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Welcome to The University of Hong Kong and to the BA&BEd(LangEd) programme.

This programme was created in response to the government’s support for double degrees, particularly for the training of Chinese and English teachers for Hong Kong’s schools. The syllabus allows you to complete two degrees in two faculties over five years and is designed to meet all the SCOLAR subject knowledge requirements for Chinese language teachers and English language teachers and the professional requirements for qualified teacher status. Teaching is a challenging but rewarding career, and Hong Kong has a great need for talented, committed and fully qualified language teachers. Our programme is designed to help you to develop the knowledge, skills and confidence that can help you to meet the challenges and enjoy the rewards.

The programme offers a progressive integration of the professional with the academic over the five years. In Year 1 and 2 you will be taking the introductory and core courses for your major offered by the Arts Faculty, plus language enhancement, Common Core and elective courses. You will also begin your Professional Core courses and make a few school visits. Over Years 3-5 the focus on the methods and practice of teaching will increase whilst you are also deepening your subject knowledge with the major in Chinese Language, Literature and Culture and Professional Core (thereafter “Chinese Language Education”) or English Language and Linguistics and Professional Core (thereafter “English Language Education”).

Of course, university life offers much more than academic and professional development. Make the most of the opportunities -- social, sporting, musical and so on -- that are available at The University of Hong Kong, but not at the expense of your studies! Seek a sensible balance.

If you have any questions, problems or matters to discuss, please feel free to contact me or any other member of staff.

Wish you a wonderful university life and every success in your study!

Elizabeth Loh
Founded in 1911, The University of Hong Kong is the oldest tertiary institution in Hong Kong, incorporating at that time The Hong Kong College of Medicine, founded in 1887. One of its early graduates was Dr Sun Yat Sen. The University now has ten faculties: Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science, and Social Sciences. The University of Hong Kong is a member of the Universitas 21 group of international universities. Full details of the academic work of the University can be found in the University's Calendar.

**THE FACULTY OF ARTS**

The Faculty of Arts was founded in 1912 and is one of the oldest and largest in the university. A number of departments now located in the Faculties of Science, Education and Social Sciences began life in the Faculty of Arts. For a long time, Arts has been the focal place of academic life in the University, and it has continued to build on its traditions while taking up new educational and intellectual challenges.

The mission of the Arts Faculty is to fulfil its vision in six ways:
- Building upon its traditional strengths while pushing the boundaries of liberal arts scholarship.
- Engaging in innovative, high-impact, and leading-edge research within and across the humanities and other disciplines.
- Developing a collegial, flexible, and pluralistic intellectual environment for its staff and students that fosters creativity and enables freedom of thought and expression.
- Producing graduates with highly developed analytical, linguistic, critical and creative skills, for leadership and success in their professional and life endeavours.
- Providing a comprehensive humanistic and liberal research environment for its staff and students and lifelong learning opportunities for the Hong Kong community.
- Serving as an international gateway and forum for humanistic scholarship between China and the rest of the world.

In recent years, Arts has developed a flexible curriculum structure which enables students to specialise in certain subject areas and to explore a wide range of interests. This will prepare students for a variety of career choices. Graduates of the faculty have established successful careers in both the public and private sectors: in government, administration, arts and culture, education, law, management, finance, commerce, media and journalism.

**THE FACULTY OF EDUCATION**

The Faculty of Education was formed in 1984, replacing the School of Education, but its origins date back to 1917 when the Department for the Training of Teachers was created in the Faculty of Arts. In 2002 the Faculty became a unitary Faculty, i.e. one without departments.
The Faculty of Education’s teaching and learning programmes, research and service to local and global communities will be characterized by their interconnectedness, and underpinned by the following core commitments:

- Excellence
- Sustainability
- Collegiality
- Fairness
- Equity
- Academic freedom

The Faculty’s mission is:

- To advance scholarship and engage in research with high impact internationally, nationally and locally;
- To break new ground in curriculum and pedagogy, and to be a role model for good educational practice;
- To nurture graduates of distinction with a global outlook, who are committed to lifelong learning, ethical practice and professionalism, and capable of becoming leaders in their fields;
- To engage in productive partnerships with academic and professional communities in order to generate, integrate, exchange and apply knowledge, build capacity, and enhance educational opportunities for all;
- To serve as a focal point of intellectual and academic excellence in our fields of expertise in Hong Kong, China and Asia, and act as a gateway and forum for scholarship with the rest of the world;
- To develop and sustain a collegial, inclusive, supportive, flexible and multicultural environment that will attract and nurture students and staff of the highest calibre in a culture that inspires creativity, learning and freedom of thought, inquiry and expression.

**COMMUNICATION**

Notices from the Faculty of Arts are usually found on the Faculty [website](#), while notices from Schools or Departments in the Faculty of Arts (e.g., about specific courses) are placed on School or Department website or notice boards. In the Faculty of Education, the main means of making important announcements is the Learning Management System (LMS, i.e. Moodle under “My eLearning”) at HKU Portal. Please check these places regularly for announcements.

Important announcements, notices and student invoices from the Faculty and the University will be emailed to your email address provided by HKU. You should therefore check your emails regularly to ensure that you are kept informed of the notices. If you are using a personal email account, you are strongly advised to activate the “Email forwarding” function to forward all emails sent to your HKU email account to your personal email account for effective communication.
ATTENDANCE AND ABSENCE

Students are required to attend all classes which may or may not be conducted face-to-face.

Students will be assessed by diverse forms of assessment, including class activities, throughout their studies. Therefore, students are required to attend all classes for continuous assessment as may be held from time to time. Students who fail to participate in any in-class assessment will fail that particular assessment and fail that particular course where the assessment contributes to a high percentage of the overall result of the course.

Students shall observe the Regulation G8 ‘Attendance and absence’ governing the application for leave of absence in the General Regulations available in the University’s website.

Application for leave of absence should be sent to the Course Teacher and the Programme Director in writing, together with any supporting document, at the earliest opportunity. The application form can be downloaded from the LMS.

Under certain circumstances, students will be regarded as having withdrawn from their studies in accordance with the Regulation G8(c)(i) and (iii) which stipulate respectively:

G8(c)(i): ... A student registered in a Faculty who has been absent, whether leave has been granted under this regulation or not, for a period of such length as to make it impossible, in the opinion of the Dean of the Faculty concerned, for him to complete his year’s work, shall not resume attendance in the same academic year, except with the permission of the Board of his Faculty.

G8(c)(iii): ... A student who is not permitted to resume attendance in the same academic year under the provisions of clause (c)(i) of this regulation shall be regarded as having withdrawn from his studies with effect from the first day of his absence but shall be re-admitted at the commencement of the next academic year to the same curriculum and year of his previous registration. He may be required, before being re-admitted, to submit a certificate signed by a registered practitioner to the effect that his state of health will permit him to resume and to complete his studies.

Where students’ performance in continuous assessment is unsatisfactory, they may be required to discontinue their studies, repeat any part of a course or represent themselves for re-assessment in accordance with the Regulation G11 ‘Unsatisfactory performance or progress’ which stipulates:

A student whose performance at examinations or in continuous assessment as may be held from time to time is unsatisfactory, or in the case of a higher degree student whose progress is unsatisfactory, may be required by the Senate (a) to discontinue his studies, or (b) to repeat any part of his course before being admitted to further assessments or before being allowed to present his thesis or dissertation, or (c) to represent himself for assessment without repeating any part of his course.

PROFESSIONAL RECOGNITION
The Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) programme comprises two degrees. The BA prepares students for a variety of career choices (see page 3).

The BEd in Language Education is a professional qualification equivalent to a Bachelor’s degree with Honours and a Postgraduate Diploma in Education. Both the Chinese Language Education and the English Language Education are recognised by the Standing Committee on Language Education and Research (SCOLAR) as a language major degree programme. The English Language Education also meets the government’s English Language Proficiency Requirement. It is a five-year programme that prepares you not only to be a language teacher but also a major asset to schools in this climate of educational reform.

**PROGRAMME LEARNING OUTCOMES**

The BEd(LangEd) seeks to nurture students to become critically-minded, reflective professionals capable of teaching language in local, regional and international educational contexts. A flexible programme structure allows students to choose from a wide range of courses and integrates both academic and professional studies in language education, aiming at graduating committed and caring leaders who contribute fully to the enhancement of teaching and learning. The aims of the programme are to enable students to develop capabilities in:

- critical intellectual inquiry, professional excellence and life-long learning
- tackling novel situations and ill-defined problems
- critical self-reflection and greater understanding of others
- intercultural communication, multicultural understanding and global citizenship
- collaboration and communication
- leadership and advocacy for improvement of the human condition

**BEd(LangEd) Programme Learning Outcomes**

Students completing the programme should be able to:

1. **Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum.**

   (i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.

   (ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and evaluation for improvement in teaching and learning.

2. **Plan and implement contextually responsive and innovative teaching to construct effective learning experiences.**
(i) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students’ performance to enhance teaching and learning.
(ii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.

3. Critically evaluate underlying theories and concepts of learning and whole-person development.

(i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.
(ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.

4. Construct an environment conducive to effective learning.

(i) Identify learners’ individual differences and implement strategies to provide support for their diverse learning needs.

5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.

(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues
(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills
(iii) Act as a local and global citizen through integrating into one’s professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively in promoting the well-being of humankind

6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement.

(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers
(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community

BA&BEd(LangEd)-Chinese Integrated Programme Learning Outcomes

Students completing the programme should be able to:

1. Demonstrate an enhancement of language proficiency and literary sensitivity, and develop a life-long appreciation and critical evaluation of language usage and literary creation;

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2. Critically examine issues in language and pedagogy from a range of different theoretical perspectives, and investigate how these issues impinge on linguistic and pedagogic practice;

3. Demonstrate an awareness that linguistic and pedagogical content knowledge require commitment to a process of whole-person development and life-long acquisition;

4. Utilise knowledge from applied and theoretical research to address controversial or questionable issues in Chinese language, literature and culture and solve educational issues;

5. Demonstrate an ability to plan and implement contextually responsive innovative teaching to deal with unfamiliar instantiations of language, and novel and unforeseen events in the classroom;

6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;

7. Critically analyse and evaluate the different needs, interests and perspectives of stakeholders in education to achieve a better understanding of their roles in language teaching and learning;

8. Demonstrate appreciation of the variation in values from different socio-cultural communities, and how these influence language use, the teaching and learning of languages;

9. Demonstrate an informed and open-minded approach to different ethnic groups in Hong Kong, China and the world, question the assumptions underlying the orthodox views and go beyond parochial nationalism;

10. Carry out multicultural and cross-disciplinary investigations into linguistic, philological and cultural issues in education, and apply knowledge to construct an environment conducive to effective learning;

11. Enhance communication skills to forge strong bonds with people through developing positive values and attitudes, and embracing different opinions, thoughts and beliefs;

12. Collaborate effectively with stakeholders to construct an environment conducive to effective learning and teaching, and respond to changes in education;

13. Play leading roles in raising critical awareness of the teaching and learning of language and literature to promote the cultural wellbeing of society;

14. Demonstrate responsiveness to changes in education and commitment to the provision of quality, inclusive education for all.

**BA&BEd(LangEd)-English Integrated Programme Learning Outcomes**

Students completing the programme should be able to:
1. **Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum and their alignment with sociological, philosophical, psychological and pedagogical theories of education and whole-person learning.**

   i) Identify, explain and apply theoretical concepts and frameworks to the study of English language and linguistics

   ii) Apply a firm pedagogical content knowledge (PCK) base for the subject of English Language in curriculum design, classroom practice and evaluation for effective teaching and learning

2. **Plan and implement subject-rigorous and innovative teaching to construct effective learning experiences and promote multiliteracies in response to novel educational contexts and ill-defined educational problems**

   i) Apply effective strategies and skills to construct an environment conducive to effective learning of English, which respond to diverse learning needs and specific and changing learning contexts.

   ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students’ performance to enhance teaching and learning of English.

3. **Critically reflect upon the different needs, interests, values and perspectives of oneself and other stakeholders to understand and enhance teaching and learning**

   i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers

   ii) Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement in English language teaching.

4. **Develop intercultural understanding and critical awareness of social, economic, cultural, technological and environmental issues in one’s life as a global educational professional**

   i) Demonstrate an appreciation of the diversity of education stakeholders and learning contexts in Hong Kong and globally

   ii) Respond educationally to local and global diversity with the aim of understanding and enhancing teaching and learning of English.

5. **Communicate and collaborate effectively with all educational stakeholders to promote the enhancement of teaching and learning and respond to changes in education**

   i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues

   ii) Engage with people of diverse cultures and identities with inter-cultural sensitivity and interpersonal skills

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6. **Provide informed leadership and direction for addressing educational problems and issues in society**

   i) Actively engage in educational activities which promote the well being of children and adolescents, the critical awareness of the teaching and learning of English; and quality education for all.

   ii) Advocate for educationally and linguistically marginalised groups and/or individuals

### COURSEWORK AND ASSESSMENT

You are required to complete courses totalling not fewer than 300 credits. As a general guideline, a **6-credit course** involves students in about **150 hours** (but within the range of 120-180 hours) of timetabled classes, online interaction, reading, studying, practical work and researching & writing assignments. Please refer to the BA&BEd(LangEd) Syllabuses for details.

Assessment will take the form of written papers, practical presentations, coursework assignments, progress tests, materials preparation, projects, or a combination of these methods. All assignments submitted for assessment at the University of Hong Kong must be written in English, unless otherwise approved by the Senate. Approval has been given for Chinese subjects to be assessed in Chinese but not Educational Studies courses.

In each semester, you will be given details of the assessment for that semester’s courses by the lecturers concerned. You will be informed of arrangements for examinations, if any, by email notices with details of the date, location and time.

**For courses in the Faculty of Arts, deadlines for submission of assignments are set by individual lecturers. For courses in the Faculty of Education, deadlines for the submission of final assignments are printed in the timetables. Be sure you know when your assignments are due. See pages 12-13 for details on where to submit assignments and penalties for late submission.**

Any work submitted for assessment must be the work of the student who submits it, prepared specifically for the purpose. In the Faculty of Education you will have to sign a declaration on the assignment cover sheet to this effect.

**Submission of the Same Work More Than Once**

Submitting an exact copy or significant portions of another assignment you have done for a different course without stating clearly that some of it has formed part of another assignment is not acceptable and may result in a Fail grade. However, quoting from your previous or current work is acceptable provided that this is explicitly acknowledged in the new assignment.

**Plagiarism**

Plagiarism is defined as “the unacknowledged use, as one’s own, of work of another person, whether or not such work has been published.” This includes published books and journal
articles, materials on websites, unpublished lecture notes, text books, teaching materials of other teachers and any work of other students. You are expected to read books, journal articles and websites on relevant topics, and to view other audio-visual materials but if you wish to mention any ideas that you find in a book/journal/website, you must provide references. References give the surname of the author and the year of publication in the main body of your text, and full details of the published article at the end of the essay. If you are using the exact words from another source, you must put them within quotation marks. Please ask your lecturers for more details on referencing but some examples are given below under “References”.

Plagiarism is a serious matter. Assignments judged to be the product of plagiarism will receive a Fail grade, and the students concerned may, as determined by the Board of Examiners, be reported to the University’s Disciplinary Committee who may impose further penalties. If you are unsure of any aspects of the preparation and presentation of assignments, ask your course lecturers for guidance as early as possible.

Any work submitted for assessment must be the work of the student who submits it, prepared specifically for the purpose. In the Faculty of Education, you will have to sign a declaration on the assignment cover sheet to this effect. We reserve the right to orally examine any student on a submitted written assignment if we suspect there may have been plagiarism. See also the HKU Booklet What is Plagiarism?

Citing References

The APA style of referencing should be used for all assignments unless your lecturer specifies another style.

This is how you should refer to ideas or words from other sources in the text of your assignment. Note the use of quotation marks when exact phrases or sentences are cited:

According to Pinker (1994), six-year-old children have a vocabulary of approximately 13,000 words.

With regard to the language benchmark issue, Coniam and Falvey (1999) claim that “the decision by the Education Commission (through ECR6) and ACTEQ to set minimum standards for teachers is timely, and matches similar initiatives which are being undertaken in other parts of the world, using similar approaches to assessment” (p.21).

Conjunctions can be described as "words that are mainly used to connect one clause to another" (TELEC, 2003).

Then for each of the references in the text, you should give the source in your References section. Note that the book or journal name is italicised:


These are only three examples for a book, a journal and a website. Check one of the many guides on the internet to see the APA referencing style for others such as book chapters, edited books, multiple authors, etc.

**Guidelines on Student Use of Personal and Institution-related Data**

Students are subject to general obligations of confidentiality in regard to the personal and institution-related\(^3\) data, information and materials which they have accessed or obtained during their studies, practicum, research and other activities in respect of or in connection with the curricula offered by the Faculty of Education, The University of Hong Kong.

In dealing with personal data, students are also required to comply with the requirements of the [Personal Data (Privacy) Ordinance (Ordinance)](http://www.telenex.hku.hk/telec/pgram/5.gr/e49.001.htm) (including the data protection principles) which cover, among others, the collection, retention, use, handling, disclosure, storage, security and access in respect of personal data. Students should read the [Privacy Policy Statement of the University](http://www.telenex.hku.hk/telec/pgram/5.gr/e49.001.htm) as well.

Without prejudice to the general obligations, a student must seek prior written approval from the relevant Course Coordinators and/or Programme Directors if s/he intends to disclose any personal and institution-related information, data or materials to the public or in any context that is not related to the curriculum to which s/he has been admitted.

Should any student be found not observing the above guidelines, s/he may be considered to be infringing the obligatory conduct by inappropriate disclosure of such information, data or materials. Such an infringement will be subject to disciplinary actions.

**Submission of Assignments**

For courses in the Faculty of Arts, assignments have to be submitted to the relevant Department Office by the specified deadline.

For courses in the Faculty of Education, students should follow their lecturer’s instructions for submission of assignments, either by dropping their assignments into the appropriate assignment collection box outside the Faculty Office (Room 402 of the Meng Wah Complex) or by uploading their assignments to the appropriate course room created in the LMS by the specified assignment deadline. The assignments submitted to the assignment collection box will be considered on time if they are in the box before it is emptied at 9.00am in the morning after the due date.

Do not give the assignment directly to the Faculty Office staff. If you unexpectedly fail to meet a deadline, notify both the lecturer and the Faculty Office immediately about the delay and the reasons. Note, however, that a deferment of deadline should normally be applied for in advance (see below).

Make a back-up copy of each assignment.

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\(^3\) Institution refers to the Faculty, the University and any other units or organisations (both internal and external).
The only exceptions to these regulations are:

a) very bulky assignments that do not fit into the box; for these assignments, follow the instructions given by the lecturer.

b) exams/tests conducted in a lecture room: these will be collected by the lecturer.

**Penalties for Late Submission of Assignments**

For courses in the Faculty of Arts, penalties are decided by the individual lecturer.

For courses in the Faculty of Education, in order to be fair to students who have submitted their assignments on time and to encourage effective time-management skills, late submission of assignment/dissertation without prior approval will receive the following penalties:

- Up to 3 days late: A full grade will be deducted from the grade the assignment would otherwise have received;
- More than 3 days late: The assignment will normally fail.

**Deferral of Assignment Submission**

If you are experiencing problems in completing an assignment, please contact your lecturer.

If, for some very serious reason, you believe you will not be able to submit an assignment on time, you must apply for a deferment.

For courses in the Faculty of Arts, make your request to your lecturer.

For courses in the Faculty of Education, you must apply for a deferment to your lecturer and copy your application to the Faculty Office for information.

*This request should be made before the assignment deadline.* Deferment for medical reasons should be supported by a doctor’s certificate.
**Application to defer assignment deadline**

Students are required to (i) make application on the appropriate form prior to deadline, (ii) attach medical certificate or other supporting documents; and (iii) submit application to the Lecturer and copy to the Faculty Office for information.

Lecturer considers whether the reasons given fall within one of the following circumstances:

1) medical reasons  
2) childbirth  
3) marriage  
4) death in family  
5) unexpected personal crisis  
6) similarly serious reasons considered acceptable by the lecturer

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**YES**

1) Lecturer approves application  
2) Informs the Faculty Office, and Faculty Office will inform the student and all parties concerned.  
3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.

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**NO**

1) Lecturer does not approve application  
2) Informs the Faculty Office, and Faculty Office will inform the student and all parties concerned.  
3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.
**Feedback on Assignments and Examinations**

For courses in the Faculty of Arts, feedback is provided by individual teachers.

Feedback on assignments will be given to you after courses have been completed and assessments have been marked. The details of arrangement will be sent to you by e-mail and/or posted on LMS. You may need to return your assignment later if it needs to be sent to the External Examiner. (It is advisable to keep a copy of all your assignments for your own reference and to back up on recordable drives in case a computer hard-disc failure occurs.)

**Failure in a Course**

Please refer to the BA&BEd(LangEd) Regulation AED8 for details.

**Discontinuation of studies**

Please refer to the BA&BEd(LangEd) Regulations AED10 for details.

**GENERIC GRADING DESCRIPTORS**

Assessment grades are on a scale of A to F. Within each grade A to C you may be awarded + or –; there is a D+ grade but no D- grade.

For courses in the Faculty of Arts, the general expectation of student performance at the various grades can be found from the Faculty of Arts’ website.

For courses in the Faculty of Education, a set of generic grading criteria and grade descriptors is used (see next page). The grade reflects a holistic view of performance. Assignments will be varied, and the criteria are not necessarily generalisable. Not all points will be relevant to all assignment topics and types. Within any Grade, an assignment may satisfy the appropriate criteria with varying levels of quality and depth. This will be reflected by the use of Plus or Minus grades. Specific assignments may have topic-specific criteria.

You will be notified by email when the final results are released through the Student Information System (SIS), under the HKU Portal after the results are confirmed by the Board of Examiners.
BEd(LangEd) Generic Grading Criteria Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Grade Point</th>
<th>General Expectations of Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td>4.3</td>
<td><strong>An excellent result.</strong> A performance that demonstrates full coverage of the topic, and which meets all basic and higher order goals. There is ample evidence of familiarity with relevant reading and research, and concepts are clearly understood. Arguments presented are always logical, and the assignment demonstrates exceptionally astute analysis, application, evaluation and critical interpretation of texts/issues/course content. Use of language (spoken/written) is consistently accurate, highly appropriate in style, syntax and lexical expressions. Communication of ideas is highly effective. Referencing and presentational requirements are fully met.</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
<td><strong>Good to very good result.</strong> A performance that demonstrates a good coverage of the topic, and which meets all basic as well as some higher order goals. There is evidence that the student is well aware of relevant reading and research, and concepts are clearly understood. Arguments presented are generally logical, and the assignment demonstrates a logical structure and development including effective organizational skills. Use of language (spoken/written) is mostly accurate and appropriate in style, syntax and lexical expressions. Communication of ideas is mostly effective. Referencing and presentational requirements are nearly always met.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
<td><strong>Satisfactory.</strong> A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
<td></td>
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</tbody>
</table>

* Average competent answer (B-): the average, competent answer that has identified the major issues and dealt with them satisfactorily should be awarded a B-
<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
<td>1.3</td>
<td><strong>Borderline pass.</strong> A pass that demonstrates only a limited coverage of the topic, and which meets only some basic goals. There is evidence that the student has some awareness of relevant reading and research, and a basic understanding of concepts but reflection is limited. There is a basic level of skills shown, including interpretation, application, analysis and evaluation. Logic of argument may be weak but can be followed, and there may be some problems with structure or development of the assignment. Communication of ideas is sometimes impeded due to inaccurate use of language (spoken/written), and inappropriate style, grammar and lexical expressions. Referencing and presentational requirements are partially met.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td><strong>Fail.</strong> An unsatisfactory performance that demonstrates possible misunderstanding of the task. Key aspects of the task may be neglected with basic goals not met. There is little or no evidence of relevant reading and research, and many concepts are not understood. Basic skills are not demonstrated and the assignment may ramble and lack structure. There is illogical argument and uncritical acceptance of others’ views. The language (spoken/written) is frequently inaccurate, and inappropriate in style, grammar and lexical expressions, resulting in largely incomprehensible performance. Referencing and presentational requirements are mostly not met.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>0</td>
</tr>
</tbody>
</table>
# Professional Practicum: Grade Descriptors

Students' performance in Professional Practicum will be assessed on three key parameters: (1) Classroom Teaching; (2) Professional Conduct; (3) Reflection.

## A. Classroom Teaching

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| Distinction | Student-teachers receiving a distinction grade consistently show the ability to engage learners in almost all parts of their lesson(s) by fulfilling the Professional Practicum Learning Outcomes. There is very strong evidence of:  
- effective planning and pedagogy;  
- relevant and appropriate knowledge of the subject;  
- appropriate in-class interactions and responsiveness;  
- the construction of an environment that is supportive to learning and learners.  
Additionally, they demonstrate very strong evidence of critical self-reflections about lesson performance, and the ability to propose appropriate strategies for improvements, both orally and in writing. |
| Pass | Student-teachers receiving a pass grade are able to engage learners by fulfilling the Professional Practicum Learning Outcomes in some parts of their lesson(s). There is evidence of:  
- effective planning and pedagogy;  
- relevant and appropriate knowledge of the subject;  
- appropriate in-class interactions and responsiveness;  
- the construction of an environment that is supportive to learning and learners.  
Additionally, they demonstrate some evidence of critical self-reflections about lesson performance, and the ability to propose appropriate strategies for improvements, both orally and in writing. |
| Fail | Student-teachers receiving a fail grade show little or no ability to engage learners in their lesson(s) and so do not fulfill the Professional Practicum Learning Outcomes. There is little or no evidence of one or more of the following:  
- effective planning and pedagogy;  
- relevant and appropriate knowledge of the subject;  
- appropriate in-class interactions and responsiveness;  
- the construction of an environment that is supportive to learning and learners.  
Additionally, they demonstrate little or no evidence of critical self-reflections about lesson performance, and the ability to propose appropriate strategies for improvements, both orally and in writing. |

## B. Professional Conduct

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>They have conducted themselves professionally during the assessment period.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>They have not conducted themselves professionally during the assessment period, despite repeated reminders.</td>
</tr>
</tbody>
</table>

## C. Reflection about Professional Development

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| Satisfactory | Student teachers demonstrate the ability to reflect about their ongoing professional development across teaching practice in order to become a reflective practitioner. There is evidence of:  
- reflection about their developing teacher knowledge, skills, and roles within the school and wider community;  
- development of theories of teaching and learning. |
| Unsatisfactory | There is little or no evidence that they are able to reflect about their ongoing development as a reflective practitioner. |
generally and in their subject area;

- identification of their needs for professional development, possible ways to meet such needs, and working towards their own improvement.

Notes:
1. The descriptors of the different levels of performance should be applied and interpreted in light of the current set of Professional Practicum Learning Outcomes. In cases where a student-teacher is supervised by more than one supervisor, the supervisors concerned should discuss their observations and come up with one practicum grade that most truly reflects the student-teacher’s overall performance.
2. Evidence of Classroom Teaching assessment should be based on the student-teacher’s performance in the lesson(s) officially supervised by part-time or full-time supervisors from the University and all the related documentation, including lesson and unit plans, teaching materials and resources, and written and oral reflections after the lessons.
3. For **BA&BEd(LangEd)** programme, classroom teaching in Professional Practicum I is assessed on a pass/fail basis and Professional Practicum II & III on a distinction/pass/fail basis. For **BEd&BSc** and **BEd&BSS** programmes, classroom teaching in Professional Practicum I & II are assessed on a pass/fail basis and Professional Practicum III on a distinction/pass/fail basis. For **PGDE**, classroom teaching in Professional Practicum is assessed on a distinction/pass/fail basis.
4. In principle, a student-teacher should obtain at least a Pass in ALL assessed Classroom Teaching supervision visits.
5. Evidence of Professional Conduct assessment should be based on official feedback collected from the Practicum School principal, Professional Practicum coordinator(s), mentors, and the University supervisor(s).
6. An overall ‘Satisfactory’ evaluation of the student-teachers’ Professional Conduct and Reflection about Professional Development is a requisite for the student-teachers to attain an overall Pass or above for the Professional Practicum.
7. In any case of Unsatisfactory report/feedback/evidence on the Professional Conduct of a student-teacher, a Case Conference will be conducted with the presence of the student-teacher concerned, the respective University supervisor(s), the relevant Programme Director and/or Deputy Programme Director, the Partnership Office Director, and the Associate and/or Assistant Dean(s) (Teaching and Learning).
8. Evidence of Reflection about Professional Development should be based on various reflective tasks for example, a teaching practicum portfolio, an e-portfolio, and/or a final written reflection covering a students’ wider learning during the practicum.
Examination results are determined by the Board of Examiners. While there shall be no appeal against the results of examinations and all other forms of assessment, students may request checking of assessment results on grounds of procedural irregularities. Students may apply for checking the final course grade or the results of the assessment component of any course to the Faculty no later than two weeks after the release of the assessment results.

Please note that an application fee of $200 shall apply for each assessment result to be checked; should any procedural/technical error in the determination of the assessment result be found, the application fee for checking that particular result will be refunded. Students concerned will be informed of the outcome of the checking normally within three weeks after receipt of the application.

Please refer to “Procedures for Checking of Assessment Results of Taught Courses” for details about the application procedure and other information.
Honours classifications shall be determined by the Board of Examiners in accordance with the following Graduation Grade Point Average (GGPA) scores, with all courses taken (including failed courses, but not including courses approved by the Senate graded as ‘Pass’, ‘Fail’ or ‘Distinction’) carrying equal weighting:

<table>
<thead>
<tr>
<th>Class of honours</th>
<th>GGPA range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>3.60 – 4.30</td>
</tr>
<tr>
<td>Second Class Honours</td>
<td>(2.40 – 3.59)</td>
</tr>
<tr>
<td>Division One</td>
<td>3.00 – 3.59</td>
</tr>
<tr>
<td>Division Two</td>
<td>2.40 – 2.99</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>1.70 – 2.39</td>
</tr>
<tr>
<td>Pass</td>
<td>1.00 – 1.69</td>
</tr>
</tbody>
</table>

Honours classification may not be determined solely on the basis of a candidate’s Graduation GPA and the Board of Examiners for the degree may, at its absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Graduation GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.

The Faculty of Education has introduced the Dean’s Honours List to recognize students’ outstanding academic achievement. It will be awarded annually to BA&BEd(LangEd) students from each cohort who have met the following selection criteria (subject to review):

- top 10% students of the cohort;
- YGPA >= 3.30;
- complete successfully at least 48 credits with grades at this University in a specified academic year; and

The Dean’s Honours List will be recommended by the Board of Examiners and approved by the Dean.

Years 1 – 4 BA&BEd(LangEd) students whose YGPAs are in the top 10% of Arts students (which includes BA&BEd(LangEd) students) will also be included on the Faculty of Arts Dean’s Honours List.
Professional Practicum covers “Professional Practicum I”, “Professional Practicum II” and “Professional Practicum III”. Students’ performance in these courses will be assessed based on the following:

(1) Classroom teaching supervisions (please refer to pages 18-19 on the grade descriptors for teaching practice) AND the submission of post-supervision written reflections (you may refer to an example of a template for post-supervision in the Programme Moodle, or follow the instructions of the respective TP course coordinator of your year group);

(2) Feedback on your professional performance by the Principal or the Practicum Co-ordinator of the Teaching Practice schools (please refer to the section on ‘Professional Requirement’ in this document).

Learning Outcomes

1. Planning & Pedagogy

- plan and implement lessons and units of learning which take into account the relevant curriculum aims, learning theories, teaching methodologies, and the needs and interests of learners;
- plan and implement lessons and units of learning which enable learners’ capacities in collaborative and autonomous learning;
- develop learners’ abilities in critical thinking, collaboration, creativity and other ‘learning to learn’ skills;
- support learner diversity appropriately and effectively.

2. Teacher’s Knowledge of the Subject

- display relevant and appropriate subject knowledge, and be able to select, adapt, and present such knowledge to learners.

3. In-class Interactions and Responsiveness

- make explicit the learning goals to learners;
- use appropriate language and patterns of interaction to enable learning through effective instructions, explanations, questioning and feedback, taking into consideration diverse linguistic and cultural backgrounds of the learners.

4. Supporting Learning and Learners

- create a safe, affective learning environment to maximize learners’ potential for learning;
- use learning resources and teaching aids effectively, catering for diverse learning needs;
- assess and facilitate learning, responding appropriately to diverse learning needs.

5. Professional Conduct and Reflections
show critical reflections on the strengths and weaknesses of own practices;
propose and implement changes as a result of reflection to ensure ongoing autonomous professional development;
conduct yourselves professionally in the Teaching Practice schools. (see “Professional Requirements” below for details).

Professional Requirements

You should conduct yourselves professionally during your studies and towards staff and students in Teaching Practice schools. You are required to read, reflect on and follow the two important documents before attending the compulsory Professional Practicum Orientation:

1. “Code for the Education Profession of Hong Kong” proposed by the government’s Education Bureau.

2. “Towards a Learning Profession: The Teacher Competencies Framework” proposed by the Advisory Committee on Teacher Education and Qualifications (Appendix D pp 24-41). You are particularly asked to observe the Threshold level of descriptive performance in the core domain ‘Professional Relationships and Services’ which has close relation to professional attitudes and behaviours.

Teaching Practice schools will be asked to assess your professional conduct during professional practicum. Please refer to the “Feedback on the Professional Performance of Student-Teacher” form in the Teaching Practice Handbook. Feedback from the Teaching Practice schools will be taken into account in determining the result for your performance in Teaching Practice/Professional Practicum I, II or III under Professional Practicum.

You may be suspended from and/or fail Teaching Practice for:

- behaviour considered by the Faculty or the Teaching Practice school, after due investigation, to be threatening or harmful to school students, teachers, fellow student-teachers or the school; or
- conduct considered by the Faculty, after due investigation, to be unprofessional ¹, particularly when it is the subject of a serious, substantiated complaint from the Teaching Practice school.

¹ Professional conduct includes such aspects as:

- Punctuality and attendance;
- Notifying the school immediately if sick or otherwise unable to attend school / classes;
- Appropriate dress and appearance;
- Following school regulations;
- Respecting school property;
- Respecting copyright on print materials or software;
- Carrying out all duties assigned by the school by the deadlines given;
- Fair and careful setting and marking of tests and assignments;
- Maintaining a safe environment for students in class;
- Dealing with students in a non-discriminatory and respectful way, and avoiding favouritism;
• Maintaining only professional contact with students;
• Being polite and respectful towards school staff.

Such a decision would not be taken by one university tutor alone, but would be made in consultation with the Division Head, the Programme Director and the School-University Partnerships Director.

Please refer to the Teaching Practice Handbook prepared by the School-University Partnerships Office of the Faculty for details.

EXTERNAL EXPERIENCE

An exciting feature of the BA&BEd(LangEd) is External Experience, a language immersion programme, which usually takes place towards the end of the second year. External Experience gives you an opportunity to improve your language proficiency and to sample another culture. So far, BA&BEd(LangEd) students in English Language Education have done their External Experience in the eastern states of Australia. Students in Chinese Language Education will have External Experience in Beijing.

In Australia, students stay with a family. In Beijing, students live in the accommodation arranged by the partner institution and have opportunities to meet other students. There are classes covering a range of topics; visits to schools and places of educational interest; and cultural excursions. It is not a holiday, but it can be a highly motivating and challenging experience.

It is important to approach External Experience with the right attitude. People in Beijing and Australia have a reputation for being friendly, but very often it is up to you to make the first move. Create opportunities to use Putonghua or English. Try to avoid staying together with classmates in a large group, as that limits the possibilities for interaction with local people.

Please note that you are responsible for meeting some of the costs of External Experience. Most of the costs are covered by the Government, but you will need to spend several thousand dollars (not including pocket money). So it is advisable to start saving for these trips as soon as possible, preferably in Year 1.

Students who have applied for the Tertiary Student Finance Scheme (TSFS) may get an additional grant for their additional expenses incurred in External Experience, subject to the re-assessment result of their financial entitlement. Eligible students may apply for the First-in-the-Family Education (FIFE) Fund administered by the Centre of Development and Resources for Students (CEDARS) for financial assistance.

Any student who is exempted from the External Experience will be required to undertake an equivalent amount of local education experience.
The HKSAR government has introduced the Language Proficiency Assessment for language teachers from 2000-2001 onwards. Its aim is to ensure that all teachers of the English Language, Chinese Language and Putonghua have the appropriate language skills to carry out their professional work effectively.

As a graduate of the BA&BEd(LangEd)-English programme, you will be officially exempted from the government tests, but we need to make sure that your language proficiency is at an appropriately high standard to warrant that exemption by passing the Faculty English Language Proficiency Tests (FELPT), administered by the Faculty of Education, or their equivalent.

For students in English Language Education, there are speaking and writing tests at the end of Year 1 and an error correction and explanation test from Year 2, similar to the government administered tests. It is part of the regulations that to graduate with the BA&BEd(LangEd)-English, you must pass these tests with at least Level 3, the benchmark level. Those who have reached Level 3 are strongly encouraged to attain Level 4 or above for better career prospects. You can apply to the Faculty if you wish to take the test(s) you have passed again. However, there is only one official date for the tests per year and this is usually held in April. Students who fail in the test(s) will be required to retake it/them in the following academic year. Therefore, it is important to pass all the required tests so that you are eligible for graduation on time.

An FELPT orientation workshop is organized yearly for Year 1 students to provide you with information about and advice on the tests. You are strongly recommended to attend the workshop in order to prepare yourself well for the FELPT. Other workshops may be arranged in subsequent years as necessary.

Language skills are essential in your studies and for your teaching career. Please work hard on your grammar, writing skills, oral fluency and pronunciation. When you are writing an assignment, proofread it carefully before submission. Enrich your language skills as much as possible. Make the most out of the External Experience opportunities to improve your language use.

Language support

You should also make use of the Advisory Zone Services provided by the Centre for Applied English Studies (CAES), which is free of charge to all students for the improvement of your English proficiency. Consultations and discussion groups are available to help you with your English Studies. There are lots of self-study supports from CAES as well.

If you are still having problems with your language proficiency, especially any speech problems, please let your lecturers know early in the course. They can provide guidance and recommend suitable courses that you could take.

Intercultural Exchange
Another way to improve your language skills is to spend a semester or a year overseas (for English) or in China (for Putonghua). There are various opportunities available through the university's international exchange programmes and other organizations. Another form of immersion is participation in intercultural summer camps in Hong Kong. In recent years, students on the programme have benefited from the following:

- **HKU Worldwide Undergraduate Student Exchange**
- **AFS Intercultural Exchanges**
- **AISEC**
- **Summerbridge**

**DISSERTATION**

You can take dissertation (12 credits) as one of your electives in Year 5. A series of workshops will be organised in Semester Two of your Year 4. You must attend all the workshops in order to proceed working on the dissertation. Details will be sent to you in due course. You are advised to start planning your electives if you wish to take dissertation in Year 5.

**EXPERIENTIAL LEARNING**

The Faculty offers a number of experiential learning opportunities each year. You are encouraged to take some of the experiential learning courses as your electives or participate in the non-credit bearing experiential learning activities for your personal and professional development. Experiential learning takes you out of the university classroom and into the local and international community to learn. Experiential learning provides a powerful new learning space for you to engage in activities that benefit local communities, NGOs, and your own development as a teacher educator and as a global citizen. Details can be found from the [experiential learning website](#).
Academic advising is a developmental process in which students are provided with support in clarifying their academic, career and life goals, developing plans to achieve these goals, and evaluating their own progress. During the process, students are empowered to think critically, explore available options and take personal responsibility for decision-making with the guidance of academic advisers.

Members of the academic advising team at the Faculty and the BA&BEd(LangEd) curriculum levels are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Coordinator</td>
<td>Mr Ben Moorhouse</td>
</tr>
<tr>
<td>Curriculum Adviser</td>
<td>Dr Elizabeth Loh</td>
</tr>
<tr>
<td>Academic Advisers</td>
<td>The names of Academic Advisers are available on SIS.</td>
</tr>
<tr>
<td>Student Advisers (For Year 1 students)</td>
<td>The list of Student Advisers is sent to you by email.</td>
</tr>
<tr>
<td>Faculty Administrator</td>
<td>Miss Ryan Chan</td>
</tr>
<tr>
<td>Programme Secretary</td>
<td>Miss Miranda Cheung</td>
</tr>
<tr>
<td>Programme Clerk</td>
<td>Mr Roger Chan</td>
</tr>
</tbody>
</table>

Students are able to see their advisers in the ‘Student Centre’ in the SIS. Year 1 students are expected to initiate meetings with his/her Academic Adviser and meet his/her Academic Adviser once every semester in their 1st year of study.

Current students may approach their Academic Adviser if they need advice on specific academic issues.

Useful resources can be obtained from the University’s Academic Advising Office.
We value your ideas on the programme. There are some official channels, described below, but you are always welcome to contact the Programme Director directly. Feedback from students in the past has led to some significant improvements to the BA&BEd(LangEd) programme, such as more appropriate timetabling, the option to do Arts minors or a second major, and the creation of a new minor in English Literature.

Student Evaluation of Teaching and Learning

For every course, you will be asked to provide feedback about the content, the pedagogy, the resources available and the assignment.

Please take your time when evaluating a course. It is a good idea to make notes about the course as it progresses. Try to be constructive in your feedback. If you feel that any part of the course has particular weaknesses, suggest ways in which they can be remedied.

**IMPORTANT:** If a major problem arises in a course, mention it to the lecturer or Programme Director immediately. Don’t wait until the evaluation is carried out.

Staff-Student Consultative Committee

Student representatives for each year group will be invited to attend the BA&BEd(LangEd) Staff-Student Consultative Committee, along with the Programme Director and other staff members. This will be a forum for discussion of problems, successes and future plans concerning the programme.

HKU Student Learning Experience Questionnaire (SLEQ) First, Second and Final Year Surveys

This institutional level survey aims to collect data about the learning experiences of the first, second and final year students in the university in terms of your perceptions towards the academic activities of the BA&BEd(LangEd) degree curriculum, your usual ways of studying, your language learning experience, and your overall university experience at HKU. Your feedback will help us to provide a better learning environment for all students and shape the future curriculum. It will normally be conducted during March – June every year.

**STUDY HINTS**

Being a university student requires you to play an active role in your own learning. It is an excellent chance for you to develop the skills of problem-solving, reasoning and inquiry which your students will also need to develop when they learn in school, but which was often neglected in former school programmes. Here are some suggestions.

**Getting Organised**

Buy appropriate stationery and have a reliable filing system for your notes. Bring all the materials you need to class. Take notes and revise them from time to time.
Make a timetable that balances classes, study, leisure and extra-curricular interests, so you can get the most from university life. Space out work on your assignments by doing background reading, and drafting your essays etc., well before the submission date. Don’t allow work to pile up, as this can be very stressful.

**Independent Learning**

Use the library, the Internet and other resources. Find things out for yourself.

Don’t rely too much on your lecturer for handouts. Do the recommended background reading and make your own notes.

If you are not clear about something, ask! If you think something is wrong or the lecturer’s opinion is mistaken, say so!

If you are having problems with an assignment, discuss them with the lecturer. It is best if you note down your ideas first. Don’t say, “I don’t know what to do”. Say, “These are my ideas so far. Can you give me any advice?”

**LIBRARIES**

The University libraries provide access to a collection of materials in print and in electronic formats. They offer one-stop shop convenience for information search and knowledge production. With its state-of-the-art infrastructure, students can efficiently search the wealth of resources and prepare their reports and presentations.

The Main Library Building is located near Sun Yat Sen Step. Most materials relating to education can be found in the Main Library. Detailed information and catalogue searching facilities are available at the Main Library’s website.

The Tin Ka Ping Education Library located on 8/F of Meng Wah Complex provides a wide range of materials in support of teaching including books, school textbooks, teacher manuals, audio-visual teaching aids, dissertations, government publications, and Hong Kong examination papers and syllabuses. However, due to space restriction in the Education Library, most of the books on theories in education and the journals on education are located in the Main Library. Details of the opening hours can be found from the Tin Ka Ping Education Library’s website.

**UNIVERSITY INFORMATION TECHNOLOGY SERVICES**

The BA&BEd(LangEd) programme attaches considerable importance to the development of Information Technology (IT) knowledge and skills. The University Information Technology Services (ITS) offers comprehensive information technology services to students. Enquiries should be addressed to the ITS General Enquiry Counter, 1/F, Library Building (Old Wing). The opening hours of the ITS offices and Learning Commons can be found in its website. If
you have any problems with ITS facilities, contact the operations staff at any time on 3917 2496 for technical problems, or in office hours on 3917 0123 for general enquiries.

The HKU Campus Network is covered by a high-speed and sophisticated campus network based on 10-Gigabit Ethernet and Fast Ethernet technologies with over 52,600 network access points installed which links together all the computer servers, workstations and PCs in the main and remote campuses.

Wireless access to the campus network and Internet is provided by over 5,600 WiFi access points and is available in all centrally-administered classrooms, public areas in the main campus, department offices and halls of student residence. Additionally, staff and students can also enjoy WiFi access off-campus at CSL and Y5Zone WiFi hotspots in town, and at other local and overseas universities using “eduroam”. If you wish to access the Campus Network from outside the campus, please follow the configuration procedures at the ITS’s website.
**Programme Information**

If you need further information about any aspect of the programme, please contact the relevant coordinator or administrative staff for your programme. Names and contact details are listed on pages 35-36. You may also contact your Academic Adviser or Student Adviser.

**Timetable and Room Arrangements**

The main timetable for compulsory courses and their room arrangements is posted on LMS. Please check for changes. Classes are scheduled from Monday to Friday, although there are times when you have no classes so you can carry out self-study or take part in other aspects of university life. For courses where you have selection choices, e.g. Common Core courses and the major, you will need to check timetables and rooms with the respective Departments /Schools.

**Welfare**

The Centre of Development and Resources for Students (CEDARS) provides service on campus life, careers and placement, counselling and person enrichment, and student development. The handbook for undergraduate students has information on health services, accommodation, physical education and sport, insurance, language courses and general regulations.

**Classroom Etiquette**

Please be on time for your formal teaching sessions. Group work will often be used and students arriving late cause difficulties both for fellow students and staff. All mobile telephones and similar appliances must be turned off. Handheld devices should only be used in connection with course matters, students found surfing irrelevance must expect to be reprimanded! Please observe regulations concerning food and drink. Smoking is prohibited on the HKU campus.

**E-mail**

Your personal University email address has been distributed to you when you registered. This is the address the two Faculties will use to contact you. It is your responsibility to keep active connection with the Faculty through this email.

**Websites**

The University maintains a website with several pages devoted to the Faculty of Arts and Faculty of Education.

**Student Societies**
The Faculty of Education has a very active Education Society, run by students, and there are a number of student societies in the Faculty of Arts. These societies offer a wide range of activities and all students are encouraged to join and contribute to the work of the societies.

University Bookstore

Textbooks and books for general reading are available from the University Bookstore, on the ground floor of the Chi Wah Learning Commons, Centennial Campus. As a student, you are entitled to a discount on books purchased at the bookstore.

Copyright Infringement

Students are reminded that using copyright materials belonging to others is an infringing act. However, the Copyright Ordinance exempts certain acts of “fair dealing from copyright infringement. “Fair dealing” in Hong Kong includes five prescribed purposes:

research, private study, criticism, review or news reporting

For research or private study, only a single copy of the copyright work can be made. Fair dealing does not allow teachers to make multiple copies of the copyright works as course materials for their students. It is strictly against the law to copy a whole book or journal, or extensive portions without the written consent of the publisher, as fair dealing is not to be used to avoid buying the legitimate copies of works for the purpose of saving money.

Copying of copyright materials belonging to others outside the above-mentioned purposes or to an extent exceeding that which is reasonable and commensurate with the legitimate purpose for which the copies are made is liable to injure copyright.

Technical and Computer Services

Technical equipment for teaching may be borrowed from Room 306 of Runme Shaw Building. To borrow certain items, you will be asked to obtain a lecturer’s signature in addition to your own.

Careers Guidance

The Career and Placement Section of the Centre of Development and Resources for Students (CEDARS) runs courses on interview techniques, CV writing and other aspects of job applications. Please call 3917 2317 or e-mail <careers@hku.hk>. Job openings are available on CEDARS website from time to time. Please contact your lecturers for advice on applying for jobs.

Admission of Students with a Disability

The University adopts a policy under which a student applicant with a disability who meets the minimum entrance requirements for that course as stipulated by the University will be given sympathetic consideration for admission. Candidates to be considered under this policy will be those who have had, prior to their application, a disability which has either significantly inhibited their daily living activities, or limited their mobility (creating difficulties in regard to travel or access to teaching and learning facilities), or put them at a
significant disadvantage in regard to participation in activities relevant to study and learning and whose disability is expected to persist for at least the length of the students’ period of study.

While the details of admission for all students remain the prerogative of each Faculty Admissions Committee, the University as a whole is committed to not penalising any applicant for any disability. On the contrary, it seeks to enhance the provision of facilities with both the physical and academic environment, to help such students with their studies.

**Typhoons and Rainstorms**

When the **red** rainstorm warning or **typhoon signal number 3** is in force, all classes and examinations will be held as scheduled (unless the University makes an announcement to the contrary).

When the **black** rainstorm warning or **typhoon signal number 8** (or a higher number) is in force, the following arrangements will apply:

**(A) For classes and examinations not yet started**

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If either of the warnings is hoisted or in force at or after 6:00 am</td>
<td>All morning classes and examinations commencing before 2:00 pm will be cancelled automatically.</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 11:00 am</td>
<td>All afternoon classes and examinations commencing at any time from 2:00 pm and before 6:00 pm will be cancelled automatically.</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 3:00 pm</td>
<td>All evening classes and examinations commencing from 6:00 pm onward will be cancelled automatically.</td>
</tr>
</tbody>
</table>

**(B) For classes and examinations already started**

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>When typhoon signal number 8 or above is hoisted</td>
<td>All classes will be suspended immediately. All examinations to continue until the end of that examination session.</td>
</tr>
<tr>
<td>When the black rainstorm warning is hoisted</td>
<td>All classes and examinations, except those held outdoors, will continue. For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home.</td>
</tr>
</tbody>
</table>
## IMPORTANT DATES 2018-2019

### Semester 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 August 2018</td>
<td>Programme orientation</td>
</tr>
<tr>
<td>28 August 2018</td>
<td>Faculty English Language Proficiency Tests – Orientation Workshop</td>
</tr>
<tr>
<td>28 August 2018</td>
<td>Faculty English Language Proficiency Tests – Workshop for Year 2 or above</td>
</tr>
<tr>
<td>3 September 2018</td>
<td>First Day of Teaching</td>
</tr>
<tr>
<td>15-20 October 2018</td>
<td>Reading Week (Year 1 &amp; Year 2)</td>
</tr>
<tr>
<td></td>
<td>Professional Practicum (Year 3)</td>
</tr>
<tr>
<td>15 October – 7 December 2018</td>
<td>Professional Practicum (Year 4)</td>
</tr>
<tr>
<td>1 December 2018</td>
<td>Last Day of Teaching</td>
</tr>
<tr>
<td>3-7 December 2018</td>
<td>Revision Period</td>
</tr>
<tr>
<td>8-22 December 2018</td>
<td>Assessment Period</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 January 2019</td>
<td>First Day of Teaching</td>
</tr>
<tr>
<td>18 February – 12 April 2019</td>
<td>Professional Practicum (Year 5)</td>
</tr>
<tr>
<td>4-9 March 2019</td>
<td>Reading Week (Year 1 &amp; Year 2)</td>
</tr>
<tr>
<td></td>
<td>Professional Practicum (Year 3)</td>
</tr>
<tr>
<td>16 April 2019</td>
<td>Faculty English Language Proficiency Tests – Refreshers’ workshop</td>
</tr>
<tr>
<td>27 April 2019</td>
<td>Faculty English Language Proficiency Tests</td>
</tr>
<tr>
<td>27 April 2019</td>
<td>Last Day of Teaching</td>
</tr>
<tr>
<td>29 April – 4 May 2019</td>
<td>Revision Period</td>
</tr>
<tr>
<td>6-25 May 2019</td>
<td>Assessment Period</td>
</tr>
<tr>
<td>17 May 2019</td>
<td>Feedback Session for Faculty English Language Proficiency Tests</td>
</tr>
<tr>
<td>25 May – 20 July 2019</td>
<td>External Experience in Australia (Year 2)</td>
</tr>
<tr>
<td>(8 weeks, dates are tentative)</td>
<td></td>
</tr>
<tr>
<td>19 May – 13 July 2019</td>
<td>External Experience in Beijing (Year 2)</td>
</tr>
<tr>
<td>(8 weeks, dates to be confirmed)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Programme Director</strong></td>
<td></td>
</tr>
<tr>
<td>Dr Elizabeth Loh</td>
<td>Room 624, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Deputy Programme Director &amp; First Year Experience Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Dr Valerie Yip</td>
<td>Room 314, Runme Shaw Bldg.</td>
</tr>
<tr>
<td><strong>Arts Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Dr P L Tang (Chinese)</td>
<td>Room 850, Run Run Shaw Tower, Centennial Campus</td>
</tr>
<tr>
<td>Dr Ricky Chan (English)</td>
<td>Room 849, 8/F, Run Run Shaw Tower (Building B, Arts), Centennial Campus</td>
</tr>
<tr>
<td><strong>Chinese Language Education Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Dr C P Tai</td>
<td>Room 616, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>English Language Education Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Ms Suzi Nicholson</td>
<td>Room 664, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Partnership Director</strong></td>
<td></td>
</tr>
<tr>
<td>Dr Thomas Chiu</td>
<td>Room 210, Runme Shaw Building</td>
</tr>
<tr>
<td><strong>Educational Studies Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Kit Chan</td>
<td>Room 511, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Faculty English Language Proficiency Tests Coordinators</strong></td>
<td></td>
</tr>
<tr>
<td>Ms Nicole Tavares</td>
<td>Room 657, Meng Wah Complex</td>
</tr>
<tr>
<td>Dr Simon Chan</td>
<td>Room 669, Meng Wah Complex</td>
</tr>
<tr>
<td>Ms Grace Chang</td>
<td>Room 667, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Immersion Co-ordinator (Chinese)</strong></td>
<td></td>
</tr>
<tr>
<td>Dr S Y Hui</td>
<td>Room 625, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Immersion Co-ordinator (English)</strong></td>
<td></td>
</tr>
<tr>
<td>Dr Gary Harfitt</td>
<td>Room 656, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Programme Secretary</strong></td>
<td></td>
</tr>
<tr>
<td>Ms Miranda Cheung</td>
<td>Room 420, Meng Wah Complex</td>
</tr>
<tr>
<td><strong>Programme Clerk</strong></td>
<td></td>
</tr>
<tr>
<td>Mr Roger Chan</td>
<td>Room 420, Meng Wah Complex</td>
</tr>
<tr>
<td>Department</td>
<td>Address</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Faculty of Arts Office</td>
<td>B0405, Run Run Shaw Tower</td>
</tr>
<tr>
<td></td>
<td>Centennial Campus</td>
</tr>
<tr>
<td>School of English Office</td>
<td>Rm. 735, Run Run Shaw Tower</td>
</tr>
<tr>
<td></td>
<td>Centennial Campus</td>
</tr>
<tr>
<td>School of Humanities office</td>
<td>Rm. 901, Run Run Shaw Tower</td>
</tr>
<tr>
<td></td>
<td>Centennial Campus</td>
</tr>
<tr>
<td>Faculty of Education Office</td>
<td>Room 420, Meng Wah Complex</td>
</tr>
<tr>
<td></td>
<td>Monday – Friday:</td>
</tr>
<tr>
<td></td>
<td>9:00am – 1:00pm &amp; 2:00pm – 6:00pm</td>
</tr>
<tr>
<td></td>
<td>Saturday:</td>
</tr>
<tr>
<td></td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td></td>
<td>(Only minimal counter service will be available)</td>
</tr>
</tbody>
</table>
USEFUL WEBSITES

Exchange
International Affairs Office http://www.aal.hku.hk/studyabroad

Credit Accumulation and Transfer Policy https://www.cdqa.hku.hk/doc/Credit_Accumulation_and_Transfer_Policy.pdf

Academic Information
Degree Regulations and Course Descriptions http://www4.hku.hk/pubunit/drcd/index.php
General Regulations http://aao.hku.hk/faculty-staff/cur-reg-date/syllabus/
HKU Undergraduate Handbook http://www.handbook.hku.hk/ug/
Plagiarism http://www.hku.hk/plagiarism

Student Services and Facilities
Academic Advising Office http://aao.hku.hk/
Academic Support and Examinations Section (applications for transcript, testimonial, certification etc.) http://www.ase.hku.hk/asoffice/
Centre of Development and Resources for Students (CEDARS) http://cedars.hku.hk/
Common Core Curriculum http://commoncore.hku.hk/
Examinations Office http://www.exam.hku.hk/
HKU Portal (SIS) https://hkuportal.hku.hk/
HKU Scholarships http://www.scholarships.hku.hk/
Information Technology Services http://www.its.hku.hk/services/students
Centre for Sports and Exercise https://cse.hku.hk/
Library http://lib.hku.hk/
University Health Service http://www.uhs.hku.hk/

Alumni Connection
Development and Alumni Affairs Office http://www.alumni.hku.hk/
HKU Education Alumni Association http://web.edu.hku.hk/about/alumni/hkuedaa
### Timeline for BA&BEd(LangEd)-Chinese degree completion

**Pedagogy & PCK**
- **Year 1**: BBED1101
- **Year 2**: BBED2102, BBED2501 (in summer), BBED3201
- **Year 3**: BBED4202, BBED4301, BBED4203
- **Year 4**: BBED4204
- **Year 5**: BBED5204, BBED5302

**Educational Studies**
- **Year 1**: BBED1102
- **Year 2**: BBED2101, BBED3001
- **Year 3**: BBED4002
- **Year 4**: BBED4001
- **Year 5**: One course from BBED5021, BBED5022, BBED5023, BBED5024

**Professional Practicum**
- **BBED3402** (TP* on two reading weeks & 6 days school attachment)
- **BBED4402** (8-week in a primary school)
- **BBED5402** (8-week in a secondary school)

**BA***
- **Year 1**: 18 credits of CHIN core courses
- **Year 2**: 12 credits of CHIN core courses and 6 credits of introductory/advanced elective courses
- **Year 3**: 24 credits of CHIN advanced elective courses
- **Year 4**: 12 credits of CHIN advanced elective courses
- **Year 5**: 18 credits of CHIN advanced elective courses

**Language Enhancement & CCC**
- **Year 1**: CAES1000, CAES9423, CEDU9004
- **Year 2**: 18 credits of CCC, 6 credits of CCC

**Electives**
- **Year 1**: 6 credits of electives which may include pre-requisite(s) of intended major(s)/minor(s)
- **Year 2**: 6 credits of electives
- **Year 3**: 18 credits of electives
- **Year 4**: 6 credits of electives
- **Year 5**: 12 credits of electives

*Please refer to the syllabuses of your cohort for details.*
Timeline for BA&BEd(LangEd)-English degree completion

Meet your Academic Adviser once each semester
Immersion in summer
Recommended period for exchange studies
Students to take dissertation workshops if they opt for dissertation in Year 5

Year 1  | Year 2  | Year 3  | Year 4  | Year 5
---|---|---|---|---
**Pedagogy & PCK**
BBED1101  | BBED2102  | BBED3221  | BBED4222  | BBED5224
BBED2521 (in summer)  | BBED4223  | BBED5225

**Educational Studies**
BBED1102  | BBED2101  | BBED3001  | BBED4002  | BBED5021

**FELPT**
BBED1621  | BBED2623  | BBED5022  | BBED5023  | BBED5024
BBED1622

**Professional Practicum**
BBED3422 (TP* on two reading weeks & 6 days school attachment)
* Students are required to complete the requirements for TP BEFORE they go for exchange.
BBED4422 (8-week in a primary school)
BBED5422 (8-week in a secondary school)

**BA**
12 credits of LING/ENGL/LCOM introductory courses
12 credits of LING/ENGL/LCOM introductory courses
18 credits of LING/ENGL/LCOM advanced courses
18 credits of LING/ENGL/LCOM advanced courses
18 credits of LING/ENGL/LCOM advanced courses

**Language Enhancement & CCC**
CAES1000  | CAES9423  | CEDU9002
18 credits of CCC  | 6 credits of CCC

**Electives**
12 credits of electives which may include pre-requisite(s) of intended major(s)/ minor(s)
18 credits of electives
24 credits of electives
6 credits of electives

* Please refer to the syllabuses of your cohort for details.