學 (學校及社區) 社會科學碩士 (一年半全日制 / 二年兼讀制)

Master of Social Sciences in Psychology (Schools and Community Settings) (One-and-a-half-year Full-time / Two-year Part-time)

The Master of Social Sciences in Psychology (Schools and Community Settings) [MSocScP (SCS)] has two overarching aims. First, it aims to provide those working with children and young people in education and related community settings a foundation in relevant psychological principles. With a deeper understanding of these psychological theories and the empirical basis for them, teachers and other education-related professionals will be able to modify their own instructional practice and strategies to improve life chances and results for students. Second, in the process of achieving the above, the programme will provide graduates with a qualification that allow them to pursue further studies in psychology and related fields, thus improving also the life chances of teachers and the like. Graduates of the programme are eligible to apply for Graduate Membership of the Hong Kong Psychological Society (Applications for membership of the Hong Kong Psychological Society are made on an individual basis).

Upon completion of the programme, students will:

• have a substantial background of knowledge in psychology via an examination of the major principles of modern psychology and their applications in education and community settings through different perspectives;

• be able to use major psychological principles/theories to analyse human behaviours in real life situations (e.g. bullying, internet addiction, and substance abuse among adolescents in school settings and in the larger community);

• be able to evaluate major psychological principles/theories vis-a-vis real life issues in education and community settings;

• be able to evaluate research evidence using scientific principles; and

• be able to design and carry out psychological research.
A1P018/C2P040

Postgraduate Diploma in Education (Early Childhood Education) (One-year Full-time / Two-year Part-time)

This programme of initial teacher education prepares graduates to achieve competence and confidence in working in the early childhood education sector. It aims to develop participants’ professional knowledge, skills and attitudes required for effective teaching and administration in a broad range of early childhood education settings. Graduates of this programme will be eligible to register as Qualified Kindergarten Teachers and Child Care Workers*; have met the professional qualifications as heads of kindergartens and child care supervisors, and be eligible to apply for the University’s Master of Education Programme. This is a one-year full-time / two-year part-time programme consisting of 30 credit points. It comprises a programme induction and four components, namely, General Methods, Education Studies, Electives and Field Experience.

*For One-year Full-time, it is subject to approval of Social Welfare Department

C2P041

Postgraduate Diploma in Education (Professional and Vocational Education) (Two-year Part-time)

This programme is designed for teaching staff in tertiary education institutions, especially teachers of Associate Degree and sub-degree professional and vocational education programmes, and teachers of Applied Learning courses. The programme aims to develop graduates’ professional knowledge, skills and attitudes required for effective teaching and learning of Professional and Vocational Education (PVE). It will also equip them for continuous development as committed educators and change agents in their area of teaching. Participants are expected to integrate their disciplinary knowledge with the educational learning fostered by the programme.

On completion of the programme, participants should be able to exhibit a critical understanding of the PVE context in which they work, and the ability to design, implement and assess curricula to meet differing learner’s needs. Graduates of the programme will have a commitment and the ability to critically evaluate their pedagogy and consider means of improvement. They will also have a readiness to respond to changes in the wider educational context and contribute to advancements in their teaching area.

This is a two-year part-time modularised programme consisting of 30 credit points. The programme comprises four components, namely, General Methods, Education Studies, Elective Studies and Field Experience.
Undergraduate Programmes

A5B061
幼兒教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)

This programme aims to nurture outstanding early childhood educators who:

• are competent and creative professionals;

• demonstrate the knowledge, understanding and disposition required to design, implement and assess quality programmes for children from 0 to 8 years of age;

• can work collaboratively with pupils, parents, colleagues, school administrators and other professionals;

• are committed to life-long learning; and

• have a passion for excellence and are committed to the creative improvement of early childhood care and education in Hong Kong.

This is a five-year full-time pre-service teacher education programme consisting of 156 credit points. It comprises eight domains, namely, Major, Education Studies, Electives, General Education, Honours Project, Language Enhancement, Co-curricular and Service Learning and Field Experience. Graduates of this programme will be qualified for registration with the Education Bureau / Social Welfare Department for teaching in licensed early childhood settings in Hong Kong; will possess the degree-level professional qualifications that is in great demand in the early childhood education sector; and be recognised (completed the specified courses in the Minor “Specialised Themes in Early Years Education”) as having acquired training on the One-year In-service Course in Special Child Care Work of Social Welfare Department.
C3B001

幼兒教育榮譽學士（三年兼讀制）
Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time)

This programme aims to assist qualified early childhood educators from a range of early childhood settings to become highly competent, innovative and ethical professionals who are able to contribute to the development of quality programmes for young children and their families in Hong Kong. This 60-credit-point programme is taught over three years on a part-time basis. The programme contains four main domains of study, namely, Education Studies, Subject Studies, Field Experience and Project.

C3B002

教育榮譽學士 (特殊需要) (三年兼讀制)
Bachelor of Education (Honours) (Special Needs) (Three-year Part-time)

In line with the Government’s policy on integration, this three-year part-time Bachelor of Education (Honours) (Special Needs) Programme aims to provide teacher education for serving teachers to work effectively with students with special needs in mainstream or special settings. It aims to significantly enhance the competencies of teachers who have to assume the role of resource teachers or teachers of student support teams, so that they are able to collaborate, and develop effective teams within the realm of the whole school approach whether they are based in special schools/settings or resource centres.

The programme consists of 60* credit points and is structured around five domains: Education Studies, Specialised Studies, Complementary Studies, Education Project and Field Experience.

* Students without initial teacher training are required to take 6 additional credit points related to teaching & learning and classroom management.
C3B003
教育榮譽學士（專業及職業教育）（三年兼讀制）
Bachelor of Education (Honours) (Professional and Vocational Education) (Three-year Part-time)

This programme is designed to provide practitioners in or entering Professional and Vocational Education (PVE) settings with the skills, understandings and aptitudes to work effectively, efficiently and confidently as professional teachers, instructors, trainers, educational designers and change agents. The programme aims to provide participants with the opportunity to build upon their existing professional or vocational knowledge, integrating it with the educational learning which is the core of the programme. Graduates of this programme will be eligible to register as Qualified Teacher.

The programme is directed to developing candidates’ ability to design, implement and evaluate educational and training interventions to meet different learning needs within their field of practice, and to developing their proficiency in designing, managing and evaluating contextualised, project-based, on-the-job and enquiry-based learning, and the competence-based assessment of learning.

On completion of the programme, participants should therefore be capable of evaluating critically on their own educational practice to develop and implement means for improvement. They should have an up-to-date and critical understanding of the PVE context in which they work and of current practical knowledge, policies and practices pertinent to it. They should also have an informed commitment to working ethically and to the continuing improvement of their educational practice through lifelong learning, as well as a readiness to respond constructively to changes in the wider educational context and to contribute to advances in their field of educational practice.

This is a three-year part-time programme consisting of 51 credit points of course work plus 9 credit points of Field Experience. The programme is structured around five domains, namely, Foundation Education Studies, Elective Educational Studies, Academic Studies, Field Experience and a Workplace Learning Project. Classes involve both face-to-face and on-line learning.
C4B006

幼兒教育榮譽學士（領導與非華語幼兒）(四年兼讀制)

Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children (Four-year Part-time)

This programme aims to respond to the increasing demand for suitably qualified leaders and managers within preschools who can support the learning needs of non-Chinese speaking children. It also assists qualified early childhood educators to become highly competent, innovative and ethical professionals who are able to contribute to the development of quality programmes for young children and their families in Hong Kong. This 81-credit-point programme is taught over four years on a part-time basis. The programme contains five main domains of study, namely, Education Studies, Specialized Studies, Subject Studies, Field Experience and Project.

C4B007

幼兒教育榮譽學士 (領導與特殊需要) (四年兼讀制)

Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time)

This programme aims to respond to the increasing demand for suitably qualified leaders and managers within preschools who can support the learning needs of children with special needs. It also assists qualified early childhood educators to become highly competent, innovative and ethical professionals who are able to contribute to the development of quality programmes for young children and their families in Hong Kong. This 81-credit-point programme is taught over four years on a part-time basis. The programme contains five main domains of study, namely, Education Studies, Specialized Studies, Subject Studies, Field Experience and Project.
A4B075
心理學榮譽社會科學學士 (四年全日制)
Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)

The programme aims to provide the basic curriculum conforming to standards that are comparable to local and overseas universities, but also concentrations that develop students’ intellectual capacity and ability to apply psychological knowledge and skills in the workplace in three interrelated areas of concentration — (1) School Psychology, (2) Health Psychology, and (3) Human Relations and Communication.

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

- have a substantial background of knowledge in psychology via an examination of the major principles of modern psychology and their applications in various settings through different perspectives;
- apply major psychological theories / principles to analyze human behaviours in real life situations;
- evaluate major psychological principles / theories in relation to real life issues in various applied settings;
- evaluate research evidence using scientific principles; and
- design and carry out psychological research.

A4B076 (Self-financed Programme)
人類與組織發展榮譽文學士 (四年全日制)
Bachelor of Arts (Honours) in Human and Organizational Development (Four-year Full-time)

The programme offers a cutting-edge degree that meets growing demands from industry and community for specialists who have the skills to manage and effect change. Upon completion of the Programme, students should be able to:

- develop a solid foundation in theories and practice of human and organizational development which enables them to understand the complex people and system issues in organizations and communities, and to develop global awareness;
- apply the knowledge to address human and organizational issues and challenges faced by organizations and communities;
• design, implement and evaluate initiatives and intervention for enhancing individual and organizational performance for a strengthened community development; and

• institute change and transformation processes with ethical, legal and social considerations.

The programme requires completion of 120 credit points over four academic years, including core and specialization courses, research and experiential learning, general education and language courses, and a 200-hour internship that gives students an authentic professional workplace experience before graduation.

A4B086
特殊教育榮譽文學士 (四年全日制)
Bachelor of Arts (Honours) in Special Education (Four-year Full-time)

The programme aims to produce committed and skilled workers for the well-being of people with special needs, particularly in areas of education and community empowerment. It is structured as a cooperative interagency and interdisciplinary approach, comprising a multitude of courses that weave together the educational, physical, and social aspects of special education. It also provides students with professional preparation through practicum in real work settings and research project on selected topics.

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

• demonstrate understanding of the special needs of people with disabilities;

• demonstrate skills in the evaluation of special education needs in relation to the concepts of equal opportunities, rights and disability;

• display proficiency in formulating and implementing intervention plans for supporting people with disabilities in the school and community environments;

• work with families, schools and communities effectively to facilitate inclusion and enhance the quality of life for people with special education needs; and

• analyse and solve problem critically and independently, integrating information from empirical data, research literature and practical experience for the education and development of people with special needs.
Professional Development Programmes

BWP053

教師專業進修課程證書（學校的公民、國民與道德教育）

Certificate in Professional Development Programme on Civic, National and Moral Education in Schools

This five-week full-time block release programme aims at equipping teachers with knowledge, values and competence to implement civic, national and moral education in schools, for applying this knowledge to daily teaching and educational administration. Upon successful completion of this programme, participants should be able to critically:

- analyse concepts related to civic, national and moral education against an era of globalisation and multiple citizenship;
- critically analyse issues related to civic, national and moral education at local, national and global levels with references to the concepts, particularly those related to “One Country, Two Systems” and Hong Kong political development;
- critically review governmental policies of civic, national and moral mission in Hong Kong;
- analyse the impacts of school democratisation and participation of students as ‘here and now citizens’ in schools on their civic and moral development, in particular the understandings of rights, development of national and civic identities and cultivation of social responsibilities;
- reflect on the curriculum design and teaching and learning of civic, national and moral education in Hong Kong; and
- design school-based civic, national and moral curriculum.
**BWP063/ BWP087**

**Certificate in Professional Development Programme on Effective Lesson Observation and Evaluation – A Whole School Approach**

The five-week full-time block release programme aims to develop schools into a learning community in that the principal, senior teachers and teachers are able to develop the ability to analyse lessons and facilitate discussion for the improvement of pupils’ learning. The programme comprises a series of lectures, school visits, lesson observation and tutorials that set the theoretical framework for cultivating a learning community through conducting Learning Study. Participants are expected to demonstrate an understanding of the theories and practices of lesson observation and evaluation introduced in the programme and relate them to their own school contexts. They are expected to develop the ability to implement effective lesson observation through a trial lesson and post-lesson conference.

**BWP067**

**Certificate in Professional Development Programme for Middle Leaders in Schools**

This five-week full-time block release programme aims to help participants to:

- understand the practical role and function of a middle leader in school;
- acquire or enhance the major skills and employ specific strategies in dealing with day to day duty as a middle leader;
- understand the trend of decentralising resource management and the school finance context in Hong Kong;
- articulate the global trend and perspectives of human resources management and recent financial resources management for school improvement;
- understand proper procedures in issues of human resources administration in schools; and
- understand the difficulty of human resources management and ways to deal with it.
BWP069

Certificate in Professional Development Programme on Positive Behavioral Support at Schools

This five-week full-time block release programme aims to educate teachers working in schools and related organisations to achieve the following learning outcomes:

- adequate understanding of the major concepts, theories, and research findings pertaining to building a positive school environment;
- ability to examine the relationship between effective teaching/learning and behavioral support and teacher’s role in creating a conducive environment;
- ability to apply knowledge by developing and implementing an action plan for school-wide behavioral support; and
- ability to utilise observation framework when conducting peer observation and review in classrooms.

BWP088

Certificate in Professional Development Programme on Prevention and Handling of Unruly and Delinquent Behaviours in Schools

This five-week full-time block release programme aims to help the participants:

- review different theoretical foundations of student discipline;
- understand the causal factors of students’ behavioural problems;
- understand the roles and functions of teachers in the process of dealing with students’ disciplinary problems;
- identify and assess students’ behavioural problems;
- develop strategies for handling the major types of students’ problems;
- develop a whole school approach to discipline; and
- collaborate with other stakeholders and social agencies to combat delinquent behaviour of students.
BWP089
教師專業進修課程證書（學校的實用法律知識）
Certificate in Professional Development Programme on Practical Legal Knowledge for Schools

This five-week full-time block release programme aims to help the participants:

- familiarise participants with essential legal knowledge relating to their professions;
- promote personal awareness in legal issues in educational practice;
- sensitise participants on the legal aspects of their roles, rights and duties as an educational practitioner;
- appreciate circumstances in which teachers and schools are at risk to claims of negligence and damages;
- clarify some legal uncertainties surrounding schooling by focusing on established laws in school and teachers’ responsibilities for students’ safety, health and well-being; and
- raise participants’ sensitivity in the changing needs of the society and to identify areas for law reform.

BWP090
教師專業進修課程證書（知識管理與學校發展）
Certificate in Professional Development Programme on Knowledge Management for Enhancing School Development

The programme aims to introduce participants with the theories, strategies, practices and tools of Knowledge Management (KM), and the principles for implementing KM in school organizations; equip participants with the skills to plan, initiate, implement, control and evaluate KM projects; and develop personal knowledge management competencies of the participants to critically analyze the role of knowledge management in enhancing school effectiveness.
BWP098

Certificate in Professional Development Programme on Differentiated Instruction and Classroom Management

This five-week full-time block release programme aims to:

• investigate current research in differentiated instruction and classroom management in order to identify and explain the core principles in the areas and how these principles inform and guide all aspects of practical implementation;

• explore best practices related to differentiated instruction and classroom management in order to develop and implement an individualised classroom management plan;

• reflect on their own implementation of differentiated instruction and classroom management strategies while practicing these strategies in the field; and

• develop a lesson plan that includes differentiated instruction and classroom management strategies in order to participate in a reciprocal micro-teaching episode.

BWP099

Certificate in Professional Development Programme on Teaching for Creativity and Critical Thinking

On completion of this five-week full-time block release programme, participants are expected to have:

• introduced with the basic components and conceptions of creativity and critical thinking;

• equipped with the basic tools and strategies of creativity and critical thinking skills;

• developed ability to identify components of effective teaching through a comprehensive approach in fostering students’ creativity;

• built up ability to infuse creativity and critical thinking into subject instruction; and

• built up ability to assess students’ creativity and critical thinking by utilising a variety of methods.
BWP104
教師專業進修課程證書 (小學副校長培訓)
Certificate in Professional Development Programme for Deputy Heads in Primary Schools

This five-week full-time block release programme aims to help the participants:

• broaden their horizons of participants in meeting the ever-changing challenges of education through introducing various perspectives/domains of leadership within and outside the school contexts;

• identify and cultivate leadership skills and style pertaining to their own personality and character traits;

• develop a solid framework in handling their day-to-day functional duties, including preparing school plans, implementing sustainable projects, conducting effective school evaluations, developing strategic human resource approaches, and maintaining constructive relationship with the community; and

• establish a mutual support network of SPSMs so that they can benefit from mutual sharing and reflection with regard to professional development, new initiatives, and concerns pertaining to primary education.

BWP118
教師專業進修課程證書 (生涯規劃與事業輔導)
Certificate in Professional Development Programme on Life Planning Education and Career Guidance

This programme aims to equip serving secondary school teachers with updated theoretical and practical knowledge, and skills of career guidance in order to develop school-based life planning education and career guidance programmes that inform students’ career choice and help them to formulate career plans in accordance with their personal interests, abilities, and orientations.
BWP120
教師專業進修課程證書 (溝通、調解與投訴管理)
Certificate in Professional Development Programme on Communication, Mediation and Complaint Management

This programme aims to explore ways to construct a win-win situation for all those involved and build a fair, just and open system for managing complaints at school. On completion of this programme, participants are expected to:

• strengthen skills in working collaboratively with parents in education contexts with emphasis on home-school cooperation and effective communication with parents of different backgrounds;
• enhance the knowledge about legal matters in relation to handling of school complaints; and
• identify strategies of complaint management in schools and develop mediation skills based on practical experiences in resolving school complaints.

BWP122
教師專業進修課程證書 (學校改進與領導)
Certificate in Professional Development Programme on School Improvement and Leadership

This programme aims to help participants to:

• acquire understanding of different perspectives and theories related to school improvement and school evaluation;
• apply the acquired knowledge to analyse how schools develop, improve and formulate school plans;
• acquire practical and contextualized strategies to initiate school improvement in context and develop a self-improvement mechanism;
• become an instructional leader implementing pedagogical practices conducive to students’ learning, through orchestrating whole-school efforts; and
• conduct pedagogical research.
BWP124

Certificate in Professional Development Programme on Integrating Self-directed Learning in Classroom Pedagogy

In response to the current demand of the education sector, the five-week full-time block release programme aims to help in-service teachers of primary and secondary schools to:

- enhance their pedagogical content knowledge and extend the theoretical understanding of self-directed learning;
- develop their capacity in designing effective lessons with the components of self-directed learning;
- equip them with the knowledge and skills in analysing and evaluating the lesson design when implementing lessons with the component of self-directed learning; and
- develop a cross-school learning community.

BWP127


This programme provides an introduction to the study of topics related to youth mental health, psychological well-being of teachers and positive pedagogy. Teachers will be equipped to analysis and obtain necessary knowledge and skills in developing positive education strategies in their school systems. The first part of the course will focus on youth mental health, the second part will broaden the focus to the concepts of positive psychology and teachers’ well-being, and the third part will emphasize on positive pedagogy through introducing an applied framework for positive education.
CWP001 / CWP002
教師專業進修課程證書 (照顧不同學習需要) - 基礎班 / 深造班
Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) - Basic Level / Advanced Level

The programme aims to enhance the professional knowledge, skills and attitude of teachers in understanding the wide range of special needs and using whole school approaches and effective strategies to support students with special needs in mainstream inclusive or special education settings. At the Basic Level of the programme, participants will recognise the diverse needs of different learners, develop appropriate attitude and acquire the necessary skills in classroom practices. At the Advanced Level, participants will further examine different types of special needs and evaluate the effectiveness of relevant strategies of learning support and intervention. They are expected to review, plan, implement and evaluate their school work in addressing students’ special needs, particularly in relation to the whole school perspective. After the study, the participants should be competent in taking initiative to help schools achieve the goals of catering for learning diversity, in response to the contextual development in Hong Kong schools.

CWP005
教師專業進修課程證書 (關顧幼兒多元學習需要)
Certificate in Professional Development Programme on Catering for Diverse Needs of Young Children

This programme aims at providing course participants with contemporary knowledge and skills to cater for the diverse learning needs of young children. Participants will be able to identify the effects of various factors on individual differences and characteristics of young children with diverse needs. They learn how to design and implement appropriate curriculum in order to accommodate the needs of all young children and to provide a fair and supportive environment in diverse preschool settings. In addition, participants will adopt a wide range of learning and teaching strategies and employ varied and appropriate assessment techniques to evaluate and monitor the progress of young children with diverse needs. They will also know how to collaborate with colleagues, parents, and other professionals, and utilise the resources of various services in the community to meet the diverse needs of young children.
CWP006
教師專業進修課程證書 (團隊創新與學校變革領導)
Certificate in Professional Development Programme on Transformational Leadership for Team Innovation and School Improvement

In this complex and dynamic world, early childhood leaders need to equip themselves to face rapidly changing society and fulfill increasing expectation from stakeholders. This programme aims at equipping personnel who takes up leadership role with the skills needed to address new challenges in the 21st century for school improvement and team innovation. This programme also contributes to the development of innovative leadership at different levels for the field of early childhood education in the future.

CWP007
教師專業進修課程證書 (促進幼兒發展—與不同背景家庭協作)
Certificate in Professional Development Programme on Strategies for Promoting Children’s Development: Working with Diverse Families

This programme aims to equip early childhood education practitioners with effective home-school collaboration strategies to enhance the learning and development of children with diverse family backgrounds. Participants will develop a critical understanding of the impact of different family factors on children’s learning from a socio-ecological perspective. Participants will also acquire a thorough understanding and examination of the partnerships between home and school during the early years in Hong Kong. Finally, participants will explore strategies in identifying resources for supporting children’s learning and development through home-school collaboration.

Upon successful completion of this course, participants will be able to:

• examine the issues and challenges facing diverse families in a changing society;
• understand the impact of the diverse family needs on children’s learning and development;
• reconceptualise the role of home-school partnership in supporting children’s learning; and
• employ effective home-school collaboration strategies at different levels to support children’s learning and development.
Sub-degree Programmes

A2H049
幼兒教育高級文憑 (二年全日制)
Higher Diploma in Early Childhood Education (Two-year Full-time)

The programme aims to provide students with the academic and professional preparation necessary to become competent, caring and reflective beginning teachers able to work in a range of early childhood settings and undertake further professional advancement. Graduates of the programme (i) are eligible to register as Qualified Kindergarten Teachers and Registered Child Care Workers; (ii) are recognised as having acquired training on the One-year In-service Course in Special Child Care Work of the Social Welfare Department; and (iii) have the professional qualification required of child care supervisors. This programme adopts a credit point system. It requires the successful completion of 66 credit points of course work and 10 credit points of Supervised Teaching and Field Work, including ten weeks of block practice in early childhood settings, school attachment and educational visits. The programme comprises four domains: Education Studies, Subject Studies, General Education and Field Experience.

E2H015
幼稚園教育高級文憑 (二年夜間混合制)
Higher Diploma in Kindergarten Education (Two-year Evening Mixed Mode)

The programme enables students to build on their previous qualifications and experience in early childhood education. It further develops the knowledge, skills and attitudes required of competent, caring and reflective preschool educators able to construct their own philosophy of teaching and learning. This is a 68-credit-point programme, including 4 credit points of Supervised Independent Studies and 8 credit points of Supervised Teaching and Field Work. The programme comprises four domains: Education Studies, Subject Studies, General Education and Field Experience.
FACULTY OF HUMANITIES

Acting Dean:
Dr TONG Ho-kin

Associate Dean (Quality Assurance and Enhancement):
Dr TONG Ho-kin

Associate Dean (Research and Postgraduate Studies):
Professor Eric YU Kwan-wai

Associate Dean (Undergraduate Studies):
Dr Alice CHOW Wai-kwan

Building on our solid foundation in language education, the Faculty of Humanities aspires to be a leading faculty by contributing to the advancement of knowledge. We support the pursuit of academic knowledge, cross-cultural awareness and intercultural competencies, with a view to nurturing our graduates in a wide spectrum of the Humanities. We strive for excellence in research and academic development to address issues from a global perspective, to promote the understanding of human nature, and to impact positively on the well-being of Hong Kong society and beyond.

The Faculty of Humanities is committed to:

• building upon its traditional strengths in Language, Literature and Culture to offer high quality language education and interdisciplinary programmes that respond to the demand of Humanities disciplines in Hong Kong and the region;
• providing a comprehensive, humanistic research environment to conduct cutting-edge research, with significant impact in the academic arena locally, regionally and internationally;
• nurturing competent, caring and creative graduates with excellent Chinese and English communication skills, contributing to sectors related to language education, literature, linguistics and culture, and the community at large;
• offering students an educational experience that will equip them with the capacity to analyse, synthesise and critically reflect on the knowledge across a wide range of disciplines in the Humanities in order to resolve complex problems and to meet future challenges;
• contributing to the University’s strategic development by fostering debates in and facilitating the dissemination of ideas within the Humanities through knowledge transfer primarily in the form of teaching and research, as well as by inspiring students intellectually through the offering of a broad range of General Education courses; and
• forging stronger partnerships and links within the local community as well as in the regional and international arenas.

The Faculty of Humanities has the following departmental/centre placements:

• Department of Chinese Language Studies
  • CKC Centre for the Development of Information Technology for Chinese Language Teaching
• Department of English Language Education
• Department of Linguistics and Modern Language Studies
• Department of Literature and Cultural Studies
• Centre for Language in Education
  • Arthur Samy Language Learning Centre
• Centre for Popular Culture in the Humanities
• Research Centre for Chinese Literature and Literary Culture
• Putonghua Training and Testing Centre
ACADEMIC PROGRAMMES

Postgraduate Programmes

A1M046 (Self-financed Programme)
國際漢語教學文學碩士 (一年全日制)
Master of Arts in Teaching Chinese as an International Language (One-year Full-time)

The main aim of this programme is to provide professional pedagogy training as well as pedagogical content knowledge to university graduates who want to embark on a career in teaching Chinese as an international language to speakers of other languages in non-Chinese school contexts.

As the training purpose of this programme is to prepare teachers for the work of teaching Chinese as an international language, the programme is planned to equip the participants with:

• fundamental knowledge of Chinese linguistics, culture and literature for the preparation of their career development;
• knowledge, skills and practical experience vital to their pursuit of a career in education;
• the ability to design and develop teaching materials, teaching strategy and methods, and the competence to evaluate curriculum designs;
• creative, critical and analytical ability particularly towards issues and topics on Chinese as an international language in education; and
• communication skills and social and cultural awareness in working in the global environment with emphasis on overseas Chinese education.
A1M052 (Self-financed Programme)  
中文研究文學碩士（語文教育）（一年全日制）  
Master of Arts in Chinese Studies (Language Education)  
(One-year Full-time)  

The programme is aimed at providing students with a sound foundational knowledge in Chinese Studies to cope with the needs of such professions as Chinese language education, editorial services, administrative and civil. It is designed to strengthen their subject knowledge and deepen their insights into the study of Chinese language and literature. It provides a number of electives to cater for students with different academic interests.

After completion of the programme, graduates are expected to have:

- an increase in their knowledge of literature, language and culture;
- higher Chinese proficiency, and improved analytic, appreciative and evaluation skills; and
- the ability to properly apply their subject knowledge in professional settings related to Chinese Studies.

A1M057 / C2M010 (Self-financed Programme)  
英語教學文學碩士（一年全日制）/（二年兼讀制）  
Master of Arts in Teaching English to Speakers of Other Languages  
(One-year Full-time) / (Two-year Part-time)  

The programme provides a practical, professionally-focused Master’s degree for graduates who are in need of an advanced academic qualification in TESOL. It is designed for English language teachers, teacher educators and language professionals working in areas of language teaching, language-in-education policy, curriculum design and planning, materials development and assessment in Hong Kong, mainland China or overseas.
Undergraduate Programmes

A4B067
語文研究榮譽文學士—中文主修（四年全日制）
語文研究榮譽文學士—英文主修（四年全日制）
Bachelor of Arts (Honours) in Language Studies – Chinese Major (Four-year Full-time)
Bachelor of Arts (Honours) in Language Studies – English Major (Four-year Full-time)

This programme aims to develop students’ bilingual academic competence in Chinese and English, and trilingual proficiency in English, Putonghua and Cantonese. Chinese majors will study Chinese courses in the areas of Language, Literature, and Culture & Communication as well as some content courses in English. English majors will likewise study core courses in the same three areas (Language, Literature, and Culture & Communication) in English as well as some courses in Chinese. Non-credit-bearing experiential learning activities (e.g. compulsory Intensive Language Summer Camp, optional internship) are also built into the programme. All Bachelor of Arts (Honours) in Language Studies graduates have to meet the Language Exit Requirements for Putonghua, Chinese and English.

A4B087
漢語作為第二語言教學榮譽文學士 (四年全日制) (高年級入學)
Bachelor of Arts (Honours) in Teaching Chinese as a Second Language (Four-year Full-time) (Senior Year Entry)

This programme aims to equip students with interdisciplinary knowledge including general linguistics, language teaching pedagogy, educational psychology, and sociology, and ability to analyze issues and concerns in real-world language use in the context of multilingualism and globalization. To achieve this aim, graduates of the programme are expected to:

• possess comprehensive subject knowledge in Chinese Linguistics (including Phonetics, Semantics, Grammar, Etymology, etc.) and latest approaches and methodologies in L2 acquisition/teaching and child language development;

• acquire a sound understanding of Chinese literature and culture, master good cross-cultural communication skills, and develop high proficiencies in Chinese and English in both oral and written skills; and
• perform a mediating role between theory and practice in:
  
  (i) teaching Chinese as a second language in local and international settings with demonstrative knowledge in classroom organization, curriculum development, textbook design, and language assessment; and
  
  (ii) nurturing the social communicative skills of young children in bilingual/multilingual contexts as one key component of their social and cognitive development, as well as a preparation of their school readiness.

**A5B059**

**Bachelor of Education (Honours) (English Language) – Secondary (Five-year Full-time)**

The programme aims to prepare students who:

- have a high level of proficiency in English;
- have in-depth knowledge of English as a language;
- are able to help students in secondary schools in Hong Kong to learn English as a second language effectively;
- can use relevant IT knowledge and skills to teach English in Hong Kong secondary schools;
- have life-long learning skills and are able to appreciate moral, social and cultural values;
- can work collaboratively with students, parents, colleagues, school administrators and other professionals; and
- understand education issues of Hong Kong and will react to educational innovations positively.

In addition to Field Experience in schools, there are seven main areas of studies in the programme: Discipline Studies (English Major Studies), Education Studies, General Education, Honours Project, Electives, Language Enhancement and Co-curricular and Service Learning. In addition, the programme includes a compulsory Overseas Immersion Programme through which students will go abroad to live and study in an English-speaking country where they will enhance their English language proficiency and widen their horizons.
A5B060
中國語文教育榮譽學士 (五年全日制)
Bachelor of Education (Honours) (Chinese Language)
(Five-year Full-time)

This programme aims to prepare graduate teachers of Chinese in both primary and secondary schools. It comprises seven domains and Field Experience. The seven domains include Chinese Major, Education Studies, General Education, Honours Project, Electives, Language Enhancement and Co-curricular and Service Learning. Chinese Major studies consist of four areas, namely, Linguistics, Literature, Culture, and Language Teaching. Students will undertake disciplinary studies and conduct teaching practices in both primary and secondary schools levels. Besides, students are required to attend an immersion programme in a university in Mainland China.

A5B077
歷史教育榮譽學士 (五年全日制)
Bachelor of Education (Honours) (History) (Five-year Full-time)

This programme aims to cultivate students with professional ethics and a global perspective for teaching the subject of history in secondary schools. Graduates of the programme are expected to be competent in pedagogical and curriculum development skills as well as disciplinary knowledge with an emphasis on historical issues of modern times. The programme comprises eight main areas of studies and Field Experience. The eight areas include Discipline Studies (History Major Studies), Minor in Liberal Studies, Education Studies, General Education, Honours Project, Electives, Language Enhancement and Co-curricular and Service Learning.

A5B082
語文研究榮譽文學士及英文教育榮譽學士 (五年全日制)(同期結業雙學位)
Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time) (Co-terminal Double Degree)

This programme aims to prepare students to become teachers of English in both primary and secondary schools or other English language related professionals. It comprises the following domains/areas: Education Major, Discipline Studies Major, Education Studies, General Education, Honours Project, Field Experience, Language Enhancement, and Co-curricular and Service Learning. Graduates of the programme are expected to be equipped with a high level of English proficiency and an ability
to help students learn English effectively. Students under this programme will study the English language system in depth and will also study principles and theories of teaching and learning with special reference to the teaching and learning of English as a second/foreign language. The programme includes a compulsory Overseas Immersion Programme through which students will go abroad to live and study in an English-speaking country where they will enhance their English language proficiency and widen their horizons.

A5B083
中國歷史教育榮譽學士 (五年全日制)
Bachelor of Education (Honours) (Chinese History)
(Five-year Full-time)

This programme aims to cultivate students with professional ethics, creativity, lively teaching abilities and a global perspective for teaching the subject of Chinese History in secondary schools. Graduates of the programme are expected to:

• be competent in pedagogical and curriculum development skills as well as discipline knowledge with the understanding of the contemporary significance of the Chinese historical issues;
• possess critical thinking and analytical skills to solve problems in a logical and creative way;
• communicate and interact effectively with others in social and professional contexts; and
• demonstrate global awareness with a high standard of morality.

The programme comprises seven domains and Field Experience. The seven areas include Chinese History Major, Education Studies, General Education, Honours Project, Electives, Language Enhancement and Co-curricular and Service Learning.
Professional Development Programmes

BWP074
小學英語教師專業進修課程證書
Certificate in Professional Development Programme for Primary Teachers of English
(Theme: Effective and Innovative Strategies for Teaching Listening and Writing under Differentiated Instructions)

The programme aims at upgrading teachers’ knowledge and skills in the teaching of English at primary level. It will focus on areas of English language knowledge and skills relevant to the current needs of teachers in the local school sector with particular emphasis on the implementation of significant changes in the English language curriculum.

Upon completion of the programme, participants should be able to:
• demonstrate an enhanced understanding of aspects of the English language system;
• demonstrate an enhanced understanding of aspects of the English language learning and teaching; and
• demonstrate an understanding of how this enhanced knowledge is applicable within the Hong Kong primary curriculum.

This is a five-week full-time block release programme.

BWP077
小學中國語文課程發展與實踐專業進修課程證書
Certificate in Professional Development Programme for Curriculum Development and Practice in Chinese Language in Primary Schools

This programme aims to facilitate development and practice of Chinese language curriculum in Primary schools through case study and theory teaching. On completion of the programme, participants should be able to:
• understand the characteristics of curriculum developments in Chinese language in Primary and Secondary levels;
• master the skills and techniques of planning school-based curriculum;
• manipulate the tactics of using teaching resources and materials; and
• apply effective modes to assess language learning.

This is a five-week full-time block release programme.
BWP081
Certificate in Professional Development Programme for PMI Classroom Language, Teaching Strategies and Practice (Primary)

The programme aims to elaborate the essential nature of teaching Chinese language in Putonghua, analyse the characteristics and impacts of Putonghua as a classroom language and enhance participants’ knowledge and skills of using Putonghua as a medium of instruction to teach Chinese language at Primary level and develop language curriculum. On completion of the programme, participants should be able to:

- enhance the Putonghua oral presentation and communication skills;
- manipulate the use of Putonghua as classroom language in teaching Chinese language; and
- analyse and self-evaluate the use of classroom instruction.

This is a five-week full-time block release programme.

BWP082
Certificate in Professional Development Programme on the Teaching of Chinese Language for Non-Chinese Speaking Students

The programme aims to explore the characteristics of teaching non-Chinese speaking (NCS) students Chinese language. Participants will be able to obtain teaching strategies and assessment methods, and select relevant teaching resources for NCS students through understanding the behaviours and mentality of the students on learning Chinese language, designing teaching materials and conducting effective assessments. On completion of the programme, participants should be able to:

- realise the key points in “Supplementary Guide to Chinese Language Curriculum for Non-Chinese Speaking Students”;
- understand the characteristics of non-Chinese speaking students in learning Chinese language;
- select and design appropriate teaching materials; and
- apply suitable teaching strategy and assessments on the Chinese language learning of non-Chinese speaking students.

This is a five-week full-time block release programme.
BWP083
提高中國語文教學效益專業進修課程證書
Certificate in Professional Development Programme on Optimizing Chinese Language Teaching

The programme aims to optimise the teaching of Chinese language through theoretical studies and case analysis of the Primary students’ learning mentality, as well as strategic planning and practice. On completion of the programme, participants should be able to:

• apply effective skills of questioning;
• understand teaching strategy on reading, and modes of assessment;
• realise integrated teaching on writing, and modes of assessment; and
• design activities to facilitate students’ way of thinking.

This is a five-week full-time block release programme.

BWP085
中學教師以英文為教學語言專業進修課程證書
Certificate in Professional Development Programme for Teachers Using English as the Medium of Instruction in Secondary Schools (Theme: Improving Content Subject Teaching in the English Medium)

This Key Learning Area (KLA) Specific Programme aims to develop teachers’ specialised knowledge and classroom skills required to teach their content subjects effectively through English.

By the end of the Programme, participants should be able to:

• understand the background and underlying principles of teaching in the English medium;
• understand the role of language in learning and the principles of whole-school language policies;
• understand how language and other meaning-making systems construct meaning in their subjects;
• scaffold students so as to optimise their learning effectiveness in the English medium;
• demonstrate awareness and pedagogies in curriculum development and adaption to suit students’ needs;
• demonstrate awareness, knowledge and skills in evaluating and monitoring the
effectiveness of teaching and learning in the English medium; and
• design, develop and produce teaching materials for teaching their KLAs /
subjects in the English medium to meet the needs of different students.

This is a one-week full-time block release programme.

BWP093

Certificate in Professional Development Programme on Catering for
Student Diversity in Learning Chinese in Primary Schools

The programme aims to enhance in-service primary school teachers with the
knowledge and abilities on catering for student diversity in learning Chinese. On
completion of the programme, participants should be able to:

• develop student-based curriculum accommodation;
• provide more various learning opportunities to students;
• comprehend the multiple purposes of assessments to facilitate learning; and
• analyse students’ strengths and weaknesses in learning.

This is a five-week full-time block release programme.

BWP094

Certificate in Professional Development Programme on Catering for
Student Diversity in Learning Chinese in Secondary Schools

The programme aims to enhance in-service secondary school teachers with the
knowledge and abilities on catering for student diversity in learning Chinese. On
completion of the programme, participants should be able to:

• develop student-based curriculum accommodation;
• provide more various learning opportunities to students;
• comprehend the multiple purposes of assessments to facilitate learning; and
• analyse students’ strengths and weaknesses in learning.

This is a five-week full-time block release programme.
BWP116
中學中文科文言經典解讀專業進修課程證書
Certificate in Professional Development Programme for Interpretation of Classical Chinese Literature for Secondary Teachers of Chinese Language

The programme aims to enhance participants’ analysis of classical literary texts from macro-perspective and their applications in daily teaching through critique and discussions on style, imagery, socio-cultural characteristics. On completion of the programme, participants should be able to:

• manipulate the concepts and phases of text analysis;
• understand the methods of text analysis;
• realise the macro-perspective of studying classical Chinese literature; and
• comprehend the features of particular literal text through interpreting the different ideas and representations.

This is a five-week full-time block release programme.

BWP125
英語教師專業進修課程證書
Certificate in Professional Development Programme for Teachers of English
(Theme 1: Effective Use of E-resources in the English Classroom
Theme 2: Development Literacy Skills: KS2 to KS3
Theme 3: The English You Didn’t Learn in School)

To meet the changing needs of teachers, course options on the one-week PDP may change according to demand. For this reason, the outcomes of this programme is given in general terms, with the more specific outcomes for the current expression included in the course outlines.

By the end of the Programme, participants should be able to:

(Content Objectives)
1. demonstrate an enhanced understanding of aspects of the English language system;
2. demonstrate an enhanced understanding of aspects of the English language learning and teaching;
3. demonstrate an understanding of how this enhanced knowledge is applicable within the Hong Kong English language curriculum; and

(Pedagogical Objective)

4. demonstrate enhanced skills in teaching English to students learning English as a second language in Hong Kong.

This is a one-week full-time block release programme.

CWP004

English Language Teachers Professional Development Certificate (Saturday Mode)

(Theme: Grammar Teaching in Context)

The programme aims at enhancing teachers’ knowledge and skills in the teaching of English (and in the teaching of grammar in particular for 2016-17) in local schools. On completion of this programme, participants are expected to have:

• analyse the effectiveness of current grammar teaching approaches and practices and develop an understanding of the principles and strategies for contextualised grammar teaching and form-meaning relationships;

• design and evaluate practical activities to support students’ grammar learning; and

• strengthen both competence and confidence in the teaching of grammar in context in KS2 and KS3 English classrooms.

This is a five-day full-time day release programme (Saturday mode).
FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

Dean:
Professor Joanne CHUNG Wai-yee

Associate Dean (Research and Postgraduate Studies):
Professor CHOU Kee-lee

Associate Dean (Quality Assurance and Enhancement):
Professor LEUNG Bo-wah

Associate Dean (Undergraduate Studies and Student Learning):
Professor Lawrence LEUNG Chi-cheung

From The Hong Kong Institute of Education to The Education University of Hong Kong (EdUHK), the Faculty of Liberal Arts and Social Sciences (FLASS) has assumed an unparalleled role and status in advancing the overall strategic development of teacher education as well as in providing students with access to multidisciplinary experiences.

The FLASS is now evolved into a full-blown academic entity offering more than fifty undergraduate and postgraduate programmes and and professional development programmes. We thrive and facilitate our scholars and students to strive in being educators with specialisation in subject pedagogies and disciplines complementary to education, with research strengths spanning from Asian and Policy Studies, Creative Arts, Culture, Health, Physical Education, Mathematics, Information Technology, Science to Environmental Studies and Social Sciences.

The FLASS has adopted an overarching educational philosophy of “Nurturing Caring Leaders with Global Vision” governing the design of curriculum, student learning, research and professional programmes. The Faculty is currently housing a total of eleven departments and centres, they are:

• Department of Asian and Policy Studies
• Department of Cultural and Creative Arts
• Department of Health and Physical Education
• Department of Mathematics and Information Technology
• Department of Science and Environmental Studies
• Department of Social Sciences
• Unit of Associate Degree Studies
• Centre for Education in Environmental Sustainability
• Centre for Greater China Studies
• EdUHK Christian Faith and Development Centre
• Resource Centre for Interdisciplinary and Liberal Studies
ACADEMIC PROGRAMMES

Postgraduate Programmes

A1M054 (Self-financed Programme)
音樂教育文學碩士 (一年全日制)
Master of Arts in Music Education (One-year Full-time)

C2M005 (Self-financed Programme)
音樂教育文學碩士 (二年兼讀制)
Master of Arts in Music Education (Two-year Part-time)

The programme is unique in providing a solid subject-based grounding for practitioners in the music profession while at the same time satisfies their need in further developing understanding in thinking, research and practice in the field of music education relevant to their professional roles.

This programme aims to:

• deepen and strengthen students’ professional aptitude in their chosen music domain such as composition, performance, or research;

• cultivate synergy between subject and pedagogical strengths in music; and

• develop and apply skills in creative and critical thinking, research and arts practice to the professional fields of music and education.

A1M059 (Self-financed Programme)
大中華地區研究社會科學教育碩士 (一年全日制)
Master of Social Science Education in Greater China Studies (One-year Full-time)

The programme aims to enrich and update students’ academic knowledge and strengthen their research/pedagogical repertoire in the studies of Greater China from multi-disciplinary and comparative perspectives.

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

• critically examine the development of Greater China from multiple perspectives;

• demonstrate their pedagogical literacy and competency in the study of Greater China;
• acquire inquiry approach/method through studying the issues of Greater China;
• broaden their mental horizons through developing comparative lenses and engaging in experiential learning;
• develop higher-order thinking skills through multiple learning tasks;
• respect the diversity of culture; and
• develop positive values and concerns for the developments in local, national, regional and global contexts.

A1M061 (Self-financed Programme)
可持續發展教育文學碩士 (一年全日制)
Master of Arts in Education for Sustainability (One-year Full-time)

This programme aims to cater for professionals who are looking for an opportunity to improve their environmental and sustainability knowledge, to have this recognised through the award of a master degree, and to apply such knowledge to the teaching and learning of sustainability issues in the school setting or other learning environments.

This programme aims to:
• provide students with the opportunity to develop their recognition of the nature, scope, purposes and processes of education, training and capacity building for sustainability;
• develop skills in utilising research/evidence based methods for professional practice in Education;
• encourage students to apply these understandings and processes in their own professional settings and be able to evaluate their actions in a critical and reflective way;
• develop research capacity for the professional community of educators, trainers and development practitioners concerns with sustainability issues in Hong Kong, China and internationally; and
• provide enhanced career opportunities for professionals in education, training and capacity building for sustainable development and to adopt a sustainable lifestyle.
A1M082 (Self-financed Programme)
公共政策及管治硕士（一年全日制）
Master of Public Policy and Governance (One-year Full-time)

C2M014 (Self-financed Programme)
公共政策及管治硕士（二年兼读制）
Master of Public Policy and Governance (Two-year Part-time)

Programme aims:

• enrich and update students’ academic knowledge, practical reasoning and critical judgement in public policy and governance in Asia with a special focus on the Greater China region;

• provide insights into public and social policies and governance in both local and international contexts;

• prepare students with an enquiry-based learning approach to appreciate policy making and to understand how policy concepts are applied to analyse practice;

• equip students with advanced critical thinking and problem solving skills; and

• articulate via oral, research and written means, well-developed analyses and criticisms in the field of public policy and governance.

On successful completion of the programme, students should be able to:

• understand the principles and practice of public sector governance;

• develop substantive knowledge of techniques, institutions and processes in public policy and governance;

• understand the policy process in Asia;

• analyse public problems from a broad comparative perspective;

• develop higher-order thinking skills and concerns for human development in local, national, regional and global contexts; and

• communicate analysis of public problems and solutions to them to policy-makers and the broader community.
A1M088
社區藝術教育文學碩士 (一年全日制)
Master of Arts in Community-based Arts Education (One-year Full-time)

C2M020
社區藝術教育文學碩士 (二年兼讀制)
Master of Arts in Community-based Arts Education (Two-year Part-time)

The MA(CBAE) programme aims to equip action-oriented, community-based arts and education professionals with the necessary knowledge and skills to initiate, plan and manage field-based and interdisciplinary arts and education programs integrating community activation and creative aesthetic development. Students will be expected to:

• demonstrate a holistic understanding of contemporary themes and theoretical issues in community-based arts education, social practice art and management;

• apply acquired knowledge, skills and technologies to promote the role of arts education and the development of artistic research focused on community building; and

• develop skills in presentation and interdisciplinary practice-based research, combining a thorough analysis of students’ own projects with theoretical foundations in contemporary pedagogy, aesthetics, art theory, and cultural studies; and demonstrate an ability to formulate a deeper understanding of their practice, connecting with the ecology of relevant sectors within the cultural and creative industries.

As the first of its type in Hong Kong and East Asia to integrate arts and education practices with community engagement and public development, the programme supports interdisciplinary projects that combine a range of art forms and culture with experimental pedagogy, public policy, social theory, arts management and education. As such, there is a unique focus on individual arts-based research, group work, and experiential learning that operates in tandem with EdUHK’s ongoing, community-based activities.
A1M085 (Self-financed Programme)
數學及教學文學碩士 (一年全日制)
Master of Arts in Mathematics and Pedagogy (One-year Full-time)

C2M007 (Self-financed Programme)
數學及教學文學碩士 (二年兼讀制)
Master of Arts in Mathematics and Pedagogy (Two-year Part-time)

This programme aims to cater for in-service or prospective Mathematics teachers who are looking for an opportunity to upgrade their mathematical knowledge and to apply such knowledge to the teaching and learning of Mathematics in the school setting.

This programme aims to:

• deepen and strengthen students’ knowledge in Mathematics;

• help students realise how to teach school Mathematics from an advanced mathematical point of view;

• expose students to different classroom environments and innovative pedagogical practices in Mathematics;

• cultivate synergy between subject knowledge and pedagogy in Mathematics; and

• help foster students’ critical thinking to enable them to become reflective practitioners.
C2M016 (Self-financed Programme)
藝術管理及文化企業行政人員文學碩士（二年兼讀制）

Executive Master of Arts in Arts Management and Entrepreneurship (Two-year Part-time)

This programme aims to nurture experienced arts/cultural managers to be informed by an international outlook and to acquire the knowledge, skills, understanding and commitment to make arts and cultural enterprises more relevant to contemporary society. Through partnership with a prestigious overseas university, Goldsmiths, University of London, and working with a number of distinguished regional cultural institutions as strategic partners, the programme attracts cultural managers from different cities in the region.

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

- explain the different forces in the arts/cultural ecology and ways to effect change, including advocacy;
- master the major aspects of arts management including strategic management, programming (including learning and participation programmes), human resources management, financial management, marketing, audience building, law and contracts, fundraising, crisis management and audience development;
- develop advanced knowledge and understanding of the value chain in the arts and cultural industries, risk management and entrepreneurship which enable them to develop sustainable modes of operation for arts and cultural enterprises;
- acquire a personalised professional toolkit that enables them to plan programmes for the arts and culture with an appropriate balance between the optimisation of the artistic, educational, economic and social impact of different arts activities;
- demonstrate the social-cultural, political, economic and educational aspects of audience engagement; and
- develop insights on education and learning which will enable them to optimise the artistic and educational impacts of arts/cultural events as well as to groom their working teams into acquiring the characteristics of “learning organisations”.
A1M093 (Self-financed Programme)
全球及香港研究社會科學碩士 (一年全日制)
Master of Social Sciences in Global and Hong Kong Studies
(One-Year Full-time)

C2M026 (Self-financed Programme)
全球及香港研究社會科學碩士 (二年兼讀制)
Master of Social Sciences in Global and Hong Kong Studies
(Two-Year Part-time)

The objectives of this Master of Social Sciences in Global and Hong Kong Studies [MSocSc(GHKS)] programme are:

- to develop multidisciplinary perspectives for students to comprehend the transformations and developments of Hong Kong and the world;
- to foster in students a deep understanding of Global Studies, Hong Kong Studies and the interface and interactions between the local and the global dimensions; and
- to assist students in mastering the skills of researching, exploring and analysing the complex interactions between Hong Kong and the world.

On successful completion of the programme, students will be able to demonstrate the following abilities:

- understand the complexity and dynamism in Hong Kong’s developments in the national, regional and global contexts;
- acquire multiple perspectives in studying Hong Kong and its interaction with Greater China, Asia-Pacific and the globalizing world;
- apply concepts, theories and methodology of Global and Hong Kong Studies empirically to case studies and real-life examples; and
- appreciate the multiplicity and diversity of values in Global and Hong Kong Studies.
Part II – Graduate School, Faculties and Academic Programmes

A1P014
學位教師教育深造文憑 (小學) (一年全日制)
Postgraduate Diploma in Education (Primary) (One-year Full-time)

C2P035
學位教師教育深造文憑 (小學) (二年兼讀制)
Postgraduate Diploma in Education (Primary) (Two-year Part-time)

The programme prepares university graduates to become competent and confident beginning teachers in primary schools in Hong Kong. It helps participants develop the knowledge, skills, attitudes, an appreciation of life-long learning and the responsibilities and obligations that a professional teacher should possess and fulfil. The programme is delivered under two different modes: one-year full-time (FT PGDE(P)) and two-year part-time (PT PGDE(P)). It is a modularised programme normally consisting of 30-33 credit points. The programme comprises an orientation programme and five components: Teaching Subject Study 1; Teaching Subject Study 2; Education Studies; Elective Studies and Field Experience.

A1P015
學位教師教育深造文憑 (中學) (一年全日制)
Postgraduate Diploma in Education (Secondary) (One-year Full-time)

C2P037
學位教師教育深造文憑 (中學) (二年兼讀制)
Postgraduate Diploma in Education (Secondary) (Two-year Part-time)

This programme of initial teacher education aims to prepare graduates to achieve competence and confidence in teaching at the secondary school level. Upon completion of the programme, participants are expected to be sensitive to the educational needs of learners with diverse abilities in a community which values multiple aspects of intelligence. The programme seeks to accomplish this by providing participants with the impetus, resources and guidance to develop their knowledge, skills, attitudes and personal attributes, underpinned by an understanding of and commitment to young people and to life-long learning, and the responsibilities and obligations of the teaching profession. Emphasis is on helping participants to develop a firm and thorough grasp of the interrelationship between theory and the practice of teaching. It is expected that this will lead to a personal integration of sound and relevant theory, and informed and effective practice. The programme is delivered in two different modes, full-time (FT PGDE(S)) and part-time (PT PGDE(S)). The PGDE(S) is a modularised, 30-33 credit-point programme. The programme comprises an orientation programme and four components: Major Subject Studies - Subject Methods; Education Studies; Elective Studies – Core/General and Field Experience.
Undergraduate Programmes

A4B068
創意藝術與文化榮譽文學士 (四年全日制)
Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)

This programme is the first undergraduate programme in Hong Kong to offer arts management and cultural studies to complement discipline-based training in the creative arts. It aims to develop community-based artists, who are able to work across a range to established art forms and contribute to the promotion and development of the arts and arts education in the local, regional and international cultural and creative industries. Students may choose either Music or Visual Arts as their Subject Focus on their entries. The curriculum comprises Major Coursework, Regional Summer Institute, Internship, Honours Project, Electives/Minor, General Education, Co-curricular Learning/Co-curricular and Service Learning and Language Enhancement.

A4B069
全球及環境研究榮譽社會科學學士 (四年全日制)
Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)

The programme aims at cultivating students to be caring intellectuals who can analyse contemporary global and environmental affairs from multiple disciplinary and cultural perspectives; communicate proficiently; work effectively both independently and in teams; reflect critically on their identities and responsibilities as local, national, global and ecological citizens; demonstrate sensitivity to and respect for cultural diversity and concern for enhancing human well-being; and make active contributions to local, national, and global society and environmental improvement.

Upon completion of the programme, students should be able to:

• demonstrate an understanding of the increasing interactions among globalisation, environmental change, and economic, political, and social development;

• demonstrate an understanding of the positive and negative effects of these interactions on human welfare at the local, national, and global levels;

• demonstrate an understanding of the interdependent roles of individual citizens, communities, business, civil society associations and organisations, local and national governments, and global institutions in leading and managing the impact of these interactions and devising strategies for sustainable development;
• engage through critical thought and comparative analysis with a diversity of cultural, economic, historical, philosophical, political, and scientific perspectives on globalisation, the environment, and development;
• participate responsibly, individually and collectively, in activities designed to prepare them for future work and lifewide and lifelong learning; and
• make use of qualitative and quantitative techniques to carry out research projects that critically and creatively analyse problems or issues of global and environmental concern and propose practical solutions.

In accordance with the University’s commitment to whole person development, the programme constitutes a total learning experience incorporating Major and Minor coursework, a Regional Summer Institute, an Internship experience, an Honours Project, Elective courses, General Education and Co-curricular Learning/Co-curricular and Service Learning courses, and Language courses to enable our graduates to become responsible citizens with an international outlook and environmental literacy. Graduates are well-prepared to work in government and non-governmental organisations, international businesses, environmental consultancies and other professions.

A5B057
中學教育榮譽學士－資訊及通訊科技 (五年全日制)
Bachelor of Education (Honours) (Secondary) – Information and Communication Technology (Five-year Full-time)

This programme aims at providing students with a wide range of knowledge and skills in the disciplines of information and communication technology (ICT) and ICT education. Upon completion of the programme, students should be able to:

• demonstrate an understanding of basic concepts in major areas of ICT and use a range of applications software to support information processing and problem-solving;
• demonstrate an understanding of methods for analysing problems, and planning and implementing solutions using ICT;
• realise the social, ethical and legal issues pertaining to the use of ICT and appreciate how information literacy and the sharing of knowledge using ICT to influence decision-making and shape our society; and
• learn to connect ICT knowledge to the teaching of ICT and develop approaches to help students to learn ICT in exciting and effective ways.

The curriculum extends over five years and is an integrated professional degree programme. The curriculum comprises eight domains of study which are Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning, and Field Experience.
A5B058
小學教育榮譽學士 (五年全日制)
Bachelor of Education (Honours) (Primary) (Five-year Full-time)

The programme aims to prepare beginning graduate primary school teachers who will demonstrate a positive professional attitude, sound academic knowledge and a wide range of professional knowledge. In addition, the programme aims to develop commitment of the graduates to life-long professional development and readiness to engage in collaboration with colleagues, parents and other professionals in the implementation of educational innovations in Hong Kong. Two major subjects are offered, namely General Studies and Mathematics (Primary).

Upon completion of the programme, General Studies students should be able to:

• demonstrate a solid understanding and command of the core concepts and methods of enquiry in social sciences, science and technology;

• show a broad understanding of the diverse social and cultural contexts in the local, national and global communities;

• demonstrate a thorough understanding of interdisciplinary concepts and approaches in curriculum integration and display competence in interdisciplinary studies and thinking;

• apply critical and creative thinking and problem solving abilities to deal with social, science, environmental and health-related issues;

• display positive attitude towards the acceptance of diversity and multiplicity; and

• demonstrate the pedagogical literacy and competency required for the development and implementation of curriculum.

Upon completion of the programme, Mathematics (Primary) students should be able to:

• demonstrate understanding of mathematical concepts and competence in explaining them clearly to school pupils;

• plan and implement appropriate learning, teaching and assessment strategies to cater for the pupils’ individual differences in learning mathematics;

• adopt appropriate strategies to arouse pupils’ interest in learning mathematics;

• enrich and apply critical and logical thinking skills in teaching and real-life settings; and

• use information technologies and appropriate software to enhance learning and teaching of mathematics.
The curriculum extends over five years and is an integrated professional programme which consists of Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning and Field Experience.

A5B062
体育教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Physical Education)
(Five-year Full-time)

This programme aims to prepare qualified physical education teachers for both primary and secondary schools who:

• demonstrate academic competence in disciplinary knowledge of humanities and science of human movement appropriate for teaching of PE in Hong Kong secondary and primary schools;

• apply theories into practice innovatively to serve as professional PE teachers facilitating pupils’ informed and active learning in Hong Kong secondary and primary schools;

• value and understand critical sports-related values and attitudes;

• demonstrate critical understanding of curricular and pedagogical knowledge and skills appropriate for teaching of PE in Hong Kong secondary and primary schools;

• master and value a variety of physical activities as well as participate regularly in contributing to healthy and active lifestyles; and

• engage in on-going enrichment in professional and intellectual development concerning PE.

Despite its training at both primary and secondary levels, students of the programme need to focus their study at a particular level during their course of study subject to the quotas of the respective school levels as decided by the University as well as the projected demand of teachers at the two levels. The curriculum extends over five years and is an integrated professional programme which consists of Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning and Field Experience.
A5B063#
視覺藝術教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)

This programme aims to prepare professional Visual Arts teachers who:

• demonstrate knowledge and skills in Visual Arts research and critique, and be able to valuate, interpret, and critique artworks in relation to classical and contemporary art theories and contexts in global, Chinese and Hong Kong societies;

• demonstrate aesthetic sensitivity, effective study, communication and management skills, as well as show evidence in reflective practice and independent learning;

• plan, implement, and evaluate school curriculum in response to ongoing changes in local and global Visual Arts education;

• demonstrate critical, analytical ability and national identity awareness in response to socio-cultural influences on education in local, national and global contexts;

• articulate the process of creating Visual Arts with proficient technical, conceptual and critical ability; and build connections across the arts disciplines and also with other disciplines;

• demonstrate knowledge of art history in different cultures and understanding of the relationship between Visual Arts and their social, historical, cultural, technological, and aesthetic contexts; and

• support students’ growth and aesthetic development in Visual Arts.

Despite its training at both primary and secondary levels, students of the programme need to focus their study at a particular level during their course of study subject to the quotas of the respective school levels as decided by the University as well as the projected demand of teachers at the two levels. The curriculum extends over five years and is an integrated professional programme which consists of Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning and Field Experience.

# No new intake from 2016/17 onward
A5B064

Bachelor of Education (Honours) (Music) (Five-year Full-time)

The programme aims to prepare outstanding Music teachers for both primary and secondary schools who:

- demonstrate understanding and critically apply, evaluate, and critique a broad range of musical styles, genres and traditions in the local, regional and global contexts;
- demonstrate aesthetic commitment, efficient study, communication and organisation skills in music and music education, indicating self-reflection and independent learning;
- apply and transfer knowledge and skills to design, implement, and assess the school music curriculum in response to educational changes locally and globally;
- demonstrate critical capacity, national awareness and good judgment regarding socio-cultural issues on education;
- exhibit competence in communicating through creating, appraising and performing music; and display skills in connecting the arts and across other key learning areas;
- demonstrate knowledge and proficiency in music of Western and non-Western cultures, including Chinese music, and articulate the interconnectedness with the social, historical, cultural, technological, and aesthetic contexts; and
- achieve the whole-person development of students through music education and help students learn how to learn.

Despite its training at both primary and secondary levels, students of the programme need to focus their study at a particular level during their course of study subject to the quotas of the respective school levels as decided by the University as well as the projected demand of teachers at the two levels. The curriculum extends over five years and is an integrated professional programme which consists of Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning and Field Experience.
A5B065
通識教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Liberal Studies)
(Five-year Full-time)

This programme aims to prepare professional Liberal Studies teachers for secondary schools. Upon completion of the programme, students should be able to:

• demonstrate understanding of the concept of self and adolescent development in the context of personal development;

• display competence in interdisciplinary/multidisciplinary inquiry and be able to apply knowledge and critical reasoning to analyse and evaluate personal, social, environmental, scientific and technological issues from multiple perspectives;

• demonstrate understanding of the nature, principles, processes, applications and issues of science and technology in society and specifically in public health, energy and environment in a life-wide learning context;

• display positive attitude towards the acceptance of diversity and multiplicity;

• demonstrate knowledge of essential sociological concepts and studies that address the complex relationship between self and society in local, national and global contexts; and

• demonstrate the pedagogical literacy and competency required for the development and implementation of curriculum.

The curriculum extends over five years and is an integrated professional degree programme. The curriculum comprises eight domains of study which are Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular Learning/Co-curricular and Service Learning, and Field Experience.

^ No new intake from 2015/16 onward
A5B078

Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)

This programme aims at providing students with solid coaching in Mathematics, including fundamental concepts, computational skills and modelling techniques, as well as concrete training in teaching all levels of secondary mathematics subjects to a wide spectrum of students. Upon completion of the programme, students should be able to:

• demonstrate the applications of fundamental concepts, theories and computational skills in mathematics;

• apply learning theories and teaching skills for catering individuals’ learning diversities and special education needs in ordinary classrooms;

• design and execute IT-based learning packages for all topics in secondary mathematics;

• use information technology to resolve Mathematics related learning disabilities; and

• recognise and appreciate the connection between mathematics and the world around us.

The curriculum extends over five years and is an integrated professional degree programme. The curriculum comprises eight domains of study which are Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular and Service Learning, and Field Experience.
A5B079
企業、會計與財務概論教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)

This programme aims to train pre-service teachers who will be able to teach Business, Accounting and Financial Studies curriculum in secondary schools. Upon completion of the programme, students should be able to:

• exhibit a solid understanding of business concepts and theories, and apply the knowledge to solve business problems;

• demonstrate integration of business concepts, theories and approaches in business decision-making;

• apply critical and creative thinking to analyze and evaluate environmental, competitive and organizational issues;

• display competent teaching and professionalism in achieving quality business education in schools; and

• develop global perspectives to examine the contemporary business environment and atmosphere.

The curriculum extends over five years and is an integrated professional degree programme. The curriculum comprises eight domains of study which are Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular and Service Learning, and Field Experience.
A5B080
創意藝術與文化榮譽文學士及音樂教育榮譽學士
（五年全日制）（同期結業雙學位）
Bachelor of Arts (Honours) in Creative Arts and Culture and
Bachelor of Education (Honours) (Music) (Five-year Full-time)
(Co-terminal Double Degree)

The programme aims to prepare professional Music teachers and community-based artists who:

- can demonstrate a solid foundation in music skills, related academic competencies, and music teaching practices to meet their future teaching needs;
- have a passion for professional excellence and are committed to lifelong learning;
- can work collaboratively with students, parents, colleagues, school administrators and other professionals to promote music and related arts education in primary/secondary school; and
- are able to work across a range of established art forms and contribute to the promotion and development of the arts and arts education in the local, regional and international cultural and creative industries.

The curriculum extends over five years and is an integrated professional co-terminal double degree programme. The curriculum comprises various domains of study which are Education Major (including Music Studies, Education Studies, and Field Experience), Discipline Major (including Creative Arts and Culture Studies, Electives of General Education Breadth Courses related to CAC Studies, and Internship), Honours Project, General Education, Language Enhancement, and Co-curricular and Service Learning.
A5B081

Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time) (Co-terminal Double Degree)

The programme aims to prepare professional Visual Arts teachers and community-based artists who:

• can demonstrate a solid foundation in visual arts skills, related academic competencies, and visual arts teaching practices to meet their future teaching needs;

• have a passion for professional excellence and are committed to lifelong learning;

• can work collaboratively with students, parents, colleagues, school administrators and other professionals to promote visual arts and related arts education in primary/secondary school; and

• are able to work across a range of established art forms and contribute to the promotion and development of the arts and arts education in the local, regional and international cultural and creative industries.

The curriculum extends over five years and is an integrated professional co-terminal double degree programme. The curriculum comprises various domains of study which are Education Major (including Visual Arts Studies, Education Studies, and Field Experience), Discipline Major (including Creative Arts and Culture Studies, Electives of General Education Breadth Courses related to CAC Studies, and Internship), Honours Project, General Education, Language Enhancement, and Co-curricular and Service Learning.
This programme aims at training pre-service teachers who will be able to teach Geography curriculum in the secondary schools. Upon completion of the programme, students should be able to:

- demonstrate a solid understanding and command of geographical concepts and theories and apply the knowledge to solve geographical problems in the local, regional and global contexts with complex human-physical interface;
- develop learning capability to be a competent and effective learner and teacher in a dynamic and an ever-changing society;
- apply critical thinking to analyze the geographical and environmental issues that address the relationship among land, nature and people in the physical and human environments;
- demonstrate the pedagogical literacy and competency required for the development and implementation of curriculum in secondary schools; and
- develop essential abilities to plan, execute, report on field work and geographical research with the skills of data analysis, Geographic Information System, remote sensing and field studies.

The curriculum extends over five years and is an integrated professional programme which consists of Major, Education Studies, General Education, Minor, Electives, Honours Project, Language Enhancement, Co-curricular and Service Learning and Field Experience.
A5B085
科學教育榮譽學士（五年全日制）
Bachelor of Education (Honours) (Science) (Five-year Full-time)

This is a dual major degree programme in science teacher education. It aims to prepare qualified, competent, and professional secondary science teachers who are able to:

• demonstrate command and understanding of the subject matter and pedagogical content knowledge of two different science disciplines;
• apply science knowledge and skills together with appropriate pedagogies to teaching students with diversified abilities and backgrounds, and in different school settings;
• exhibit professional competence and attitudes in teaching at least two senior secondary science subjects as well as the junior secondary science subject;
• utilize different generic skills (e.g. problem solving, critical thinking, and creativity) in teaching and learning, and life-wide and lifelong professional development;
• exhibit proficiency in biliteracy and trilingualism in Chinese and English that facilitates effective communication in school and social contexts;
• critically and creatively analyze socio-scientific, technological, and environmental issues and concerns in the local, national, and global contexts; and
• display commitment to teaching with a professional ethical attitude, and a global and multi-cultural perspective.

Programme participants will be required to take two out of the three science majors, namely, Physics, Chemistry, and Biology to be capable in teaching at least two of the three Science subjects, Combined Science, and Integrated Science at the senior secondary level as well as Science at the junior secondary level.

The curriculum extends over five years and is an integrated professional degree programme. The curriculum comprises eight domains of study which are Major, Education Studies, General Education, Electives, Honours Project, Language Enhancement, Co-curricular and Service Learning, and Field Experience.
A2B016 (Self-financed Programme)
健康教育荣誉学士 (二年全日制)
Bachelor of Health Education (Honours) (Two-year Full-time)

C3B004 (Self-financed Programme)
健康教育荣誉学士 (三年兼读制)
Bachelor of Health Education (Honours) (Three-year Part-time)

This top-up degree programme builds on the foundations of prior training students have acquired in their certificate/diploma studies. It aims to prepare nurses to train-the-trainer and to conduct health education to patient/clients in hospital and community settings. It is also aimed at school teachers, school social workers who work closely with the students to provide basic health education and help youth resist the various attractions; as well as promising health educators for effective health education in various settings.

On completion of the programme, graduates should be able to:

- integrate knowledge, theory and practice in providing health education in various train-the-trainer programmes in school and healthcare settings for various kinds of clients - school children, teenagers, adults and patients in the community;
- implement evidence-based practice in health education;
- diagnose health problems, plan health education strategies, convey implementation of the plan to patients, motivate them to comply, and evaluate outcomes;
- evaluate contemporary health issues in healthcare; and
- perceive and adapt to changes in the healthcare field, in society, and in their clients. They should be able to think creatively.
A4B066 (Self-financed Programme)
社會科學教育榮譽學士 (大中華地區研究) (四年全日制)
Bachelor of Social Science Education (Honours) (Greater China Studies) (Four-year Full-time)

The programme aims to:

• 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;

• equip students with the pedagogical literacy, subject knowledge, values, skills, and practice essential to teach a wide range of Greater China-related subjects such as History, Chinese Culture, Integrated Humanities, and Liberal Studies which is a broad-based core subject in the new senior secondary school curriculum;

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

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

On successful completion of the programme, students should be able to:

• engage through critical thought and comparative analysis with a diversity of cultural, economic, historical, philosophical, political perspectives on development, governance, and policy in Greater China;

• master both academic and professional knowledge in social sciences, education, arts and culture, and Greater China studies;

• demonstrate the integration of theories, practice, and pedagogy essential for teaching in Greater China-related subjects in primary and secondary schools;
• develop a broad knowledge base, practical skills, multiple perspectives, critical thinking, and capabilities to provide quality teaching and pedagogical innovations;
• participate responsibly, individually and collectively, in activities designed to prepare them for further work and lifelong learning; and
• make use of qualitative and quantitative techniques to carry out research projects that critically and creatively analyze problems or issues of Greater China and propose practical solutions.

A4B070 (Self-financed Programme)
音樂教育榮譽學士（當代音樂及演奏教育學）（四年全日制）
Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) (Four-year Full-time)

This programme is a unique programme designed to prepare students to teach co-curricular activities in school and non-school settings to enhance professionalism in music education and expand the scope of professional practices in teaching. Employing a multi-disciplinary approach, it provides students with double specialisations in contemporary/jazz music and instrumental/choral performance pedagogy to be relevant in the fast changing educational and artistic climate in Hong Kong and the mainland China.

Besides producing music graduates who are well equipped to work as professionals in the real world of music and music education, the programme will enable graduates to develop their ability and flexibility in adapting to the changing needs and patterns of contemporary societies. The programme requires students to operate from multi-intelligence, multi-dimensional, and multi-disciplinary perspectives.

Graduates of the programme would attain professional standards in both music and music education, as well as develop a basic knowledge in related arts, science, technology, culture, business, and languages. They will also be able to adapt, integrate and synthesis the knowledge gained in real situations.
A4B071 (Self-financed Programme)
通識教育榮譽文學士（四年全日制）
Bachelor of Arts (Honours) in Liberal Studies Education
(Four-year Full-time)

The programme is unique in its interdisciplinary and inquiry-based approach to the study of the issues related to self and personal development, society and culture, as well as technology and environment that are the major foci of Liberal Studies under the new curriculum reform. It integrates concepts, skills and values in the learning, teaching and research of relevant issues/problems. Students are led to integrate theories with practices through experiential learning in the field-visit, internship and honours project. These diverse learning experiences allow students to develop multiple perspectives and higher-order thinking skills.

The programme aims to:

• provide students with the knowledge and concepts required for interdisciplinary inquiry;

• enhance students’ understanding of the interplay and interaction of the family, society, Hong Kong, China and the world;

• enable students to acquire various methods and skills in critically examining issues and problems in real-life context;

• equip students with the competency in social sciences, education and interdisciplinary studies;

• provide students with the academic and professional foundation to become professionals in educational institutions, community work, government and non-governmental organizations, cultural groups, and private corporations; and

• lay a strong foundation for career advancement and further academic pursuits in the related areas of studies.
A4B072 (Self-financed Programme)
可持續發展教育榮譽文學士 (四年全日制)
Bachelor of Arts (Honours) in Education for Sustainability (Four-year Full-time)

This programme is the first of its kind at the undergraduate level in Hong Kong. It combines the perspectives and strengths of the multidisciplinary and inter-linked areas of sciences, social sciences, liberal arts and education studies to equip students with the broad knowledge of education for sustainability. It will provide students with a wide range of employment opportunities in relation to the promotion of sustainability in educational institutions, civil service, non-government organisations, and the private sector.

The programme aims to:

- provide students with in-depth understanding of sustainability and the role of education in promoting sustainability;
- foster students’ critical thinking to enable them to become reflective and responsible citizens who integrate sustainability and environmental conservation into their lives and work; and
- provide students with the academic and professional foundation to become promoters of sustainability in the public, private and non-profit making sectors, who are able to communicate the concepts and practices of sustainability to others.

A4B073 (Self-financed Programme)
科學教育榮譽學士 (運動科學) (四年全日制)
Bachelor of Science Education (Honours) (Sports Science) (Four-year Full-time)

This programme aims to educate students who wish to pursue careers related to science education with a focus on Sports Science in settings other than primary and secondary schools. Upon completion of the programme, students will be able to demonstrate their skills and knowledge in the core and applied areas of sports science; critically evaluate the concepts of curriculum development and delivery as well as aspects of pedagogy related to sports science.
A4B074 (Self-financed Programme)
科學教育榮譽學士 (科學與網絡科技) (四年全日制)
Bachelor of Science Education (Honours) (Science and Web Technology) (Four-year Full-time)

The programme aims to provide students with a wide range of knowledge and skills in the disciplines of Science Education and Web Technology so that they could integrate and apply such knowledge and skills in future careers related to Web Technology and/or Science Education. Upon completion of the programme, graduates are expected to:

- demonstrate understanding of key concepts in major areas of Computer Science with a focus on web-based technology, multimedia development and the supporting fields such as networking, data management and programming;
- demonstrate understanding of key concepts in major areas of Science and selected areas of interdisciplinary study in Science and Technology;
- acquire an essential understanding of both academic and professional knowledge in education as well as the learning and teaching of Science;
- employ qualitative and quantitative techniques appropriately to carry out research work that analyses and/or solves problems or issues relevant to the application of Web Technology in Science Education;
- integrate knowledge and skills in Science Education and Web Technology and apply them creatively in the development of web-based applications, multimedia courseware for science learning, and computer systems and networks in educational and other related settings; and
- develop positive attitudes for actively engaging in self-regulated and collaborative learning activities designed to prepare them for professional development and lifelong learning.
Professional Development Programmes

BWP003
小學教師專業進修課程證書 (數學教學)
Certificate in Professional Development Programme for Primary School Teachers (Mathematics Teaching)

The programme aims to enhance the subject knowledge and teaching competence of primary school Mathematics teachers through investigation of Mathematics concepts in the primary curriculum, and exposures to new and current approaches to learning and teaching Mathematics via workshops.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.

BWP012
中學教師專業進修課程證書 (數學教學)
Certificate in Professional Development Programme for Secondary School Teachers (Mathematics Teaching)

The programme aims to develop participants’ pedagogical knowledge and competence in teaching secondary school Mathematics through investigation of Mathematics concepts in the secondary curriculum, together with exposures to new and current approaches to learning and teaching Mathematics. Participants will also be provided with opportunities to engage in workshops and exchange ideas through group discussions during the programme, and they are encouraged to share and try out those new ideas and teaching approaches in their schools.

This five-week full-time block release programme will be offered once in 2016/17 in June 2017.
BWP020

Certificate in Professional Development Programme in School Health

The programme would fill the health education deficiencies in current/previous pre-service and in-service primary and secondary teacher education programmes to some extent. Such a programme would provide teachers not only with information but also with skills in imparting this information effectively to children and teenagers. Equipped with such basic knowledge and skills, teachers could fill their roles and meet students’ and the community’s needs with confidence and competence.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.

BWP021

Certificate in Professional Development Programme on e-Learning in Primary Schools

The programme aims to allow the primary school curriculum leaders and IT panel chairs/coordinators/responsible teachers to reflect on the value of e-Learning and its alternative role (not replacing classroom teaching) in teaching and learning. It also enables the participants to explore the pedagogies of e-Learning and the current trend of educational technology that can be applied to a number of subjects such as language, mathematics, and general studies.

This five-week full-time block release programme will be offered once in 2016/17 in October 2016.
BWP036

Certificate in Professional Development Programme in Teaching Contemporary China in Liberal Studies Curriculum

The programme aims to equip in-service teachers with subject knowledge, analytical skills, and a mastery of information resources essential for teaching a wide range of contemporary China-related subjects which is a broad-based core subject in the New Senior Secondary School Curriculum.

On successful completion of the programme, participants will be able to:

- develop a broad knowledge base, multiple perspectives, critical thinking and capabilities to provide quality teaching and pedagogical innovations;
- demonstrate the integration of theories, practice, and pedagogy essential for teaching in contemporary China-related subjects in secondary schools;
- broaden knowledge of a complex interplay of factors contributing to social transformations in contemporary China, and the opportunities and challenges encountered in China’s economic and social development; and
- master the sources of latest data and information as well as internet resources to prepare them for further work and lifelong learning.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.

BWP086

Certificate in Professional Development Programme on Development of School-based Mathematics Learning and Curriculum

The programme aims to enhance the professional knowledge, skill and attitude of Mathematics panel heads and Mathematics teachers to gain both theoretical underpinnings and practical experiences about the latest development trend of the school-based Mathematics curriculum. Participants will explore how to design rich learning and teaching Mathematics activities as well as assessment tasks to cope with students’ diverse needs such as the appropriate use of information technology to visualise abstract Mathematics concepts to cater for individual differences.

This five-week full-time block release programme will be offered once in 2016/17 in February 2017.
BWP092
Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education

The programme aims to acquaint serving Physical Education (PE) teachers with theoretical and practical knowledge and skills to design innovative PE curricula and pedagogies for promoting students’ cognitive, social, psychomotor as well as cultural learning in schools in response to current issues in Hong Kong school PE. Upon completion of the programme, the participants will be able to:

- demonstrate critical understanding of the development of school PE worldwide;
- distinguish the strengths and weaknesses of school PE with reference to the current issues in Hong Kong school PE;
- develop and test curricular plans for the application of alternative curricular and pedagogical PE models like Physical Literacy Concept, Fundamental Movement Concept, Teaching Games for Understanding, Assessment for Learning, Problem Based Learning, Co-operative Learning, Fitness and Health Education, Sports Education as well as Mosston’s Spectrum of Teaching Styles; cultivating students’ cognitive, social, psychomotor and cultural learning through PE; and
- appraise critically the feasibility of promoting and implementing various innovative models for teaching PE in response to Hong Kong school PE.

This five-week full-time block release programme will be offered once in 2016/17 in June 2017.

BWP096
Certificate in Professional Development Programme for In-service School Teachers on Learning and Teaching of Probability and Statistics

The programme aims to equip school teachers with sound knowledge of the subject and its practical applications as well as a deep understanding of more assessable and motivating teaching approaches. With this foundation, participants will gain from this programme both competence and confidence to teach HKDSE level mathematics related to probability and statistics.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.
BWP110

Certificate in Professional Development Programme on e-Learning in Primary Mathematics

This programme aims to equip primary school teachers with sound knowledge and hands-on practices of e-learning pedagogies specific for mathematics teaching, and strengthen teachers’ both competence and confidence in delivering and sustaining e-learning in primary mathematics curriculum.

This five-week full-time block release programme will be offered once in 2016/17 in October 2016.

BWP111

Certificate in Professional Development Programme on e-Learning in Secondary Mathematics

This programme aims to equip secondary school teachers with sound knowledge and hands-on practices of e-learning pedagogies specific for mathematics teaching, and strengthen teachers’ both competence and confidence in delivering and sustaining e-learning in secondary mathematics curriculum.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.

BWP112

Certificate in Professional Development Programme on e-Learning in Primary English

This programme is jointly offered by Faculty of Liberal Arts and Social Sciences (FLASS) and Faculty of Humanities (FHM). The programme aims to equip primary school teachers with sound knowledge and hands-on practices of e-learning pedagogies specific for English teaching, and strengthen teachers’ both competence and confidence in delivering and sustaining e-learning in primary English curriculum.

This five-week full-time block release programme will be offered once in 2016/17 in February 2017.
BWP113
教師專業進修課程證書（中學英文科的電子學習）
Certificate in Professional Development Programme on e-Learning in Secondary English

This programme is jointly offered by Faculty of Liberal Arts and Social Sciences and Faculty of Humanities. The programme aims to equip secondary school teachers with sound knowledge and hands-on practices of e-learning pedagogies specific for English teaching, and strengthen teachers’ both competence and confidence in delivering and sustaining e-learning in secondary English curriculum.

This five-week full-time block release programme will be offered once in 2016/17 in June 2017.

BWP114
教師專業進修課程證書（小學中文科的電子學習）
Certificate in Professional Development Programme on e-Learning in Primary Chinese Language

This programme is jointly offered by Faculty of Liberal Arts and Social Sciences and Faculty of Humanities. The programme aims to equip primary school teachers with sound knowledge and hands-on practices of e-learning pedagogies specific for Chinese Language teaching, with the aim of strengthening teachers’ both competence and confidence in delivering and sustaining e-learning in primary Chinese Language curriculum.

This five-week full-time block release programme will be offered once in 2016/17 in October 2016.
BWP119
教師專業進修課程證書（全球議題的教學）
Certificate in Professional Development Programme on Teaching & Learning of Global Issues in PSHE & NSS Liberal Studies

This programme aims at enhancing teachers’ understanding of contemporary global issues, analytical perspectives of globalisation as well as pedagogical concerns of teaching global issues in the secondary school setting. Teachers in Liberal Studies and Personal, Social and Humanities Education (PSHE) will particularly benefit from the comprehensive and thorough examination of the different topics pertinent to the curricula.

On successful completion of the programme, participants should be able to:

• Acquire in-depth knowledge about the development, trends and perspectives of globalization;
• Understand and analyze issues related to globalization in international, national and local contexts;
• Apply new perspectives and effective teaching methods in articulating the fundamental concepts and applying them to the teaching and learning of global issues; and
• Appreciate the diversity of cultures and values under globalization.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.

BWP123
教師專業進修課程證書（編寫流動應用程式發展運算思維）
Certificate in Professional Development Programme on Coding Mobile Apps for Computational Thinking Development

The programme aims to equip primary school teachers with sound knowledge and hands-on practices of coding for computational thinking development, with the aim of strengthening both teachers’ competence and confidence in the delivery of coding education in primary classrooms.

This five-week full-time block release programme will be offered once in 2016/17 in April 2017.
CWP003

Certificate in Professional Development Programme for Teachers of Liberal Studies and Science on Environmental Sustainable Development

The programme aims to equip secondary school science and liberal studies in-service teachers with up-to-date knowledge, supported with evidences and techniques of environmental sustainability and to enhance their capacity to develop learners’ activities concerning environmental sustainability issues. The acquired knowledge is useful for the application and communication of sustainability concepts in various environmental topics across different curricula.

This six full-Saturday part-time programme will be offered once in 2016/17 from April to June 2017.

CWP008 (previous programme code: BWP109)

Certificate in Professional Development Programme on Effective Integration of Information Technology in Scientific Inquiry

The programme aims at equipping secondary school science teachers with the knowledge and techniques to apply information technology in developing learners’ activities in scientific investigation. The acquired knowledge will be useful for experimental design which combines information technology and laboratory facilities in secondary schools. Examples include the use of computer simulation software to conduct experiments in physics, chemistry and biology, the application of 3D visualisation hardware and software to visualise chemical and biological molecules, the use of appropriate hardware such as digital data-loggers and cameras to facilitate activities in scientific inquiry. These activities of scientific investigation will also be relevant to teachers of liberal studies which cover some science-related modules such as Energy Technology and the Environment and Public Health. The programme will benefit both junior and senior secondary science teachers, including teachers of integrated and combined science, as well as teachers in liberal studies.

This six full-Saturday part-time programme will be offered once in 2016/17 from March to June 2017.
Sub-degree Programmes

A2S077
教育副學士 (通識研習) (兩年全日制)
Associate of Education (Liberal Studies) (Two-year Full-time)

The programme aims to provide students with a foundational and interdisciplinary education in sciences, humanities, education and social sciences. This interdisciplinary approach will enable the students to broaden their horizons, enhance their intellectual development, strengthen their communication skills, develop responsible and mature character and to excel in further study and career development. In summary, this programme increases students’ knowledge and thinking and communication skills for personal and professional life as well as for further study.

A2S078
應用科學副學士 (運動教練與管理學) (兩年全日制)
Associate of Applied Science (Sports Coaching and Management) (Two-year Full-time)

Programme Objectives:

- Providing students who have interest and inclination in sports, with opportunities to integrate, apply and appraise critically physiological, psychological, nutritional, managerial and practical knowledge and understanding of sports coaching and management with reference to the work-based contexts;

- Providing practical experiences and theoretical inquiry in forms of lectures, discussion, role play, laboratory testing for coaching, sports training programming, instructional practicum, visits and interviews, sports event organisation and facility management to enhance students’ skills and knowledge for life-long learning and career aspirations in sport coaching, management, and physical education;

- Enabling students to develop generic skills, values, attitudes, knowledge and skills as well as understanding of the workplace requirement of a sport coach and/or manager; and

- Equipping students with skills and knowledge for pursuing further studies and career related to sports, coaching, management and physical education.
# SUMMARY OF PROGRAMMES OFFERED

## GRADUATE SCHOOL

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<td><strong>Research Postgraduate Programmes</strong></td>
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<tr>
<td>A3D054</td>
<td>Doctor of Philosophy (Full-time)</td>
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<td>哲學博士（全日制）</td>
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<tr>
<td>A2M053</td>
<td>Master of Philosophy (Full-time)</td>
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<td>哲學碩士（全日制）</td>
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<tr>
<td><strong>Taught Postgraduate Programmes</strong></td>
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<tr>
<td>A1M043</td>
<td>Master of Education (Full-time)</td>
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<tr>
<td>A3D045</td>
<td>Doctor of Education (Full-time)</td>
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<tr>
<td>C2M001</td>
<td>Master of Education (Part-time)</td>
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<td></td>
<td>教育碩士（兼讀制）</td>
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<tr>
<td>C4D001</td>
<td>Doctor of Education (Part-time)</td>
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# FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

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<tr>
<td><strong>Master’s Degree Programmes</strong></td>
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<tr>
<td>A1M083</td>
<td>Master of Social Sciences in Psychology (Schools and Community Settings) (One-and-a-half-year Full-time) 心理學 (學校及社區) 社會科學碩士 (一年半全日制)</td>
</tr>
<tr>
<td>A1M087</td>
<td>Master of Teaching (One-year Full-time) 教學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M089</td>
<td>Master of Arts in Child and Family Education (One-year Full-time) 兒童與家庭教育文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M094</td>
<td>Master of Arts in Educational Counselling (One-year Full-time) 教育輔導文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A2M080</td>
<td>Master of Science in Educational Speech-Language Pathology and Learning Disabilities (Two-year Full-time) 教育言語及語言病理學暨學習障礙理學碩士 (二年全日制)</td>
</tr>
<tr>
<td>C2M004</td>
<td>Executive Master of Arts in International Educational Leadership and Change (Two-year Part-time) 國際教育領導與變革行政人員文學碩士 (二年兼讀制)</td>
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<tr>
<td>C2M013</td>
<td>Master of Arts in Educational Counselling (Two-year Part-time) 教育輔導文學碩士 (二年兼讀制)</td>
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<tr>
<td>C2M017</td>
<td>Master of Social Sciences in Psychology (Schools and Community Settings) (Two-year Part-time) 心理學 (學校及社區) 社會科學碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>C2M019</td>
<td>Master of Teaching (Two-year Part-time) 教學碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>C2M021</td>
<td>Master of Arts in Child and Family Education (Two-year Part-time) 兒童與家庭教育文學碩士 (二年兼讀制)</td>
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<tr>
<td>A1P018</td>
<td>Postgraduate Diploma in Education (Early Childhood Education) (One-year Full-time) 學位教師教育深造文憑 (幼兒教育) (一年全日制)</td>
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<tr>
<td>C2P040</td>
<td>Postgraduate Diploma in Education (Early Childhood Education) (Two-year Part-time) 學位教師教育深造文憑 (幼兒教育) (二年兼讀制)</td>
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<tr>
<td>C2P041</td>
<td>Postgraduate Diploma in Education (Professional and Vocational Education) (Two-year Part-time) 學位教師教育深造文憑 (專業及職業教育) (二年兼讀制)</td>
</tr>
<tr>
<td>A4B075</td>
<td>Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) 心理學榮譽社會科學學士 (四年全日制)</td>
</tr>
<tr>
<td>A4B076</td>
<td>Bachelor of Arts (Honours) in Human and Organizational Development (Four-year Full-time) 人類與組織發展榮譽文學士 (四年全日制)</td>
</tr>
<tr>
<td>A4B086</td>
<td>Bachelor of Arts (Honours) in Special Education (Four-year Full-time) 特殊教育榮譽文學士 (四年全日制)</td>
</tr>
<tr>
<td>A5B061</td>
<td>Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time) 幼兒教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>C3B001</td>
<td>Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time) 幼兒教育榮譽學士 (三年兼讀制)</td>
</tr>
<tr>
<td>C3B002</td>
<td>Bachelor of Education (Honours) (Special Needs) (Three-year Part-time) 教育榮譽學士 (特殊需要) (三年兼讀制)</td>
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<tr>
<td>C3B003</td>
<td>Bachelor of Education (Honours) (Professional and Vocational Education) (Three-year Part-time) 教育荣誉学士 (专业及职业教育) (三年兼读制)</td>
</tr>
<tr>
<td>C4B006</td>
<td>Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children (Four-year Part-time) 幼儿教育荣誉学士 (领导与非华语幼儿) (四年兼读制)</td>
</tr>
<tr>
<td>C4B007</td>
<td>Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time) 幼儿教育荣誉学士 (领导与特殊需要) (四年兼读制)</td>
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**Professional Development Programmes**

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<th>PROGRAMME CODE</th>
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<tbody>
<tr>
<td>BWP053</td>
<td>Certificate in Professional Development Programme on Civic, National and Moral Education in Schools 教师专业进修课程证书 (学校的公民、国民与道德教育)</td>
</tr>
<tr>
<td>BWP063/BWP087</td>
<td>Certificate in Professional Development Programme on Effective Lesson Observation and Evaluation – A Whole School Approach 教师专业进修课程证书 (有效的观课与评课 — 以学校为本位)</td>
</tr>
<tr>
<td>BWP067</td>
<td>Certificate in Professional Development Programme for Middle Leaders in Schools 教师专业进修课程证书 (学校的中层领导)</td>
</tr>
<tr>
<td>BWP069</td>
<td>Certificate in Professional Development Programme on Positive Behavioral Support at Schools 教师专业进修课程证书 (学生正向行为的建立)</td>
</tr>
<tr>
<td>BWP088</td>
<td>Certificate in Professional Development Programme on Prevention and Handling of Unruly and Delinquent Behaviours in Schools 教师专业进修课程证书 (预防及处理青少年校内违规与违法行为)</td>
</tr>
<tr>
<td>BWP089</td>
<td>Certificate in Professional Development Programme on Practical Legal Knowledge for Schools 教师专业进修课程证书 (学校的实用法律知识)</td>
</tr>
<tr>
<td>BWP090</td>
<td>Certificate in Professional Development Programme on Knowledge Management for Enhancing School Development 教师专业进修课程证书 (知识管理与学校发展)</td>
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<tr>
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</tr>
<tr>
<td>BWP098</td>
<td>Certificate in Professional Development Programme on Differentiated Instruction and Classroom Management 教師專業進修課程證書（差異教學與課堂管理）</td>
</tr>
<tr>
<td>BWP099</td>
<td>Certificate in Professional Development Programme on Teaching for Creativity and Critical Thinking 教師專業進修課程證書（創意及明辨性思考教學）</td>
</tr>
<tr>
<td>BWP104</td>
<td>Certificate in Professional Development Programme for Deputy Heads in Primary Schools 教師專業進修課程證書（小學校副校長培訓）</td>
</tr>
<tr>
<td>BWP118</td>
<td>Certificate in Professional Development Programme on Life Planning Education and Career Guidance 教師專業進修課程證書（生涯規劃與事業輔導）</td>
</tr>
<tr>
<td>BWP120</td>
<td>Certificate in Professional Development Programme on Communication, Mediation and Complaint Management 教師專業進修課程證書（溝通、調解與投訴管理）</td>
</tr>
<tr>
<td>BWP122</td>
<td>Certificate in Professional Development Programme on School Improvement and Leadership 教師專業進修課程證書（學校改進與領導）</td>
</tr>
<tr>
<td>BWP124</td>
<td>Certificate in Professional Development Programme on Integrating Self-directed Learning in Classroom Pedagogy 教師專業進修課程證書（發展有效「自主學習」課堂教學模式）</td>
</tr>
<tr>
<td>CWP001</td>
<td>Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) – Basic Level 教師專業進修課程證書（照顧不同學習需要）——基礎班</td>
</tr>
<tr>
<td>CWP002</td>
<td>Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) – Advanced Level 教師專業進修課程證書（照顧不同學習需要）——深造班</td>
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<tr>
<td>CWP005</td>
<td>Certificate in Professional Development Programme on Catering for Diverse Needs of Young Children 教師專業進修課程證書（關顧幼兒多元學習需要）</td>
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<tr>
<td>CWP006</td>
<td>Certificate in Professional Development Programme on Transformational Leadership for Team Innovation and School Improvement 教師專業進修課程證書（團隊創新與學校變革領導）</td>
</tr>
<tr>
<td>CWP007</td>
<td>Certificate in Professional Development Programme on Strategies for Promoting Children’s Development: Working with Diverse Families 教師專業進修課程證書（促進幼兒發展 —與不同背景家庭協作）</td>
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**Sub-degree Programmes**

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<th>Higher Diploma in Early Childhood Education (Two-year Full-time) 幼兒教育高級文憑（二年全日制）</th>
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<tr>
<td>E2H015</td>
<td>Higher Diploma in Kindergarten Education (Two-year Evening Mixed Mode) 幼稚園教育高級文憑（二年夜間混合制）</td>
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FACULTY OF HUMANITIES

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<tr>
<td>A1M046</td>
<td>Master of Arts in Teaching Chinese as an International Language (One-year Full-time) 香港中文大學教學文學碩士 (一年全日制)</td>
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<tr>
<td>A1M052</td>
<td>Master of Arts in Chinese Studies (Language Education) (One-year Full-time) 中國研究文學碩士 (語文教育) (一年全日制)</td>
</tr>
<tr>
<td>A1M057</td>
<td>Master of Arts in Teaching English to Speakers of Other Languages (One-year Full-time) 英語教學文學碩士 (一年全日制)</td>
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<tr>
<td>C2M010</td>
<td>Master of Arts in Teaching English to Speakers of Other Languages (Two-year Part-time) 英語教學文學碩士 (二年兼讀制)</td>
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Bachelor’s Degree Programmes

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<tr>
<td>A4B067</td>
<td>Bachelor of Arts (Honours) in Language Studies – Chinese Major (Four-year Full-time) 語文研究榮譽文學士 — 中文主修 (四年全日制)</td>
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<tr>
<td></td>
<td>Bachelor of Arts (Honours) in Language Studies – English Major (Four-year Full-time) 語文研究榮譽文學士 — 英文主修 (四年全日制)</td>
</tr>
<tr>
<td>A4B087</td>
<td>Bachelor of Arts (Honours) in Teaching Chinese as a Second Language (Four-year Full-time) (Senior Year Entry) 漢語作為第二語言教學榮譽文學士 (四年全日制) (高年級入學)</td>
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<tr>
<td>A5B059</td>
<td>Bachelor of Education (Honours) (English Language) – Secondary (Five-year Full-time) 英國語文教育榮譽學士 — 中學 (五年全日制)</td>
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<tr>
<td>A5B060</td>
<td>Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time) 中國語文編教育榮譽學士 (五年全日制)</td>
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<tr>
<td>A5B077</td>
<td>Bachelor of Education (Honours) (History) (Five-year Full-time) 歷史教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B082</td>
<td>Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time) (Co-terminal Double Degree) 語文研究榮譽文學士及英文教育榮譽學士 (五年全日制) (同期結業雙學位)</td>
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<tr>
<td>A5B083</td>
<td>Bachelor of Education (Honours) (Chinese History) (Five-year Full-time) 中國歷史教育榮譽學士 (五年全日制)</td>
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**Professional Development Programmes**

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<th>BWP074</th>
<th>Certificate in Professional Development Programme for Primary Teachers of English (Theme: Effective and Innovative Strategies for Teaching Listening and Writing under Differentiated Instructions) 小學英語教師專業進修課程證書</th>
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<tbody>
<tr>
<td>BWP077</td>
<td>Certificate in Professional Development Programme for Curriculum Development and Practice in Chinese Language in Primary Schools 小學中國語文課程發展與實踐專業進修課程證書</td>
</tr>
<tr>
<td>BWP081</td>
<td>Certificate in Professional Development Programme for PMI Classroom Language, Teaching Strategies and Practice (Primary) 用普通話教中國語文的課堂語言，教學策略與實修 (小學) 專業進修課程證書</td>
</tr>
<tr>
<td>BWP082</td>
<td>Certificate in Professional Development Programme on the Teaching of Chinese Language for Non-Chinese Speaking Students 為非華語學生而設的中國語文教學專業進修課程證書</td>
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<tr>
<td>BWP083</td>
<td>Certificate in Professional Development Programme on Optimizing Chinese Language Teaching 提高中國語文教學效益專業進修課程證書</td>
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<tr>
<td>BWP085</td>
<td>Certificate in Professional Development Programme for Teachers Using English as the Medium of Instruction in Secondary Schools (Theme: Improving Content Subject Teaching in the English Medium) 中學教師以英文為教學語言專業進修課程證書</td>
</tr>
<tr>
<td>BWP093</td>
<td>Certificate in Professional Development Programme on Catering for Student Diversity in Learning Chinese in Primary Schools 照顧小學生中文的學習差異專業進修課程證書</td>
</tr>
<tr>
<td>BWP094</td>
<td>Certificate in Professional Development Programme on Catering for Student Diversity in Learning Chinese in Secondary Schools 照顧中學生中文的學習差異專業進修課程證書</td>
</tr>
<tr>
<td>BWP116</td>
<td>Certificate in Professional Development Programme for Interpretation of Classical Chinese Literature for Secondary Teachers of Chinese Language 中學中文科文言經典解讀專業進修課程證書</td>
</tr>
<tr>
<td>BWP125</td>
<td>Certificate in Professional Development Programme for Teachers of English (Theme 1: Effective Use of E-resources in the English Classroom Theme 2: Development Literacy Skills: KS2 to KS3 Theme 3: The English You Didn’t Learn in School) 英語教師專業進修課程證書</td>
</tr>
<tr>
<td>CWP004</td>
<td>Certificate in Professional Development Programme for English Teachers (Saturday Mode) (Theme: Grammar Teaching in Context) 英語教師專業進修課程證書 (週六模式)</td>
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### FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

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<tbody>
<tr>
<td><strong>Master’s Degree Programmes</strong></td>
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</tr>
<tr>
<td>A1M054</td>
<td>Master of Arts in Music Education (One-year Full-time) 音樂教育文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M059</td>
<td>Master of Social Science Education in Greater China Studies (One-year Full-time) 大中華地區研究社會科學教育碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M061</td>
<td>Master of Arts in Education for Sustainability (One-year Full-time) 可持續發展教育文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M082</td>
<td>Master of Public Policy and Governance (One-year Full-time) 公共政策及管治碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M085</td>
<td>Master of Arts in Mathematics and Pedagogy (One-year Full-time) 數學及教學文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M088</td>
<td>Master of Arts in Community-based Arts Education (One-year Full-time) 社區藝術教育文學碩士 (一年全日制)</td>
</tr>
<tr>
<td>A1M093</td>
<td>Master of Social Sciences in Global and Hong Kong Studies (One-year Full-time) 全球及香港研究社會科學碩士 (一年全日制)</td>
</tr>
<tr>
<td>C2M005</td>
<td>Master of Arts in Music Education (Two-year Part-time) 音樂教育文學碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>C2M007</td>
<td>Master of Arts in Mathematics and Pedagogy (Two-year Part-time) 數學及教學文學碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>C2M014</td>
<td>Master of Public Policy and Governance (Two-year Part-time) 公共政策及管治碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>C2M016</td>
<td>Executive Master of Arts in Arts Management and Entrepreneurship (Two-year Part-time) 藝術管理及文化企業行政人員文學碩士 (二年兼讀制)</td>
</tr>
<tr>
<td>PROGRAMME CODE</td>
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</tbody>
</table>
| C2M020         | Master of Arts in Community-based Arts Education (Two-year Part-time)  
|                | 社區藝術教育文學碩士 (二年兼讀制) |
| C2M026         | Master of Social Sciences in Global and Hong Kong Studies (Two-year Part-time)  
|                | 全球及香港研究社會科學碩士 (二年兼讀制) |

**Postgraduate Diploma Programmes**

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</table>
| A1P014| Postgraduate Diploma in Education (Primary) (One-year Full-time)  
|       | 學位教師教育深造文憑 (小學) (一年全日制) |
| A1P015| Postgraduate Diploma in Education (Secondary) (One-year Full-time)  
|       | 學位教師教育深造文憑 (中學) (一年全日制) |
| C2P035| Postgraduate Diploma in Education (Primary) (Two-year Part-time)  
|       | 學位教師教育深造文憑 (小學) (二年兼讀制) |
| C2P037| Postgraduate Diploma in Education (Secondary) (Two-year Part-time)  
|       | 學位教師教育深造文憑 (中學) (二年兼讀制) |

**Bachelor’s Degree Programmes**

<table>
<thead>
<tr>
<th>CODE</th>
<th>PROGRAMME TITLE</th>
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</table>
| A2B016| Bachelor of Health Education (Honours) (Two-year Full-time)  
|       | 健康教育榮譽學士 (二年全日制) |
| A4B066| Bachelor of Social Science Education (Honours) (Greater China Studies) (Four-year Full-time)  
|       | 社會科學教育榮譽學士 (大中華地區研究) (四年全日制) |
| A4B068| Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)  
|       | 創意藝術與文化榮譽文學士 (四年全日制) |
| A4B069| Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)  
<p>|       | 全球及環境研究榮譽社會科學學士 (四年全日制) |</p>
<table>
<thead>
<tr>
<th>PROGRAMME CODE</th>
<th>PROGRAMME TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4B070</td>
<td>Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) (Four-year Full-time) 音樂教育榮譽學士 (當代音樂及演奏教育學) (四年全日制)</td>
</tr>
<tr>
<td>A4B071</td>
<td>Bachelor of Arts (Honours) in Liberal Studies Education (Four-year Full-time) 通識教育榮譽文學士 (四年全日制)</td>
</tr>
<tr>
<td>A4B072</td>
<td>Bachelor of Arts (Honours) in Education for Sustainability (Four-year Full-time) 可持續發展教育榮譽文學士 (四年全日制)</td>
</tr>
<tr>
<td>A4B073</td>
<td>Bachelor of Science Education (Honours) (Sports Science) (Four-year Full-time) 科學教育榮譽學士 (運動科學) (四年全日制)</td>
</tr>
<tr>
<td>A4B074</td>
<td>Bachelor of Science Education (Honours) (Science and Web Technology) (Four-year Full-time) 科學教育榮譽學士 (科學與網絡科技) (四年全日制)</td>
</tr>
<tr>
<td>A5B057</td>
<td>Bachelor of Education (Honours) (Secondary) – Information and Communication Technology (Five-year Full-time) 中學教育榮譽學士－資訊及通訊科技 (五年全日制)</td>
</tr>
<tr>
<td>A5B058</td>
<td>Bachelor of Education (Honours) (Primary) (Five-year Full-time) 小學教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B062</td>
<td>Bachelor of Education (Honours) (Physical Education) (Five-year Full-time) 體育教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B063#</td>
<td>Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time) 視覺藝術教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B064#</td>
<td>Bachelor of Education (Honours) (Music) (Five-year Full-time) 音樂教育榮譽學士 (五年全日制)</td>
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# No new intake from 2016/17 onward
<table>
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<tr>
<th>PROGRAMME CODE</th>
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</thead>
<tbody>
<tr>
<td>A5B065^</td>
<td>Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time) 通識教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B078</td>
<td>Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time) 中學數學教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B079</td>
<td>Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time) 企業、會計與財務概論教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B080</td>
<td>Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time) (Co-terminal Double Degree) 創意藝術與文化榮譽文學士及音樂教育榮譽學士 (五年全日制) (同期結業雙學位)</td>
</tr>
<tr>
<td>A5B081</td>
<td>Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time) (Co-terminal Double Degree) 創意藝術與文化榮譽文學士及視覺藝術教育榮譽學士 (五年全日制) (同期結業雙學位)</td>
</tr>
<tr>
<td>A5B084</td>
<td>Bachelor of Education (Honours) (Geography) (Five-year Full-time) 地理教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>A5B085</td>
<td>Bachelor of Education (Honours) (Science) (Five-year Full-time) 科學教育榮譽學士 (五年全日制)</td>
</tr>
<tr>
<td>C3B004</td>
<td>Bachelor of Health Education (Honours) (Three-year Part-time) 健康教育榮譽學士 (三年兼讀制)</td>
</tr>
</tbody>
</table>

**Professional Development Programmes**

| BWP003         | Certificate in Professional Development Programme for Primary School Teachers (Mathematics Teaching) 小學教師專業進修課程證書 (數學教學) |

^ No new intake from 2015/16 onward
<table>
<thead>
<tr>
<th>PROGRAMME CODE</th>
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</thead>
<tbody>
<tr>
<td>BWP012</td>
<td>Certificate in Professional Development Programme for Secondary School Teachers (Mathematics Teaching) 中學教師專業進修課程證書 (數學教學)</td>
</tr>
<tr>
<td>BWP020</td>
<td>Certificate in Professional Development Programme in School Health 教師專業進修課程證書 (健康校園)</td>
</tr>
<tr>
<td>BWP021</td>
<td>Certificate in Professional Development Programme on e-Learning in Primary Schools 小學教師專業進修課程證書 (小學的電子學習)</td>
</tr>
<tr>
<td>BWP036</td>
<td>Certificate in Professional Development Programme in Teaching Contemporary China in Liberal Studies Curriculum 教師專業進修課程證書 (教授通識教育科 — 當代中國)</td>
</tr>
<tr>
<td>BWP086</td>
<td>Certificate in Professional Development Programme on Development of School-based Mathematics Learning and Curriculum 教師專業進修課程證書 (校本數學學習與課程設計)</td>
</tr>
<tr>
<td>BWP092</td>
<td>Certificate in Professional Development Programme on New Paradigm of Learning and Teaching in Physical Education 教師專業進修課程證書 (體育學與教之新發展範例)</td>
</tr>
<tr>
<td>BWP096</td>
<td>Certificate in Professional Development Programme for In-service School Teachers on Learning and Teaching of Probability and Statistics 教師專業進修課程證書 (概率與統計的學習及教學)</td>
</tr>
<tr>
<td>BWP110</td>
<td>Certificate in Professional Development Programme on e-Learning in Primary Mathematics 教師專業進修課程證書 (小學數學的電子學習)</td>
</tr>
<tr>
<td>BWP111</td>
<td>Certificate in Professional Development Programme on e-Learning in Secondary Mathematics 教師專業進修課程證書 (中學數學的電子學習)</td>
</tr>
<tr>
<td>BWP112</td>
<td>Certificate in Professional Development Programme on e-Learning in Primary English 教師專業進修課程證書 (小學英文科的電子學習)</td>
</tr>
<tr>
<td>PROGRAMME CODE</td>
<td>PROGRAMME TITLE</td>
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</tr>
<tr>
<td>BWP113</td>
<td>Certificate in Professional Development Programme on e-Learning in Secondary English 教師專業進修課程證書 (中學英文科的電子學習)</td>
</tr>
<tr>
<td>BWP114</td>
<td>Certificate in Professional Development Programme on e-Learning in Primary Chinese Language 教師專業進修課程證書 (小學中文科的電子學習)</td>
</tr>
<tr>
<td>BWP119</td>
<td>Certificate in Professional Development Programme on Teaching &amp; Learning of Global Issues in PSHE &amp; NSS Liberal Studies 教師專業進修課程證書 (全球議題的教學)</td>
</tr>
<tr>
<td>BWP123</td>
<td>Certificate in Professional Development Programme on Coding Mobile Apps for Computational Thinking Development 教師專業進修課程證書 (編寫流動應用程式發展運算思維)</td>
</tr>
<tr>
<td>CWP003</td>
<td>Certificate in Professional Development Programme for Teachers of Liberal Studies and Science on Environmental Sustainable Development 教師專業進修課程證書 (環境可持續發展)</td>
</tr>
<tr>
<td>CWP008</td>
<td>Certificate in Professional Development Programme on Effective Integration of Information Technology in Scientific Inquiry 教師專業進修課程證書 (資訊科技結合科學探究)</td>
</tr>
</tbody>
</table>

**Sub-degree Programmes**

<table>
<thead>
<tr>
<th>CODE</th>
<th>Programme Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2S077</td>
<td>Associate of Education (Liberal Studies) (Two-year Full-time) 教育副學士 (通識研習) (兩年全日制)</td>
</tr>
<tr>
<td>A2S078</td>
<td>Associate of Applied Science (Sports Coaching and Management) (Two-year Full-time) 應用科學副學士 (運動教練與管理學) (兩年全日制)</td>
</tr>
</tbody>
</table>
Acting Director:
Professor Joanne CHUNG Wai-yee

The EdUHK School of Continuing and Professional Education Limited ("SCPE"), a company limited by guarantee, was established in June 2006 to set up, maintain and operate, in conjunction with the EdUHK, for the promotion and advancement of professional, technical and continuing education.

Since August 2012, SCPE has refocused its work in the context of EdUHK’s strategic development and the UGC’s policy framework guiding post-secondary education. SCPE is currently under restructuring with a view to focusing on professional development activities.
Part III

Research and Development Centres
UNIVERSITY RESEARCH AND PROFESSIONAL DEVELOPMENT CENTRES

The University-level Research and Professional Development Centres concentrate their efforts on Centre of Excellence (CoE), aspiring to become the new foci of cutting-edge research activities with long-lasting impacts in the region and worldwide.

The Academy of Hong Kong Studies

The Academy of Hong Kong Studies (AHKS) is the first academy dedicated to fostering Hong Kong studies within local tertiary institutions. Adopting the strategic direction of “Focus on Hong Kong, Go beyond Hong Kong”, the AHKS’ mission is to drive interdisciplinary knowledge creation and transfer initiatives related to Hong Kong-centric subjects within the context of inter-global city studies with a view to raising the standards of governance and public policy making in Hong Kong and improving the quality of life of Hong Kong people.

The Vision, Mission and Values of AHKS are as follows:

- **Vision:** The vision of the AHKS is to become a world-class academy that synergises Hong Kong-focused knowledge creation and transfer activities.

- **Mission:** Adopting the strategic direction of “Focus on Hong Kong, Go beyond Hong Kong”, the mission of the AHKS is to drive interdisciplinary knowledge creation and transfer initiatives on Hong Kong-centric subjects within the context of inter-global city studies with a view to raising the standards of governance and public policy-making in Hong Kong and improving the quality of life of Hong Kong people.

- **Values:** Engaging (building bridges among stakeholders including government, political parties, business, universities and schools, civil society), energising (stimulating social discussions by communicating research findings to a wider community) and envisioning (fostering research and education activities with a long-term strategic focus).

To foster interdisciplinary knowledge creation and transfer in the area of Hong Kong studies, the AHKS organizes various conferences and forums in the area of Hong Kong Studies, such as Hong Kong Studies Annual Conference, Global City Roundtable, Hong Kong Future Dialogue Series, Reading Hong Kong Series and Hong Kong Studies Seminars for Secondary School Students. It also engages in offering different types of executive education, summer programmes and training services, such as Professional Development Programme for serving teachers,
Hong Kong Studies Summer School for secondary students, and Summer Workshop for Hong Kong Studies postgraduates.

The AHKS has also operated a Social Science Data Laboratory as its research arm providing a wide range of customized research services to external clients, such as big data and social media analysis, postal surveys, online surveys, street surveys, personal-interview surveys, CATI telephone surveys, content analysis and focus groups.

The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change

The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (APCLC) at The Education University of Hong Kong aims to be a valued partner creating and transforming knowledge for the development of leadership for learning and change in the Asia Pacific region. The mission of the Centre is:

- to discover new knowledge about leaders that is grounded in local, regional and global contexts;
- to enhance capacity for leadership development through the design and evaluation of leadership learning programmes;
- to build capacity for research and development among scholars and institutions in the Asia Pacific; and
- to be recognised as a hub linking regional and global leadership universities, centres, and scholars.

The Centre’s R&D agenda focuses on:

- identifying indigenous as well as common characteristics of successful leadership and change in the region;
- understanding and describing how leaders at all levels contribute to the successful learning;
- gaining insight into the ways in which societal culture and other features of context impact the practices of leaders;
- increasing understanding of the methods, processes and outcomes of leadership preparation and development;
- providing insight into education reform and change in local and regional contexts and in international schools;
- developing knowledge-based tools that increase the impact of leadership development on learners;
• fostering research and development on leadership and change through partnerships and global networks; and
• contributing to the development of leadership capacity in schools and organisations in the region.

The Centre stresses the importance of leadership and leadership development for achieving sustainable change in school systems. These represent key targets for the Centre which focuses on creating research-based knowledge on the practices of leading change, innovation and school improvement in the region.

The Centre also builds on a strong regional foundation of leadership development by contributing new research grounded in the region. This research draws on global theories of leadership as well as exploring indigenous conceptions of leadership. It also creates and transforms knowledge gained from research into practical tools.

Assessment Research Centre

Established in 2009, the Assessment Research Centre (ARC) is a university-level research centre committed to the generation and dissemination of new knowledge from frontier research on assessment. It provides strong leadership in assessment research in the Asia Pacific Region, generates and disseminates new knowledge in assessment and measurement, provides strategic and practical advice on assessment to practitioners and policymakers in education and other areas, develops the young generation of researchers in assessment, and fosters the ongoing development of research partnerships and networks in the region and worldwide for the advancement of assessment and applied measurement.

ARC is governed by three key members, Professor Magdalena Mo Ching MOK (Director), Professor Wen Chung WANG (Co-Director), and Professor Sing Kai LO (Co-Director), with the support of two Associate Directors to be appointed. Each of the key members brings their own expertise in various fields of assessment and measurement, leverages on one another’s research strengths, and builds strong teams of staff, research fellows, and research postgraduate students.

Throughout the years, ARC has conducted over 30 funded/awarded research and development programmes, as well as various self-funded research initiatives for the enhancement of the theoretical models of assessment and the promotion of teaching and learning through assessment reforms. Projects supported by the General Research Fund (GRF) include (in alphabetical order):
• Advancing Cognitive Diagnosis Models: Developing, Evaluating, and Demonstrating Novel Models and Methods
• Building a New Methodology of Assessment of Differential Item Functioning
• Developing a Framework of Item Response Models for Multifaceted Data
• Developing a New Class of Item Response Theory Models for Examinee-Selected Items to Ensure Test Fairness
• Developing a New Class of Item Response Theory Models for Ipsative Tests with Forced-Choice Items
• Exploring Effects of Teacher and Peer Feedback on Self-Directed Learning and Mathematics Achievement of Primary Students
• The Role of Mathematics and Chinese Language in Driving Achievement Growth: What Drives What? A Latent Growth Curve Study

Programmes funded by other sources, including faculty- and departmental-level committees, the Education Bureau, as well as local and overseas donors, are diversified in nature (e.g., consultancy, software development, experiments, etc.), research topics, deliverables, and beneficiaries. Below are some key programmes implemented in recent years (in alphabetical order):

• Differences in Open Classroom Climates of European Countries
• E-Leadership Building in an Era of e-Learning through Cross-Departmental Collaboration (University-Level)
• Interplay of Achievements in Mathematics and Chinese Language: A Six-Year Longitudinal Study
• Kinect-Enhanced Conductor Training for Children with Special Learning Needs
• Personal Best: Effective Use of Magical iPen for Self-Directed English Learning
• Provision of Services for a Workshop Series for School Leaders on a New Academic Structure (SLW) 2013: Reforming the School Assessment Culture under a New Academic Structure
• SP Xpress
• What does TASA2014 Tell Us? Exploring the Factors Affecting Academic Achievement of Taiwan Senior High Students and Results Comparisons with Different Countries

Over 8,000 researchers, school principals, teachers, students, and education policymakers in and beyond Hong Kong have benefitted from the knowledge
transfer activities of ARC. Knowledge has been shared through publications on the research findings of the abovementioned programmes, such as the *Journal of Applied Measurement Book of Abstracts Volume I* (2015), the *Journal of Applied Measurement Book of Abstracts Volume II* (2014), 《二十一世紀大學生學習素養談：香港傑出人士的分享》(2014), and 《優化學習導向評估之 SP Xpress 2.2》(2011); workshops and seminars on topics about Self-Directed Learning, Assessment *For, Of,* and *As* Learning, Quality Feedback, and Rasch Modelling, as well as through involvement in action research of local primary and secondary schools, such as the Big-Data project of Tung Wah schools, the Self-Directed Learning and Flipped Classroom projects of Lok Sin Tong Wong Chung Ming Secondary School, and the Social and Emotional Learning of Children with Special Education Needs project of The Salvation Army Shek Wu School. In the 2013/14 academic year, ARC was given a Knowledge Transfer Award in acknowledgement of its contributions to knowledge transfer and dissemination.

With the aim of increasing the impact of ARC on the research and development of assessment at the regional and international levels, conferences were organised that attracted over 1,000 participants from different educational systems around the world. Key events have included Assessment Conference 2014, Assessment Conference 2013, the three-day course on psychometrics in 2012, the 76th Annual and the 17th International Meeting of the Psychometric Society in 2011, and the Pacific Rim Objective Measurement Symposium 2009. On 1 February 2013, ARC also joined the World Education Research Association (WERA), which is aimed at advancing education research worldwide on specific scholarly topics by organising project-based collaborative groups of scholars working on a specific research topic primarily through virtual communications. The networks provide another platform for ARC to further promote assessment, produce high-impact research outputs, and set forth promising research directions.
Centre for Governance and Citizenship

The main objectives of the Centre for Governance and Citizenship (CGC) are to promote the study of:

- Governance within an interdisciplinary framework that relates it to all aspects of civic life, including ethics, politics, public policy and administration, civil society and the economy.
- Citizenship in relation to ethics, rights, obligations, and identities, as well as the legal, moral, social, political and economic foundations of citizenship.

The Centre seeks to achieve two goals:

- Examine issues of Governance and Citizenship within a broad context, viewing citizenship as an integral part of ‘good governance’ and governance as ultimately enriching citizenship.
- Enhance the understanding of Asia by studying critical governance and citizenship issues in Hong Kong and the region.

The Centre engages in three sets of activities:

- **Academic discourse**: promoting academic scholarship and discourse on critical issues in governance and citizenship through research and publication activities from an Asian perspective.
- **Policy influence**: generating policy-relevant research and recommendations with the potential to shape policy formulation on issues touching on citizenship and governance.
- **Practical application**: promoting the use of its research findings in school curriculum development as well as teaching and learning activities at the community level.

In future, the Centre plans to concentrate on the following three themes:

- Citizenship and Citizenship Education
- Citizenship, Human Rights and Social Justice
- Public Governance

It will disseminate key findings through the *Springer Series on Governance and Citizenship in Asia* for which it has responsibility.
Centre for Brain and Education

Introduction

Centre for Brain and Education aims to drive evidence- and implementation-based research by educational neuroscience (an emerging scientific field, which brings together the study of the mind and the brain to human learning and development). It provides more effective educational practice, better learning environments, and more fulfilled and effective learners, regardless of their specific learning needs.

The Centre has comprised of three research teams, which will complement each other to produce high quality research and knowledge transfer. The three main interrelated areas collected under the main theme of educational neuroscience will be: 1) cognitive and educational neuroscience; 2) language and literacy development; 3) communication sciences and disorders.

Vision

• To be a leading research centre in educational neuroscience.

Objectives

Centre for Brain and Education has a pivotal role in generating neuroscience research which helps us better understand and subsequently improve human learning across a range of abilities. Its objectives are:

• To foster inquiry, research, and teaching from multiple explanatory perspectives concerning issues and phenomena associated with mind, brain and education and their relations;

• To develop a selection of innovative teaching and research initiatives that inform student learning, contribute to curricula, and shape education outcomes;

• To expand knowledge of human growth and developmental disorders, and translate research findings into early identification and intervention, improved therapies, and better outcomes for individuals with disabilities and their families;

• To facilitate multidisciplinary, cross-department and international collaboration in the area of language, literacy, communication, cognitive, and educational neuroscience research capacity; and
• To disseminate research findings to the school, community and government, and transpose neuroscientific understandings of learning to education policies and curricula.

Mission
• To promote an understanding of neuroscience research within the education community.

• To conduct high quality brain research that contributes to the scientific knowledge of language, communication and educational neuroscience.

• To establish a translation research based in neuroscience critical for better learning, human development and social inclusion.

• To produce applicable results, deployable products and services, and a lasting impact that enhances learning and teaching effectiveness.

• To facilitate transdisciplinary collaboration in education, cognitive and development sciences across institutions, regions and cultures.

Centre for Child and Family Science

Our Vision
To become the centre of excellence for child and family science in the Greater China and Asia Pacific Region.

Our Mission
• To embark on high-quality, innovative interdisciplinary research that makes a meaningful difference to children, families, and the community.

• To translate research findings into practice and a source of useful information, so as to improve systems and policies pertinent to child and family wellbeing.

• To provide professional support to families, pre-school services, and the community.

• To organize knowledge exchange activities to bring research and skills to the public sphere, particularly with respect to childhood and family issues.

• To forge dialogues, engagement and partnerships among academia, community-based organizations and the government, for insights into the dynamics of child, family and the community.
Our Structure

The Centre for Child and Family Science (CCFS) has a responsibility and unwavering commitment to provide applicable research outputs, knowledge and services that support and applaud the relationship between the child, family, school and community. It will draw on interwoven expertise of academics within and beyond the University, and other professionals in the community, to achieve synergies and stimulate innovation. Structurally, CCFS comprises two units:

Research and Innovation Unit (RIU)

Specifically, the Research and Innovation Unit defines the Centre’s research strategies and drives it towards growth with excellence and diversity. Emphasis will be placed on innovative, interdisciplinary and interactive initiatives at an international level including:

- Producing and disseminating scientifically-derived knowledge on child and family studies, particularly in Asian contexts, through the delivery of applied research.
- Designing quality and innovative research for securing funding from different sources.
- Establishing networks across borders and cultures for academic collaboration and exchange.
- Facilitating the publication of high quality research outputs across platforms and formats.
- Bridging or bringing scholars, practitioners and agencies from multiple disciplines together to address education, social and cultural issues for healthy development of child and family functioning.

Professional Development and Support Unit (PDSU)

The Professional Development and Support Unit serves as a vehicle for moving research to practice and back, to have practice inform our research. It is tasked with the provision of quality professional development and supporting services to practitioners, agencies, systems and communities on all areas to help children and families thrive. Through these human services, the Unit also collects quantitative and qualitative evidence to support the Centre’s research.

Typical knowledge transfer activities around child development and family dynamics include:

- Consultancy and training services for schools, agencies, academics and practitioners to implement advanced practices, innovative initiatives, informed
decisions and policies. Formats include partnership or commissioned projects, strategic consultancy and advisory, professional development programmes, community of practice, etc.

- **Conferences, seminars, forums and workshops** to disseminate research knowledge to the public, and academic and practitioners both locally and internationally.

- **Organizational/School-based Quality Improvement Scheme (SBQIS)** to empower organizations and schools in policy making, design and implementation of context-sensitive strategies, and effective deployment of resources to support positive development of children and families.

**Centre for Excellence in Learning and Teaching**

The Centre for Excellence in Learning and Teaching (CELT) was established by the University in June 2015. The Centre incorporated two existing Centres within the Faculty of Education and Human Development, namely the Centre for Learning Study (CLS) and Centre for Small Class Teaching (CSCT). While CELT capitalises on the existing strengths of these Centres, and optimizes their resources and networks, it aims to move beyond these to both support and initiate new, cutting edge classroom practice in schools.

CELT’s vision is to become a major professional development centre in Hong Kong and the Asia Pacific region, taking on a leading role in enhancing educator capacity and teaching effective pedagogies. CELT’s mission is to improve classroom learning, develop effective pedagogy and nurture excellent teachers. It aims to heighten teaching and learning effectiveness by embracing teaching innovations that meet ever-changing educational needs. The Centre will cater for diverse learners in all classroom settings in Hong Kong and the Asia Pacific.

CELT will have impact on local, regional and international contexts. Locally, it provides continuous consultancy services, professional development programmes and collaborative projects to schools that empower teachers and students to achieve excellence. Regionally, it develops an in-depth partnership with a large number of schools in the local context; and provides more channels for knowledge transfer activities and dissemination in other places of the Asia Pacific region. Internationally, it increases the level of scholarly activities and collaborations in research, professional training and publications between CELT and higher educational institutions in other countries. This will enhance the development of effective pedagogical practices in Hong Kong and contribute to University research outputs.
Centre for Lifelong Learning Research and Development

The Centre for Lifelong Learning Research and Development (CLLRD) is a research centre within the Faculty of Education and Human Development. It is part of the University’s commitment to Education Plus and to the internationalization of education.

The mission of the CLLRD is to enhance, through research, knowledge sharing and development activities, the quality, impact and understanding of the contribution of lifelong learning and education to society and the economy. The Centre views its essential role as a facilitator of projects and research that enhance quality teaching and professional development for practitioners globally, but with particular reference to the Asia Pacific region, Mainland China and Hong Kong. The Centre houses the UNESCO Chair in TVET and Lifelong Learning, the EdUHK Elder Academy, the UNEVOC Centre (Hong Kong), the International Education Research Group and the Philosophy in Education Group.

Priority areas for the Centre include education for sustainable development, skills for life and work, third age learning, international education and education for minority groups. One of the major initiatives is the EdUHK Elder Academy which responds to the needs of older learners. The Centre is also closely involved with exploring questions concerning work-based learning in secondary schools, and global student mobility, which are examined in collaboration with local and international partners. Our partners include some of the most prestigious universities and international development organizations worldwide such as the Universities of Oxford, Cambridge and Melbourne, and UNESCO offices throughout the world.

We work closely with researchers, policy makers and practitioners to strengthen and upgrade lifelong learning research and development, with particular reference to promoting best and innovative practices.

The EdUHK was awarded a UNESCO Chair in Technical and Vocational Education and Training (TVET) and Lifelong Learning. This was formally launched on 12 January 2011, in the presence of the Directors of the UNESCO Offices in Bangkok and Beijing. This was the first UNESCO Chair in Education awarded in Hong Kong. This UNESCO Chair is a focal point within the EdUHK as a whole, Greater China, the Asia-Pacific region, and globally, to mobilize support for skills for life and lifelong learning. The Chair supports UNESCO’s priorities and strategies in the areas of skills development for employability and lifelong learning. The Chair was renewed for a second term from 2015-2019 with Professor Bob Adamson as the Chairholder.

There is a high visibility of activities through the Centre’s publications. Books are published by international publishers such as Springer, and articles published in key
international journals. In addition, papers are presented at international conferences which highlight the work of the Centre, UNESCO Chair, Department and Faculty.

In June 2012 the Centre was awarded a major international project on Education and Skills for Inclusive Growth and Green Jobs by the Asian Development Bank (ADB). The purpose of this project was to recommend ways to strengthen the links between research, policy and practice to enhance the quality and relevance of skills development systems in four countries (India, Indonesia, Sri Lanka and Viet Nam). A total of 15 national and international consultants were involved.

Centre for Psychosocial Health

Mission

The mission of the Centre is to develop cutting-edge research programmes that will (a) enhance the community’s awareness and knowledge of the psychosocial aspects of health, and (b) inform private and public sector policy. The Centre aims to pull together a critical, multidisciplinary mass within EdUHK to facilitate collaboration and to raise the current level of research based primarily on the isolated efforts of individual researchers, and to provide the necessary expertise and infrastructure for the sustainable conduct of such research and its translation into improving psychosocial health at individual, family and community levels.

Objectives

• To serve as a collaborative, multidisciplinary hub of science and translational in the broad field of behavioural health through a unique combination of high level, cross-disciplinary expertise drawn from psychology, medical and nursing sciences, allied health sciences, and other social sciences;
• To establish local and international partnerships that advance the stated research agenda;
• To engender a research culture that goes beyond the boundaries of individual research groups by stimulating and motivating established researchers, and fostering the development of new researchers within an environment of mutual support and respect;
• To translate findings of our research programmes into new and better models of health promotion;
• To provide evidence-based psychological services for the purpose of health promotion or the management of health problems; and
• To provide education and training on the psychosocial aspects of health for healthcare professionals in order to improve services as well as health literacy to patients and their families.
Centre for Religious and Spirituality Education

The Centre (CRSE) was established in 2006 with generous donations from five school-sponsoring religious organisations: Catholic Diocese of Hong Kong, Ching Chung Taoist Association of Hong Kong, Hong Kong Sheng Kung Hui, Sik Sik Yuen and the Hong Kong Buddhist Association. In 2008, we also received another donation from the Confucian Academy to support the Centre’s development. Since 2010, we have established collaborative relationships with different agencies and have received sponsorship and donations to support Centre projects and activities.

Mission and Tasks of the Centre

- To promote religious education, spirituality education, life education, holistic education, moral education and values education through professional development, pedagogical and curriculum development, and research;

- To organise events and activities in religious education and spirituality education that address the spiritual needs of students, teachers and the public for the promotion of spiritual well-being; and

- To help educational practitioners and the public deepen their understanding of various religious and spirituality traditions, and to enhance communication and dialogue among various traditions.

The Centre initiates, and where appropriate coordinates, the offering of courses in the area of Religious and Spirituality Education. The Centre currently provides elective General Education courses in philosophy, religion and spirituality for students of bachelor programmes. The University also provides the Doctor of Education programme in the area of Life and Values Education, for educators interested in developing their academic research and professional expertise in the domains of religious and spirituality education as well as life and values education.

The Centre also endeavours to promote awareness of and interest in religious and spirituality issues across the campus and beyond through research and development projects, publications, academic conferences, seminars, talks and workshops.

The Quiet Room (B4-P-01) and the Garden in front of the Centre have been specially set up for members of the University to conduct their spiritual practices or simply to have some quiet time.
Centre for Special Educational Needs and Inclusive Education

In line with the contextual development, service needs and research practice of inclusive education in Hong Kong, the Centre for Special Educational Needs and Inclusive Education (CSENIE) in the Faculty of Education and Human Development aims at promoting the betterment of inclusive education through the joint effort of the colleagues, with expertise and research interest in inclusive education as well as special needs, from different departments. The developmental needs of our University, schools and community are expected to be met appropriately in the variety of activities in teaching and learning, research, academic exchange and scholarly activities.

CSENIE takes up the role of research and betterment of inclusion, on the basis of self-financing mode. In recent years, in achieving the aims of advancing inclusion and catering for diversity, we are proud of soliciting colleagues’ support, building up the resource centre, supporting school-based staff development, conducting research projects and producing publications. We also build up partnership with international scholars for the diversified professional development, academic exchange, research and international conferences.

Through different enrichment programmes, e.g. “Teacher-in-Training Ambassador Program for Specific Learning Disability” and “Best Buddies”, we foster the caring attitude of our course participants. To strengthen the training for teachers and teaching assistants in mainstreaming schools and special schools, we support the Education Bureau by coordinating a wide range of special education courses. With external and internal funding, we offer consultancy and school based support; and conduct research in inclusion in local and regional contexts. In these years, we successfully extend our training work to Macau and Mainland China.
Integrated Centre for Wellbeing (I-WELL Centre)

Vision
• To be a research and resource hub supporting collaborative initiatives towards the development of holistic well-being for people of all ages at local and regional community.

Mission
• To educate the community about the importance of personal and family wellbeing.
• To coordinate applied research which addresses the diverse needs of individual, family and community wellness.
• To integrate research findings with clinical services and offer these to individuals with special needs, families, schools and communities.
• To provide professional training to individuals, groups and organisations.
• To enhance people’s individual potential, quality of life and wellbeing.

Synergy and Collaboration

Services
• Provide professional service in diagnosis and treatment.
• Provide a resource hub for professionals; and outreach programmes for different communities.

Professional Training
• Apply the principles of evidence-based practice to facilitate the holistic wellbeing of children and adolescents with special needs.
• Educate the community about the importance of personal and family wellbeing, and good parenting practices which promote academic success for children and adolescents.

Applied Research Collaboration
• Support other centres promoting research in counselling, neuroscience, psychological health, student support and special education.
• Collaborate with schools, the government and NGOs to run applied research projects which address the diverse needs of the communities.
• Collect empirical evidence from services provided by the Centre to support applied research in the field.

**Target Group**

• Clients from birth to studying at early secondary schools and special schools.

• Clients who have speech delay, motor delay, psychosocial problems or learning difficulties etc.

• Parents, teachers, social workers, child-care workers, allied health workers and other related professionals.
The Centre for Popular Culture in the Humanities (CPCH), previously known as The Centre for Popular Culture and Education, was established in 2010. In keeping with the University’s “Education Plus” vision, the development of research expertise in areas complementary to education is a priority. Popular culture is one cross-disciplinary area that offers considerable potential for development through research that bridges language, literature and new media within the broad frameworks of Language Studies and Cultural Studies. The CPCH adopts a broad view of popular culture that covers both the culture of everyday life and its mediation through print (newspapers, magazines, literature), multimodal media (music, cinema, photography and advertising, visual and material culture), and new digital media of various kinds.

From the vantage point of Hong Kong, the CPCH explores issues of popular culture in the Humanities, particularly from an Asian perspective. The study of everyday popular culture, for example, is examined in the context of the urban spaces of the modern and postmodern Asian city, while mediated popular culture is studied in the context of the developing popular culture industries of East Asia. Relevant perspectives on Asian popular culture include postcolonial studies, migration studies, urban and spatial studies, gender studies, and cultural history. There is also a focus on new multilingual and multicultural forms of culture in Asian settings, which are increasingly replacing their traditional monolingual/multicultural predecessors.

Located in The Education University of Hong Kong, the CPCH maintains a focus on educational implications and applications of developments in popular culture. This includes an interest in the role of popular culture in Humanities disciplines and General Education at the tertiary level. Through the organization of seminars, colloquia, symposia and conferences as well as providing support for individual research projects, CPCH serves as a platform for the promotion of research activities in popular culture at the University.
Research Centre for Chinese Literature and Literary Culture

Background

The Research Centre for Chinese Literature and Literary Culture (RCCLLC) is established in response to the development of the EdUHK, the knowledge production trends over time, and the needs of our learning society.

To echo the strategic plan of transforming into a multi-disciplinary university of education focusing on education and complementary areas of study, “Chinese language and literature” is recognised as one of the potential subject areas to be developed at the University. The RCCLLC can combine the critical mass and resources in the Faculty of Humanities to launch all-rounded studies on Chinese literature and literary culture. The establishment of the RCCLLC is an effective development strategy for the University to foster its research capacity and make significant impact on the field of Chinese studies regionally and internationally.

The concept of “literary culture” is an extension of the more traditional idea of “literature”. Apart from researches on literary works and their authors, literary thoughts and schools, genres and styles, and literary influences – the areas regarded as “literature proper”, the study of literary culture also includes explorations of the generation and dissemination of literary texts and literary knowledge. In this regard, the publication and marketing of literary works, literature education, literary historiography, filmic and television adaptations of literature, graphic novels and lyrics of pop songs will be among the legitimate study areas. By the same token, Hong Kong literature and children’s literature which have long been marginalised in the research of Chinese literature will be an indispensable part of literary culture.

Aims and Objectives of the RCCLLC

• In accordance with the new direction of transforming the EdUHK into a multi-disciplinary university, the RCCLLC aims at enhancing the quality of subject knowledge research so as to create a favourable environment for the development of discipline-based postgraduate research degree programmes.

• The RCCLLC promotes the culture of collaboration in research, by teaming experienced academics with juniors to work on projects and explore the possibilities of obtaining outside funds such as GRF.

• Through publishing research outcomes, participating in and organising international conferences, the RCCLLC aims to expand Centre members’ research capacity while fostering the EdUHK’s academic image.
Emphasising the linkage between the production of literary knowledge and literature education with an awareness of the Hong Kong context, the RCCLLC aims also at further consolidating the strength of the EdUHK in educational research and application.

**Scope of Research**

- The RCCLLC takes Chinese literature and related cultural phenomena as research objects. Its scope can be briefly categorised into three areas:
  - Literature as such: research topics include major authors and works, literature trends and schools, literary genres and styles, literary influences and others;
  - Cultural artifacts and phenomena generated from literature: research topics include anthologies of literary works, literary picture books, filmic and television adaptations of literature, lyrics of pop songs and others; and
  - Transmission of literary knowledge and literature education: research topics include production and marketing of literary texts, reading culture, literature education and others.

For more information on the people, projects and events, please visit the website: www.eduhk.hk/rccllc.
FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

Centre for Education in Environmental Sustainability

The Centre for Education in Environmental Sustainability (CEES) has been established as a faculty-level Research Centre in FLASS since January 2013. The vision of the Centre is to further develop environmental education and sustainability studies in Hong Kong through the formation of research and knowledge transfer networks with academics, scholars and professionals in local, Greater China and overseas universities, extending the research agenda from local viewpoints to regional and international perspectives.

The mission statement of the Centre is “to improve the understanding of environmentally-related matters and stimulate pro-active environmentally beneficial actions, through research and public education”, as highlighted in the Centre Slogan “Care for our Environment, and Educate our Students and Community”.

**Short-term objectives for recruitment, innovation and impact:**

- Set up experimental and interdisciplinary education and research projects in environmental sustainability, with the primary focus of these activities upon plastic materials in the environment.
- Reinforce the synergism between teaching and research in environmental sustainability.
- Substantiate the existing research connections and extend them to suitable regional and international universities and/or organisations which have complementary interests.
- Promote pro-environmental action, attitudes and awareness of environmental and sustainability issues among students, teachers and the general public.

**Long-term objectives for consolidation and expansion of the Centre:**

Extend the research agenda from local viewpoints to regional and international perspectives by attracting funding to develop the Centre with an international research network on environmental education and sustainability studies.

**Key Programmes & Projects:**

1. Education for Waste Management (EWM)

   **Plastic Recycling**

   - 3Rs & 3Cs plastic waste education
Part III - Research and Development Centres

- “I Act, U Act!” – Education for Plastic Waste Recycling
- “Love Plastic in IEd” - Education for Plastic Waste Management
- Eco-resource evaluation

*Food Waste Recycling*

2. Educational Technological Innovation (ETI)

*Plastic Recycling*

- 2016 International Conference on Synergy between Science And Social Development in Solid Waste Management”
- HSBC Funded Project: “Plastic Resources Education
- 3Rs & 3Cs” 2015-2017
- Micro-plastic identification
- Plastic degradation and energy regeneration
- Environmental Pollution Investigation

3. Consortium on Health, Environment, Education and Research (CHEER)

- Food wastes for aquaculture, to produce and safe and quality fish
- Environmental and health risk assessment of persistent toxic substances

4. EcoGarden and Organic Farming (EOF)

- Promoting organic farming and practices
- Facilitating students to acquire field-based learning experiences on studying environmental and ecological issues, e.g. biodiversity and energy conservation

5. STEM Education for Sustainability (STEM)

- Hong Kong STEM Olympiad 2016
- Innovations in Science and Environmental Studies (ISES)
- Primary Science Online Learning Programme for The Hong Kong Academy for Gifted Education
- Secondary Science Online Learning Programme for The Hong Kong Academy for Gifted Education
Centre for Greater China Studies

The Centre for Greater China Studies (CGCS) at The Education University of Hong Kong was established in September 2010 with the aim to promote interdisciplinary and cutting-edge research with a focus on the multidimensional transformations of Greater China, Asia and beyond.

After more than thirty years of economic reform and restructuring, China has now become the world’s largest manufacturing sector with impressive and consistent economic growth. The market transition taken place in China has not only turned the country into a major world economic power but also a significant player in global politics. The Centre aims at embarking on comparative research related to how major societies in Greater China have responded to the rise of the Mainland of China, with particular reference to critically analysing the dynamic development, unique governance and changing policy of Hong Kong, Macau, Taiwan and the Mainland of China in the context of the reemergence of the People’s Republic of China as a world power.

As one of the strategic research units of the Faculty, the CGCS has been organising research conferences, seminars, and symposia related to development, policy and governance in the Greater China region. Through developing an interdisciplinary research strategy and networking with leading academic and research institutions and prominent scholars in Greater China and overseas countries, the Centre hopes to bring together active researchers in Greater China studies at the EdUHK to engage the wider policy community in critically examining various kinds of academic, policy and practical issues.

The major research themes of the Centre for Greater China Studies include:

- Cooperation between Greater Pearl River Delta (PRD), Hong Kong and Taiwan
- Educational, Cultural and Social Change
- Comparative Development, Public Policy and Governance
- China and the Globalising World

The Centre has strong links with both international and regional research consortia. It is also active in promoting academic dialogue and in-depth discussion related to Greater China issues.
Besides, CGCS also invites prominent academics, experts and visiting scholars worldwide to give lectures at the Centre to deepen students’ and EdUHK intellectuals’ understanding and interest in the development of Greater China and its interactions with the world.

As a leading research centre offering quality education programmes to nurture students to become caring leaders with global visions, the CGCS is committed to continuously providing training and education for students to deepen their understanding of the development, policy issues and governance of Greater China.
Part IV  Academic Support, Facilities and Services
ACADEMIC SUPPORT, FACILITIES AND SERVICES

Teaching and research at the University are supported by a number of academic services/centres.

Centre for Language in Education

The Centre for Language in Education (CLE) is a unit of the Faculty of Humanities. Since the launch of the new language policy (NLP) in 2012/13, the University has been nurturing our students who could live up to society’s expectation of being biliterate and trilingua upon graduation. To this end, CLE offers students a range of language enhancement programmes (LEP) including Chinese, English and Putonghua.

Under the NLP, with the support from LEP, language exit requirements for English and Putonghua are set for all full-time undergraduate students. With this in mind, the three LEP teams have been perfecting and refining the curriculum as well as materials, in order to further enhance the quality of learning and teaching of LEP for students.

Besides, given our emphasis on assessment for learning, CLE has been conducting language tests for our students including English Language Proficiency Assessment and Tertiary Putonghua Test since 2012/13, as well as developing the University Chinese Test since 2014/15.

Apart from the said ongoing refinement of curriculum and assessment, CLE is also providing students sufficient opportunities to enhance their language proficiency through co-curricular activities. Since 2014/15, our new blood, International Tutors and English Teaching Assistants, has further strengthened our English enhancement programme (EEP) team and our provision of extra-curricular language enhancement activities. The English conversation corner (a component of independent learning activities of EEP) and language and cultural workshops offered by them are popular and well-received by students.

To complement classroom-based language enhancement instruction, CLE provides a range of language-related self-access resources, independent learning materials and multi-media facilities in the Arthur Samy Language Learning Centre. A range of language support activities are provided in Chinese, English and Putonghua, which may be booked online.
Centre for Learning, Teaching and Technology

The Centre for Learning, Teaching and Technology (LTTC) is a key learning and teaching support unit at The Education University of Hong Kong. The Centre aims to enhance student learning outcomes by applying information technology to support the development of learning and teaching, and the improvement and innovation of assessment at the University.

The Centre:

- provides data and scholarship on learning and teaching evidences for academic leaders to ensure effective and high quality learning and teaching practices and to support policy decisions on the enhancement of learning and teaching;
- builds the capacity of academic and teaching staff in transforming learning and teaching practices in technology-enhanced learning and teaching environment;
- builds the capacity of students to manage and monitor their own learning in technology-enhanced learning and teaching environment;
- enhances students’ total learning experience, particularly in student learning outcomes with support from e-Learning tools such as Moodle Learning Management System (LMS) and ePortfolio production platform;
- assesses students’ level of achievements on Generic Intended Learning Outcomes (GILOs) through survey and students’ work in ePortfolios and courses;
- promotes blended learning among academic and teaching staff to complement their face-to-face teaching with technology-enhanced approaches to foster lifelong learning and independent learning;
- organizes Staff Professional Development Programme to all academic and teaching staff in order to enhance learning and teaching through partnership with academic departments and sharing of practices;
- produces online self-learning materials to support academic and teaching staff to incorporate innovative technologies into their learning and teaching;
- supports Information Technology Competence (ITC) Test to enhance students’ technological capacities and guides students to showcase their IT competencies through the creation of ePortfolio to meet work-life challenges in the 21st century;
- supports computational thinking development through coding education;
- promotes knowledge co-construction in teaching practice with the setup of Video-based Learning Community (VBLC); and
- uses edX to facilitate the MOOCs’ development and cooperates with departments to develop university-wide MOOC projects.
The Centre provides a range of services for staff and students, including:

1. **Staff Professional Development Programme**
   LTTC has developed the Staff Professional Development (PD) Programme for all academic and teaching staff of the University. In partnership with individual academics, academic departments and Teaching Development Grant (TDG) project teams, LTTC has been organising series of PD activities to prepare new academic and teaching staff for teaching in the University, to enhance all academic and teaching staff’s capacities in engaging students and enhancing student learning and to support the implementation of Peer Support for Teaching Scheme for enriching the mentoring skills of current and prospective mentors.

2. **e-Learning Workshops**
   LTTC offers various e-Learning workshops on Moodle, Turnitin and ePortfolio. The Centre also co-organises workshops with faculties and departments on the use of other e-Learning tools and related pedagogical strategies in support of the University’s implementation of e-Learning Policy. Staff and students are welcome to enroll in the workshops by visiting LTTC website.

3. **Self-Learning Materials in Moodle**
   LTTC has developed various web-based self-learning materials on Moodle, Turnitin and ePortfolio to facilitate staff’s and students’ self-learning. Staff and students can learn the operation of Moodle and Turnitin via the Moodle platform, while the creation of ePortfolios can be guided on the Mahara platform. All these materials are reviewed and updated by the Centre from time to time. Staff and students are welcome to get the self-learning materials on Moodle.

4. **‘ePortfolio User Guide’ in Mahara**
   LTTC provides ‘ePortfolio User Guide’ for students to create their own ePortfolio with the Mahara ePortfolio system. The Centre also provides workshops to help students develop their own ePortfolio. Students are welcome to access the user guide in Mahara.

5. **Self-Assessment of Generic Intended Learning Outcomes (GILOs)**
   LTTC administrates a self-assessed questionnaire for measuring students’ self-perceived achievement on GILOs. Students who have done the self-assessment will receive an individual report and will be encouraged to write a reflection based on the report as well as a learning plan for improving their GILOs through ePortfolios. Students are welcome to access the guidelines on creating learning ePortfolio with reflection in Mahara.
6. **Information Technology Competency Checking**

The framework of information technology competency covers the knowledge and skills related to information technology and socio-cultural awareness. Catering to students’ needs of improving their information technology competencies, LTTC works closely with the Department of Mathematics and Information Technology (MIT) to guide students to showcase their IT competencies through the creation of ePortfolio.

7. **Coding Education**

Coding Education Unit is the unit under LTTC. This unit provides courses, seminars and workshops to stimulate the development of coding and computational thinking skills of students. Laboritories and devices (e.g., 3D printers and robots) are set up to deliver a safe and caring place for students to learn. The Unit also encourages learning through community involvement, in which students who have acquired coding skills pass on their knowledge to local primary and secondary schools students. Students are welcome to enroll in the courses, seminars and workshops by visiting LTTC website.

8. **Video-based Learning Community (VBLC)**

LTTC aims at developing a user-friendly web-based platform for one-stop-service of managing, editing, and sharing videos in supporting learning and teaching. In the long run, members of the VBLC would be able to review, comment, or reflect upon the shared videos, thereby contributing to the co-construction of knowledge in teaching practice. In academic year 2014/2015, the field experience (FE) standardization using VBLC platform has been adopted as a policy by School Partnership and Field Experience Office (SPFEO). With this regard, the VBLC platform is used across all FE and potential FE supervisors across all subject disciplines that need to conduct FE supervision.

9. **Massive Open Online Courses (MOOCs)**

LTTC uses edX, an open-source platform, to facilitate the MOOCs’ development in the University. LTTC also cooperates with departments to develop university-wide MOOC projects to enhance the capability and experience of academic and teaching staff of developing MOOCs.
General Education Office

EdUHK offers General Education (GE) to enrich and broaden students’ intellectual development, and to introduce them to modes of thinking and knowing in a number of disciplinary areas beyond their own programme majors. The EdUHK first implemented GE in 2005. The first cohort of undergraduate students taking GE graduated in June 2009.

Through its General Education Office (GEO), a new curriculum structure for GE will be implemented from 2016/17. The new framework begins with a 3-credit point GE Foundation Course which is mandatory in Semester two for all full time undergraduate first-year students. It reflects the interconnectedness and integrity of human experience, and focuses on the kinds of thinking that characterise disciplinary and inter-disciplinary inquiry. Based around a series of lectures given by senior EdUHK staff and invited guest speakers, and supported by small class tutorials which will function as communities of inquiry and dialogue, the course encourages students to regard themselves as reflective thinkers deliberating on issues of importance to their own lives, to society and to the world as a whole. The GEO provides professional development and ongoing peer support for all tutors in the GE Foundation Course.

After the completion of GE Foundation Course or concurrently with GE Foundation Course in Year 1, Semester two, students commence to take GE Breadth Courses. The GE Breadth Courses are categorized into four strands, they are Persons, interpretations, perspectives; Community, society, culture; Nature, science, technology; and Positive and Values Education (PAVE) courses. The courses offer more than 140 electives covering a great variety of topics. These courses will extend students’ intellectual perspectives by inviting them to explore more focused topics across major fields of knowledge, specifically, arts and humanities, social sciences, and science and technology. Students are normally to take four GE Breadth Courses with 3-credit point each with one course from each of the four strands.

Students take a GE Consolidation Course to be their 3-credit point “capstone” course. After the completion of GE Breadth Courses or concurrently with the fourth (i.e. last) GE Breadth Course, students commence to take GE Consolidation Course. The GE Consolidation Courses will enable students to synthesize their learning experiences by reflecting critically on the value and significance of what they have learned, making connections to their lives, and imagining their own futures.
Greater China Affairs Office

The Greater China Affairs Office (GCA) serves as a central unit to support the University’s strategic goal to fostering deep collaborations between the EdUHK and key universities and educational institutions in the Greater China area through student and staff exchange, regional collaborations in teaching and learning projects, research and scholarship and promoting social progress and educational enhancement in the region.

The major responsibilities of the GCA include promoting the University at large apart from its academic programmes in the Greater China region; attracting students from the region to study at EdUHK; building strategic partnership with universities as well as government education authorities in the Greater China area; identifying priority areas in the field of education where the University may wish to work in partnership to support further development; coordinating professional training programmes in partnership with internal academic units to Mainland educational institutions; and developing active research collaboration with partner institutions. In response to the government’s emphasis on internationalisation and engagement of the Mainland, the GCA makes every effort to promote and provide logistical support for student exchange programmes with Mainland and Taiwan institutions, and organises short-term study visits, cultural tours and summer programmes for EdUHK students in conjunction with our partner institutions in the Mainland and Taiwan. GCA also works closely with other units to provide better campus support to non-local students and organise activities for promoting integration of students from different origins and better cohesion among students.

Hong Kong Museum of Education

Established in May 2009, the Hong Kong Museum of Education is the leading museum in the region to specialise in the preservation, research, interpretation and communication of the history of education in Hong Kong.

The Hong Kong Museum of Education acquires, conserves, preserves, researches and exhibits materials which relate to the history, culture and development of education in Hong Kong. The Museum has a role as a public institution to engage the community to source historical materials and build up resources to promote life-long learning through collaborative projects, partnership schemes, exhibition displays and interactive and educational activities. It has an institutional role also, to serve as a locus for research and related scholarly activity pertaining to Hong Kong’s educational heritage, for the teaching and educational research community of Hong Kong, the region and overseas.
As the keystone in a suite of “Education Heritage Projects” implemented by the University, the Museum has been involved in a number of projects, including an oral history project, a research collection of documents relating to education in Hong Kong, the Hong Kong Education Bibliographic Database, and the Hong Kong Education Image Database, a database which serves as a “virtual museum” of educational artifacts collected by the Museum.

The Museum currently houses and displays a wide collection of education related items and artifacts of historical value which were donated from individuals and organisations, including alumni of our former Colleges of Education, alumni associations, or on-loan items from schools and other local museums. These items and artifacts include plaques, trophies, certificates, uniforms, teaching tools, textbooks, old photographs, historical documents and of more than 25,000 items.

In June 2015, the Museum launched a major exhibition, entitled “Re-encountering Confucius” which was the first HKME exhibition cooperating with organisations outside Hong Kong. The Museum also collaborated with departments and units in projects including “Arts Bus: On the Move!”, “Children’s Songs and Paintings Contests”, “Six Arts and Five Constant Virtues Carnival” and organised the “Six Arts Game Design Contest” to further engage the school community and reach out to the public.

With the introduction of a “Friends of the Hong Kong Museum of Education (HKME Friends)” programme in 2014, the museum seeks to recruit members who are united by a passion for preserving the rich educational heritage of Hong Kong and supporting the Museum’s mission and development. Through a vibrant calendar of events, talks, classes, exclusive tours and gatherings, the programme delivers meaningful and enjoyable experiences for our members.

Over 12,000 visitors and 155 groups have visited the Museum in 2015, totalling approximately 86,455 visitors as of April 2016. The Museum will continue to play a leading role in exhibiting aspects of Hong Kong’s educational history to the public, and seek ways to integrate more fully into the teaching, learning and research activities at the University.

For enquiries on Museum services, please contact hkme@eduhk.hk; call 2948 8814 or access http://www.museum.eduhk.hk/.
International Office

The International Office (IO) serves as a proactive bridge between students and faculty and EdUHK’s 120-plus network of overseas partners. IO is dedicated to fostering internationalisation to enable members of EdUHK to gain greater global exposure and to draw the world to our Tai Po campus.

IO fulfils this role through initiating and organising a variety of exciting and rewarding programmes, building overseas connections and international student recruitment, and raising the University’s profile beyond Hong Kong. In the 2016 QS world university rankings for education, EdUHK was ranked No.12.

Our signature International Student Exchange Programme – encompassing over 80 universities and institutions – continues to provide a transformative chance to experience life in another location. Summer study options are available at partner institutions. IO also liaises with other departments to arrange opportunities abroad, such as the popular Learning Putonghua@Home with EdUHK.

Meanwhile, a growing number of IO activities are bringing overseas students to EdUHK. Inbound exchange students, International Teacher Training Programme participants, tailor-made language and cultural tours, and those joining IO’s theme-based short-term programmes create a vibrant multinational presence, together with full-time students from overseas. These initiatives deepen our collaboration with different partners and create ample opportunities for local students to enjoy intercultural exchange on campus.

IO also sees integration among local and international students as integral to the advancement of internationalisation. Students can establish friendships and gain fresh perspectives through interactive IO events and lively social occasions, as exemplified by our engaging Embrace the World on Campus line-up.

Visit IO’s website at www.eduhk.hk/io to find out more about our overseas options, EdUHK’s multicultural community, and scholarships, financial aid and subsidies that open up wider horizons to all.
Library

The EdUHK Library comprises the Mong Man Wai Library on Tai Po Campus and the Tseung Kwan O Study Centre Learning Commons in Tseung Kwan O, offering a full range of information resources and services in various formats. State-of-the-art facilities are provided by the Library, including over 260 public PCs, a multi-purpose e-Learning Studio, Mini Theatre, a Creative Lab with 3D and large format printing equipment, high speed Wi-Fi, notebook computers, e-book readers, multimedia production equipment, Octopus-operated photocopiers and laser printers, language learning stations, as well as ample group and individual study spaces. With funding support from the University Grants Committee, the Library launched the Mong Man Wai Library Spatial Re-organisation Project in summer 2014 and completed the Project in early 2016. The Mong Man Wai Library is now fully integrated with the University’s Learning Commons, providing a comfortable and inviting environment which is conducive to both individual and collaborative learning on a 24-hour basis.

As of June 2016, the total library collection has over 924,200 items, including some 800 active printed journals and 139,300 multimedia materials. In addition to print materials, a range of electronic databases and resources have been acquired by the Library, and in most cases are accessible via the Library Website (www.lib.eduhk.hk) 24 hours a day, 7 days a week. Altogether, the Library’s online databases and resources offer full text access to more than 53,500 titles of e-journals and 1,381,900 e-books.

The Library has also taken initiatives to develop its own IT applications and electronic resources. The Library’s EdUHK Research Repository indexes and provides full-text access as well as citation metrics, if available, to the research outputs of our academic staff, allowing EdUHK members as well as the public to access around 19,000 records of academic and educational resources on the WWW. With permission from major local TV stations, the Library has also digitised over 16,100 TV programmes in its EdVideo system, a video-on-demand service accessible to staff and students via the Internet. Another two databases, the Hong Kong Education Image Database (in collaboration with the Hong Kong Museum of Education) and the Hong Kong Education Bibliographic Database, further allow the public to access over 4,200 images of items from the collections of the Hong Kong Museum of Education and over 18,300 records of bibliographic information on research of education in Hong Kong respectively.

Since the Library is a member of the Joint University Librarians Advisory Committee (JULAC), students and staff of the University can enjoy different levels of resources and services provided by the libraries of all UGC funded institutions, including the HKALL inter-library book loan and delivery service, RAPID document delivery
service, access to on-line databases, inter-library loans, and JULAC Library Card
access and borrowing services. The Library has also established reciprocal access
and document delivery services with major academic libraries in the region.

Office of the Chief Information Officer

The Office of the Chief Information Officer (OCIO) provides Information
Communications Technology (ICT) services and solutions to support and enhance
learning, teaching, research and administration of the University. It designs and
maintains the computing environment of the University, and provides application
development to achieve the missions of OCIO.

A 40Gbps Ethernet backbone connects the whole campus covering the academic,
administrative buildings and staff and student residences. End users in offices are
equipped with a 1Gbps connectivity to the campus backbone.

The University is a member of the HARNET (Hong Kong Academic and Research
Network under the auspices of the Joint Universities Computer Centre), which
connects eight local universities via 10Gbps high speed links. This allows member
institutions to exploit the facility to collaborate in research by resource sharing and
resilience support.

Within the University, there are around 900 well-equipped computers and 150
notebooks for students and a good collection of software packages including Office
suite, creative design suite, cloud-based unified communications and collaboration,
courseware development, statistical analysis, and other discipline-specific applications.
OCIO also provides a wide range of audio-visual equipment and services and maintains
the CyberStations around the campus. As a member of “eduroam” (www.eduroam.
org), members of the University can enjoy WiFi at other member institutions for free
worldwide. Likewise, the University is well covered by WiFi.

The Portal provides a one-stop shop for self-service information and support for all
members of the University.

While the University aims at providing the best available computing facilities and
services to staff and students, all users are obliged to observe the acceptable standards
of behaviour detailed at Computing Policies and Regulations (Please refer to the
OCIO website) and on The Portal.

OCIO operates an IT Help Desk in the Learning Commons for walk-in users. Members
can also call our hotline, 2948 6601, for assistance. There is a 24-hour
voice recording system for users to leave messages after office hours or when the line
is busy. Our colleagues will respond as soon as practicable.
Registry

The Registry serves as the academic affairs powerhouse in supporting the University to fulfill its mission, strategic goals and objectives in the core function of learning and teaching. We provide a comprehensive range of academic support services embracing academic planning, programme management and student administration matters. We contribute to the development, review and implementation of policies and procedures governing programme planning and accreditation, quality assurance mechanisms and academic regulations.

As the central unit taking responsibility for providing all-round support services to our stakeholders, our work portfolio covers the recruitment of quality local and non-local students, management of student registrations, coordination on academic advising to students and website, admission and registration websites, assessments and records, class timetabling and examination arrangements, issuance of academic documents, system development and enhancement in support of admissions and registrations, programme delivery and management of student data, secretarial and executive support to University-level committees, support to academic quality assurance and quality audit and organisation of University-wide functions such as First Assembly, Information Day, Congregation, and Honorary Fellowship Presentation Ceremony. Our work portfolio also covers student disciplinary matters, reporting of statistical data on programmes and students, student intake/number planning and projections, development of the Strategic Plan, publication of the University Calendar and Student Handbook, etc.

We are committed to providing quality services to prospective students, students, graduates, staff members and the public in an accountable and professional manner.

Research and Development Office

The Research and Development Office is the central unit that provides executive and administrative support to the research and development of the University. It is the executive arm of the Committee on Research and Development that implements institutional policies and decisions on research. A Knowledge Transfer (KT) unit is set up under the Office to formulate KT policies and practices as well as their relevant promotion. The Office supports the University in enhancing the research infrastructure with identified University-level and Faculty-level research centres/professional development centres. It also implements the quality assurance, internal and external reviews, and management of research projects and initiatives supported by the University and the Research Grants Council. Moreover, the Office undertakes
research information management and coordinates the internal and external research assessment exercises.

As part of its ongoing services, the Office organises seminars and workshops that promote external funding applications and publication in internationally refereed journals. It is also responsible for providing administrative support to human research ethical review to ensure human research ethics compliance by individual research protocols.

**School Partnership and Field Experience Office**

The School Partnership and Field Experience Office serves as a central unit to support, coordinate and strengthen the policies and practices in school partnership and field experience. The Office focuses on the coordination and development of policies and practices in school partnership, mentorship and field experience at the University level.

The major roles and responsibilities of the Office are as follows:

- to establish partnership with a network of schools to support student teachers in their field experience;
- to work with teaching staff of the University, and principals and supporting teachers in the partnership schools to provide an environment conducive to learning for both student teachers and supporting teachers;
- to support and coordinate the ongoing work in the University related to partnership, mentoring and field experience;
- to undertake and support research and development related to partnership, mentoring and field experience;
- to develop resources and activities designed to support the work of field experience supervisors and supporting teachers;
- to assist in both the development and implementation of policies related to field experience and partnership; and
- to contribute to teaching in accordance with the Office’s area of expertise.
STUDENT SERVICES

It is the University’s aim to provide an enriched campus environment of quality facilities and multifarious development programmes to enable students to achieve personal and professional excellence. Students are encouraged to make full use of these services and programmes to achieve a balanced personal and professional growth.

Student Affairs Office

The Student Affairs Office (SAO) provides a wide range of development activities and support services for students. The Office endeavours for the creation of a positive learning experience particularly in non-formal education, and the cultivation of a supportive learning-living environment conducive to students’ active learning and all-round development. Information on programmes, activities and services can be found on campus notice boards, the Intranet, the website of the SAO, as well as its two offices on 1/F of the Administration Building and the Wofoo Whole Person Development Centre at B4-G/F-01. Highlights of SAO’s services are listed below:

1. Student Development Activities
   - Personal effective programmes like leadership training, life education, mental health series;
   - Career and professional development like job search services, internship and mentorship programmes;
   - Global and cultural enrichment like overseas exchange and service tours, cultural awareness programmes;
   - Opportunities for promoting citizenship and civic engagement like community services and co-curricular service learning courses;
   - Campus life advising scheme to provide personal guidance for new students;
   - Hall life education to cultivate students’ abilities in self-management and living with others; and
   - Support to student organisations for the enhancement of student governance.

2. Student Support Services
   - Financial assistance like managing applications for government bursaries and loans, and various travel subsidies and emergency funds;
• Coordinating nominations for scholarship and awards based on academic merits or other outstanding performance;

• Counselling services to resolve students encountering personal, interpersonal, emotional, academic and family problems;

• Health services through in-campus clinic and external network clinics;

• Support services for non-local students to facilitate adjustment, cultural adaption and network building;

• Support for student with special educational needs by linking them with appropriate departments of the University; and

• Locker facilities.

Career Development and Support

The SAO provides various types of support services to equip students with the necessary career skills and experience to enhance their competitive edge in the teaching and non-teaching job market. Career education, internship, mentorship, recruitment talks and job search skills training programmes are organised to help students understand their career interest or choices, map out career paths, enhance career preparation as well as increase employability. With the launch of EdUHK jobsite “Ed Job Plus”, students can easily obtain career resources, access job vacancy information and apply to jobs online.

Student Accommodation

There are four UGC-funded student halls/quarters on Tai Po Campus, namely Northcote Hall, Grantham Hall, Robert Black Hall and the Jockey Club Student Quarters, providing about 2,000 residential places. The Northcote Hall, Grantham Hall and Robert Black Hall provide shared twin study-bedrooms, budget 3-person room and communal facilities such as activity rooms, laundry rooms, bathrooms/toilets, and pantries. Each study-bedroom is also equipped with computer ports and telephone is provided in each pantry. The Jockey Club Student Quarters comprises 9-person or 12-person flats, each with single/double/triple bedrooms, its own sitting/dining areas, terrace, kitchen, laundry room and bathrooms. Telephone lines and individual computer ports are also provided. Only students of the same gender may live in the same study-bedroom/flat.

Hall life gives students an opportunity to develop life skills through self-management, learning the art of negotiation and the value of independence. All full-time UGC-
funded undergraduates admitted to year one are offered with guaranteed hall residency for two semesters, one of which to be taken up during the first year of study. Other UGC-funded students may apply student accommodation via the point-system.

Each student accommodation is under the leadership of a hall warden who is an academic staff of the University. Other residential staff includes a senior tutor and a hall manager. For hall admission, please contact the Estates Office (Tel: 2948 6868).

**Student Health Service**

The Health Centre provides primary medical services to all students, staff and authorised users. All students are charged at a nominal fee of HK$20 for each general consultation. Special services provided at the Health Centre include nutrition advice service, annual health check-up, well-women check-up, laboratory and X-ray services, vaccination, injection and simple surgery. Emergency service is also available. To achieve holistic health for all, the SAO and the Health Centre organise regular health education programmes to help broaden the health knowledge of the students and to promote preventive healthcare. Besides, Voluntary Student Dental Plan is offered and a total of 10 off-campus dental clinics are available. The annual fee is HK$165 for full-time UGC-funded students and HK$350 for other students (include full-time self-financed programme and all part-time students).

**Campus Life**

To promote students’ self-directed growth and development, a group of senior students are serving as Campus Life Tutors to provide support and guidance to all new undergraduate and higher diploma students during their first year of study to enhance their adjustment and personal goal setting, share campus life experiences and facilitate their involvement in co-curricular activities, student organisations and hall life. These Campus Life Tutors are assigned to serve as mentors in the University-wide New Student Orientation Camp before commencement of the academic year. Students are encouraged to participate in and organise co-curricular activities that focus on their development in life values, problem-solving abilities, physical health, interpersonal relations, work attitudes, constructive use of leisure, and a world-caring life style. It is hoped that students can integrate constructive values, positive attitudes, knowledge, and generic skills necessary for meeting the changing needs of the 21st century. Students’ participation in co-curricular activities, internship programmes overseas service leadership training tours, local community services, non-academic achievement and contributions to the University and student organisations is recorded in the Experiential Learning and Achievements Transcript.
(ELAT). There are various awards set up to recognise students’ leadership abilities and achievement in self-directed learning through organising activities.

**Students’ Union**

The Students’ Union was formally established in May 1995. Student societies and clubs are also affiliated with the Students’ Union to promote academic, sports or interest development activities in campus. Besides organising a wide range of activities and providing welfare services for students, the Students’ Union also involves in the policy-making and administration of the University through nominating student representatives to the Council, the Academic Board and other committees at the university level.

**Alumni Affairs and Development Office**

Established in 2010, the Alumni Affairs and Development Office (AADO) is responsible for the University’s alumni affairs and fundraising matters. With respect to alumni affairs, AADO aims at expanding the alumni network and strengthening the bonds between alumni and the University, and is dedicated to sustainable engagement of alumni members.

All graduates will automatically join the alumni network and their personal particulars will be forwarded to AADO upon graduation for maintaining a close connection between graduates and the University. To comply with the guidelines of the Office of the Privacy Commissioner for Personal Data, Hong Kong, we invite all alumni to update their personal particulars/ relevant information via the webpage www.eduhk.hk/aado/opt2015. For the sake of environmental protection, alumni-related news, activities, information and development of the University will be disseminated to our alumni primarily through electronic channels (website: www.eduhk.hk/aado and Facebook page: https://www.facebook.com/EdUHKAlumni). For enquiries, please contact AADO at Tel: (852) 2948-6049 Email: aado@eduhk.hk and Fax: (852) 2948-8466.

Additionally, alumni are welcome to hold membership in various alumni associations and groups of the University to enjoy different benefits. For details, please visit our website at www.eduhk.hk/aado/main.php?web=3&ep_id=301&index=2&lang=eng.
Part VI

Admission Requirements
ADMISSION REQUIREMENTS

For admission to programmes of the University, applicants must meet the general entrance requirements and programme specific requirements, or other qualifications deemed acceptable by the University. For details of the entrance requirements for individual programmes, please visit our website www.eduhk.hk/acadprog.

General Entrance Requirements for Degrees of Master of Philosophy, Doctor of Philosophy and Doctor of Education

For admission to the University’s research degree programmes and Doctor of Education programme, an applicant must satisfy the following minimum entrance requirements:

Doctor of Philosophy
(a) A Master’s degree (or equivalent qualification) from a recognised university; or
(b) A Bachelor’s degree with first class honours (or equivalent qualification) from a recognised university.

Master of Philosophy
(a) A Bachelor’s degree (or equivalent qualification) from a recognised university.

Doctor of Education
(a) A Master’s degree in the discipline of Education or a cognate field relevant to his/her chosen Specialised Area, plus four years’ professional experience.

English Language Requirements
Applicants with a Bachelor’s or Master’s degree from a university where the programme was not taught and assessed in English are normally required to demonstrate competency through one of the following minimum requirements:
(a) IELTS 6.5 with no sub-test lower than 6.0; or
(b) TOEFL 550 (paper-based test) or 80 (internet-based test); or
(c) Other equivalent qualifications.

Individual field of study / specialised area such as English language may have higher requirement.
General Entrance Requirements for Master’s Degree (by Coursework and Examination) and Postgraduate Diploma Programmes

For admission to the University’s Taught Master’s Degree and Postgraduate Diploma programmes, an applicant must fulfill the following minimum entrance requirements:

Taught Master’s Degree and Postgraduate Diploma programmes

(a) A recognised Bachelor’s degree or equivalent.

English Language Requirements

Applicants should normally hold a degree in the medium of English, or one of the following minimum English language requirements:

(a) IELTS 6.0; or
(b) Grade C or above in GCSE / GCE O-level English; or
(c) A TOEFL score of 550 (paper-based test) or 80 (internet-based test); or
(d) Band 6 in the Chinese Mainland’s College English Test (CET) (a total score of no lower than 430 if the test was taken after June 2005); or
(e) Other equivalent qualifications.

Individual programmes / subjects may have different language requirements. Please refer to individual programme information / websites for details.

General Entrance Requirements for Undergraduate Programmes

For admission to the University’s undergraduate programmes, an applicant must fulfill the following minimum entrance requirements:

(1) Applications on the Strength of Hong Kong Diploma of Secondary Education (HKDSE) Examination Results

Four core subjects and one elective subject with

(a) Level 3 in English Language and Chinese Language; and
(b) Level 2 in Mathematics (Compulsory Part), Liberal Studies and one elective subject.
(2) **Other Qualifications**

Other qualifications may include HKALE qualification, local and non-local qualifications from recognised post-secondary institutions or equivalent deemed acceptable to the University.

(3) **Mature Applicants**

An applicant who is at least 25 years of age as of 31 August of the year in which admission is sought and can demonstrate to the University’s satisfaction his/her suitability for and capability to pursue his/her chosen programme successfully may be exempted from the entrance requirements as a mature student.

(4) **Language Requirements**

Applicants holding non-local qualifications should be able to demonstrate an acceptable level of proficiency in both Chinese and English languages.

**English Language Requirement**

(a) Grade E or above in AS Use of English in the HKALE; or  
(b) Level 3 or above in English Language in the HKDSE; or  
(c) A score of 550 or above in the paper-based TOEFL (80 or above in the internet-based); or  
(d) A minimum overall band of 6 in the academic version of IELTS; or  
(e) A score of 110 or above in JEE English Language; or  
(f) Grade E or above in GCE AS / A Level English; or  
(g) Grade C or above in IGCSE / GCE O-level English; or  
(h) Grade C or above in GCSE English or English Literature.

**Chinese Language Requirement**

(a) Grade E or above in AS Chinese Language & Culture in the HKALE; or  
(b) Level 3 or above in Chinese Language in the HKDSE; or  
(c) Grade 4 or above in IB Chinese Language subject; or  
(d) Grade E or above in GCE AS / A Level Chinese; or  
(e) Grade C or above In GCSE / IGCSE / GCE O-level Chinese.
Part VII Regulations
GENERAL ACADEMIC REGULATIONS FOR THE RESEARCH COMPONENT OF THE RESEARCH POSTGRADUATE AND PROFESSIONAL DOCTORATE PROGRAMMES

1. Supervisory Arrangements
2. Thesis Proposal Presentation/Qualifying Examination
3. Annual Research Progress Review
4. The Thesis
5. Thesis Examination
6. Nomination of Thesis Examiners
7. Written Comments by Thesis Examiners
8. Thesis Examination Panel
9. Viva Examination
10. Assessment Grades
11. Appeals Against Thesis Examination Results
12. Submission of Final Version of Thesis
1. Supervisory Arrangements

1.1 Supervisory Arrangements for Professional Doctorate Students

The appointed supervision panel (comprising at least two members: a Principal Supervisor and at least one Associate Supervisor) will have sufficient expertise to supervise the research.

(a) To qualify as a Principal Supervisor, the following criteria should be met:

The Principal Supervisor must be a full-time academic staff at The Education University of Hong Kong (EdUHK) with the rank of Assistant Professor or above, except for those with the rank of Lecturer who has been granted the Early Career Scheme (ECS) of Research Grants Council (RGC).

(b) To qualify as an Associate Supervisor, one of the following criteria should be met:

i. A full-time academic staff at EdUHK with the rank of Assistant Professor or above, except for those with the rank of Lecturer who has been granted the ECS of RGC; additional Associate Supervisors, if any, can be external to EdUHK; or

ii. An Honorary or Adjunct Professor appointed by the EdUHK and there should be a period of two years or longer from the proposed commencement date of supervision till the end date of the appointment period of the honorary/adjunct professorship.

1.2 Supervisory Arrangements for Research Postgraduate Students

The appointed supervision panel (comprising at least three members: a Principal Supervisor and two Associate Supervisors) will have sufficient expertise to supervise the research.

(a) To qualify as a Principal Supervisor, one of the following criteria should be met:

i. A full-time academic staff at EdUHK with the rank of Assistant Professor or above who

   • has previously supervised at least one doctoral student through to completion (including in the capacity as a co-supervisor or an Associate Supervisor or equivalent); or

   • has been awarded an external competitive research grant (e.g. General Research Fund grant, Public Policy Research grant) in the capacity as Principal or Chief Investigator;

   OR
ii. A full-time academic staff at EdUHK with the rank of Lecturer who has been granted the ECS of RGC. For these cases, an Associate Supervisor who has satisfied the criteria as specified in para. (i) is required to be involved in the supervision team.

(b) To qualify as an Associate Supervisor, the following criteria should be met:

At least one Associate Supervisor must be an academic staff of EdUHK with the rank of Assistant Professor or above, except for those with the rank of Lecturer who has been granted the ECS of RGC.

1.3 All appointed supervisors should not be a candidate for any research degree, unless prior approval is obtained from the BGS.

2. **Thesis Proposal Presentation/Qualifying Examination**

2.1 To proceed to thesis research stage, students are required to pass the thesis proposal presentation (for professional doctorate programmes) / qualifying examination (for Research Postgraduate programmes).

2.2 Normally, professional doctorate students are required to satisfactorily complete all the taught courses before their thesis proposal presentation; Research Postgraduate (RPg) candidates are required to satisfactorily complete 12 credit points (4 core courses) before their qualifying examination.

2.3 Professional doctorate students are required to present their thesis proposal within half the time (plus or minus one semester) of their maximum period of study in order to progress in the programme [e.g. For full-time Doctor of Education (EdD) students, the maximum period of study is 5 years, as such they are required to present their thesis proposal within 2.5 years from their admission]. RPg students are required to present their thesis proposal at the qualifying examination within 12 months (plus or minus three months) after being admitted in order to progress in the programme.

2.4 Students who fail the thesis proposal presentation/qualifying examination after two attempts are not allowed to continue with their doctoral studies.

3. **Annual Research Progress Review**

3.1 Candidates and their principal supervisor are required to complete an annual report on their research progress in the past 12 months to the Graduate School. A half-yearly review is optional. Failure to submit the report by the stipulated deadline may lead to de-registration.
4. The Thesis

4.1 For MPhil and professional doctorate programmes, the length of the thesis is normally not more than 60,000 words; for PhD programme, the length is normally not more than 70,000 words.

4.2 The thesis shall be written in English. In cases in the areas of Chinese Language and Chinese Literature, the thesis can be written in Chinese. For candidates in other areas, they may request the thesis to be written in a language other than English whereby recommendation shall be made by the Head of Department to the BGS via the Graduate School. Only upon approval from BGS may the thesis be written in the language as requested.

5. Thesis Examination

5.1 Thesis examination for professional doctorate and RPg candidates shall only be conducted when all coursework requirements of their respective programmes are fulfilled.

5.2 The thesis examination is made up of two components: the written comments provided by Thesis Examiners (in Section 7) and Viva examination conducted by the Thesis Examination Panel (in Section 9).

6. Nomination of Thesis Examiners

6.1 Six weeks prior to the anticipated date of submission of the thesis, candidates are required to inform the Graduate School their intention to submit their thesis. The notice shall be accompanied by names and contact details of the nominated Thesis Examiners.

6.2 The Principal Supervisor shall be responsible for the nomination of the Thesis Examiners.

6.3 At least three Thesis Examiners shall be appointed to review and grade RPg theses. Among these, at least two must be External. For professional doctorate programme, at least two Thesis Examiners shall be appointed, one of whom must be External. In each case, there may be a maximum of one Internal Thesis Examiner. The Thesis Examiners must be at associate professor level (or equivalent rank) or above. The Internal Thesis Examiners should meet the appointment criteria of Principal Supervisor of the respective RPg or professional doctorate programmes. In addition, for RPg programmes, at least one of the appointed Thesis Examiners is at professor level or above.
6.4 The External Thesis Examiners are preferably of different nations / geographic areas (Mainland China, Hong Kong, Macau and Taiwan are within one geographical area).

6.5 The selection criteria for Thesis Examiners are as follow:

i. the Thesis Examiner has the required expertise in the candidate’s subject area;

ii. the Thesis Examiner has the required experience of examining postgraduate thesis for a similar type of programme as that leading to the candidate’s intended award;

iii. the Thesis Examiner must be currently research active in the area related to the candidate’s research project;

iv. the Thesis Examiner must not have had direct involvement with the candidate’s research project; and

v. the Thesis Examiner must be impartial with no conflict of interest.

Any External Thesis Examiner must NOT:

i. be a current academic staff at EdUHK;

ii. be a staff member or graduate of the University in the past five years; and

iii. be a staff member of an institution at which any of the candidate’s external associate supervisors are based, or at which the candidate has spent part or all of their candidature.

7. **Written Comments by Thesis Examiners**

7.1 The thesis shall be forwarded by the Graduate School to Thesis Examiners in confidence. Thesis Examiners shall be under an obligation to maintain confidentiality.

7.2 Candidates and supervisors must not contact Thesis Examiners during the examination process in matters pertaining to the thesis examination. Any correspondence related to the thesis examination must be sent through the Graduate School.

8. **Thesis Examination Panel**

8.1 The Thesis Examination Panel shall be responsible for the assessment of the Viva examination and recommendation of the final grade to BGS based on the Viva and Thesis Examiners’ written comments.
8.2 Members of Thesis Examination Panel shall be appointed by BGS and normally include:

i. Chair – Dean of Graduate School or nominee;

ii. Thesis Examiners:

(for research postgraduate programmes) three external thesis examiners
OR one internal thesis examiner and two external thesis examiners /
(for professional doctorate programmes) two external thesis examiners OR
one internal thesis examiner and one external thesis examiner; and

iii. Optional: Supervisor(s) - as observer(s) in the Panel

8.3 Additional External Independent Reviewer(s) may be appointed by the Dean of Graduate School for advice and serve as Thesis Examiners after consultation with the principal supervisor. The appointed Independent Reviewer(s) must satisfy the requirements of External Thesis Examiners.

9. Viva Examination

9.1 Candidates must conduct an oral presentation (Viva examination) after they receive the examiners’ reports. The Viva shall be conducted in English. In exceptional cases the Viva may be conducted in Cantonese or Putonghua when the thesis is written in Chinese. Candidates have to indicate the language to be used in the Viva at the time when the thesis is submitted.

9.2 Candidates are required to address recommendations specified in the Thesis Examiners’ reports as well as comments made by the Viva Examination Panel during the Viva.

9.3 Members of the Thesis Examination Panel may conduct the Viva examination via virtual or tele-communication subject to the agreement of the Chair of the Panel.

10. Assessment Grades

10.1 RPg and professional doctorate students can have one of the following grades:

i. (a) Pass

(b) Pass with textual amendment subject to the satisfaction of the Dean of Graduate School or his/her nominee; or
ii. Pass with minor revision to the satisfaction of the panel member(s) nominated by the Dean of Graduate School; or

iii. Pass with major revision to the satisfaction of the Thesis Examination Panel; or

iv. Re-submission for examination; or

v. Not qualified for a Doctoral Degree but qualified for a Master Degree:
   
   (for EdD candidates) MEd degree award
   (for PhD candidates) MPhil degree award

vi. Fail

11. Appeals Against Thesis Examination Results

11.1 RPg and professional doctorate students may appeal if:

i. There is evidence that the assessment was not conducted in accordance with the assessment scheme for the programme concerned; or

ii. There are procedural irregularities in the conduct of the examination (including any instance of administrative error) of such a nature as to cause reasonable doubt as to whether the result of the examination would have been the same if they had not occurred.

11.2 An application for an appeal against the result shall be made by writing to the Vice President (Research and Development) within 14 working days of written notification of the examination result to the professional doctorate or RPg candidate and an appeal committee will be formed. Recommendation of the appeal outcome shall be submitted to BGS for approval.

11.3 Members of the appeal committee normally include:

i. Chair – Vice President (Research and Development) or nominee;

ii. Dean of the relevant faculty or nominee; and

iii. A Professor or Chair Professor nominated by the Dean of Graduate School and appointed by the Vice President (Research and Development).

The members of the appeal committee must be impartial with no conflict of interest. In the cases that:

i. the Vice President (Research and Development) is in the supervisory panel of the appeal student, the Chairmanship shall be taken up by the President or nominee;
ii. the Dean of relevant faculty / Graduate School is in the supervisory panel, the Vice President (Research and Development) shall make a nomination on the membership.

11.4 At the discretion of the Vice President (Research and Development), additional External Examiners may be consulted for advice.

11.5 The outcome of the appeal can lead to one of the grades as stated in Section 10. The Graduate School will notify the student in writing of the panel’s decision.

11.6 Where no eligible grounds are given or where no evidence is submitted to substantiate the claims, the student will be advised by the Graduate School and the appeal will either be turned down or the student will be offered the opportunity to submit additional documentary evidence.

12. Submission of Final Version of Thesis

12.1 Upon the completion of their studies, research postgraduate and professional doctorate students are required to submit an electronic copy of their theses to the University for archive and consultation by the public. The University Library will also upload an electronic copy of each thesis onto online databases for internal as well as public access. Such electronic copies will be available for discovery and downloading via the Internet.

12.2 Students with valid reasons may apply to the Graduate School for a restriction on access to their theses for a maximum of three years.
GENERAL ACADEMIC REGULATIONS FOR TAUGHT POSTGRADUATE DEGREES

General Academic Regulations
(for taught postgraduate programmes* )

[For students admitted in 2014/15 academic year and thereafter]

1. Admission
2. Registration
3. Fees
4. Course Enrollment
5. Change of Programme/Area/Strand or Mode of Study
6. Double Registration
7. Period of Study
8. Course Assessments and Grades
   8.1 Grading System
   8.2 Review of Course Grade
   8.3 Advanced Standing
   8.4 Credit Transfer
   8.5 Course Exemption
   8.6 Late Submission of Assignment
   8.7 Repeating Courses
   8.8 Academic Probation
   8.9 Field Experience
9. Research Project
10. Graduation Requirements
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13. Leave of Absence
14. Deferment and Withdrawal
15. Suspension of Student Activities
16. Review of Board of Examiners’ Decisions on Discontinuation
17. Dismissal
18. Academic Honesty

* exclude Postgraduate Diploma in Education (PGDE)
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 applicants with specific talents or achievements and a wealth of experience as defined in the specific programme 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 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.

2.3 Classes for all programmes are normally scheduled from Monday to Saturday including daytime and evenings.

3. **Fees**

3.1 Once admitted to the University, students are normally required to pay the following fees:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Acceptance Fee</td>
<td>Payable by a stipulated due date upon offer of admission</td>
</tr>
<tr>
<td>Tuition Fee</td>
<td>Please refer to the specific programme handbook for tuition fee payment</td>
</tr>
<tr>
<td>Caution Money</td>
<td>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</td>
</tr>
<tr>
<td>Fee Type</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Continuation Fee</td>
<td>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</td>
</tr>
<tr>
<td>Students’ Union Membership Fee</td>
<td>An annual fee chargeable to full-time students</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>A lump sum to cover the cost of congregation, including the loan of a graduation gown and the cost of an award certificate; the lump sum can be covered by caution money subject to no outstanding claims</td>
</tr>
<tr>
<td>Other Fees</td>
<td>Information available on the websites of related units</td>
</tr>
</tbody>
</table>

3.2 Students who fail to settle overdue 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 Tuition Fees Arrangements under Special Circumstances

3.3.1 Credit Transfer & Course Exemption

(i) Credit Transfer
No waiver of fees for credit transfer. For tuition fees charged according to the number of credits taken, fees would not be collected if credit transfer has been granted for the course.

(ii) Course Exemption
As students must replace the exempted course with another course of the same credit value, tuition fees for the substitute course taken will be charged and it does not involve any waiver of fees.

3.3.2 Deferment of Studies

(i) If the application for deferment of studies is submitted before the completion of the first half of a semester according to the academic calendar of the programme, any tuition fees paid for the deferred semester will be carried forward.
(ii) If the application for deferment of studies is submitted after the first half of a semester, the tuition fees paid for the deferred semester will not be refunded nor carried forward to the resumed semester; tuition fees not paid for the deferred semester have to be paid when resuming studies.

3.3.3 Withdrawal of Study

For application submitted after the commencement of a semester, students are required to pay the full tuition fees for the whole semester and other outstanding fees before such applications will be processed.

3.3.4 Add/Drop Courses

Students are required to pay the full tuition fees for any courses dropped after add/drop period of the programmes.

3.3.5 Discontinuation

Tuition fees for the semester that the student is officially discontinued will be waived.

4. Course Enrollment

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 (for full-time students) / two consecutive semesters (for part-time students) (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 Students are required to view the Consolidated e-Billing in The Portal which includes all fees/charges such as tuition fees, hall fees, caution money, etc. in one billing. Students should settle the payment on or before the specified deadline. Tuition fees paid are non-refundable.

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

4.4 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 or presentation, whichever applicable, only for strong personal reasons, such as serious illnesses; the grade W (Withdrawn) will be recorded on the students’ transcript.
4.5 Failure to attend a course does not automatically result in the course being dropped. Please refer to para 13.1 for the regulation on Leave of Absence.

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 as visiting students.

5. **Change of Programme/Area/Strand 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 during their first semester of registration.

5.2 A current student, who wishes for special reasons to change from one programme/area/strand 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.

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 the 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. **Period of Study**

7.1 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.

7.2 Normally, there are two semesters in each academic year for academic activities, such as coursework, field experience, overseas immersion, internship and summer institute.
7.3 The maximum period of study for a programme will be determined as follows:

<table>
<thead>
<tr>
<th>Normative Length of Programme</th>
<th>Maximum Period of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>1.5 years</td>
<td>3 years</td>
</tr>
<tr>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>4 years</td>
<td>7 years</td>
</tr>
</tbody>
</table>

7.4 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(iii)).

7.5 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.

8. Course Assessments and Grades

8.1 Grading System

8.1.1 Students’ performance in each course (except Field Experience*) is expressed in terms of the following system:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Interpretation</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+*</td>
<td>Distinction</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
</tbody>
</table>

* Grade A+ is only given for outstanding performance in the course.
# Pass or Fail will be given for grading Field Experience (not counted in Grade Point Average or Grade Point Equivalent calculation)
8.1.2 Students’ performance in the programme as a whole is described in a Programme Grade Point Average (GPA), which can be calculated by:

(i) multiplying the Grade Point Equivalent\(^\#\) (GPE\(^\#\)) for each course by the number of credit points (CPs) of the course (GPE x No. of CPs of the course); then

(ii) adding the corresponding figures for all the courses in the programme; then

(iii) dividing that total by the total number of CPs in the programme (excluding Field Experience) as a whole, as indicated below:

\[
\text{Programme GPA} = \frac{\text{Sum of (GPE x Course CPs) for all courses in the programme}}{\text{Total no. of CPs in a programme (excluding Field Experience)}}
\]

\(^\#\) Grade Point Equivalent - as given in the table in 8.1.1 above.
8.1.2.1 For the purpose of GPA calculation, the GPEs (Grade Point Equivalents) of any repeated courses and the corresponding credit points attempted will supersede those of the failed core courses.

(applicable to students admitted in 2010/11 or before)

8.1.3 Students’ performance in a programme within a prescribed period of time, excluding courses without grade point equivalent, is described in a Programme GPA, which is calculated by the sum of the product of GPE 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:

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

8.2 Review of Course Grade

8.2.1 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 totalling 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.

8.2.2 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 8.2.1, 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.
8.2.3 The formal request for a grade review should be made by the student to the Dean of Graduate School (for MEd/EdD) / Faculty Dean (for other self-funded taught master’s programmes) in writing within 14 working days after the announcement of the assessment results approved by the Head of the course-offering unit.

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

8.2.5 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.

8.2.6 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.

8.3 Advanced Standing

8.3.1 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. 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.

8.4 Credit Transfer

8.4.1 Credit Transfer may be granted for courses completed successfully at the University previously or another accredited tertiary institution.
8.4.1.1 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.

8.4.1.2 The total number of credit points transferred will not exceed 50% of the total credit points of the programme.

8.5 Course Exemption

8.5.1 Course Exemption may be granted for courses completed in other institutions for recognized qualifications. 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.

8.6 Late Submission of Assignment

8.6.1 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.

8.6.2 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.

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

8.7 Repeating Courses

8.7.1 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 fulfil programme graduation requirements.

8.7.2 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 GPA.

8.7.3 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.
8.8 Academic Probation

8.8.1 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 (as specified by the programme) 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.

8.8.2 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.

8.9 Field Experience

8.9.1 Field Experience is a salient component of some taught postgraduate programmes. Students should respect and observe the regulations of the schools/units/institute 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.

8.9.2 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 pass/fail.

9. Research Project

9.1 Specific guidance for preparation, presentation (if applicable), submission, and assessment of research project is specified in the corresponding course outline.

9.2 The research project should be completed within the stipulated period as specified by the respective programme.

9.3 If a student has been approved to complete the research project beyond the stipulated period, a Course Extension Fee as specified by the respective programme is required.

9.4 For completing dissertation and thesis or produce other publications, students should comply with Guideline on Ethics in Research as stipulated by the University’s Human Research Ethics Committee.
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 stipulated programme requirements such as Field Experience, language exit requirements, and Dissertation/Thesis/Research Project (if applicable);

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

(iii) complete the requirements as prescribed by the programme.

11. Award Classification

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

<table>
<thead>
<tr>
<th>Award Classification</th>
<th>Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>3.40 and above</td>
</tr>
<tr>
<td>Credit</td>
<td>2.70 – 3.39</td>
</tr>
<tr>
<td>Pass</td>
<td>2.00 – 2.69</td>
</tr>
</tbody>
</table>

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

(iii) has exceeded the maximum period of study without prior approval as stipulated in 7.4; or

(iv) has simultaneously registered for another qualification at the University or a post-secondary qualification at any institutions without prior approval as stipulated in 6.1; or

(v) fails to meet the graduation requirement as prescribed by the Programme.
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 In exceptional circumstances where students need to take a leave of absence for 30% of scheduled classes/lectures or more, students should inform their course lecturers and are required to obtain prior approval from the Programme Leader/Coordinator by submitting a leave application form.

13.2 Students who are absent for 30% of scheduled classes/lectures or more 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 may specify their attendance requirements.

14. Deferment and Withdrawal

14.1 Students can apply for deferment of study if there is a genuine need. The period of deferment in each application is normally one semester. The deferment period is included in the maximum period of study (as stipulated in 7.3). 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 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.

14.3 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/Dean of Graduate School 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.
GENERAL ACADEMIC REGULATIONS FOR BACHELOR’S DEGREE, DIPLOMA AND HIGHER DIPLOMA PROGRAMMES

[For students admitted in 2014/15 academic year and thereafter.]

General Academic Regulations
(for undergraduate, diploma (excluding PDES and PGPSY) and certificate programmes)

1. Admission
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3. Fees
4. Course Enrollment
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18. Academic Honesty
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 in 2012/13 and thereafter 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 in 2012/13 and thereafter 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 requirements (e.g. for both the first and second majors) within a full-time undergraduate degree programme may be allowed for students admitted in 2012/13 and thereafter.

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:

<table>
<thead>
<tr>
<th>Fee</th>
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</tr>
</thead>
<tbody>
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<td>Admission Acceptance Fee</td>
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<tr>
<td>Tuition Fee</td>
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<td>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.</td>
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<td>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.</td>
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### Students’ Union Membership Fee
An annual fee chargeable to full-time students

### Graduation Fee
A lump sum to cover the cost of congregation, including the loan of a graduation gown and 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 institutional 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 Enrollment

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 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.

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

<table>
<thead>
<tr>
<th>Length of Programme</th>
<th>Maximum Period of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>5 years</td>
<td>7 years</td>
</tr>
</tbody>
</table>
8.4 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.

8.5 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:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Interpretation</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+*</td>
<td>Distinction</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Below Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D**</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* Grade A+ is only given for outstanding performance in the course

** Grade D is the minimum level required for course progression
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 recognised programme at the University or other institutions before
admission to the University’s programme. Upon approval for advanced standing, the credits obtained from the recognised 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. 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.

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.

9.4.2 For a student who has successfully completed an approved student exchange programme of the University, normally a total of up to 15 credit points 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 Course Exemption may be granted for courses completed in other institutions for recognised qualifications. 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.

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 at least one course from the Elective Domain offered by a Faculty other than the student’s home Faculty (for students of full-time undergraduate degree programmes admitted in 2012/13 and thereafter);

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

(vii) obtain a Major Subject GPA of 2.00 or above (for students of undergraduate degree programmes with a major subject study).

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:

<table>
<thead>
<tr>
<th>Undergraduate Degree Programmes</th>
<th>AND Performance in Field Experience (if applicable)</th>
<th>Diploma and Certificate Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honours Classification</strong></td>
<td><strong>Minimum Programme GPA</strong></td>
<td><strong>Minimum Programme GPA</strong></td>
</tr>
<tr>
<td>First</td>
<td>3.40 Credit or above</td>
<td>3.40 Distinction</td>
</tr>
<tr>
<td>Second (Division I)</td>
<td>3.00 Credit or above</td>
<td>2.70 Credit</td>
</tr>
<tr>
<td>Second (Division II)</td>
<td>2.50 Pass or above</td>
<td>2.00 Pass</td>
</tr>
<tr>
<td>Third</td>
<td>2.20 Pass or above</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>2.00 Pass or above</td>
<td></td>
</tr>
</tbody>
</table>
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 may 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 a 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.
GENERAL ACADEMIC REGULATIONS FOR BACHELOR’S DEGREE, DIPLOMA AND HIGHER DIPLOMA PROGRAMMES

[For students admitted in 2013/14 academic year and before.]

General Academic Regulations
(for undergraduate, diploma and certificate programmes)

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2. Registration
3. Fees
4. Course Enrollment
5. Change of Programme/Major/Minor or Mode of Study
6. Double Registration
7. Study Load
8. Period of Study
9. Course Assessments and Grades
   9.1 Grading System
   9.2 Review of Course Grade
   9.3 Advanced Standing
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   9.6 Late Submission of Assignment
   9.7 Repeating Courses
   9.8 Academic Warning
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10. Graduation Requirements
11. Award Classification
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13. Leave of Absence
14. Deferment and Withdrawal
15. Suspension of Student Activities
16. Review of Board of Examiners’ Decisions on Discontinuation
17. Dismissal
18. Academic Honesty

(Please refer to the Online Student Handbook at www.eduhk.hk/reg/student_handbook for more information.)
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 in 2012/13 and thereafter 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 in 2012/13 and thereafter 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 requirements (e.g. for both the first and second majors) within a full-time undergraduate degree programme may be allowed for students admitted in 2012/13 and thereafter.

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:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Acceptance Fee</td>
<td>Payable by a stipulated due date upon offer of admission</td>
</tr>
<tr>
<td>Tuition Fee</td>
<td>Payable in two installments, one in each semester by a stipulated due date</td>
</tr>
<tr>
<td>Caution Money</td>
<td>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.</td>
</tr>
<tr>
<td>Continuation Fee</td>
<td>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.</td>
</tr>
<tr>
<td>Students’ Union Membership Fee</td>
<td>An annual fee chargeable to full-time students</td>
</tr>
</tbody>
</table>
### Graduation Fee

A lump sum to cover the cost of congregation, including the loan of a graduation gown and 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.

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3.2 Students who fail to settle overdue institutional fees without prior approval will be treated as having unofficially withdrawn from the programme. An administration fee will be charged to these students for them to reinstate their student status in addition to the full settlement of overdue fees. Unofficially withdrawn students with prolonged overdue fees 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.

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### 4. Course Enrollment

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 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/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, normally the first two weeks in a regular semester. 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.

4.7 Classification of full-time undergraduate students by class standing is based on the number of credit points earned, including those granted through credit transfer. A student who has obtained 30 credit points, 60 credit points, 90 credit points, 120 credit points or above will be classified respectively as a Year 2, Year 3, Year 4 or Year 5 student in the following semester.

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 on the change and acceptance of programmes/majors/minors. The change, once approved, normally takes effect from the following semester/academic year.

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 before the commencement of the semester. 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 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 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.

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

<table>
<thead>
<tr>
<th>Length of Programme</th>
<th>Maximum Period of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>5 years</td>
<td>7 years</td>
</tr>
</tbody>
</table>
8.4 Students are expected to graduate within the stipulated period of study. Any approved long leave of absence, including deferment of study, will be counted towards the period of study. 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(iv)).

8.5 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:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Interpretation</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+*</td>
<td>Distinction</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Below Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D**</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* Grade A+ is only given for outstanding performance in the course
** Grade D is the minimum level required for course progression
9.1.2 Students’ performance in the programme as a whole is described in a Programme Grade Point Average (GPA), which can be calculated by:

(i) multiplying the Grade Point Equivalent# (GPE#) for each course by the number of credit points (CPs) of the course (GPE x No. of CPs of the course); then

(ii) adding the corresponding GPE# for all the courses in the programme; then

(iii) dividing that total by the total number of CPs in the programme (excluding Field Experience) as a whole, as indicated below:

\[
\text{Programme GPA} = \frac{\text{Sum of (GPE x Course CPs)}}{\text{Total no. of CPs in a programme (excluding Field Experience)}}
\]

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

9.1.2.1 For the purpose of GPA calculation, the GPEs (Grade Point Equivalents) of any repeated courses and the corresponding credit points attempted will supersede those of the failed core courses.

(applicable to students admitted in 2010/11 or before)
9.1.3 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:

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

9.1.3.1 Students’ performance in their course of study within a prescribed period of time, excluding courses without grade point equivalent, is described in a Cumulative 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, divided by the total number of credits attempted:

\[
\text{Cumulative GPA} = \frac{\text{Sum of } (\text{GPE} \times \text{Course CPs})}{\text{Total no. of CPs}}
\]

(applicable to students admitted in 2011/12 or after)

9.1.4 When a student has taken more Elective courses than what is prescribed in the graduation requirement, the Elective courses with better grades will be counted towards the GPA for determining the award classification.

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 recognised programme at the University or other institutions before admission to the University’s programme. Upon approval for advanced standing, the credits obtained from the recognised 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. 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.

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.

9.4.2 For a student who has successfully completed an approved student exchange programme of the University, normally a total of up to 15 credit points 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 Course Exemption may be granted for courses completed in other institutions for recognised qualifications. 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 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 required to take the minimum 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 following semester when their Programme GPA is below 2.00. They will be required to take the minimum 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 Programme GPA of 2.00 or above at the end of the probation semester. Otherwise, his/her study will normally be discontinued by the University (as stipulated in 12.1(i)).
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’ 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 endorsement of the Chairperson of the Case Conference of the student’s report. The students will not be allowed to conduct Teaching Block Practice until FE Probation is lifted.

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 at least one course from the Elective Domain offered by a Faculty other than the student’s home Faculty (for students of full-time undergraduate degree programmes admitted in 2012/13 and thereafter);

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

(vii) obtain a Major Subject GPA of 2.00 or above (for students of undergraduate degree programmes with a major subject study).

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:

<table>
<thead>
<tr>
<th>Undergraduate Degree Programmes</th>
<th>AND Performance in Field Experience (if applicable)</th>
<th>Diploma and Certificate Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Classification</td>
<td>Minimum Programme GPA</td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>3.40 Credit or above</td>
<td></td>
</tr>
<tr>
<td>Second (Division I)</td>
<td>3.00 Credit or above</td>
<td></td>
</tr>
<tr>
<td>Second (Division II)</td>
<td>2.50 Pass or above</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>2.20 Pass or above</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>2.00 Pass or above</td>
<td></td>
</tr>
</tbody>
</table>
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 his/her academic probation lifted at the end of the probation semester; or

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

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

(iv) 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 may 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.
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.

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 a 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.
Part VIII  Fees, Scholarships and Financial Assistance
FEES, SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Fees for the Academic Year 2016/2017

1. Tuition Fees

<table>
<thead>
<tr>
<th>UGC-funded Programmes</th>
<th>Fee per annum (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Doctor of Philosophy Programme</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Master of Philosophy Programme</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Postgraduate Diploma in Education Programmes</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Postgraduate Diploma in Education Programmes -</td>
<td></td>
</tr>
<tr>
<td>Non-Local students</td>
<td></td>
</tr>
<tr>
<td>(2011/12 and 2012/13 Entry)</td>
<td>$85,000</td>
</tr>
<tr>
<td>(2013/14 and 2014/15 Entry)</td>
<td>$100,000</td>
</tr>
<tr>
<td>(2015/16 and 2016/17 Entry)</td>
<td>$110,000</td>
</tr>
<tr>
<td>Part-time Postgraduate Diploma in Education Programmes</td>
<td>$21,050</td>
</tr>
<tr>
<td>Part-time Postgraduate Diploma in Education Programmes -</td>
<td></td>
</tr>
<tr>
<td>Non-Local students</td>
<td></td>
</tr>
<tr>
<td>(2009/10 and 2010/11 Entry)</td>
<td>$37,500</td>
</tr>
<tr>
<td>(2011/12 and 2012/13 Entry)</td>
<td>$42,500</td>
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<td>(2015/16 and 2016/17 Entry)</td>
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</tr>
<tr>
<td>Full-time Bachelor of Education (Honours) Programmes</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Bachelor of Arts (Honours) Programmes</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Bachelor of Social Sciences (Honours) Programmes</td>
<td>$42,100</td>
</tr>
<tr>
<td>Full-time Co-terminal Double Degree Programmes - Bachelor</td>
<td></td>
</tr>
<tr>
<td>of Arts (Honours) and Bachelor of Education (Honours)</td>
<td>$42,100</td>
</tr>
<tr>
<td>UGC-funded Programmes</td>
<td>Fee per annum (HK$)</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td><strong>Full-time Bachelor of Education (Honours) Programmes</strong></td>
<td></td>
</tr>
<tr>
<td>- Non-Local students</td>
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</tr>
<tr>
<td>(2007/08 Entry or before)</td>
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<tr>
<td>(2008/09 Entry)</td>
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<td><strong>Full-time Bachelor of Arts (Honours) Programmes</strong></td>
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<td>- Non-Local students</td>
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<tr>
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<td>(2015/16 and 2016/17 Entry)</td>
<td>$110,000</td>
</tr>
<tr>
<td><strong>Full-time Co-terminal Double Degree Programmes</strong></td>
<td></td>
</tr>
<tr>
<td>- Non-Local students</td>
<td></td>
</tr>
<tr>
<td>- Bachelor of Arts (Honours) and Bachelor of Education (Honours)</td>
<td></td>
</tr>
<tr>
<td>(2016/17 Entry)</td>
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<td><strong>Mixed Mode/Part-time Bachelor of Education (Honours) Programmes</strong></td>
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</tr>
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<td><strong>Full-time Higher Diploma in Early Childhood Education Programme</strong></td>
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</tr>
<tr>
<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Full-time Doctor of Education Programme</strong></td>
<td></td>
</tr>
<tr>
<td>(2010/11 - 2013/14 Entry)</td>
<td>$3,500 (cp)</td>
</tr>
<tr>
<td>(2014/15 Entry)</td>
<td>$3,800 (cp)</td>
</tr>
<tr>
<td>(2015/16 and 2016/17 Entry)</td>
<td>$3,980 (cp)</td>
</tr>
<tr>
<td>Year 1 to 3</td>
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<tr>
<td>(2008/09 Entry or before)</td>
<td>$64,000 (per annum)</td>
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<td>(2009/10 Entry)</td>
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<tr>
<td>Year 4 and after</td>
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<td>(2008/09 Entry or before)</td>
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<td>(2009/10 Entry)</td>
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<td><strong>Part-time Doctor of Education Programme</strong></td>
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<tr>
<td>(2010/11 - 2013/14 Entry)</td>
<td>$3,500 (cp)</td>
</tr>
<tr>
<td>(2014/15 Entry)</td>
<td>$3,800 (cp)</td>
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<td>(2015/16 and 2016/17 Entry)</td>
<td>$3,980 (cp)</td>
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<td>Year 1 to 4</td>
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<tr>
<td>(2008/09 Entry or before)</td>
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<tr>
<td>(2009/10 Entry)</td>
<td>$50,000 (per annum)</td>
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<td>Year 5 and after</td>
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<td>(2008/09 Entry or before)</td>
<td>$38,000 (per annum)</td>
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<td>(2009/10 Entry)</td>
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<td><strong>Full-time/Part-time Master of Education Programmes</strong></td>
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<tr>
<td>(2007/08 and 2008/09 Entry)</td>
<td>$7,200 (3 cp)</td>
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<tr>
<td>(2009/10 Entry)</td>
<td>$7,700 (3 cp)</td>
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<tr>
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<td>(2012/13 Entry)</td>
<td>$85,000 (whole programme)</td>
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<td></td>
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<tr>
<td>(2013/14 Entry)</td>
<td>$88,000 (whole programme)</td>
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<tr>
<td></td>
<td>($11,000 per course)</td>
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<tr>
<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>(2014/15 Entry)</td>
<td>$95,000 (whole programme) ($11,875 per course)</td>
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<tr>
<td>(2015/16 Entry)</td>
<td>$99,600 (whole programme) ($12,450 per course)</td>
</tr>
<tr>
<td>(2016/17 Entry)</td>
<td>$103,200 (whole programme) ($12,900 per course)</td>
</tr>
</tbody>
</table>

Full-time /Part-time Master of Arts in Chinese Studies (Language Education) Programme

| (2013/14 Entry and before) | $80,000 (whole programme) ($8,000 per course) |
| (2014/15 Entry)             | $81,000 (whole programme) ($8,100 per course) |
| (2015/16 and 2016/17 Entry) | $84,000 (whole programme) ($10,500 per course) |

Full-time Master of Arts in Teaching Chinese as an International Language Programme

| (2014/15 Entry and before) | $96,000 (whole programme) ($9,600 per course) |
| (2015/16 Entry)             | $105,000 (whole programme) ($10,500 per course) |
| (2016/17 Entry)             | $111,000 (whole programme) ($11,100 per course) |

Full-time/Part-time Master of Arts in Teaching English as an International Language Programme

| (2009/10 Entry) | $7,700 (3 cp) |
| (2010/11 Entry) | $8,000 (3 cp) |

Full-time/Part-time Master of Arts in Teaching English to Speakers of Other Languages Programme

<p>| (2011/12 Entry) | $80,000 (whole programme) ($8,000 per course) |
| (2012/13 - 2013/14 Entry) | $85,000 (whole programme) ($8,500 per course) |</p>
<table>
<thead>
<tr>
<th>Self-financed Programmes</th>
<th>Fee (HK$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2014/15 Entry)</td>
<td>$87,000 (whole programme)</td>
</tr>
<tr>
<td></td>
<td>($8,700 per course)</td>
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<tr>
<td>(2015/16 Entry)</td>
<td>$90,000 (whole programme)</td>
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<tr>
<td></td>
<td>($11,250 per course)</td>
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<tr>
<td>(2016/17 Entry)</td>
<td>$96,000 (whole programme)</td>
</tr>
<tr>
<td></td>
<td>($12,000 per course)</td>
</tr>
<tr>
<td>Part-time International Executive Master of Arts in</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership and Change Programme</td>
<td></td>
</tr>
<tr>
<td>(2012/13 Entry and before)</td>
<td>$88,500 (whole programme)</td>
</tr>
<tr>
<td>(2013/14 Entry)</td>
<td>$91,000 (whole programme)</td>
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<tr>
<td>(2014/15 Entry)</td>
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</tr>
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<td>Part-time Executive Master of Arts in International</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership and Change Programme</td>
<td></td>
</tr>
<tr>
<td>(2015/16 Entry)</td>
<td>$90,000 (whole programme)</td>
</tr>
<tr>
<td>(2016/17 Entry)</td>
<td>$96,000 (whole programme)</td>
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<tr>
<td>Full-time/Part-time Master of Arts in Music Education</td>
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<tr>
<td>Programme</td>
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</tr>
<tr>
<td>(2014/15 Entry and before)</td>
<td>$96,000 (whole programme)</td>
</tr>
<tr>
<td></td>
<td>($12,000 per course)</td>
</tr>
<tr>
<td>(2015/16 Entry)</td>
<td>$98,400 (whole programme)</td>
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<tr>
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<tr>
<td>(2016/17 Entry)</td>
<td>$100,800 (whole programme)</td>
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<tr>
<td></td>
<td>($12,600 per course)</td>
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<tr>
<td>Full-time/Part-time Master of Arts</td>
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<tr>
<td>(Contemporary Studio Art and Criticism in Education)</td>
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<tr>
<td>Programme</td>
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<tr>
<td>(2011/12 Entry)</td>
<td>$98,000 (whole programme)</td>
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<tr>
<td></td>
<td>($9,800 per course)</td>
</tr>
<tr>
<td>(2012/13 Entry)</td>
<td>$86,400 (whole programme)</td>
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<tr>
<td></td>
<td>($10,800 per course)</td>
</tr>
<tr>
<td>(2013/14 Entry)</td>
<td>$94,400 (whole programme)</td>
</tr>
<tr>
<td></td>
<td>(11,800 per course)</td>
</tr>
<tr>
<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
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<tr>
<td>Full-time/Part-time Master of Arts in Educational Linguistics and Communication Sciences Programme</td>
<td>$90,000 (whole programme)</td>
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<td>($9,000 per course)</td>
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<tr>
<td>Full-time/Part-time Master of Arts in Mathematics and Pedagogy Programme</td>
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<tr>
<td>(2011/12 Entry)</td>
<td>$80,000 (whole programme)</td>
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<td>($8,000 per course)</td>
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<tr>
<td>(2012/13 - 2014/15 Entry)</td>
<td>$84,800 (whole programme)</td>
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<td>($10,600 per course)</td>
</tr>
<tr>
<td>(2015/16 Entry)</td>
<td>$88,000 (whole programme)</td>
</tr>
<tr>
<td></td>
<td>($11,000 per course)</td>
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<tr>
<td>(2016/17 Entry)</td>
<td>$90,000 (whole programme)</td>
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<td></td>
<td>($11,250 per course)</td>
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<tr>
<td>Full-time/Part-time Master of Social Science Education (Greater China Studies) Programme</td>
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</tr>
<tr>
<td>(2011/12 Entry)</td>
<td>$90,000 (whole programme)</td>
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<tr>
<td></td>
<td>($9,000 per course)</td>
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<tr>
<td>(2012/13 Entry and after)</td>
<td>$78,000 (whole programme)</td>
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<td>($9,750 per course)</td>
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<tr>
<td>Full-time/Part-time Master of Social Science Education in Greater China Studies Programme</td>
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<td>(2015/16 Entry)</td>
<td>$83,000 (whole programme)</td>
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<td>($10,375 per course)</td>
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<td>(2016/17 Entry)</td>
<td>$88,400 (whole programme)</td>
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<td>$11,050 per course)</td>
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<tr>
<td>Full-time/Part-time Master of Arts in Education for Sustainability Programme</td>
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<tr>
<td>(2014/15 Entry and before)</td>
<td>$86,400 (whole programme)</td>
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<tr>
<td></td>
<td>($10,800 per course)</td>
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<tr>
<td>(2015/16 Entry)</td>
<td>$96,000 (whole programme)</td>
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<tr>
<td></td>
<td>($12,000 per course)</td>
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<tr>
<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
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<tr>
<td>Full-time/Part-time Master of Public Policy and Governance Programme</td>
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</tr>
<tr>
<td>(2014/15 Entry and before) $85,200 (whole programme) ($10,650 per course)</td>
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</tr>
<tr>
<td>(2015/16 Entry) $92,000 (whole programme) ($11,500 per course)</td>
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</tr>
<tr>
<td>(2016/17 Entry) $98,000 (whole programme) ($12,250 per course)</td>
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</tr>
<tr>
<td>Full-time Master of Science in Educational Speech-Language Pathology and Learning Disabilities Programme</td>
<td></td>
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<tr>
<td>(2013/14 Entry) $262,000 (whole programme)</td>
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<tr>
<td>(2014/15 - 2015/16 Entry) $277,920 (whole programme)</td>
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<tr>
<td>(2016/17 Entry) $311,040 (whole programme)</td>
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<tr>
<td>Part-time Master of Arts in Educational Counselling Programme</td>
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</tr>
<tr>
<td>(2013/14 Entry) $94,600 (whole programme)</td>
<td></td>
</tr>
<tr>
<td>(2014/15 - 2015/16 Entry) $105,000 (whole programme)</td>
<td></td>
</tr>
<tr>
<td>(2016/17 Entry) $114,000 (whole programme)</td>
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<tr>
<td>Full-time/Part-time Master of Social Sciences in Psychology (Schools and Community Settings) Programme</td>
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</tr>
<tr>
<td>(2014/15 Entry and before) $111,600 (whole programme) ($9,300 per course)</td>
<td></td>
</tr>
<tr>
<td>(2015/16 and 2016/17 Entry) $118,800 (whole programme) ($9,900 per course)</td>
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<tr>
<td>Part-time Executive Master of Arts in Arts Management and Entrepreneurship Programme</td>
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<tr>
<td>(2013/14 Entry) $120,000 (whole programme)</td>
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</tr>
<tr>
<td>(2014/15 - 2016/17 Entry) $129,600 (whole programme)</td>
<td></td>
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<tr>
<td>Full-time/Part-time Master of Arts in Community-based Arts Education Programme $96,000 (whole programme) ($12,000 per course)</td>
<td></td>
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<td><strong>Self-financed Programmes</strong></td>
<td><strong>Fee (HK$)</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>Full-time/Part-time Master of Teaching Programme</strong></td>
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<tr>
<td>(2015/16 Entry)</td>
<td>$99,600 (whole programme) ($12,450 per course)</td>
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<tr>
<td>(2016/17 Entry)</td>
<td>$103,200 (whole programme) ($12,900 per course)</td>
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<tr>
<td><strong>Full-time/Part-time Master of Arts in Child and Family Education Programme</strong></td>
<td>$93,600 (whole programme) ($11,700 per course)</td>
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<tr>
<td><strong>Full-time/Part-time Master of Social Sciences in Global and Hong Kong Studies Programme</strong></td>
<td>$99,600 (whole programme) ($12,450 per course)</td>
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<td><strong>Full-time/Part-time Postgraduate Diploma in English Studies</strong></td>
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<tr>
<td>(2011/12 Entry)</td>
<td>$48,000 (whole programme) ($6,000 per course)</td>
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<tr>
<td>(2012/13 Entry)</td>
<td>$56,000 (whole programme) ($7,000 per course)</td>
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<tr>
<td><strong>Full-time/Part-time Postgraduate Diploma in Psychology (Schools and Community Settings)</strong></td>
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<tr>
<td>(2012/13 Entry and before)</td>
<td>$89,100 (whole programme) ($8,100 per course)</td>
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<tr>
<td>(2013/14 Entry)</td>
<td>$95,700 (whole programme) ($8,700 per course)</td>
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<tr>
<td><strong>Full-time/ Part-time Bachelor of Health Education (Honours) Programme</strong></td>
<td>$168,000 (whole programme) ($2,800 per credit)</td>
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<tr>
<td><strong>Full-time Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) Programme</strong></td>
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<tr>
<td>(2008/09 Entry)</td>
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<td>(2009/10 and 2010/11 Entry)</td>
<td>$78,000 (per annum)</td>
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<td>(2011/12 Entry)</td>
<td>$234,000 (whole programme) $78,000 (per annum)</td>
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<tr>
<td>(2012/13 - 2014/15 Entry) (4-year)</td>
<td>$288,000 (whole programme) ($2,400 per credit)</td>
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<tr>
<td>(2015/16 Entry) (4-year)</td>
<td>$300,000 (whole programme) ($2,500 per credit)</td>
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<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>(2016/17 Entry) (4-year)</td>
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<tr>
<td>Bachelor of Arts (Honours) in Liberal Studies Education</td>
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<tr>
<td>(2011/12 Entry) (3-year)</td>
<td>$257,600 (whole programme)</td>
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<tr>
<td>(2012/13 Entry) (4-year)</td>
<td>$310,000 (whole programme)*</td>
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<tr>
<td>(2013/14 - 2016/17 Entry) (4-year)</td>
<td>$312,000 (whole programme)*</td>
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<tr>
<td>Bachelor of Science Education (Honours) (Sports Science)</td>
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<td>(2011/12 Entry)</td>
<td>$257,400 (whole programme)</td>
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<td></td>
</tr>
<tr>
<td>(2012/13 and 2013/14 Entry) (4-year)</td>
<td>$288,000 (whole programme)*</td>
</tr>
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<td></td>
</tr>
<tr>
<td>(2014/15 Entry) (4-year)</td>
<td>$300,000 (whole programme)*</td>
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<td></td>
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<tr>
<td>(2015/16 Entry and 2016/17 Entry) (4-year)</td>
<td>$306,000 (whole programme)*</td>
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<tr>
<td>Bachelor of Science Education (Honours) (Science and Web Technology)</td>
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<tr>
<td>(2011/12 Entry)</td>
<td>$247,500 (whole programme)</td>
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<tr>
<td>(2012/13 - 2016/17 Entry) (4-year)</td>
<td>$300,000 (whole programme)*</td>
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</tr>
<tr>
<td>Bachelor of Social Science Education (Honours) (Greater China Studies)</td>
<td></td>
</tr>
<tr>
<td>(2011/12 Entry)</td>
<td>$237,800 (whole programme)</td>
</tr>
<tr>
<td>Year 1</td>
<td>$79,267</td>
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<tr>
<td>Year 2</td>
<td>$79,267</td>
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<tr>
<td>Year 3</td>
<td>$79,266</td>
</tr>
<tr>
<td>(2012/13 Entry) (4-year)</td>
<td>$289,000 (whole programme)*</td>
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<td></td>
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<tr>
<td>Self-financed Programmes</td>
<td>Fee (HK$)</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>(2013/14 Entry) (4-year)</td>
<td>$294,000 (whole programme) $2,450 per credit</td>
</tr>
<tr>
<td>(2014/15 and 2015/16 Entry) (4-year)</td>
<td>$300,000 (whole programme) $2,500 per credit</td>
</tr>
<tr>
<td>(2016/17 Entry) (4-year)</td>
<td>$303,000 (whole programme) $2,525 per credit</td>
</tr>
</tbody>
</table>

Bachelor of Arts (Honours) in Education for Sustainability

| (2013/14 - 2016/17 Entry)                                   | $320,000 (whole programme) $8,000 per 3-credit course |

Bachelor of Arts (Honours) in Human and Organizational Development

| (2014/15 - 2016/17 Entry)                                   | $336,000 (whole programme) $2,800 per credit |

Associate of Applied Science (Sports Coaching and Management)

| (2012/13 Entry)                                            | $83,600 (whole programme)                     |
| (2013/14 - 2015/16 Entry)                                 | $96,200 (whole programme)                     |

Associate of Arts (Music)

| (2012/13 Entry)                                            | $83,600 (whole programme)                     |
| (2013/14 and 2014/15 Entry)                               | $96,200 (whole programme)                     |

Associate of Education (Liberal Studies)

| (2012/13 Entry)                                            | $83,600 (whole programme)                     |
| (2013/14 - 2015/16 Entry)                                 | $96,200 (whole programme)                     |

Higher Diploma in Social Work

| (2012/13 Entry)                                            | $93,600 (whole programme)                     |
| (2013/14 Entry)                                            | $117,000 (whole programme)                    |
| (2014/15 Entry)                                            | $130,000 (whole programme)                    |

# Tuition fees for the self-financed 4-year FT undergraduate programmes will be calculated on the basis of credits for 2012/13 cohort and thereafter.

Tuition fees once paid are not refundable.
For Visiting Students, please refer to the application materials for the details on tuition fees and other fees.
2. **Caution Money**

All students (with the exception of students of professional development programmes) are required to pay, upon enrollment, HK$350 as caution money as a deposit to make good any outstanding debts to the University incurred in, for example, damage to the University property. Should there be no outstanding fees/fines/charges at the end of the study, the caution money will be used to cover graduation fee (including cost of the congregation, loan of a graduation gown and cost of the award certificate).

If a student fails to settle any outstanding Institutional Fees, a collective term which refers to fees charged by the University covering tuition, caution money, hall fees, student union fees, etc, he/she will not be allowed to attend the congregation nor receive any academic documents (including award of certificates) until the sum is cleared.

Caution money is non-refundable except to those students who withdraw from the programmes during the course of study and have completed the withdrawal procedures or those who are required to discontinue studies by the University. The remaining balance after deducting any fees/fines/charges that the student owes to the University will be refunded to the student within two months after withdrawal or discontinuation of studies.

3. **Students’ Union Membership Fee**

Students admitted to the full-time programmes are required to pay a Students’ Union initial membership fee of HK$20 and an annual membership fee of HK$150 upon enrollment. Returning students of full-time programmes are only required to pay an annual membership fee of HK$150 at the beginning of an academic year.
SCHOLARSHIPS AND AWARDS

The Committee on Scholarships and Prizes oversees policies and development of scholarships and awards for students. The Student Affairs Office is the secretariat of the Committee serving as the central coordinating unit for the administration of scholarships and awards.

1. Scholarships

Scholarships are awarded based on academic merit (normally minimum GPA 3.0). Contribution in community service, participation in extra-curricular activities, leadership abilities and other criteria as stipulated by the donors are also considered. Academic units and other offices of the University are invited to put forward recommendations for scholarships while some scholarships are open for application. The scholarships are normally presented either at the University’s functions or occasions organised by the donors.

AIA Foundation Scholarship

• Two scholarships ($15,000 each) are donated by the AIA Foundation (annual amount: $30,000).
• Non-final year full-time undergraduate students who are HK permanent residents are eligible.
• Family financial conditions and participation in voluntary services and extra-curricular activities will be considered.
• This scholarship is open for application and shortlisted candidates are required to attend selection interview.

Au Bak Ling Charity Trust Scholarship

• Scholarships ($10,000 each) are offered by the Au Bak Ling Charity Trust. The number of recipients varies each year.
• Full-time BEd students are eligible.
• Financial conditions will be considered.
• This scholarship is open for application and shortlisted candidates are required to attend selection interview.
**The Bank of East Asia Scholarship**
- One scholarship ($10,000) is donated by The Bank of East Asia Charitable Foundation.
- Full-time students majoring in Mathematics who are HK permanent residents are eligible.

**Cheung Wan Memorial Scholarship for Art**
- Four scholarships ($10,000 each) are donated by the family of the late Mr Cheung Wan (annual amount: $40,000).
- Full-time undergraduate students majoring in Visual Arts are eligible.

**Cheung’s Family Charity Fund Scholarship**
- Four scholarships (around $10,000 each) are available from an endowment donated by the Cheung’s Family Charity Fund (annual amount: around $40,000).
- Full-time first year BEd students majoring in Physical Education who are HK permanent residents are eligible.
- Achievements in sports activities will be considered.

**Chiang Chen Industrial Charity Foundation Scholarship**
- Two scholarships ($12,500 each) are donated by the Chiang Chen Industrial Charity Foundation (Hong Kong) Limited (annual amount: $25,000).
- Full-time BEd students studying computer-related subjects who are HK permanent residents are eligible.
- Preference will be given to those who possess personal qualities such as leadership, initiative and enthusiasm.

**China Daily Hong Kong Edition Scholarship**
- One scholarship ($10,000) is donated by the China Daily Hong Kong Limited.
- Full-time BA(Language Studies) students majoring in English who are HK permanent residents are eligible.

**Chinese Language Education Scholarship**
- Three scholarships ($10,000 each) are donated by Mr Yu Xingyuan (annual amount: $30,000).
- Full-time third and fourth year BEd students majoring in Chinese are eligible.
**CMA & Donors Scholarship**

- Five scholarships ($5,000 each) are donated by the Chinese Manufacturers’ Association and its members (annual amount: $25,000).
- Students studying industry-related subjects (such as Business Studies and Applied Science) who are HK permanent residents are eligible.

**Elizabeth Frankland Moore Award**

- Two awards ($1,500 each) are donated by the Hong Kong Sino-British Fellowship Trust Scholars’ Association (annual amount: $3,000).
- Students studying Special Needs or Early Childhood Education are eligible.

**Entrance Scholarships (for Undergraduate Students)**

Entrance Scholarships for undergraduate students are funded by the University and private donors to award outstanding local and non-local applicants to the University’s undergraduate programmes. Academic merits, interview performance (if applicable) and/or non-academic achievements will be considered.

- **Arthur Samy Entrance Scholarship**
  - First Year Admission Scholarships ($50,000 each and one-off) are donated by the Arthur Samy Memorial Fund.
  - First year full-time undergraduate local students who have obtained excellent results in HKDSE are eligible.

- **Entrance Scholarships offered by Faculties / Departments**
  - Bachelor of Arts in Liberal Studies Education Entrance Scholarship ($80,000 each and one-off).
  - Bachelor of Music in Education Entrance Scholarship ($11,000-$12,500 each and renewable).
  - Faculty of Education and Human Development Entrance Scholarship ($10,000 each and one-off).
  - Faculty of Humanities Entrance Scholarship for Non-local Students ($5,000 each and one-off).
  - Faculty of Liberal Arts and Social Sciences Entrance Scholarship for Self-financed Programmes ($50,000 each and one-off).
– **EdUHK-Church of Christ in China Entrance Scholarship**
  - Two scholarships ($20,000 each and one-off) are donated by the Church of Christ in China and the University (annual amount: $40,000).
  - First year full-time undergraduate local students who have obtained excellent results in HKDSE are eligible.
  - Students must be S6 graduates from a secondary school sponsored by the Hong Kong Council of the Church of Christ in China.

– **EdUHK Entrance Scholarship for Local Students**
  - Full Scholarship ($90,000 each p.a. and renewable)
  - Tuition Scholarship ($42,100 each p.a. and renewable)
  - First year full-time undergraduate local students who have obtained excellent results in HKDSE are eligible.

– **EdUHK Entrance Scholarship for Non-local Students**
  - Full Scholarship ($150,000 each p.a. and renewable)
  - Tuition Scholarship ($110,000 each p.a. and renewable)
  - Half Tuition Scholarship ($55,000 p.a. and renewable)

– **EdUHK Goodwill Entrance Scholarships**
  - Two scholarships ($50,000 each and one-off) are donated by various donors (annual amount: $100,000).
  - First year full-time undergraduate local students who have obtained excellent results in HKDSE are eligible.

– **EdUHK Sun Hung Kai Properties Scholarship Scheme**
  - One scholarship ($42,100 p.a. and renewable) is donated by Sun Hung Kai Properties Charitable Fund.
  - First year full-time undergraduate local students who have obtained excellent results in HKDSE are eligible.

– **Parsons Entrance Scholarship for BEd Music**
  - Nine scholarships ($42,100 each) are donated by Parsons Music Group (annual amount: $378,900).
  - First year full-time BEd Music students are eligible.
– **Wilfred Ng Entrance Scholarship**
  • Six scholarships ($10,000 each) are donated by Mr Wilfred Ng Sau-kei (annual amount: $60,000).
  • First year full-time or part-time undergraduate students studying physical education / sports science / health education / professional & vocational education programmes are eligible.

**Entrance Scholarships (for Postgraduate Students)**

Entrance Scholarships for postgraduate students are funded by the University to award outstanding local and non-local applicants to the University's postgraduate programmes. Academic merits, interview performance (if applicable) and/or non-academic achievements will be considered.

– **Entrance Scholarship for Doctor of Education - Science and Environmental Studies** (Three scholarships at $30,000 each).
– **Entrance Scholarship for Master of Arts in Education for Sustainability** (Three scholarships at $10,000 each).
– **Entrance Scholarship for Master of Education – Mathematics, Technology, Science and Environment** (Science and Environmental Studies Strand) (Max. 10 scholarships at $10,000 each).
– **Entrance Scholarship for Master of Social Sciences in Community Education and Environmental Management** (10 scholarships at $10,000 each).
– **Master of Social Sciences in Global and Hong Kong Studies Entrance Scholarship** (Max. four scholarships at $50,000 each).
– **Scholarship for Master of Arts (Music Education)** (Four scholarships at half tuition each).

**Evelyn Yee-fun Man Scholarships**

• Three scholarships ($10,000 x 1 and $15,000 x 2) are donated by Professor Evelyn Yee-fun Man (annual amount: $40,000).
• Full-time undergraduate students majoring in Chinese or English are eligible.

**Friends of Hope Scholarship**

• 20 scholarships ($20,000 each) are donated by Friends of Hope Education Fund Limited (annual amount: $400,000).
• Full-time undergraduate students with participation in voluntary service and has successfully applied for government grant are eligible.


Fuji Xerox (Hong Kong) Limited Scholarship

- Five scholarships ($10,000 each) are donated by Fuji Xerox (Hong Kong) Limited (annual amount: $50,000).
- Full-time undergraduate students in the Global and Environmental Studies programme or Early Childhood Education programme are eligible.

Fung Scholarships

- At least eight annual scholarships (range from $10,000 to $20,000 each) are available from a scholarship endowment donated by the Victor and William Fung Foundation Limited.
- Full-time undergraduate students who will be attending the overseas English Language immersion programme or outgoing student exchange programme and who are HK permanent residents are eligible.

Hong Kong & Kowloon Electrical Appliances Merchants Association Scholarship

- One scholarship ($10,000) is donated by the Hong Kong & Kowloon Electrical Appliances Merchants Association.
- Full-time BA(Language Studies) local students majoring in Chinese are eligible.

Hong Kong Association of University Women Undergraduate Scholarship

- Scholarships ($5,000 each) are offered by the Hong Kong Association of University Women. The number of recipients varies each year.
- Second year full-time female undergraduate students are eligible.
- To be awarded to students who demonstrate participation and involvement in community service.
- This scholarship is open for application and shortlisted candidates are required to attend selection interview.

Hong Kong Chiu Chow Chamber of Commerce Scholarship

- Three scholarships ($10,000 each) are donated by the Hong Kong Chiu Chow Chamber of Commerce (annual amount: $30,000).
- Full-time undergraduate students majoring in Music are eligible.
The Hong Kong International Institute of Educational Leadership Scholarship

- Scholarships (worth $4,500 each) are donated by the Hong Kong International Institute of Educational Leadership as full sponsorship to attend a certificate course on values education. The number of recipients varies each year.
- Students attending full-time or part-time programmes with a duration of one year or above are eligible.
- Candidates should have a strong interest in values education.
- This scholarship is open for application.

Hong Kong (International) Realty Association Scholarship

- Five scholarships ($10,000 each) are donated by the Hong Kong (International) Realty Association Limited (annual amount: $50,000).
- Full-time undergraduate students majoring in General Studies are eligible.

The Hong Kong Jockey Club Scholarship Scheme

- Full scholarships are offered by The Hong Kong Jockey Club Charities Trust.
- There shall be up to five scholarship awards - four for local students (including one for a student with special educational needs) and one for a Mainland student. It is open to both Year 1 and 2 students studying a first undergraduate degree.
- The amount is $101,300 and $159,200 for local and Mainland students respectively in 2015/16.
- The academic requirements are academic excellence in HKDSE and GPA 3.5 or top 10% in class. Students with special educational needs have to attain at least 70% of the highest possible CGPA. Other selection criteria are proficiency in Chinese (including Putonghua) and English, leadership, character and commitment to service.
- The scholarship is offered on an annual renewable basis and is tenable for the entire normal length of study, subject to continued outstanding academic performance and participation in community services. Students with special educational needs have to maintain consistent academic performance.
- This scholarship is open for application and shortlisted candidates are required to attend selection interviews.

Hong Kong Language Campaign Scholarship for English

- Five scholarships ($10,000 each) are available annually from a donation by the Sino Group (annual amount: $50,000).
- Final year full-time BEd students majoring in English are eligible.
HKSAR Government Scholarship Scheme

Scholarships are offered by the Hong Kong Special Administrative Region Government Fund to award full-time UGC-funded students with outstanding academic results and non-academic achievements:

a) Academic Scholarship – $20,000 each per year for local sub-degree students, $40,000 each per year for undergraduate local students and $80,000 each per year for undergraduate non-local students.

b) Reaching Out Award – $10,000 each for local / non-local students to participate in activities outside Hong Kong.

c) Talent Development Scholarship – $10,000 each to recognise local / non-local students’ talents or potential in non-academic areas: sports & games; music & performing arts; culture, arts & design; innovation, science & technology.

d) Endeavour Merit Award - $10,000 each for a student with special educational needs.

e) Targeted Scholarship – Up to annual tuition ($110,000 each per year for 2015/16 intake) for non-local students from ASEAN countries, India and Korea.

*The scholarships a) to d) above are open for application and shortlisted candidates for a) are required to attend selection interview.*

HSBC Hong Kong Scholarship

* Four scholarships ($50,000 each) are offered by the Hongkong Bank Foundation (annual amount: $200,000).
* Students must acquire a minimum Programme Grade Point Average of 3.7 or be top 3% of class to be eligible.
* Full-time UGC-funded undergraduate local students who are permanent residents are eligible.
* Preference will be given to students from disadvantaged background, including students with disability.
* Final selection by the HSBC.
* Application for this scholarship is by invitation and shortlisted candidates are required to attend selection interviews.
HSBC Overseas Scholarship Scheme

- One scholarship of a generous amount is offered by the Hongkong Bank Foundation to support a student to spend up to a year to study at a selected overseas university.
- Non-final year UGC-funded undergraduate students who are HK permanent residents are eligible.
- Candidates should have a minimum Programme GPA of 3.7 or be top 3% of class, well-rounded with active participated in extra-curricular activities and community service activities. There are also minimum requirements on TOEFL or IELTS scores. Final selection by the HSBC.
- Application for this scholarship is by invitation and shortlisted candidates are required to attend selection interviews.

HSBC Vocational Education Scholarship

- Two scholarships ($20,000 each) are offered by the Hongkong Bank Foundation (annual amount: $40,000).
- Students must acquire a minimum Programme Grade Point Average of 3.3 to be eligible.
- Full-time sub-degree local students who are permanent residents are eligible.
- Preference will be given to students from disadvantaged backgrounds.
- Final selection by the HSBC.
- Application for this scholarship is by invitation and shortlisted candidates are required to attend selection interviews.

Lady Ivy Wu Scholarship

- One scholarship covering tuition, hall and other institutional fees are available from an endowment donated by Sir Gordon and Lady Ivy Wu of Hopewell Holdings Limited (annual amount: around $130,000).
- A teacher from Huadu, Guangzhou of Mainland China is selected to pursue the full-time Postgraduate Diploma in Education Programme.

Li Po Chun Charitable Trust Fund Scholarship

- Four undergraduate scholarships (around $10,000 each) are donated by the Li Po Chun Charitable Trust Fund (annual amount: around $40,000).
- Full-time first year undergraduate students who are HK permanent residents are eligible.
- Preference will be given to those who possess personal qualities such as leadership, initiative and enthusiasm in serving others.
- This scholarship is open for application.
Dr Li Wai Shing Memorial Scholarship
- Two scholarships ($10,000 each) are donated by Mrs Gladys Li (annual amount: $20,000).
- Full-time second and third year undergraduate local students with outstanding performance in Curriculum and Instruction are eligible.
- Preference will be accorded to applicants with demonstrable leadership and voluntary service records.

Mr Leung Che Kwong Memorial Scholarship
- One scholarship ($10,000) is donated by the Leung’s family.
- Full-time undergraduate students majoring in Mathematics who are HK permanent residents are eligible.

Multi-faceted Excellence Scholarship
- Scholarships are granted by the government’s Home Affairs Bureau to award students who excel in sport, arts and/or community service.
- Target students are HKDSE graduates who have met all the basic requirements of university admission.
- There shall be around 20 awardees per year. The awardees will not be required to pay tuition fees during the whole undergraduate study period.
- Nomination is made by secondary schools and shortlisted candidates are required to attend selection interview.

Ng Siu Yue Memorial Scholarship
- One scholarship ($10,000) is donated by Mr Ng Hing-wo.
- Full-time students majoring in Visual Arts are eligible.

Rural Training College Alumni Association Scholarship
- Three scholarships ($10,000 each) are donated by the Rural Training College Alumni Association (annual amount: $30,000).
- Full-time BEd (Primary) students majoring in General Studies who are HK permanent residents are eligible.
Scholarship for Prospective English Teachers

- Scholarships ($50,000 per year for local students and $80,000 per year for non-local students) are offered by the HKSAR Government.
- Applicants who wish to pursue a full-time English major degree or a full-time PGDE programme majoring in English are eligible.
- Undergraduate applicants should obtain a Level 5 or above in English Language in HKDSE (or an equivalent result from other recognised examinations); PGDE applicants should hold a degree majoring in English Language (or a relevant subject) with at least Second Class Honours Upper Division or equivalent.
- The scholarship is tenable for the normal duration of the study programme.
- Awardees have to fulfill teaching obligation after graduation.
- This scholarship is open for application (to the Education Bureau) and shortlisted candidates are required to attend selection interview.

Scholarships offered by Faculties / Departments for Undergraduate / Postgraduate Students

- Bachelor of Arts in Liberal Studies Education Scholarship for Community Service (Three scholarships at $10,000 each).
- Faculty of Liberal Arts and Social Sciences Outstanding Academic Performance Scholarship for Self-financed Programmes (Multiple scholarships at $10,000-$15,000 each).
- Master of Public Policy and Governance Academic Scholarship (Three scholarships at half tuition each).
- Master of Public Policy and Governance Residential Scholarship for Non-local Students (Two scholarships at max. $30,000 each).
- Master of Social Science Education in Greater China Studies Taught Master Excellence Scholarship (Two scholarships at half tuition each).
- Scholarship for Master of Arts in Teaching English to Speakers of Other Languages (One scholarship at annual tuition)

Self-financing Post-secondary Scholarship Scheme

Scholarships are offered by the Self-financing Post-secondary Education Fund to award full-time self-financed undergraduate and sub-degree local and non-local students with outstanding academic results and non-academic achievements:

a) Outstanding Performance Scholarship – $30,000 each for sub-degree local and non-local students, $40,000 each for undergraduate local students and $80,000 each for undergraduate non-local students.
b) Best Progress Award – $10,000 each for local and non-local students.

c) Reaching Out Award – $10,000 each for local and non-local students to participate in activities outside Hong Kong.

d) Talent Development Scholarship – $10,000 each to recognise local and non-local students’ talents or potential in non-academic areas: sports & games; music & performing arts; culture, arts & design; innovation, science & technology.

e) Endeavour Scholarship - $10,000 each for a student with special educational needs.

* The scholarships a), c) to e) above are open for application.

**Shanghai Commercial Bank Scholarship**

- Five scholarships ($10,000 each) are donated by the Shanghai Commercial Bank Limited (annual amount: $50,000).
- Students of the following full-time UGC-funded undergraduate programmes are eligible: BA(Language Studies), BEd (Business, Accounting and Financial Studies), BEd (Geography), BEd (History) and BSocSc in Psychology.
- Preference will be given to students who have community / social service experience.

**Shao Ming Lo Foundation Scholarship**

- 16 scholarships ($16,000 each) are donated by the Shao Ming Lo Foundation (annual amount: $256,000).
- Students of full-time self-financed undergraduate programmes who are not selected for the Outstanding Performance Scholarship under the government’s Self-financing Post-secondary Scholarship Scheme are eligible.

**Shun Hing Chinese Language Scholarship**

- Two scholarships ($10,000 each) are donated by the Shun Hing Education and Charity Fund (annual amount: $20,000).
- Final year students of full-time BEd programmes majoring in Chinese are eligible.

**Simon K.Y. Lee Foundation Scholarship**

- Three scholarships ($10,000 for a full-time student and $5,000 for two part-time students) are donated by the Simon K.Y. Lee Foundation (annual amount: $20,000).
- Full-time undergraduate, part-time undergraduate and PGDE students studying Early Childhood Education who are HK permanent residents are eligible.
Sir Edward Youde Memorial Scholarships (for Undergraduate and Higher Diploma Students)

- Scholarships ($40,000 each) are available from the Sir Edward Youde Memorial Fund to recognise and encourage the academic achievements of full-time undergraduate and diploma students at post-secondary and tertiary levels in Hong Kong.
- Full-time students in Year 2 or above are eligible to be nominated by the University.
- Leadership qualities as demonstrated in extra-curricular activities and/or community services will be considered.
- This scholarship is open for application and shortlisted candidates are required to attend selection interview.

Sir Edward Youde Memorial Fellowships / Scholarships for Disabled Students

- The fellowships/scholarships are available to full-time disabled students pursuing postgraduate studies by research and/or undergraduate and diploma programmes at post-secondary and tertiary levels in Hong Kong.
- Fellowships ($50,000 each) and scholarships ($40,000 each) are offered to students with high standards of academic achievements and personal qualities.
- This scholarship is open for application and shortlisted candidates are required to attend selection interview.

Sir Edward Youde Memorial Fellowships (for Postgraduate Research Students)

- The fellowships ($50,000 each) are available to full-time postgraduate research students undertaking UGC-funded / publicly-funded programmes who have registered for a master degree or a doctorate degree.
- Applicants must be HK permanent residents and have resided in HK for at least three years.
- This scholarship is open for application and shortlisted candidates are required to attend selection interview.

Star Light Scholarship

- Five scholarships ($10,000 each) are donated by China Star Light Charity Fund Association (annual amount: $50,000).
- Full-time undergraduate local students majoring in Chinese are eligible.
Student Exchange Scholarships

Student Exchange Scholarships are funded by the University and private donors to award local and non-local students who are selected to participate in the University’s one-semester Student Exchange in an overseas country or in the Greater China Region. The scholarship amounts range from $13,000 to $32,000 each, depending on the destination and the donor’s wish.

- Professor Cheung Bing Leung Student Exchange Scholarship
- Fung Scholarships
- EdUHK Student Exchange Scholarship
- Dame Margaret Zee Student Exchange Scholarship (Music)
- Wing Lung Bank Student Exchange Scholarship

Tsui Ping-kwong Field Experience Award

- Five awards ($4,000 each) are donated by Dr Tsui Ping-kwong (annual amount: $20,000).
- Full-time BEd students who have completed Field Experience are eligible. Priority will be given to final year students.

Virtue Scholarship

- One scholarship ($10,000) is donated by a group of Hong Kong citizens to support university students.
- Full-time BSocSc local students majoring in Psychology are eligible.

2. EdUHK Student Awards

EdUHK Student Awards are granted to students by the University primarily on the basis of academic performance (GPA 3.5). Performance in field experience and conduct are also considered. The awardees will receive a certificate as a token of recognition and encouragement. There are two types of Awards:

- President’s Honour List (for graduating undergraduate / research postgraduate / professional doctorate students only)
- Dean’s Honour List (for students studying a one-year or above full-time programme, or a two-year or above part-time programme)
3. President’s Commendation Scheme

The President’s Commendation Scheme is established to provide university-level recognition of students’ non-academic achievements in whole person development, arts and culture, community service, leadership and sports. All full-time EdUHK students are eligible. The level of achievement, impact to the area, academic performance, the extent of commitment and recommendation by references are considered in the assessment. A two-tier recognition structure is offered:

**President’s Commendation**
- President’s Commendation is granted to students with impactful non-academic achievements.
- A maximum of 10 awardees will be selected per year.

**President’s Appreciation**
- President’s Appreciation is granted to students with exemplary non-academic achievements.
- A maximum of 25 awardees will be selected per year.

There are also other scholarships and prizes/awards offered by the University’s departments, offices or external organisations. Details will be made available by the relevant unit at the time of application. The most updated information will be posted on the intranet. For matters regarding scholarships and prizes/awards, please contact the Student Affairs Office.

*Note: The above information is subject to change without prior notice.*
STUDENT FINANCIAL ASSISTANCE

1. Government Financial Assistance

The Working Family and Student Financial Assistance Agency (WFSFAA) of the Government administers three financial assistance schemes: the means-tested Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), Financial Assistance Scheme for Post-secondary Students (FASP) and the Non-means Tested Loan Scheme (NLS). Applicants must have the right of abode in Hong Kong or have resided or have their homes in Hong Kong continuously for three complete years prior to the commencement of their programmes. This does not cover students staying in Hong Kong holding student visas.

1.1 Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)

UGC-funded full-time students can apply for TSFS. Financial assistance under the TSFS is provided in the form of a grant and/or loan. The grant is to cover tuition fees, academic expenses and compulsory union fees. The loan is for living expenses and is interest-bearing at the rate of 1.0% per annum, chargeable from the commencement of the repayment period which begins upon student’s graduation or leaving the University. The loan is repayable in 180 monthly installments within 15 years after graduation or termination of study.

Students up to their first degree level who are successful applicants of the TSFS, reside beyond 10 minutes’ walking distance from their normal place of study during term time and travel to school by public transport may be eligible for a travel subsidy. Postgraduate students and hall residents are not eligible.

The level of grant and/or loan offered in each case is determined by adjusted family income and net asset value per household member in relation to the tuition fees payable by the student and the academic expenses to be incurred on the student’s particular programme of studies. Normally, applications are open to continuing students in April, and to new students in September. Applicants should refer to the updated information on the Intranet.

Additional financial assistance in the form of grant may be awarded to the successful applicants of TSFS if they are required to participate in compulsory overseas field trips which constitute the essential part of the programme. Upon receiving further information on expenses of compulsory field trips of the TSFS applicants for the whole academic year from institutions, the WFSFAA will reassess the financial entitlements of all the relevant applicants and inform them of the revised financial entitlements accordingly. Therefore, applicants need not
inform the WFSFAA of the details of the compulsory field trip individually, or request review of application on the grounds of expenses incurred on overseas compulsory field trip.

Hostel subsidy is offered under the Government’s Community Care Fund (CCF) Assistance Programme. Those undergraduates who have passed the means test of TSFS (i.e. with grant offered) and confirmed to have resided in student hostels provided by their institutions for at least 75% of the time during the semesters are eligible for the hostel subsidy. The subsidy is to be disbursed on semester basis. Eligible students need not file separate applications for the hostel subsidy. The amount of subsidy will be equal to the hostel fee payable or $8,450 per year / $4,225 per semester, whichever is lower. The actual amount of subsidy receivable by each eligible undergraduate is to be determined with respect to the student’s level of assistance assessed in the mean test.

The Commission on Poverty approved on 27 March 2015 the allocation of funds from the CCF for enhancing the academic expenses grant for post-secondary students with special education needs and financial needs in order to strengthen the support for these students. Each eligible student will be offered an additional academic expenses grant of up to $8,000 every year and the actual amount of subsidy receivable is to be determined with respect to the student’s level of assistance assessed in the means test of the TSFS.

Additional financial assistance in the form of loan may be provided to students who have financial difficulties to cover block practice expenditure. Students who have passed the means tested assessment of TSFS can apply by filling in the application for review form and submitting it to the WFSFAA.

1.2 Financial Assistance Scheme for Post-secondary Students (FASP)

Students pursuing full-time locally-accredited, self-financing associate degree, higher diploma, degree or top-up degree programmes may apply for FASP. Financial assistance under the FASP is provided in the form of a grant and/or loan. The grant is to cover tuition fees (subject to a ceiling amount) and academic expenses. The loan is for living expenses and is interest-bearing at the rate of 1.0% per annum chargeable from the commencement of the repayment period which begins upon student’s graduation or leaving the University. Students who are successful applicants of the FASP, reside beyond 10 minutes’ walking distance from their normal place of study during term time and travel to school by public transport may be eligible for a travel subsidy. Hall residents are not eligible.
The level of grant and/or loan offered in each case is determined by adjusted family income and net asset value per household member in relation to the tuition fees payable by the student and the academic expenses to be incurred on the student’s particular programme of studies. Normally, applications are open to continuing students in May, and to new students in September. Applications must be submitted to the Student Affairs Office for forwarding to the WFSFAA. Applicants should refer to the updated information on the Intranet.

Hostel subsidy is offered under the Government’s Community Care Fund (CCF) Assistance Programme. Those undergraduates who have passed the means test of FASP (i.e. with grant offered) and confirmed to have resided in student hostels provided by their institutions for at least 75% of the time during the semesters are eligible for the hostel subsidy. The subsidy is to be disbursed on semester basis. Eligible students need not file separate applications for the hostel subsidy. The amount of subsidy will be equal to the hostel fee payable or $8,450 per year/ $4,225 per semester, whichever is lower. The actual amount of subsidy receivable by each eligible undergraduate is to be determined with respect to the student’s level of assistance assessed under FASP.

The Commission on Poverty approved on 12 June 2014 the allocation of funds from the Community Care Fund (CCF) for providing an additional academic expenses grant for needy students pursuing locally-accredited self-financing post-secondary programmes. Each eligible student will be offered an additional academic expenses grant up to $2,110 in a year in the 2016/17 academic year. The actual amount receivable by each eligible student is to be determined with respect to the student’s level of assistance assessed in the means test.

The Commission on Poverty approved on 27 March 2015 the allocation of funds from the CCF for enhancing the academic expenses grant for post-secondary students with special education needs and financial needs in order to strengthen the support for these students. Each eligible student will be offered an additional academic expenses grant of up to $8,000 every year and the actual amount of subsidy receivable is to be determined with respect to the student’s level of assistance assessed in the means test.

1.3 Non-means Tested Loan Scheme (NLS)

The NLS operates on a full-cost recovery basis. Interest is charged at the government’s no-gain-no-loss rate which is currently set at 3.801% below the average best lending rate of the note-issuing banks, plus a risk-adjusted factor which seeks to cover the government’s risk in disbursing unsecured loans once the loan is drawn down and throughout the repayment period until the NLS loans is fully repaid. The interest rate will be reviewed at the end of each month. An
administration fee to cover the full costs of processing and administering the NLS loans is chargeable for each application, and annually thereafter until the NLS loan(s) and the interests are fully repaid. The administration fee is subject to review annually. The NLS loan(s) and the interest accrued are repayable in 180 equal monthly installments within 15 years after graduation or termination of study.

The NLS provides loans to students of eligible full-time and part-time programmes:

(a) **For Students who are Eligible for TSFS**

Eligible full-time students who have applied for assistance under the TSFS may consider applying for loans under the Non-means Tested Loan Scheme for Full-time Tertiary Students (NLSFT) to settle their tuition fees upon receipt of TSFS results. Alternatively, students can submit a separate application for NLSFT only. Normally, applications are open to continuing students in April, and to new students in September. Applicants should refer to the updated information on the Intranet.

NLSFT loans are solely used to settle tuition fees and will be paid direct to academic institutions concerned. Students who receive financial assistance under the TSFS may obtain loans under the NLSFT up to the difference between the maximum financial assistance under the TSFS and the amount of financial assistance they may receive under the TSFS, subject to the NLSFT loan maximum (equivalent to the tuition fees payable) not being exceeded. Students who fail to obtain assistance under the TSFS or have not applied for assistance under the TSFS may apply for NLSFT loans up to the maximum amount of their tuition fees payable.

(b) **For Students who are Eligible for FASP**

Eligible full-time students who have applied for assistance under the FASP may consider applying for loans under the Non-means Tested Loan Scheme for Post-secondary Students (NLSPS) to settle their tuition fees upon receipt of FASP results. Alternatively, students can submit a separate application for NLSPS only. Applications must be submitted to the Student Affairs Office for forwarding to the WFSFAA. Applicants should refer to the updated information on the Intranet.

NLSPS, if granted, will be paid to the designated bank accounts of the students. Students who receive financial assistance under the FASP may obtain loans under the NLSPS up to the difference between the amount of financial assistance they may receive under the FASP and the maximum financial assistance they may receive under the FASP and NLSPS, subject to
the NLSPS loan maximum (equivalent to the tuition fee payable) not being exceeded. Students who fail to obtain assistance under the FASP or have not applied for assistance under the FASP may apply for NLSPS loans up to the maximum amount of their tuition fees payable for the course under application.

(c) For Students of Part-time Programmes or Full-time Self-financing Postgraduate Programmes who are not eligible for TSFS or FASP

Students pursuing part-time programmes or full-time self-financing postgraduate programmes may apply for the Extended Non-means-tested Loan Scheme (ENLS) to settle tuition fees. The maximum amount of loan is the total tuition fees payable in the academic year. Students may apply for an ENLS loan if all or part of the tuition fees have been paid (provided that the course has not been completed at the time of application) or have not paid any part of the tuition fees.

Applications must be submitted to the WFSFAA in person. The deadline for application is 4 weeks after the payment due date of the first loan instalment of the programme covered in an application; or 31 July 2016, whichever is the later. A list of eligible courses is available at the WFSFAA’s homepage.

1.4 EDB Subsidy on Exchange for Post-secondary Students (SSE) / Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students (SSEBR)

Established in 2015 and 2016, the Scheme for Subsidy on Exchange for Post-secondary Students (SSE) and Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students (SSEBR) are offered by Education Bureau (EDB) of the Hong Kong Special Administrative Region to support financially needy students to participate in outbound exchange activities. Means-tested grant up to $60,000 (for SSE) and $53,000 (for SSEBR) will be provided for financially needy local students (both publicly-funded and self-financing) of full-time locally-accredited undergraduate (including top-up) and sub-degree programmes. The amount of subsidy is calculated by applying the approved level of means test (in terms of percentage of full grant) to the maximum level of subsidy for the Subsidy Scheme based on the latest available result from WFSFAA.

*The information given above is subject to change. Details and latest information of the above Schemes can be obtained from the SAO’s homepage at http://www.eduhk.hk/sao.*
2. University Financial Assistance

Bursaries, loans, emergency funds and emergency loan are intended for students with financial needs:

2.1 Bursaries

With the support from external donors and the University, three kinds of bursaries are available for application by full-time students who are financially needy, viz. general bursaries (including bursary for students with disabilities), hall bursaries and language immersion bursaries. Applicants are subject to the student’s level of assistance assessed in the means test. The value per bursary ranges from $1,875 to $7,350.

General Bursaries

- **Angel Care ~ Students Assistantship Projects**
  - donated by HK & Macau Taiwanese Charity Fund Limited

- **Apple Daily Charitable Foundation Bursary**
  - donated by the Apple Daily Charitable Foundation

- **Hsin Chong – K.N. Godfrey Yeh Education Fund Bursary**
  - donated by Hsin Chong – K.N. Godfrey Yeh Education Fund

- **Ms Lai Shim Bursary**
  - donated by Ms Sally Leung

- **The Charlie Lee Charitable Foundation Bursary**
  - donated by The Charlie Lee Charitable Foundation

- **Zheng Ge Ru Foundation Bursary**
  - donated by Zheng Ge Ru Foundation

- **China Star Light Bursary**
  - donated by China Star Light Charity Fund Association

- **Dr. Lam Kin Chung Bursary**
  - donated by Lam Kin Chung Morning Sun Charity Fund

Hall Bursaries

- **EdUHK Hall Bursary**
  - funded by the EdUHK

- **The Helena May Hall Bursary**
  - donated by the Helena May
Language Immersion Bursaries

- **Evelyn Yee-fun Man Bursary**
  – donated by Professor Evelyn Yee-fun Man

- **Shun Hing Education and Charity Fund – Language Immersion Bursary**
  – donated by Shun Hing Education and Charity Fund

Bursary for Students With Disabilities

- **EdUHK Bursary for Students with Disabilities**
  – funded by the EdUHK

2.2 Interest-free Loan

Needy full-time students may apply for interest-free loan offered by external donor. The repayment period begins upon graduation.

- **Sing Tao Charitable Foundation Students’ Loan**
  – funded by Sing Tao Charitable Foundation

- **Winsor Education Foundation Students’ Interest-free Loan**
  – funded by the Winsor Education Foundation.

2.3 Emergency Fund / Emergency Loan

Students with financial hardship caused by sudden change of family or personal circumstances may approach the Student Affairs Office for assistance and application of emergency fund / loan. The amount offered is decided on a case-by-case basis. Students may apply whenever need(s) arise throughout the year.

- **Emergency fund**
  – It is provided by the Croucher Foundation and the University. No repayment is needed.

- **Emergency loan**
  – This interest-free loan is provided by the Hong Kong Rotary Club. The repayment period begins upon graduation.

3. Travelling Discount Schemes

Students can submit application forms for various travelling discount schemes for verification.

*The most updated information will be posted on the intranet. For matters regarding financial assistance, please contact the Student Affairs Office.*

*Note: The information given above is subject to change.*
EXTERNAL EXAMINERS 2016/2017

The following External Examiners are appointed for the academic year 2016/2017.

FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

Master of Social Sciences in Psychology (Schools and Community Settings)

Programme External Examiner

Professor Alexander YEUNG

Deputy Director, Institute for Positive Psychology and Education
Australian Catholic University, Australia

Master of Teaching

Programme External Examiner

Professor TSAI Ching-tien

Professor and Dean, College of Education
National Chung Cheng University, Taiwan

Master of Arts in Child and Family Education

Programme External Examiner

Professor Karen Caplovitz BARRETT

Professor, Human Development and Family Studies
Colorado State University, USA

Master of Science in Educational Speech-Language Pathology and Learning Disabilities

Programme External Examiner

Professor Helen GRECH

Associate Professor and Head, Department of Communication Therapy
University of Malta, Malta

Master of Arts in Educational Counselling

Programme External Examiner

Professor Adrian TONG

Honorary Assistant Professor
The University of Hong Kong, Hong Kong
Postgraduate Diploma in Education (Early Childhood Education)

Programme External Examiner
Professor Jenny Y P YAU
Professor
Department of Educational Leadership
Azusa Pacific University, USA

Postgraduate Diploma in Education (Professional and Vocational Education)

Programme External Examiner
Professor Michael OSBORNE
Professor, School of Education
University of Glasgow, Scotland

Bachelor of Education (Honours) (Professional and Vocational Education)

Programme External Examiner
Dr Dennis LAW Chung-sea
Principal, Caritas Institute of Community Education &
Vice-President (Academic & Quality Assurance)
Caritas Institute of Higher Education and
Caritas Bianchi College of Careers

Bachelor of Social Sciences (Honours) in Psychology

Programme External Examiner
Professor Alexander YEUNG
Deputy Director, Institute for Positive Psychology and Education
Australian Catholic University, Australia

Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) - Basic Level and Advanced Level

Programme External Examiner
Professor Emily LU Tai-hwa
Professor, Department of Special Education
National Taiwan Normal University, Taiwan
Certificate in Professional Development Programme on Effective Lesson Observation and Evaluation - a whole school approach

Certificate in Professional Development Programme on Knowledge Management for Enhancing School Development

Certificate in Professional Development Programme on Differentiated Instruction and Classroom Management

Certificate in Professional Development Programme on Teaching for Creativity and Critical Thinking

Certificate in Professional Development Programme on Integrating Self-directed Learning in Classroom Pedagogy

*Programme External Examiner*

Dr Allen LEUNG Yuk-lun 梁玉麟
Associate Professor, Department of Education Studies
Hong Kong Baptist University

Certificate in Professional Development Programme on Catering for Diverse Needs of Young Children

*Programme External Examiner*

Professor WU Shwu-mey 吳淑美
Retired Professor, Department of Special Education
National Hsinchu University of Education

Certificate in Professional Development Programme on Transformational Leadership for Team Innovation and School Improvement

*Programme External Examiner*

Dr HSUE Yu-ling 許玉齡
Associate Professor, Department of Early Childhood Education
National Hsinchu University of Education
Certificate in Professional Development Programme on Strategies for Promoting Children’s Development: Working with Diverse Families

Programme External Examiner
Professor CHENG Li-chen
Professor, Department of Social Work
National Taiwan University, Taiwan

Certificate in Professional Development Programme on Civic, National and Moral Education in Schools

Certificate in Professional Development Programme on Practical Legal Knowledge for Schools

Certificate in Professional Development Programme on Prevention and Handling of Unruly and Delinquent Behaviours in Schools

Programme External Examiner
Professor TSE Kwan-choi
Associate Professor, Department of Educational Administration and Policy
Faculty of Education
The Chinese University of Hong Kong

Certificate in Professional Development Programme on Communication, Mediation and Complaint Management

Certificate in Professional Development Programme for Deputy Heads in Primary Schools

Certificate in Professional Development Programme for Middle Leaders in Schools
Certificate in Professional Development Programme on Positive Behavioral Support at Schools

Programme External Examiner
Professor KWAN Yu-kwong
Associate Professor, Department of Educational Administration and Policy
Faculty of Education
The Chinese University of Hong Kong
FACULTY OF HUMANITIES

Master of Arts in Chinese Studies (Language Education)

Programme External Examiner
Professor Dylan TSAI Wei-tien 蔡維天
Professor, Institute of Linguistics
National Tsing Hua University, Taiwan

Master of Arts in Teaching Chinese as an International Language

Programme External Examiner
Professor TSENG Chin-chin 曾金金
Professor, Department of Chinese as a Second Language
National Taiwan Normal University, Taiwan

Master of Arts in Teaching English to Speakers of Other Languages

Programme External Examiner
Professor Jean-Jacques WEBER
Professor of Research Unit (Education, Cognition, Culture and Society)
University of Luxembourg, Luxembourg

Bachelor of Arts (Honours) in Language Studies

Programme External Examiner (Chinese Major)
Professor XU Zidong 許子東
Professor, Department of Chinese
Lingnan University, Hong Kong

Programme External Examiner (English Major)
Professor Lily SU I-wen 蘇以文
Professor of Graduate Institute of Linguistics
National Taiwan University, Taiwan

Bachelor of Arts (Honours) in Teaching Chinese as a Second Language

Programme External Examiner
Professor TAO Hongyin 陶紅印
Professor, Department of Asian Languages and Cultures
University of California, Los Angeles, USA
Bachelor of Education (Honours) (Chinese Language)

*Programme External Examiner*

Professor WONG Yoon-wah
Chair Professor and Senior Vice President
Southern College, Malaysia

Bachelor of Education (Honours) (English Language)

*Programme External Examiner*

Professor Winnie CHENG LEUNG Wai-lin
Associate Dean of Faculty of Humanities, Professor of English
Director, Research Centre for Professional Communication in English
The Hong Kong Polytechnic University, Hong Kong

Bachelor of Education (Honours) (History)

*Programme External Examiner*

Professor Mark HAMPTON
Associate Dean (Undergraduate Studies), Faculty of Arts
Director, Centre for Cinema Studies
Lingnan University, Hong Kong

Bachelor of Education (Honours) (Chinese History)

*Programme External Examiner*

Professor LI Wai-yee
Professor of Chinese Literature,
Department of East Asian Languages and Civilizations
Harvard University

Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Co-terminal Double Degree)

*Programme External Examiner*

Professor Icy LEE Kit-bing
Professor
Department of Curriculum and Instruction
Faculty of Education
The Chinese University of Hong Kong

Certificate in Professional Development Programme (English)

*Programme External Examiner*

Dr Wendy LAM Yuen-kwan
Freelance Researcher
Certificate in Professional Development Programme (Chinese / Putonghua)

Programme External Examiner

Dr Joseph LAM Wai-ip

Associate Professor
Division of Chinese Language and Literature
Faculty of Education
The University of Hong Kong
FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

Master of Arts in Music Education

Programme External Examiner
Dr LUM Chee-hoo
Nanyang Technological University
National Institute of Education, Singapore

Master of Public Policy and Governance

Programme External Examiner
Professor Nelson CHOW Wing-sun
Emeritus Professor
Department of Social Work and Social Administration
The University of Hong Kong

Master of Arts in Mathematics and Pedagogy

Programme External Examiner
Professor WONG Hoi-ying
Professor
Department of Statistics
The Chinese University of Hong Kong

Master of Arts in Education for Sustainability

Programme External Examiner
Professor Peter Blaze CORCORAN
Professor
College of Arts and Sciences
Florida Gulf Coast University, United States

Executive Master of Arts in Arts Management and Entrepreneurship

Programme External Examiner
Professor Noel WITTS
Professorial Fellow
Liverpool Hope University
United Kingdom
Master of Social Science Education in Greater China Studies

Programme External Examiner
Professor NGO Tak-wing
Professor of Political Science
Department of Government and Public Administration
University of Macau

Postgraduate Diploma in Education (Primary)

Programme External Examiner
Professor LI Kun-chung
Chair Professor
Academic Vice President & Dean of Academic Affairs
Dean’s Office, Office of Academic Affairs
Nanhua University, Taiwan

Bachelor of Education (Honours) (Primary)

Programme External Examiner
General Studies
Professor Sharon CHEN Hsiao-lan
Professor
Department of Education
National Taiwan Normal University, Taiwan

Mathematics
Professor WANG Jian-pan
Professor
Department of Mathematics
East China Normal University, China

Bachelor of Health Education (Honours)

Programme External Examiner
Dr Linda Thompson ADAMS
Dean, College of Health Sciences
West Chester University, USA
Bachelor of Education (Honours) (Liberal Studies)

Programme External Examiner
Professor Sharon CHEN Hsiao-lan 甄曉蘭
Professor
Department of Education
National Taiwan Normal University, Taiwan

Bachelor of Education (Honours) (Secondary)

Programme External Examiner
Information and Communication Technology
Professor HWANG Gwo-jen 黃國禎
Chair Professor, Graduate Institute of Digital Learning and Education
Dean, College of Liberal Arts and Social Sciences
National Taiwan University of Science and Technology

Bachelor of Education (Honours) (Secondary) in Mathematics

Programme External Examiner
Professor WANG Jian-pan 王建磐
Professor
Department of Mathematics
East China Normal University, China

Bachelor of Education (Honours) (Business, Accounting and Financial Studies)

Programme External Examiner
Professor Thomas MAN Wing-yan 萬穎恩
Associate Professor
Department of Management, School of Business
Hang Seng Management College

Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)

Programme External Examiner
Professor José Luis ARÓSTEGUI
Facultad de Ciencias de la Educación
Universidad de Granada
Spain
Bachelor of Social Sciences (Honours) in Global and Environmental Studies

Programme External Examiners

Professor Peter HILLS
  Chair Professor
  The Kadoorie Institute
  The University of Hong Kong

Professor Victor C FALKENHEIM
  Professor Emeritus
  Department of East Asian Studies
  University of Toronto, Canada

Bachelor of Education (Honours) (Science)

Programme External Examiner

Professor CHEN Sufen
  Professor
  Graduate Institute of Digital Learning and Education
  National Taiwan University of Science and Technology, Taiwan

Bachelor of Education (Honours) (Physical Education)

Programme External Examiner

Professor Hank JWO Junling
  Professor
  Department of Physical Education,
  National Taiwan Normal University, Taiwan

Bachelor of Education (Honours) (Visual Arts)

Programme External Examiner

Dr WANG Li-yan
  Associate Professor
  Department of Art
  National Changhua University of Education, Taiwan

Bachelor of Education (Honours) (Music)

Programme External Examiner

Dr Eddy CHONG Kwong-mei
  Associate Professor
  Sub-Dean (Practicum) Office of Teacher Education
  Visual and Performing Arts (Music)
  National Institute of Education
  Nanyang Technological University, Singapore
Bachelor of Education (Honours) (Geography)

Programme External Examiner
Professor LAI Poh-chin
Professor
Department of Geography
The University of Hong Kong, Hong Kong

Bachelor of Arts (Honours) in Creative Arts and Culture

Programme External Examiners
Professor Michael HANNAN
Adjunct Professor
School of Arts and Social Sciences
Southern Cross University, Australia

Dr Kimberly POWELL
Associate Professor of Education
College of Education
College of Arts & Architecture
The Pennsylvania State University, United States

Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Co-terminal Double Degree)

Programme External Examiner
Professor Lily CHEN HAFTECK
Professor of Music Education
Department of Music, The UCLA Herb Alpert School of Music
University of California, Los Angeles (UCLA), USA

Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Co-terminal Double Degree)

Programme External Examiner
Dr WANG Li-yan
Associate Professor
Department of Art
National Changhua University of Education, Taiwan
Bachelor of Arts (Honours) in Education for Sustainability

Programme External Examiner
Dr Hilary WHITEHOUSE
  Associate Professor
  Faculty of Arts, Education & Social Sciences, Cairns Institute
  James Cook University, Australia

Bachelor of Arts (Honours) in Liberal Studies Education

Programme External Examiner
Professor TSE Kwan-choi 謝均才
  Associate Professor
  Department of Educational Administration and Policy
  Faculty of Education
  The Chinese University of Hong Kong

Bachelor of Science Education (Honours) (Sports Science)

Programme External Examiner
Professor Albert KING
  Distinguished Professor
  Department of Biomedical Engineering
  Wayne State University, United States

Bachelor of Science Education (Honours) (Science and Web Technology)

Programme External Examiner
Professor GU Xiao-qing 顧小清
  Dean
  Department of Educational Information Technology
  East China Normal University

Bachelor of Social Science Education (Honours) (Greater China Studies)

Programme External Examiner
Professor HUANG Chien-chung 黃建忠
  Professor
  School of Social Work
  Rutgers University
Associate of Education (Liberal Studies)

Programme External Examiner
Professor NGOK Kinglun
Professor of School of Government /
Center for Public Administration Research
Institute for Social Policy
School of Government and Centre for Chinese Public Management Research
Sun Yat-sen University, China

Associate of Applied Science (Sports Coaching and Management)

Programme External Examiner
Professor Cindy SIT Hui-ping
Associate Professor
Department of Sports Science and Physical Education
The Chinese University of Hong Kong

Certificate in Professional Development Programme for Primary School Teachers (Mathematics Teaching)

Certificate in Professional Development Programme for Secondary School Teachers (Mathematics Teaching)

Certificate in Professional Development Programme on Development of School-based Mathematics Learning and Curriculum

Certificate in Professional Development Programme for In-service School Teachers on Learning and Teaching of Probability and Statistics

Programme External Examiner
Professor Patrick NG Tuen-wai
Professor
Department of Mathematics
The University of Hong Kong

Certificate in Professional Development Programme on e-Learning in Primary Schools

Certificate in Professional Development Programme on e-Learning in Primary Mathematics
Certificate in Professional Development Programme on e-Learning in Secondary Mathematics

Certificate in Professional Development Programme on e-Learning in Primary English

Certificate in Professional Development Programme on e-Learning in Secondary English

Certificate in Professional Development Programme on e-Learning in Primary Chinese Language

Certificate in Professional Development Programme on Effective Integration of Information Technology in Scientific Inquiry

Programme External Examiner
Professor LIU Chen-chung 刘晨钟
Professor
Graduate Institute of Networking Learning Technology
National Central University, Taiwan

Certificate in Professional Development Programme on Coding Mobile Apps for Computational Thinking Development

Programme External Examiner
Professor LIN Xiao-la 林小拉
Professor
Department of Computer Science
School of Data and Computer Science
Sun Yat-sen University, China

Certificate in Professional Development Programme for Teachers of Liberal Studies and Science on Environmental Sustainable Development

Programme External Examiner
Professor CHU Lee-man 朱利民
Associate Professor
School of Life Sciences
The Chinese University of Hong Kong
Part X Academic Dress
THE CHANCELLOR AND COUNCIL

The Chancellor
A black robe with 5” wide gold (embroidered) facings down (trimmed with 0.5” wide black velvet at outer edge) each side in front; bell-shaped sleeves with five 2” wide gold (embroidered) strips (trimmed with 0.5” wide black velvet at bottom edge); black velvet mortar-board cap with golden-yellow braid and tassel, edged with two 1” wide gold (embroidered) bands.

Council Membership
Chairman
A black robe with 5” wide gold (embroidered) facings down (trimmed with 0.5” wide black velvet at outer edge) each side in front; bell-shaped sleeves with four 2” wide gold (embroidered) strips (trimmed with 0.5” wide black velvet at bottom edge); black velvet mortar-board cap with golden-yellow braid and tassel, edged with one 1” wide gold (embroidered) band.

President
A black robe with 5” wide gold (embroidered) facings down (trimmed with 0.5” wide black velvet at outer edge) each side in front; bell-shaped sleeves with three 2” wide gold (embroidered) strips (trimmed with 0.5” wide black velvet at bottom edge); black velvet mortar-board cap with golden-yellow braid and tassel, edged with one 1” wide gold (embroidered) band.
Deputy Chairman, Vice President and Treasurer

A black robe with 4” wide gold facings down (trimmed with 0.5” wide black velvet at outer edge) each side in front; bell-shaped sleeves with two 2” wide gold strips (trimmed with 0.5” wide black velvet at bottom edge); black velvet mortarboard cap with golden-yellow braid and tassel, edged with one 1” wide black ribbon band.

Mace Bearer

A black robe with zipper and 4” wide green velvet facings down (trimmed with 0.5” wide orange satin at outer edge) each side in front; bell-shaped sleeves with three 1.5” wide green velvet strips (trimmed with 0.5” wide orange satin at upper edge); black mortar-board cap with orange braid and tassel, edged with one 1” wide black ribbon band.

Council Member

A black robe with 4” wide red facings down each side in front; bell-shaped sleeves with two 2” wide red strips; black velvet mortar-board cap with red braid and tassel, edged with one 1” wide black ribbon band.
HONORARY DEGREES

A red robe with 3” wide gold facings down (trimmed with 1.5” wide green satin at outer edge) each side in front; bell-shaped sleeves; red hood (trimmed with 1” wide gold lining at inner edge); red bonnet bounded with golden-yellow cord and tassel.

HONORARY FELLOWS

A dark green velvet robe of the Oxford pattern with 4” wide dark orange facings in front and around the neck and 3” wide dark orange facings around the sleeves; black bonnet bounded with golden-yellow cord and tassel.

GRADUATES

Doctor of Philosophy

A black robe with zipper and dark blue velvet facings down each side in the front; the gown has bell-shaped sleeves with three dark blue velvet strips; black hood trimmed with purple velvet lining at the inner edge and with silver silk lining throughout; the lining being turned over to the depth of 1 cm; the length of the hood is four feet; black bonnet bounded with golden-yellow cord and tassel.
**Doctor of Education**

A black robe with zipper and dark blue velvet facings down each side in the front; the gown has bell-shaped sleeves with three dark blue velvet strips; black hood trimmed with purple velvet lining at the inner edge and with blue silk lining throughout, the lining being turned over to the depth of 1 cm; the length of the hood is four feet; black bonnet bounded with golden-yellow cord and tassel.

**Master of Philosophy**

A black robe with zipper and dark blue velvet facings down each side in the front; the gown has bell-shaped sleeves; black hood trimmed with dark blue velvet lining at the inner edge and with silver silk lining throughout; the lining being turned over to the depth of 1 cm; the length of the hood is three and one-half feet; black mortar-board cap with black braid and tassel.
Taught Master Degree

A black robe has long pointed sleeves, with the arm passing through a slit above the elbow; black hood trimmed with blue silk lining at the inner edge and with designated discipline colour silk lining throughout; the lining being turned over to the depth of 1 cm; the length of the hood is three and one-half feet; black mortar-board cap with black braid and tassel. The designated discipline colours are specified as follows:

- International Executive Master of Arts; and Executive Master of Arts: Gold
- Master of Arts: Pale yellow
- Master of Education; and Master of Teaching: Light blue
- Master of Public Policy and Governance; and Master of Social Sciences: Sage green
- Master of Science: Pearl white
- Master of Social Science Education: Peacock blue
Taught Postgraduate Diploma

A black robe lined with 1 cm wide silk lining of the designated discipline colour facings down each side in the front; the gown has long pointed sleeves, with the arm passing through a slit above the elbow; black mortar-board cap with black braid and tassel. The designated discipline colours are specified as follows:

- Postgraduate Diploma in Education: Light blue
- Postgraduate Diploma in English Studies: Pale yellow
Bachelor Degree

A black robe has bell-shaped sleeves; black hood trimmed with the designated discipline colour silk at the inner edge and lining throughout; the length of the hood is three feet; black mortar-board cap with black braid and tassel. The designated discipline colours are specified as follows:

- Bachelor of Arts: Pale yellow
- Bachelor of Education: Light blue
- Bachelor of Health Education: Aquamarine
- Bachelor of Music in Education: Scarlet
- Bachelor of Science Education: Mauve
- Bachelor of Social Sciences: Sage green
- Bachelor of Social Science Education: Peacock blue
Sub-Degree Awards

A royal blue robe with zipper and has bell-shaped sleeves; royal blue stole full-lined with silk and trimmed with velvet at inner edge and silk at outer edge in the designated programme colours as specified below:

- Higher Diploma : Jewel green
- Associate Degree : Pink

![Higher Diploma](Higher Diploma.png) ![Associate Degree](Associate Degree.png)
Part XI Directory
DIRECTORY OF OFFICES OF THE PRESIDENT, FACULTIES, ACADEMIC DEPARTMENTS, RESEARCH AND DEVELOPMENT CENTRES AND ADMINISTRATIVE UNITS

You may visit our Research Information Core Hub (RICH) (https://oraas0.ied.edu.hk/rich/web/search_acad_staff.jsp) or the websites of individual Departments/offices/units for profiles of our academic staff.
OFFICES OF THE PRESIDENT

President: Professor Stephen CHEUNG Yan-leung
Tel No. : 2948 6313
Fax No. : 2948 6314
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/welcome/

Vice President (Academic): Professor John LEE Chi-kin
Tel No. : 2948 6310
Fax No. : 2948 6700
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vpac/

Vice President (Research and Development): Professor LUI Tai-lok
Tel No. : 2948 7722
Fax No. : 2948 7721
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vprd/

Vice President (Administration) and Secretary to Council: Ms Sarah WONG Man-yee
Tel No. : 2948 6307
Fax No. : 2948 6306

Associate Vice President (Programme Development): Professor Dennis CHENG Kat Hung
Tel No. : 2948 7245
Fax No. : 2948 8042
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vpac/avppd/

Associate Vice President (Academic Affairs): Professor May CHENG May-hung
Tel No. : 2948 6213
Fax No. : 2948 6772
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vpac/avpaa/

Associate Vice President (Quality Assurance): Professor Sonny LO Shiu-hing
Tel No. : 2948 8618
Fax No. : 2948 8018

Associate Vice President (Assessment) and Associate Vice President (Graduate Studies): Professor LO Sing-kai
Tel No. : 2948 7332
Fax No. : 2948 6619
Associate Vice President (International and Greater China Affairs):
Dr Simon XU Sheng-lang
Tel No. : 2948 8993
Fax No. : 2948 8965
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vprd/avpicga/

Associate Vice President (Research and Knowledge Transfer):
Professor WANG Wen-chung
Tel No. : 2948 8073
Fax No. : 2948 8744
Website : http://www.eduhk.hk/main/about-us/offices-of-the-president/vprd/avprkt/

GRADUATE SCHOOL
Dean : Professor LO Sing-kai
Tel No. : 2948 6611
Fax No. : 2948 6619
Website : http://www.eduhk.hk/gradsch

FACULTY OF EDUCATION AND HUMAN DEVELOPMENT
Dean : Professor Allan David WALKER
Tel No. : 2948 8576
Fax No. : 2948 8712
Website : http://www.eduhk.hk/fehd/

Departments and Centres

Department of Curriculum and Instruction
Head : Professor David John CONIAM
Tel No. : 2948 7562
Fax No. : 2948 7563
Website : http://www.eduhk.hk/ci
Department of Early Childhood Education
Head : Professor Kevin CHUNG Kien-hoa
Tel No. : 2948 7762
Fax No. : 2948 7160
Website : http://www.eduhk.hk/ece

Department of Education Policy and Leadership
Head : Professor NG Shun-wing
Tel No. : 2948 8008
Fax No. : 2948 7619
Website : http://www.eduhk.hk/epl

Department of International Education and Lifelong Learning
Head : Professor Mark MASON
Tel No. : 2948 7783
Fax No. : 2948 8877
Website : http://www.eduhk.hk/iell

Department of Psychological Studies
Head : Professor WONG Wing-sze
Tel No. : 2948 8544
Fax No. : 2948 7702
Website : http://www.eduhk.hk/ps

Department of Special Education and Counselling
Head : Professor HUE Ming-tak
Tel No. : 2948 7791
Fax No. : 2948 7794
Website : http://www.eduhk.hk/sec

Centre for Brain and Education
Director : Dr Savio WONG Wai-ho
Tel No. : 2948 8381
Website : https://www.eduhk.hk/cbe

Centre for Child and Family Science
Director : Professor Kevin CHUNG Kien-hoa
Tel No. : 2948 8933
Fax No. : 2948 8399
Website : www.eduhk.hk/ccri
Centre for Excellence in Learning and Teaching
Director : Dr KO Po-yuk
Tel No. : 2948 6398
Fax No. : 2948 8555
Website : http://www.eduhk.hk/celt

Centre for Lifelong Learning Research and Development
Director : Professor Bob ADAMSON
Tel No. : 2948 8719
Fax No. : 2948 8775
Website : http://www.eduhk.hk/cllrd

Centre for Psychosocial Health
Director : Professor WONG Wing-sze
Tel No. : 2948 8199/8312
Fax No. : 2948 8454
Website : http://www.eduhk.hk/cph

Centre for Religious and Spirituality Education
Director : Professor John LEE Chi-kin
Tel No. : 2948 8285
Fax No. : 2948 8407
Website : http://www.eduhk.hk/crse

Centre for Special Educational Needs and Inclusive Education
Director : Professor Kenneth SIN Kuen-fung
Tel No. : 2948 7763
Fax No. : 2948 7993
Website : http://www.eduhk.hk/csenie

Integrated Centre for Wellbeing
Director : Professor HUE Ming-tak
Tel No. : 2948 8383
Fax No. : 2948 8714
Website : http://www.eduhk.hk/iwell
FACULTY OF HUMANITIES

Acting Dean : Dr TONG Ho-kin
Tel No. : 2948 7237
Fax No. : 2948 6199
Website : http://www.eduhk.hk/fhm

Departments and Centres

Department of Chinese Language Studies
Head : Professor SI Chung-mou
Tel No. : 2948 7354/8153
Fax No. : 2948 7207
Website : http://www.eduhk.hk/chl

Department of English Language Education
Head : Dr Paul STAPLETON
Tel No. : 2948 7269
Fax No. : 2948 7270
Website : http://www.eduhk.hk/ele

Department of Linguistics and Modern Language Studies
Head : Professor CHEUNG Hin-tat
Tel No. : 2948 7263
Fax No. : 2948 8015
Website : http://www.eduhk.hk/lml

Department of Literature and Cultural Studies
Head : Professor Eric YU Kwan-wai
Tel No. : 2948 7979
Fax No. : 2948 7207
Website : http://www.eduhk.hk/lcs

Centre for Language in Education
Head : Dr Pamela LEUNG Pui-wan
Tel No. : 2948 7029/7896/8044
Fax No. : 2948 8042
Website : http://www.eduhk.hk/cle
Centre for Popular Culture in the Humanities
Director : Dr Bidisha BANERJEE
Tel No. : 2948 7360
Fax No. : 2948 6199
Website : http://www.eduhk.hk/cpch

Research Centre for Chinese Literature and Literary Culture
Director : Professor Leonard CHAN Kwok-kou
Tel No. : 2948 6554
Fax No. : 2948 6199
Website : http://www.eduhk.hk/rccllc

FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES
Dean : Professor Joanne CHUNG Wai-yee
Tel No. : 2948 8036/7151
Fax No. : 2948 7162
Website : http://www.eduhk.hk/flass

Departments, Unit and Centres

Department of Asian and Policy Studies
Head : Professor CHOU Kee-lee
Tel No. : 2948 7460
Fax No. : 2948 7461
Website : http://www.eduhk.hk/aps

Department of Cultural and Creative Arts
Head : Professor LEUNG Bo-wah
Tel No. : 2948 7975
Fax No. : 2948 7080
Website : http://www.eduhk.hk/cca

Department of Health and Physical Education
Head : Professor Daniel CHOW Hung-kay
Tel No. : 2948 7994
Fax No. : 2948 7848
Website : http://www.eduhk.hk/hpe
Department of Mathematics and Information Technology
Head : Dr Daricks CHAN Wai-hong
Tel No. : 2948 7824
Fax No. : 2948 7726
Website : http://www.eduhk.hk/mit

Department of Science and Environmental Studies
Head : Dr LEE Yeung-chung
Tel No. : 2948 7669
Fax No. : 2948 7676
Website : http://www.eduhk.hk/ses

Department of Social Sciences
Acting Head : Professor Sonny LO Shiu-hing
Tel No. : 2948 6418
Fax No. : 2948 8018
Website : http://www.eduhk.hk/ses

Unit of Associate Degree Studies
Director : Professor Joanne CHUNG Wai-yee
Tel No. : 2948 7858
Fax No. : 2948 7163
Website : http://www.eduhk.hk/ads

Centre for Education in Environmental Sustainability
Director : Professor Winnie SO Wing-mui
Tel No. : 2948 8452
Fax No. : 2948 7676
Website : http://www.eduhk.hk/cees

Centre for Greater China Studies
Director : Professor LUI Tai-lok
Tel No. : 2948 7384
Fax No. : 2948 7110
Website : http://www.eduhk.hk/cgcs

Resource Centre for Interdisciplinary and Liberal Studies
Head : Dr Eric CHONG King-man
Tel No. : 2948 7020
Fax No. : 2948 8423
Website : http://www.eduhk.hk/rcils
UNIVERSITY-LEVEL RESEARCH CENTRES

The Academy of Hong Kong Studies
Director : Professor LUI Tai-lok
Tel No. : 2948 8566
Fax No. : 2948 8559
Website : http://www.eduhk.hk/ahks

The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership & Change
Director : Professor Allan David WALKER
Tel No. : 2948 8270
Fax No. : 2948 8634
Website : http://www.eduhk.hk/apclc

Assessment Research Centre
Director : Professor Magdalena MOK Mo-ching
Tel No. : 2948 8700
Fax No. : 2948 8744
Website : http://www.eduhk.hk/arc

Centre for Governance and Citizenship
Director : Professor Sonny LO Shiu-hing
Tel No. : 2948 8944
Fax No. : 2948 6636
Website : http://www.eduhk.hk/cgc

CENTRE AND OFFICES

Centre for Learning, Teaching and Technology
Director : Professor KONG Siu-cheung
Tel No. : 2948 7047
Fax No. : 2948 7046
Website : http://www.lttc.eduhk.hk/

General Education Office
Director : Dr Joe LO Tin-yau
Tel No. : 2948 8799
Fax No. : 2948 6616
Website : http://www.eduhk.hk/ge
Greater China Affairs Office
Head : Dr Simon XU Sheng-lang
Tel No. : 2948 6389
Fax No. : 2948 8965
Website : http://www.eduhk.hk/gca

International Office
Head : Ms Fiona WONG Man-wai
Tel No. : 2948 7654
Fax No. : 2948 8198
Website : http://www.eduhk.hk/io

Research and Development Office
Head : Ms Clara FONG Yue-you
Tel No. : 2948 8058
Fax No. : 2948 7697
Website : http://www.eduhk.hk/rdo

School Partnership and Field Experience Office
Director : Professor Christina YU Wai-mui
Tel No. : 2948 8757/8855
Fax No. : 2948 6344/8350
Website : http://www.eduhk.hk/spfeo

ADMINISTRATIVE AND SUPPORT SERVICES

Alumni Affairs and Development Office
Head, Alumni Affairs and Development: Dr Melina IU Mei-ling
Tel No. : 2948 6049
Fax No. : 2948 8466
Website : http://www.eduhk.hk/aado

Communications Office
Director of Communications: Mr Perry LOU Yiu-tong
Tel No. : 2948 6050
Fax No. : 2948 6046
Website : http://www.eduhk.hk/co
Estates Office
Director of Estates: Mr Dominic CHU Chung-keung
Tel No. : 2948 6714
Fax No. : 2948 6000/6121
Website : http://www.eduhk.hk/eo

Finance Office
Director of Finance: Mr Chaddy WONG Kam-chiu
Tel No. : 2948 6105
Fax No. : 2948 6107
Website : http://www.eduhk.hk/fo

Human Resources Office
Director of Human Resources: Ms Lucy LUI Siu-woon
Tel No. : 2948 8448
Fax No. : 2948 6005
Website : http://www.eduhk.hk/hro

Library
Librarian: Dr Sidney CHENG Po-ying
Tel No. : 2948 6653
Fax No. : 2948 8195
Website : http://www.lib.eduhk.hk/

Hong Kong Museum of Education
Curator: Ms Karen CHEUNG Shu-tai
Tel No. : 2948 8814
Fax No. : 2948 7016
Website : http://www.museum.eduhk.hk/

Office of the Chief Information Officer
Chief Information Officer: Professor Stephen MAK Wing-kai
Tel No. : 2948 6521
Fax No. : 2948 6520
Website : http://www.eduhk.hk/ocio

Registry
Registrar: Professor May CHENG May-hung
Tel No. : 2948 6177
Fax No. : 2948 8273
Website : http://www.eduhk.hk/re
Student Affairs Office
Dean of Students: Dr YU Kar-ming
Director of Student Affairs: Mr CHAN Kai-ming
Tel No. : 2948 6720/6721
Fax No. : 2948 6240
Website : http://www.eduhk.hk/sao

Tseung Kwan O Study Centre Office
Director of Estates: Mr Dominic CHU Chung-keung
Study Centre Manager: Miss Alice YEUNG Hang-fan
Tel No. : 2190 8501
Fax No. : 2190 8511
Website : http://www.eduhk.hk/sc
Part XII
Honorary Professors/
Honorary Associate Professors/
Honorary Artist-in-Residence
HONORARY PROFESSORS / HONORARY ASSOCIATE PROFESSORS / HONORARY ARTIST-IN-RESIDENCE 2016/17

FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

Honorary Professor

Peter BLATCHFORD 2014/15 – 2017/18
Professor in Psychology and Education
University of London Institute of Education

Gavin BROWN 2015/16 - 2018/19
Renowned Professor
Assessment and outcome-based learning
Professor in School of Learning, Development, & Professional Practice
Faculty of Education & Social Work
University of Auckland, New Zealand

CHAN Tak-cheung 2015/16 - 2018/19
Professor Emeritus
Educational Leadership at Kennesaw State University

CHANG Lei 2015/16 - 2018/19
Chair Professor and Head
Department at the Department of Psychology
Faculty of Social Sciences
University of Macau

Christine Margaret HALSE 2014/15 – 2017/18
Chair of Education
Deakin University, Australia
President
Australian Association for Research in Education

Valentina KLENOWSKI 2014/15 – 2017/18
Professor of Education
Queensland University of Technology
Catherine LAM Chi-chin 2015/16 – 2018/19
Child Assessment Service
Department of Health
HKSAR

Leslie LO Nai-kwai 2014/15 – 2017/18
Senior Research Fellow
Beijing Normal University

Rupert MACLEAN 2013/14 – 2016/17
Senior Research Fellow
Department of Education
University of Oxford

Dennis Michael MCINERNEY 2015/16 - 2018/19
Honorary Professor
Australian Catholic University

Irini MOUSTAKI 2014/15 – 2017/18
Renowned Professor
Statistics
Professor
Social Statistics at the Department of Statistics
London School of Economics
Chief-Executive Editor of Psychometrika

Jon NIXON 2015/16 - 2017/18
Senior and Associate Research Fellow
Centre for Lifelong Learning Research & Development
The Education University of Hong Kong

Thomas POWER 2014/15 – 2017/18
Renowned Professor
Human Development and Family Studies
Professor
Department of Human Development
Washington State University
Michele SCHWEISFURTH 2014/15 – 2017/18  
Professor  
Comparative and International Education at the University of Glasgow  
Former editor  
Comparative Education  
Past Chair  
British Association for International and Comparative Education

Linda S SIEGEL 2015/16 - 2018/19  
Former Dorothy C. Lam Chair in Special Education  
Emeritus Professor  
Department of Educational and Counselling Psychology and Special Education  
University of British Columbia

Laurance SPLITTER 2015/16 – 2017/18  
Renowned Professor  
Philosophy in Schools

TSAI Chin-chung 2015/16 - 2018/19  
Chair Professor  
Graduate Institute of Digital Learning and Education  
National Taiwan University of Science and Technology, Taiwan

WONG Ngai-ying 2014/15 – 2017/18  
Professor  
Department of Curriculum and Instruction  
The Chinese University of Hong Kong

Anthony David WRIGHT 2015/16 - 2018/19  
Renowned Professor  
Teaching, education and trainer training  
Emeritus Professor  
Language Education at University of St Mark & St John, Plymouth  
Honorary Fellow at University of Exeter
ZHАО Wen 2014/15 – 2017/18
  Professor and Dean
  Foreign Studies College of Northeastern University
  Vice Director
  College Foreign Language Teaching Advisory Committee of the Ministry of Education
  Vice Director
  English Teaching Advisory Committee of Liaoning Province
  Vice Director
  Liaoning Foreign Language Teaching Research Association

Honorary Associate Professor

SHIH Ching-lin 2014/15 – 2017/18
  Associate Professor
  Center for Teacher Education
  National Sun Yat-sen University, Taiwan

Peter FALVEY 2014/15 – 2017/18
  Adjunct Associate Professor
  The Chinese University of Hong Kong
  Consultant
  Cambridge Assessment
FACULTY OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of Asian and Policy Studies

Honorary Chair Professor

Joshua MOK Ka-ho 2015/16 – 2017/18
Vice President
Lingnan University

Honorary Professor

LIU Hongru 2014/15 – 2017/18
Honorary Board Chairman
Tsinghua University PBC School of Finance

SETO Wing-hong 2013/14 – 2016/17
Clinical Professor (Hon)
Department of Community Medicine
School of Public Health
The University of Hong Kong

Thomas WONG Kwok-shing 2013/14 – 2016/17
President
Ginger Knowledge Transfer and Consultancy Limited

Joseph YAM Chi-kwong 2014/15 – 2017/18
Board of Directors
UBS Group AG
Former Chief Executive
Hong Kong Monetary Authority

Department of Cultural and Creative Arts

Honorary Professor

Liora BRESLER 2013/14 – 2017/18
Professor, Curriculum and Instruction
University of Illinois at Urbana-Champaign, USA

Patricia Shehan CAMPBELL 2013/14 – 2017/18
Professor of Music
University of Washington Seattle, USA
Honorary Professors/Honorary Associate Professors/Honorary Artist-in-Residence

• Part XIIPart XII• Honorary Professors/Honorary Associate Professors/Honorary Artist-in-Residence

Ernst WAGNER
Professor of Teacher Training (Visual Art)
Academy of Fine Arts, Munich

2015/16 – 2017/18

Honorary Artist-in-Residence

CHIN Kwok-wai
2014/15 – 2017/18

Martin CHOY Kwok-tin
2014/15 – 2017/18

Kathy FOK Ka-man
2015/16 – 2017/18

HSIN Hsiao-ling
2014/15 – 2017/18

LAW Wing-fai
2014/15 – 2017/18

Colleen LEE
2014/15 – 2017/18

Homer LEE
2014/15 – 2017/18

Warren LEE Wai-on
2015/16 – 2017/18

LEUNG Kin-fung
2014/15 – 2017/18

Ted LO
2014/15 – 2017/18

Nancy LOO
2014/15 – 2017/18

LUNG Heung-wing
2014/15 – 2017/18

NG Cheuk-yin
2014/15 – 2017/18

SHUM Kin-wai
2015/16 – 2017/18

Victor TAM Tze-fai
2013/14 – 2017/18

WONG Chi-ching
2014/15 – 2016/17

YIU Song-lam
2014/15 – 2017/18

Department of Health and Physical Education

Honorary Professor

Walter BREHM
Institute of Sport Science
University of Bayreuth

2014/15 – 2016/17

Albert LEE
The Jockey Club School of Public Health and Primary Care
The Chinese University of Hong Kong

2012/13 – 2016/17

John LIU Zhan
Department of Physical Education and Health Education
School of Health, Physical Education and Recreation
Springfield College, United States

2012/13 – 2016/17
Malcolm H POPE  
Department of Environmental and Occupational Medicine  
Chair of Safety and Health  
Director of the Liberty Worksafe Centre  
University of Aberdeen  

Richard Irving TINNING  
School of Human Movement Studies  
The University of Queensland  

XIANG Ping  
Department of Health and Kinesiology  
Texas A&M University  

Department of Science and Environmental Studies  

Honorary Professor  

Mikhail Georgievich BRIK  
Professor, Institute of Physics  
University of Tartu  

CHEN Xueyuan  
Professor  
Fujian Institute of Research on the Structure of Matter  
Chinese Academy of Sciences  

CHENG Bing-ming  
Scientist  
National Synchrotron Radiation Research Center  

Peter TANNER  
Former Professor  
City University of Hong Kong  

Department of Social Sciences  

Honorary Professor  

Ian DAVIES  
Professor of Education; Deputy Head of Department  
Director of the Centre for Research on Education and Social Justice  
Director of the Graduate School of Education  
University of York, United Kingdom
Michael A SZONYI 2014/15 – 2016/17
   Chair, Committee on Regional Studies
   Department of East Asian Languages and Civilizations
   Harvard University

Honorary Associate Professor

Kimberly A CHANG 2013/14 – 2017/18
   Associate Professor of Cultural Psychology
   School of Critical Social Inquiry
   Hampshire College

Greg B FELKER 2013/14 – 2017/18
   Associate Professor of Asian and International Politics
   Department of Politics
   Willamette University
Appendix
Campus Maps
Maps of the University Campuses

Appendix

The Education University of Hong Kong

Tai Po Campus
A. Cho Kwai Chee Foundation Building (Block A) (曹貴子基金會大樓)
- Alumni Affairs and Development Office (校友及拓展事務處)
- Communications Office (傳訊處)
- Estates Office (物業處)
- Finance Office (財務處)
- Greater China Affairs Office (大中華事務處)
- Health Centre (保健中心)
- Human Resources Office (人力資源處)
- Indoor Carpark (室內停車場)
- Information Centre (諮詢中心)
- Institute’s Reception
- International Office (國際事務處)
- Offices of the President (校長室)
- Registry (教務處)
- Security Control Centre (保安控制中心)
- Student Affairs Office (學生事務處)

B. Academic Building - South Wing (Block B) (教學大樓—南翼)
- Art Gallery (藝術展覽廳)
- Arthur Samy Language Learning Centre (沈艾達語文研習中心)
- Assessment Research Centre (評估研究中心)
- Centre for Governance and Citizenship (管治與公民研究中心)
- Centre for Greater China Studies (大中華研究中心)
- Centre for Language in Education (語文教育中心)
- Centre for Popular Culture in the Humanities (流行文化與人文學研究中心)
- Centre for Religious and Spirituality Education and Quiet Room (宗教教育與心靈教育中心及靜室)
- CKC Centre for the Development of Information Technology in Chinese Language Teaching (縱橫資訊科技語文發展中心)
- Departmental Offices (各學系辦公室)
- Faculty of Liberal Arts and Social Sciences (博文及社會科學學院)
- Faculty of Humanities (人文學院)
- General Education Office (通識教育事務處)
- Graduate School (研究生院)
- Office of the Chief Information Officer (資訊科技總監辦公室)
- Research Centre for Chinese Literature and Literary Culture (中國文學文化研究中心)
- Resource Centre for Interdisciplinary and Liberal Studies (跨學科及通識教育研習中心)
- Student Affairs Office - WoFoo Whole Person Development Centre (學生事務處—和富全人發展中心)

C. Central Facilities Building (Block C) (中央大樓)
- Central Plaza (中央廣場)
- Coffee Corner (咖啡閣)
- Mong Man Wai Library (蒙民偉圖書館)
- Student Canteen (The Cove View) (學生飯堂 (彥膳坊))
- 7-11 Convenience Shop (便利店)
- Bank of East Asia (東亞銀行)
D. Academic Building - North Wing (Block D) (教學大樓—北翼)

- Centre for Brain and Education (腦神經科學與教育研究中心)
- Centre for Child and Family Science (兒童與家庭科學中心)
- Centre for Education in Environmental Sustainability (可持續發展教育中心)
- Centre for Excellence in Learning and Teaching (卓越教學發展中心)
- Centre of Lifelong Learning Research and Development (終身學習研究與發展中心)
- Centre for Psychosocial Health (社群心理健康研究中心)
- Centre for Special Educational Needs and Inclusive Education (特殊學習需要與融合教育中心)
- Departmental Offices (各學系辦公室)
- HKIEd Students’ Union (教院學生會)
- Faculty of Education and Human Development (教育及人類發展學院)
- Research and Development Office (研究與發展事務處)
- School Partnership and Field Experience Office (學校協作及體驗事務處)
- The Hong Kong Museum of Education (香港教育博物館)
- The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (劉鑾雄慈善基金亞太領導與變革研究中心)
- Unit of Associate Degree Studies (副學士部)

E. Amenities and Sports Complex (Block E) (文康運動綜合大樓)

- Coding Education Unit (編碼教育部)
- Conference Centre (會議中心)
- Centre for Learning, Teaching and Technology (教學科技中心)
- EdUHK Christian Faith and Development Centre (香港教育大學基督教信仰與發展中心)
- Telephone Laboratory of The Academy of Hong Kong Studies (香港研究學院民調中心)
- The Academy of Hong Kong Studies (香港研究學院)
Location Map of EdUHK 香港教育大學位置圖

地址：香港新界大埔露屏路十號
Address: 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

公共交通：
• 九巴74K巴士來往港鐵大埔墟站及三門仔途經教大（中午12時前，從大埔墟站先到香港教育大學；中午12時後，先往三門仔再到香港教育大學）
• 公共專線小巴26號來往大埔校園及馬鞍山海柏花園
• 公共專線小巴26A號輔助線，往來大埔校園至大埔元洲仔（循環線），服務時間週一至五每日上午7:30至9:30以及下午5:30至8:30

Public Transport:  
• KMB No. 74K from Tai Po Market MTR Station to Sam Mun Tsai via Tai Po Campus (before 12:00 n.n. the bus will call at Tai Po Campus first and after 12:00 n.n. will go to Sam Mun Tsai first before calling at Tai Po Campus)
• Green Minibus No. 26 from Tai Po Campus to Bayshore Towers, Ma On Shan and vice versa
• Green Minibus No. 26A from Tai Po Campus to Yuen Chau Tsai, Tai Po circular service (7:30 am to 9:30 am & 5:30 pm to 8:30 pm, Monday through Friday)

穿梭巴士服務：
• 穿梭巴士來往大埔校園及香港教育大學運動中心
• 穿梭巴士來往大埔校園及港鐵大學站

Shuttle Bus Services:  
• Shuttle Bus from Tai Po Campus to EdUHK Sports Centre and vice versa
• Shuttle Bus from Tai Po Campus to University MTR Station
Location Map of EdUHK Tseung Kwan O Study Centre

公共運輸 Public Transport

巴士路線 Bus Information
- 新巴 NWFB 694, 798
- 城巴 CTB A29, E22A, E22S

小巴路線 Minibus Information

如欲查詢九巴的更多資料，請電 2745 4466 或瀏覽網址：www.kmb.com.hk
For more information about the KMB routes, you may dial 2745 4466 or visit the web site: www.kmb.com.hk

For more information about the NWFB routes, you may dial 2136 8888 or visit the web site: http://www.nwstbus.com.hk

For more information about the CTB routes, you may dial 2873 0818 or visit the web site: http://www.nwstbus.com.hk

如欲查詢小巴的更多資料，請瀏覽網址：
For more information about the minibus routes, you may visit the web site: http://www.i-busnet.com/minibus/ or http://www.16seats.net

For more information about the MTR routes, you may visit the web site: