



**Bachelor of Health Education (Honours)**  
**(2-year Full-time / 3-year Part-time)**

**健康教育榮譽學士**

**(兩年全日制 / 三年兼讀制)**

**Programme Handbook**  
**(2023-24 Cohort)**

## **Faculty of Liberal Arts and Social Sciences**

### *Department of Health and Physical Education*

# **PROGRAMME HANDBOOK**

## **Bachelor of Health Education (Honours)**

*Two-year Full-time (A2B016)*

*Three-year Part-time (C3B004)*

Every effort has been made to ensure that information contained in this Programme Handbook is correct. Changes to any aspects of the programme may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained in this Programme Handbook without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information contained in this Programme Handbook.

In the event of inconsistency between information contained in this Programme Handbook and any University or Programme policies and regulations or where an interpretation of Programme Handbook is required, the decision of the University shall be final.

Any aspect of the course and course offerings (including, without limitation, the content of the Course and the manner in which the Course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.

Faculty of Liberal Arts and Social Sciences  
([www.eduhk.hk/flass](http://www.eduhk.hk/flass))

*Department of Health and Physical Education*  
([www.eduhk.hk/hpe](http://www.eduhk.hk/hpe))

# **Bachelor of Health Education (Honours)**

*Two-year Full-time (A2B016)*  
*Three-year Part-time (C3B004)*

**2023/24**

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## **Section 1 Programme Information**

### **1.1 Programme Title:**

Bachelor of Health Education (Honours)

### **1.2 Programme Code:**

Full-time mode: A2B016

Part-time mode: C3B004

### **1.3 Abbreviated Programme Title:**

BHE

### **1.4 Programme Duration:**

Full-time mode: Two-year

Part-time mode: Three-year

### **1.5 Mode of Attendance:**

The BHE Programme is delivered in two different modes:

Full-time (FT BHE) and Part-time (PT BHE)

### **1.6 Faculty/Department hosting the programme:**

Faculty of Liberal Arts and Social Sciences / Department of Health and Physical Education

### **1.7 Medium of Instruction:**

English

### **1.8 Contact Hours**

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

## **1.9 Timetable**

To fully utilize the University's resources, classes for all programmes will be scheduled between 8:30 am and 9:20 pm on Mondays to Saturdays with possible scheduling of combined classes for programmes / courses of different modes of study (including full-time and part-time). Participants are required to check their personal timetable in The Portal (<https://portal.eduhk.hk>) from time to time for the most recent version.

## **1.10 Course Registration**

It is the participants' responsibility to ensure completion of course registration before they take the full range of course activities including attendance at lectures and all stipulated assessment tasks. In performing course registration on-line via The Portal, participants should take particular care to ensure that the whole registration process is completed. The consequence of incomplete course registration will be serious: participants will not be allowed to attend the course activities and any related assessment task(s) will not be graded nor recorded on the Transcript.

## **1.11 Programme Notice Board**

The notice board for the Programme is Board No. HPE-NB 73-74 located at D1-LP.

## **1.12 Student Portal, Emails, Intranet Messages and Notices**

Participants must visit The Portal (the University's student portal) at <https://portal.eduhk.hk>, and read e-mails, intranet messages and notices on the Programme notice board regularly. These are the major means of communication in the University. In order not to miss out important information, participants should check these sources regularly. For details of the student portal, participants may refer to the relevant pages in the Student Handbook.

## **Section 2 Programme Aims and Objectives**

- 2.1 The Programme aims to educate teachers/social workers/nurses working in schools, healthcare facilities and related organizations on health education.
- 2.2 Upon completion of the Programme, students should be able to:
  - 2.2.1. integrate knowledge, theory and practice in providing health education in various train-the-trainer programmes in school and healthcare settings for a variety of clients including school children, teenagers, adults and patients in the community;
  - 2.2.2. implement evidence-based health education practice;
  - 2.2.3. diagnose health education problems, plan health education strategies, implement health education plans with patients; motivate patients to comply with health education, and evaluate outcomes;
  - 2.2.4. evaluate contemporary health issues in healthcare; and
  - 2.2.5. perceive and adapt to changes in the healthcare field in the global society; and in clients across the life course. Graduates should be able to think in innovative, creative ways to optimize health in civil society.

### 2.3 Conceptual framework of Programme

The Bachelor of Health Education (Hons) programme 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.

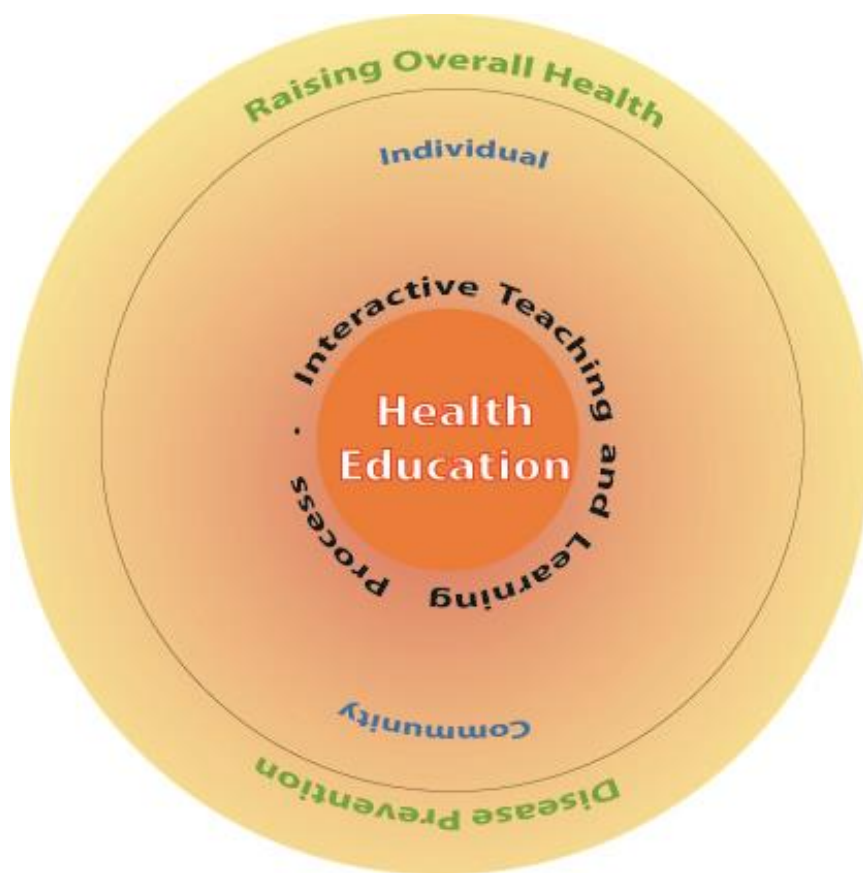


Figure 2.1: A conceptual framework of the Programme

To illustrate the conceptual framework diagrammatically, a central ball is used to represent health education which comprises and incorporates knowledge from past research, including “evidence-based” health studies, health educators’ own experience, plus knowledge of the demographics of a particular community: these are the elements of “health education”. As health education radiates out through interactive teaching and learning processes, it results in both disease prevention and the raising of overall health (i.e. health promotion, health maintenance and health protection) in individuals and the community.

In the central ball, understanding of what good health means, knowledge of health-promoting behaviours, research, and evidence-based health practice are necessary. Interaction between individual and community which is a key element in healthcare and health promotion. An understanding of individual and community characteristics (e.g. interpretation of health assessment data, epidemiology and contemporary health issues analysis) is critical for delivering health education appropriately. The transfer or dissemination of useful health knowledge, applied in the context of particular health goal(s), requires relevant interactive teaching and learning strategies, e.g. application of health education principles, health counselling skills and health education practice. Through effective and appropriate health education, the entire population can enjoy a greater level of health and vitality.

In summary, the success of health education depends on striking a balance between disease prevention or control and health promotion, and between serving individuals and serving the community; it requires constant monitoring to ensure that teaching is effective and to ensure that health programmes are continuously updated with the latest advances in science.

### Section 3 Programme Structure and Curriculum

Graduates will be required to complete 20 courses (each course representing 3 credit points, for a total of 60 credit points). The Programme comprises Major, Electives, a Final Year Project and General Education in a specified distribution. Foundation of Health Education, Health Counseling, Health Behaviour: Theory and Programme Planning, Mental Health Education, Drug Education and Prevention, Infection Control Education, and Peer Mediation are of pedagogical nature. The curriculum portrayed in the following tables (Tables 3, 3.7a and 3.7b) show the patterns of studies for a student completing the Programme in two-year full-time or three-year part-time mode of study.

This top-up degree programme consisting of 60\* credit points (cps). The programme is structured around 4 domains as follow:

Domain		Credit Points (cps)
Major	Core	24
	Interdisciplinary Course	3
	Health Education Practice	6
Final Year Project	Honours / Capstone Project I: Research Methods	3
	Honours Project II / Capstone Project II	3
Electives		15
General Education	General Education	3
	University ePortfolio	3
<b>Total credit points</b>		<b>60*</b>

Table 3: Programme Curriculum

\* Prospective and commencing students with Associate Degrees in health or health related studies may be required to take three preparatory Additional Compulsory Courses (ACC), namely (i) HealthCare Ethics; (ii) Health Service in Hong Kong; and (iii) Human Biology, in order to assist them in meeting pre-requisites for the programme entry. Students who are required to take the ACC will have to complete a total of 69 cps in order to fulfill the graduation requirement of the programme (i.e. 60 cps for the programme and 9 cps for the ACC).

### 3.1 Major

3.1.1 The Major is composed of 33 credit points. Of this, Coursework accounts for 24 credit points, the Major Interdisciplinary Course 3 credit points and the Health Education Practice 6 credit points.

Course Code	Course title	CPs	Sem*	Level
HCS3023	Foundation of Health Education	3	1	3
HCS3031	Introduction to Primary Health	3	2	3
HCS3041	Mental Health Education	3	2	3
HCS3052	Mobile Apps Development for Health Education	3	1	3
HCS4026	Health Counselling	3	2	4
HCS4029	Infection Control Education	3	1	4
HCS4043	Health Statistics	3	1	4
HCS4049	Peer Mediation	3	2	4

*\*Offering semester is subject to change, if necessary.*

3.1.2 The Major Interdisciplinary Course is designed to equip students with essential knowledge and skills for designing, organizing, and leading music activities with therapeutic purposes in various healthcare settings. It also enables students to grasp the inspiration in mindful music making and appreciation of music in different settings.

Course Code	Course title	CPs	Sem	Level
HCS4061	Therapeutic Use of Music in HealthCare	3	2	4

3.1.3 The applied stage of the programme requires students to complete a Health Education Practice in a selected setting, where they are expected to design and implement health education programme. This experience will allow students to integrate theory and practice in a real-life situation and will provide additional knowledge about Health Education as they apply to the community setting. They will participate in seminars and present their health education programme in oral and written formats.

Course Code	Course title	CPs	Sem	Level
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HCS4050	Health Education Practice	6	2 & 1	4
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3.1.4 The Final Year Project encourages students to integrate their learning experiences with knowledge and skills acquired during their studies within the scope of a selected topic of personal interest. Under the guidance of a project supervisor, students will build upon their research skills from the Coursework of the Major. They are expected to work closely with a project supervisor to complete a project of research and writing.

Course Code	Course title	CPs	Sem	Level
HCS4071 / HCS4073	Honours / Capstone Project I: Research Methods and Proposal	3	2	4
HCS4072 / HCS4074	Honours Project II: Research Report / Capstone Project II: Project Output	3	1 & 2	4

### 3.2 Electives

3.2.1 Outside the Major, the programme includes the Electives of 15 credit points. Students are free to choose elective courses on offer from any of the University's departments. It is acknowledged that some students may wish to choose Electives in areas that further deepen the knowledge gained in the Major. To this end, the following Electives are proposed to be offered by the Department of Health and Physical Education:

Course Code	Course title	CPs	Sem*	Level
HCS3034	Pain Education	3	2	3
HCS3042	Health, Culture and Society	3	1	3
HCS3044	Fundamentals in Traditional Chinese Medicine	3	1	3
HCS3045	Sexual Health and Human Sexuality	3	2	3
HCS3047	Physical Fitness Education	3	1	3
HCS3048	Mindfulness	3	1	3
HCS4021	Drug Education and Prevention	3	1	4
HCS4033	Integrative Nutrition	3	2	4
HCS4038	Food Safety Education	3	2	4
HCS4054	Health Emergency Education	3	2	4

HCS4059	Elderly Rehabilitation and Education	3	2	4
HCS4075	Theory and Therapeutic Play for Children's Well Being	3	1	4
HCS4076	Movement and Therapeutic Play for Children's Well Being	3	1	4
HCS4077	Therapeutic Play Skills for Children's Well Being	3	1	4
HCS4060	Cross-cultural Experiential Learning in Health and Sports Science Education	3	S	4

*\*Offering semester is subject to change, if necessary.*

3.2.2 Students who are interested in pursuing **Therapeutic Play/Play Therapy** upon graduation.

They are recommended to take 3 Therapeutic Play elective courses below:

<u>Course Code</u>	<u>Course title</u>	<u>CPs</u>	<u>Sem*</u>	<u>Level</u>
HCS4075	Theory and Therapeutic Play for Children's Well Being	3	1	4
HCS4076	Movement and Therapeutic Play for Children's Well Being	3	1	4
HCS4077	Therapeutic Play Skills for Children's Well Being	3	1	4

*\*Offering semester is subject to change, if necessary.*

3.2.3 Students who are interested in applying full-time PGDE(Primary) with TSS1/TSS2 and PGDE(Secondary) with Major Subject Studies in Physical Education, they are required to take all 5 skill-based electives courses from the Bachelor of Education in Physical Education [BEd(PE)]:

<u>Course Code</u>	<u>Course title</u>	<u>CPs</u>	<u>Sem*</u>	<u>Level</u>
PES2163	Foundations of Dance	3	2	2
PES2164	Theory and Practice of Individual Physical Activities	3	S	2
PES3172	Fundamental Movement for Junior Primary School	3	2	3
PES3176	Outdoor and Adventure Activities	3	1	3
PES3178	Theory and Practice of Lifelong Physical Activities	3	1	3

*\*Offering semester is subject to change, if necessary.*

### 3.3 Additional Compulsory Courses (ACCs)

Prospective and commencing students may be required to take three preparatory Additional Compulsory Courses (ACC) namely (i) *HealthCare Ethics*; (ii) *Health Service in Hong Kong*; and (iii) *Human Biology* in order to assist them in meeting pre-requisites for the BHE Programme entry. Students who are required to take the ACC will have to complete a total of 69 cps in order to fulfill the graduation requirement of the programme (i.e. 60 cps for the programme and 9 cps for the ACC).

Course Code	Course title	CPs	Sem*	Level
HCS3035	HealthCare Ethics	3	1	3
HCS3036	Health Service in Hong Kong	3	2	3
HCS3037	Human Biology	3	2	3

*\*Offering semester is subject to change, if necessary.*

### 3.4 General Education (GE)

3.4.1 The GE courses develop students' capacities to become well-educated citizens. Students are expected to acquire broad knowledge and an ability to integrate different and diverse disciplines in their understanding of the world.

3.4.2 The GE framework will consist of a Breadth course (3 cps) and a University ePortfolio (3 cps).

3.4.3 For detailed information about General Education, you may visit the website at <http://www.eduhk.hk/geo/>.

### 3.5 Information Technology Competency in Education (ITCE)

#### Attainment of ITCE

In order to ensure that our students can attain the required level, the University is committed to equipping students for demonstrating competent use of IT in teaching. Through various IT provisions, you will develop the confidence and creativity in the use of IT, and also the capacity to explore and experiment with the various ways that IT can be applied in educational contexts. IT will be integrated in a systematic way across the entire programme. You are required to pass all the required courses in the programme to demonstrate the attainment of ITCE.

Students are also required to complete the IT e-Portfolio for checking before graduation. For detailed information, please visit <http://www.eduhk.hk/mit/view.php?secid=3022>.

### **3.6 General Academic Regulations (GAR)**

Please check regularly on the website: [http://www.eduhk.hk/reg/student\\_handbook/](http://www.eduhk.hk/reg/student_handbook/) for the most up-to-date University's general academic regulations. Other regulations are available from Student Handbook of relevant years.

### 3.7 Suggested Study Pattern

Table 3.7a: Two-year Full-time suggested study pattern (normal duration)

Year of Study	Semester	Major (33 cps)			Final Year Project (Honours Project / Capstone Project) (6 cps)	Common Core (6 cps)	Electives (15 cps)	Additional Compulsory Courses (9 cps) <sup>Note1</sup>			
		Programme Specific Coursework	Major Interdisciplinary Course	Field Experience							
1st	1	Core: 6 cps				GEBC 3 cps	5 courses (15 cps)	3 cps			
	2	Core: 6 cps		Honours Project I/ Capstone Project I: Research Methods and Proposal: 3 cps				3 cps			
2nd	Summer			6 cps					University ePortfolio: 3 cps		
	1	Core: 6 cps						Honours Project II: Research Report / Capstone Project II: Project Output 3 cps			
	2	Core: 6 cps	3 cps		3 cps						

Note1: Prospective and commencing students with Associate Degree in health or health related studies may be required to take three preparatory Additional Compulsory Courses (ACCs) (9 cps in total).

Table 3.7b: Three-year part-time suggested study pattern (normal duration)

Year of Study	Semester	Major (33 cps)			Final Year Project (Honours Project / Capstone Project) (6 cps)	Common Core (6 cps)	Electives (15 cps)	Additional Compulsory Courses (9 cps) <sup>NOTE2</sup>	
		Programme Specific Coursework	Major Interdisciplinary Course	Field Experience <sup>NOTE1</sup>					
1st	1	Core: 6 cps					5 courses (15 cps)	3 courses (9 cps)	
	2	Core: 6 cps							
2nd	Summer			6 cps#					
	1	Core: 3 cps							
	2	Core: 3 cps							Honours Project I/ Capstone Project I: Research Methods and Proposal: 3 cps
3rd	Summer			6 cps*					
	1	Core: 3 cps		Honours Project II: Research Report / Capstone Project II: Project Output 3 cps	University ePortfolio: 3 cps				
	2	Core: 3 cps	3 cps						

Note 1: #Starts in Sem 2 of year 1 and completes in Sem 1 of year 2; or \*Starts in Sem 2 of year 2 and completes in Sem 1 of year 3

Note 2: Prospective and commencing students with Associate Degree in health or health related studies may be required to take three preparatory Additional Compulsory Courses (ACCs) (9 cps in total).

Note 3: ^students admitted in 2023/24; @: students admitted in 2022/23.

## **Section 4 Course Synopses**

*[The detailed course outlines can be found at [www.eduhk.hk/hpe](http://www.eduhk.hk/hpe) (Student Corner > BHE).]*

### **4.1 Major**

#### **4.1.1 Major Core**

##### **HCS3023 Foundation of Health Education**

The course will equip students with the knowledge and skills to plan implemented and evaluate health education programmes in a variety of settings such as the school, workplace and the community.

##### **HCS3031 Introduction to Primary Health**

The course will introduce the concept of primary health care and different approaches being taken worldwide. Students will learn about major local and international primary health care initiatives. Ethical considerations in health promotion and health education in primary health care settings will also be addressed.

##### **HCS3041 Mental Health Education**

This course focuses on major global health challenges in the field of mental health. The prevalence and risk factors for major mental health problems will be identified with effective health education strategies developed to promote mental health.

##### **HCS3052 Mobile Apps Development for Health Education**

Smart devices have become popular in contemporary society, particularly for teenagers. It can undoubtedly provide an excellent educational platform for physical and mental workout. This course aims to equip students with the basic knowledge and skills to develop mobile applications. It also offers opportunities for students to examine the use of information and communication technology to promote health education and teaching of health education. Through hands-on practical activities, students will be able to apply web programming skills in their own mobile application development to and promote playful teaching and learning environments.

### **HCS4026 Health Counseling**

The nature of communication skills for effective counseling, its components, and how to most efficiently enhance counseling have been examined from a number of theoretical, empirical and applied perspectives. The course aims to provide students with a basic understanding of health counseling and how client-therapist relationships develop, with a focus on practice and personal integration of knowledge and experience. The application of Western counseling methods to Chinese culture will also be covered.

### **HCS4029 Infection Control Education**

The course will introduce principles and practices in infection control, and students will learn how to implement health education and promotion programmes in school and community settings.

### **HCS4043 Health Statistics**

Through hands-on analytical experience with a variety of health-related datasets, students will be familiar with the principal methods of summarizing and describing data and how to efficiently and effectively communicate this to others. Students will develop an understanding of inferential statistics and how it is used to test scientific hypotheses and interpret beyond a limited set of actual observations. In the course of applying these concepts, students should become competent in the use of the SPSS computer package for the analysis of quantitative data.

### **HCS4049 Peer Mediation**

This course aims to create a healthy, positive, and safe school environment by using the practice of peer mediation to empower students to manage conflict, transform relationships and enhance school climate. Hands-on experience on reducing the rates of referrals, suspensions and expulsions; creating a stronger sense of community by bridging differences; and instilling valuable, lifelong skills that prepare students to become productive citizens will be provided.

## **4.1.2 Major Interdisciplinary Course**

### **HCS4061 Therapeutic Use of Music in HealthCare**

There is raising awareness within global community and healthcare sector about the value of music for enhancing individuals' well-being. The course will equip students with essential

knowledge and skills for designing, organizing and leading music activities with therapeutic purposes in various healthcare settings. It also enables students to grasp the most updated trends in the use of music in healthcare.

### **4.1.3 Field Experience**

#### **HCS4050 Health Education Practice**

The purpose of this course is to enable students to develop the knowledge, skills and attitudes necessary to lead the role of health educators. Particular attention will be placed on developing students' personal competence in a variety of health education practice based on the theoretical knowledge of Foundation of Health Education. Students will design and implement health education programmes in selected settings.

## **4.2 Elective<sup>1</sup>**

### **4.2.1 Elective courses offered by BHE**

#### **HCS3034 Pain Education**

The course will equip students with the knowledge and skills of pain assessment and management in a variety of pain problems such as acute, chronic and cancer pain in school and community settings.

#### **HCS3042 Health, Culture and Society**

This course examines the role of society and culture in understanding of disease, health, body, and mind in a range of countries and regions with particular reference to Hong Kong. Changes to traditional health cultures as societies are influenced by technological advancements and dietary /lifestyles changes will also be explored.

#### **HCS3044 Fundamentals in Traditional Chinese Medicine (中醫基礎理論)**

這課程介紹了中醫的基本理論概念，為整個學位的學科領域建立一個廣泛的基礎。學科領域包括中國傳統醫學的健康觀，疾病病因，診斷和治療原則，傳統的生理學（12 個臟，14 個主要經絡），術語問題，哲學傳統和黃帝內經素問。這課程中的基本理論在中國傳統醫學的各個方面有一個持續和漸進的應用。

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<sup>1</sup> Students are free to choose elective courses on offer from any of the University's departments

### **HCS3045 Sexual Health and Human Sexuality**

This module aims to provide students with clinical, scientific and sociological understanding of the concepts of sexual health and human sexuality. It emphasizes contemporary evidences, research and treatment including sexual health and disease, sexual dysfunction and principles of and approaches to sexuality and relationship education. It also covers family planning and therapy services, safe sex education and social discerning issue in gender identity and sexual ethnics. Authentic scenarios are provided to students in learning the issues and acquiring the skill through service-based learning.

### **HCS3047 Physical Fitness Education**

This unit aims at associating physical fitness with health benefits and wellness. Principal understanding and skills in assessing health-related fitness will form the foundation for measuring one's fitness level. Critical evaluation on objective assessments and gold standards will integrate on various components of physical fitness. Physiological and metabolically changes regarding physical trainings will address an understanding of the interrelatedness in the basic premise of fitness, health and wellness. This aims to encourage the adoption of physically active behaviours in different age groups.

### **HCS3048 Mindfulness**

The course aims at providing students with basic knowledge and understanding of mindfulness in stress reduction and resilience. Self-awareness and 'core' essential qualities are central to the establishment of positive therapeutic relationships. Mindfulness develops awareness of present experience accompanied with an attitude of acceptance. Students will have the opportunities in practising mindfulness as well.

### **HCS4021 Drug Education and Prevention**

The course aims to introduce students to some major issues of drug addiction and prepare students to provide drug education and counseling to children and adolescents at schools and in the community. The course will cover theory and models of intervention and practice in drug education and drug abuse prevention. Students are expected to examine critically the various elements in crisis management in schools. The design, implementation and evaluation of a drug education and prevention program will also be discussed.

### **HCS4033 Integrative Nutrition**

This module provides introductory topics on integrative nutrition to promote healthy diet. It enables participants to acquire a scientific understanding of recipe modification and development, integrating an Eastern energetic and a Western biochemical model, to cater for specific dietary needs. Synthesizing the dietary theories, participants devise appropriate meal plans to address a variety of health concerns.

### **HCS4038 Food Safety Education**

The course will introduce principles and practices in food safety. Theories and practices to manage food poisoning risk and implement food safety processes will be synthesized and applied in school and community settings.

### **HCS4054 Health Emergency Education**

This course aims to develop responsive, healthy literacy towards health emergency. Health emergency includes public health events: environmental pollution, food safety incidents, poison incidents, outbreak of infectious diseases, natural disaster and social security. It also aims to enhance students' capacity for decision-making, judgement, risk communication and coordination to manage emergency and public crisis. Moreover, it is expected that this course will foster a stronger sense of community in students by instilling health literacy and life skills.

### **HCS4059 Elderly Rehabilitation and Education**

The course aims to introduce the common approaches in rehabilitation for elderly and challenges ahead in response to the aging population. Special attention on the health-seeking behaviours as well as designing and implementing appropriate health education and promotion strategies to actualize the concepts of healthy and active aging as proposed by the World Health Organization (WHO).

### **HCS4060 Cross-cultural Experiential Learning in Health and Sports Science Education**

Cross-cultural Experiential Learning in Health Education is a 2-week intensive exchange study programme, aiming to enhance students' cross-cultural experience in health promotion, to explore health education strategies in selected societies through exposure to foreign culture, activities and facilities; and to share learning experiences in areas of health between different

cultures. Through collaboration with our worldwide university partners, the study program creates an interactive learning environment where students combine knowledge with investigation of real-world issues in a global perspective. Students will participate in seminars, practical training, field trips and professional visits to clinics and other health-related organizations.

#### **4.2.2 Therapeutic Play Courses**

##### **HCS4075 Theory and Therapeutic Play for Children's Well Being**

The course aims to know about therapeutic play practice using non-directive approach and using symbolic play tools and metaphor safely. Students can recognize and develop critically towards achieving the reflexive thinking and skills. It will also provide students to learn how to establish and assess therapeutic relationship using non-directive therapeutic play skills.

##### **HCS4076 Movement and Therapeutic Play for Children's Well Being**

The aim of this course is to add to the students' repertoire of play therapy tools and conditions, which will benefit from therapeutic play. It includes an introduction to the main research methods that are applicable to play therapy and the fundamentals of neurobiology showing the beneficial effects of play. The practical demonstrations and exercises show how the various therapeutic media might be integrated by the child. Students are able to communicate with children using a full range of expressive arts media by adding art, clay, movement and puppets into the toolkit. In addition, students are able to integrate art, clay, movement as play therapy interventions.

##### **HCS4077 Therapeutic Play Skills for Children's Well Being**

The course aims to understand certification requirements and obligation. Students can recognise and develop critically towards achieving the reflexive thinking and skills required through setting up Play Therapy Practice using non-directive Play Therapy. Using non-directive therapeutic play skills, students can successfully establish and assess therapeutic relationships with children. Students are required to perform 120 hours of placements and complete the clinical portfolio to fulfill certification requirements.

#### **4.2.3 Skill-based Courses offered by BEd(PE)**

##### **PES2163 Foundations of Dance**

This course introduces the study of dance as an art form through performing, creating, assessing and teaching dance. Emphasis is placed on the nature of dance; movement vocabulary based on body, space, quality, and relationship concepts; the creative process; aesthetics; and symbolic meaning in dance; and dance pedagogy.

##### **PES2164 Theory and Practice of Individual Physical Activities**

This course is designed to provide an opportunity for students to develop their personal skill in athletics, swimming and gymnastics to a competence level. Through participation in workshops and practical sessions, students will acquire the knowledge and skills to teach these activities in schools.

##### **PES3172 Fundamental Movement for Junior Primary School**

This course acquaints students with pedagogical content knowledge and skills in the delivery of Key Learning Stage One (KLS1) PE curriculum. The focus is on the critical understanding, practical application of fundamental movement concepts in teaching junior primary school children via body-, object- manipulative, and rhythmic activities innovatively. In addition, developmental characteristics, assessment strategies, safety precautions and ethical issues of teaching KLS1 pupils will be discussed.

##### **PES3176 Outdoor and Adventure Activities**

This course provides an opportunity for participants to examine and experience the value of outdoor education activities. It aims to develop participants' content knowledge and skills in the physical activities of hiking, camping, canoeing and rope course etc. Principles and issues concerning outdoor education are integrated with practical experience.

##### **PES3178 Theory and Practice of Lifelong Physical Activities**

The course is designed to introduce lifelong physical activities to the students in order to meet the challenge of education reform. In this course, the benefits of lifelong activities such as aerobics, tai chi, and golf will be introduced as activities that promote a healthy lifestyle. It provides students opportunity to develop the knowledge, skills and ability to perform and teach different lifelong activities in school sectors.

## **4.3 Final Year Project**

### **4.3.1 Honours Project**

#### **HCS4071 Honours Project I: Research Methods and Proposal**

The course will equip students with the knowledge and skills needed to design, implement and evaluate health education research projects. It will prepare students with essential research methods and methodologies used in health education; and prepare them for conducting a research-based or an inquiry-based project in Honours Project II: Research Report.

#### **HCS4072 Honours Project II: Research Project**

This course is a continuation of the Honours Project I: Research Methods and Proposal. The purpose of this course is to facilitate the development of students' skills and provide students with the experience in conducting research. This will be a guided study between supervisor and students. Students will be expected to identify health research topics under the guidance of their supervisors. Students will be required to submit progress reports, collect data, analyse data and present their research results in oral and written formats.

### **4.3.2 Capstone Project**

#### **HCS4073 Capstone Project I: Research Methods and Proposal**

This course aims to develop students as learners, researchers, inquirers and knowledge creators in health education; and to facilitate students with major research methods and statistical analysis. Students will apply the core skills and knowledge they have acquired to a specific health issue. They will develop the idea and proposal necessary for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output.

#### **HCS4074 Capstone Project II: Project Output**

This course is a continuation of the Capstone Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It enables students to consolidate, integrate, enact and reflect on their undergraduate experiences for them to be a health educator. Students are required to develop health education materials to respond the needs and challenges in the society with innovative ideas and skills. Students will first refine their original project proposal from Capstone Project I: Research Methods and Proposal. By

the end of the course, they are expected to create a project output, and will be evaluated from a group of stakeholders.

## **4.4 General Education**

### **4.4.1 University ePortfolio**

#### **GEJ4035 Developing Health and Well-being through Reflections**

The University ePortfolio course “Developing Health and Well-being through Reflections” is a 3-credit point “capstone” course which requires students approaching the end of their undergraduate studies to reflect critically on their experiences relevant to the accomplishment of well-being in their disciplinary, professional and co-curricular studies, within General Education (GE) and in their experiences beyond the classroom. They are also required to develop an integrated view of how and where they position themselves in relation to their beliefs, future goals, plans, and aspirations to live a healthy and worthwhile life with quality and well-being. Health and wellbeing as being the result of a combination of physical, social, intellectual and emotional factors. Especially, physiological and psychological changes regarding physical trainings will address an understanding of the interrelatedness in the basic premise of fitness, health and wellness. This aims to encourage students to reflect and enact their physical behaviors in daily life.

## **Section 5 Methods of Teaching and Learning**

Students of this Programme will possess a critically important asset, namely their working experience. This experience, if mobilised, can assist them in learning and subsequently in teaching others. This Programme will utilize various appropriate teaching strategies to promote student-centred learning and lifelong learning. Lectures, role playing, discussion, case study, student-led seminars and tutorials, problem-based learning, social inquiry, collaborative learning, practicum, supervised project and innovative e-learning strategies, will be scheduled whenever appropriate. To cater for the diversified learning needs of the students and to promote creative, effective and active learning, blended learning mode, that is, face-to-face lectures with learning being scaffold by e-learning will be widely adopted for both core and elective courses across the Programme. Authentic learning will also be highly encouraged. Learners will learn theoretical knowledge by analyzing contemporary health problems/issues and devise effective health education/promotion interventions which will be implemented in school or community settings by means of practicum for the wellbeing of the citizens. They will work on the various health problems and issues in tutorial groups. That is, the examples seek to evoke the students to examine and consider their personal experiences in order to come to a new understanding. Ideally, after reflection, students will formulate broader, more compassionate understanding of the world and strategies to handle problems, both of their own and others.

### **5.1 Lectures**

Lectures will be conducted in large groups as a method of efficiently presenting new didactic materials. A diverse range of activities, such as case study, brainstorming, open-ended discussion, role-play and teamwork exercises will be integrated into the lectures to make them interactive and more conducive to learning.

### **5.2 Seminars**

Seminars will be student-based. Students will present papers on specific aspects of the syllabus; hence communication and teaching skills will be developed. The sessions will be organised by the students and facilitated by the teaching staff to ensure that presentations are delivered with reasonable competence in terms of material selection, organisation and communication. Various forms of presentation will be encouraged.

### **5.3 Tutorials**

Tutorials will offer students opportunities to clarify concepts learned, to discuss related subject matter and to share experience. The scheduled tutorial groups may vary in size depending on the physical setting and the nature of the subject matter to be discussed. Larger groups may be arranged for discussion of issues familiar to the students; while smaller groups may be more appropriate for intensive exploration of a particular topic. Small buzz groups could be organised within large tutorial groups to enhance interaction. Non-scheduled individual and small group tutorials will also be adopted. This approach has been found to be very appropriate and effective among experienced students, who can bring in current work-related issues for discussion during their free time.

### **5.4 Problem-based learning**

Problem-based learning is a learning strategy in which students collaboratively participate in practical examples and discuss their learning experiences in solving problems. With facilitation from staff, students will work in small groups sharing their knowledge and analyses towards problems and solutions, and construct a semantic network and elaborate the focal problem to other relevant issues. Students are more able to face the challenging, open-ended problems and gradually transit their learning experiences to problem solving skills.

### **5.5 Social Inquiry**

Social inquiry is an integrated process for examining social issues, ideas and themes. Reflection and evaluation are placed at the centre of a social inquiry approach which will prompt students to ask what the learning means to themselves and to others. This learning approach is useful for exploring various health or health related issues such as healthcare ethics, health disparity, inequality, discrimination, health policies or other controversial issues. Students will gain deeper conceptual, critical, and affective understandings about how societies operate and they themselves can participate and take social action as critical, informed and confident citizens.

### **5.6 Collaborative Learning**

Collaborative learning involves groups of learners working together towards a share goal to solve a problem/complete a task to co-construct knowledge. Learning is a naturally social act which occurs through active engagement among peers, either face-to-face or online. The main

characteristics of collaborative learning are: a common task or activity; small group learning, co-operative behaviour; interdependence; and individual responsibility and accountability. This learning approach will be widely adopted for all health courses to facilitate student-led seminars or group projects. Collaborative learning activities create opportunities for students to foster their lifelong learning capabilities while online collaboration brings additional benefits of flexibility, managing student participation and behaviour, trackability and student autonomy.

### **5.7 Practicum**

Practicum is designed to give students supervised practical application of a previously studied theory. It will provide students with life-wide learning experiences to foster their lifelong learning capabilities including research, information technology, collaboration, creativity, critical reflection and higher order thinking. Practicum will be employed in the course of Health Education Practice in which students are required to synthesize their knowledge/theories on health or health related issues to come up with a series of evidence-based health education programme. The well-designed health education programme will be tried out in authentic settings such as schools, community centers or clinics under the supervision of their supervisors.

### **5.8 Supervised Project**

Supervised project-based learning involves a complex task and some form of student presentation. This learning approach will engage groups of students in creating, questioning, and revising knowledge while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, resilience and control over their learning. Supervised project, in particular, will be employed in the course of Honours Project in which students will be equipped with knowledge and skills needed to design, implement and evaluate mini research projects to tackle real-world problems under the supervision of their supervisors of inquiry and reflection. Students can experiment ways in promoting health and related activities by means of supervised project in the Human Performance laboratory as well.

### **5.9 e-learning**

e-Learning is a collective term for an electronic learning, computer-based learning, web-based learning or online learning. e-Learning is the use of technology to enable students to learn

anytime and anywhere and non-face-to-face interactions. Various e-learning delivery methods such as asynchronous or synchronous learning (including video conferencing or virtual classroom) will be employed in most health courses wherever appropriate to facilitate information sharing, group discussions, tutorials, scald-folding roles of facilitators, and co-construction of knowledge among students. Such learning approach will also provide the convenience, speed and cost effectiveness.

#### **5.10 Learning contracts (individual/group basis)**

Learning contracts will be employed in the clinical practicum, Honours Project and Health Education Practice. A learning contract is a structured method whereby each student (or group), in consultation with a designated staff, designs and implements manageable learning activities. The emphasis will be on making each activity relevant to each student's professional and personal needs, which are consistent with the aims of the Programme and/or the course. By using learning contracts, each student's experience becomes an asset in his or her own learning and development.

All in all, students' effort and self-monitoring is highly encouraged. It is estimated that every contact hour is no less than two hours of student effort. Thus, in a 3-credit course with 39 contact hours (e.g. 13 lecture hours, 26 seminar hours), the estimated student effort is 78 hours.

### **Section 6 Academic Policies and Regulations**

The General Academic Policies and Regulations are adopted as University-wide policies. Programme-specific academic regulations for individual programmes (if any) should also be observed and are separately presented in their Programme Handbooks or programme materials. Other regulations are available from Student Handbook of relevant years. Please check regularly on the website: [http://www.eduhk.hk/reg/student\\_handbook/](http://www.eduhk.hk/reg/student_handbook/) for the most up-to-date University's general academic regulations. Corresponding announcements will also be posted on the Intranet by the Registry.

## **Section 7 Quality Assurance Procedures and Mechanisms**

7.1 In order to enhance and assure the quality of its programmes, the University has established various quality assurance (QA) mechanisms at university, faculty, programme and departmental levels. Below is a summary of the major functions of the committees/boards at each level. The BHE is developed in accordance with these QA mechanisms and procedures.

### **At the University level**

7.2 The **Academic Board (AB)** is the chief academic forum whose major function is to formulate academic policies and oversee all academic matters of the University. It focuses on policy and strategic functions, as well as essential academic authorization over awards and discipline. To facilitate this function, a system of boards and committees has been set up to deal with different academic decisions within the University. The Board forms the apex of the QA structure and its committees assure the quality of programmes by monitoring and directing the process from the planning stage to implementation and review.

7.3 The **Academic Planning and Development Committee (APDC)** formulates and recommends to the AB directions, strategies and policies for the overall academic development of the University including the triennial plans and long-term academic development plans. It gives planning approval of new programme proposals from the Faculty Board (FB) for Postgraduate Diploma in Education (PGDE), undergraduate, sub-degree and certificate in professional development programmes (PDPs).

7.4 The **Board of Graduate Studies (BGS)** looks after academic planning and granting of planning approval for the development of new postgraduate programmes (excluding PGDEs).

7.5 The **Learning and Teaching Quality Committee (LTQC)** plays an important role in advising the AB on the formulation of policies at University level on academic quality assurance and enhancement (QA&E) for postgraduate and undergraduate programmes. It oversees and monitors the implementation of the University's QA&E frameworks and the associated guidelines, regulations and procedures on admissions and matters relating to

academic regulations for PGDE, undergraduate, professional development and sub-degree programmes. The LTQC also fosters a culture of quality enhancement (QE) for learning and teaching in the University.

- 7.6 The effectiveness of programme QA also relies on the contributions of relevant parties/committees at the Faculty, programme and departmental levels. These parties/committees provide valuable input and support at various stages of the QA processes.

### **At the Faculty level**

- 7.7 The QA processes at the Faculty level are in line with the University's QA procedures. The prevailing mechanisms for QA at the Faculty level apply to this programme.
- 7.8 The **Faculty Board (FB)** reports to the AB and makes recommendations, where appropriate, on matters pertaining to the strategic planning, development, implementation and monitoring of the academic, teaching and learning and research work of the Faculty. It also reports to the AB on the management of the Faculty and recommends the conferment of awards, certificates, diplomas and degrees offered by the Faculty to the AB for approval. Recommendations from the Faculty are also submitted to relevant central committees including the APDC, BGS and LTQC, as appropriate, for consideration.
- 7.9 The FB is chaired by Faculty Dean and comprises Associate Dean (Undergraduate Studies and Student Learning), Associate Dean (Research and Postgraduate Studies), Associate Dean (Quality Assurance and Enhancement), Associate Dean (International Engagement), Heads and Associate Heads of the constituent academic departments, elected full-time academic/teaching staff from its departments, Chairpersons of Departmental Learning and Teaching Committees (DLTC), Chairpersons of Departmental Research and Development Committees, and student representatives.
- 7.10 The QA responsibility for programmes primarily rests with the FB. As part of the QA mechanism, the FB is responsible for the development, maintenance and monitoring of the academic/professional standards of the Faculty through:
- (a) consideration of programme documents and reports from review panels for all new programmes and making recommendations to the AB for implementation approval;

- (b) consideration of programme documents and reports from review panels for all existing programmes going through initial / follow-up periodic programme review and make recommendations to the AB for approval;
- (c) 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 AB; and
- (d) endorsement of annual programme reports.

It also considers academic proposals from departments and makes recommendations to the following committees for planning approval:

- (a) APDC on the introduction of new PGDE, undergraduate, professional development and sub-degree programmes; or
- (b) BGS on the introduction of new postgraduate diploma (excluding PGDEs) and higher degrees programmes.

7.11 The **Faculty Academic Development Committee (FADC)**, chaired by Associate Dean (Quality Assurance and Enhancement), comprises representatives from each of the academic departments of FLASS, the Associate Dean (Undergraduate Studies and Student Learning) and Associate Dean (Research and Postgraduate Studies). It formulates the direction and strategies on the overall academic development of the Faculty, and reviews proposals for new programme areas development; new undergraduate, postgraduate and certificate in professional development programmes, as well as new majors/minors/courses proposals with reference to the quality, viability and strategic relevance and makes recommendations to the Dean and the FB. It also advises the Dean and the FB on priority areas for development and QA&E of new academic programmes in preparation for external and internal evaluation/validation exercises.

7.12 The **Faculty Learning and Teaching Committee (FLTC)**, co-chaired by Associate Dean (Undergraduate Studies and Student Learning) and Associate Dean (Research and Postgraduate Studies), comprises Chairs of DLTCs, and Programme Leaders of various programmes. It oversees the quality implementation and the learning and teaching of

accredited and valid programme area(s), existing programmes, majors/minors and courses and makes recommendations to the Dean and the FB.

### **At the Programme level**

- 7.13 Similar to other programmes in the University, there is a **Programme Committee** that monitors and coordinates the implementation and operation of the programme. It is chaired by the Programme Leader and comprises representatives from relevant teaching units and other members as appointed by the Dean. Its ex-officio members include the Associate Dean (Undergraduate Studies and Student Learning).
- 7.14 The Programme Committee plays an important role in ensuring quality relating to programme coherence, the relationship between course outcomes and generic outcomes, programme outcomes and generic outcomes, consistency of assessment, programme review, and coordination between teaching and internship. It conducts an annual review of the programme, considers feedback from surveys of employers and graduates as well as External Examiners and makes appropriate changes where and when necessary in accordance with the University's QA mechanisms. It normally meets two times per annum with the objective of enhancing and assuring the quality of the programme. If considered necessary and appropriate by the Chairperson, the programme matters may be dealt with by circulation.
- 7.15 At the end of each academic year, the Programme Leader submits an Annual Programme Report to the Programme Committee on the implementation of the programme. The report provides a critical review of the programme, identifies major issues and problems in implementation and makes recommendations to the Programme Committee for consideration. The Annual Programme Report will be submitted to the Associate Dean (Undergraduate Studies and Student Learning) for consideration and further submission to FB. For postgraduate programmes (excluding PGDE), the FB should submit the approved annual programme reports to the BGS for information and review.
- 7.16 The **Programme Assembly** takes place around two times per year. It is convened by the Programme Leader / Associate Programme Leader. It provides opportunities to facilitate direct dialogues between students and the Programme Leaders, Programme Committee members and relevant teaching/administrative staff. Most importantly, it serves as an

orientation event for newly admitted and current students, who are informed of various requirements and activities of the programme.

- 7.17 The **Student-Staff Consultative Committee**, comprising elected student representatives and chaired by the Programme Leader, meets once per semester. It reviews students' comments on the programme curriculum, teaching and learning, classroom environment, programme administration, resources issues such as the adequacy of library facilities and information technology services. Important issues are reported to the Programme Committee for consideration or information, and relevant issues are conveyed to relevant teaching and administrative units for consideration and follow-up action. Responses from these units are conveyed to students, thus closing the feedback loop.
- 7.18 The **Dean's Forum** is held around twice an academic year. It provides a platform for the Faculty Dean to reach out to students to listen to their concerns. Views related to academic issues will be channeled to the programme management personnel for consideration and follow up. Students concerned will be informed of the programme's feedbacks to their views.
- 7.19 The **Board of Examiners** for the BHE has the responsibility for the overall performance of students in programmes and recommending graduates for the degree awards and other academic awards to the Faculty Board determining remedial work for problem or special cases and discontinuation cases. It is established under the Faculty Board and chaired by the Faculty Dean or a senior academic staff nominated by the Dean. Its members include the Programme Leader, relevant Heads of Department or their nominees and External Examiner(s) (if they are available).
- 7.20 The system of **External Examiners** is an important QA mechanism for the development and implementation of the programme. An External Examiner is nominated by the Programme Committee. The recommendation is submitted to the FB for consideration and, if deemed appropriate, for approval and appointment. The External Examiner is responsible for appraising the assessment methods and standards of the programme with reference to its structure, aims and objectives, academic policies and regulations. Samples of course assignments and examination scripts selected by the Programme Committee are

sent to the External Examiner for review. The latter then submits reports to the Programme Committee for consideration and for facilitating future improvements. Course lecturers are required to address the issues and concerns raised by the External Examiner.

- 7.21 A **Programme Evaluation** is conducted at the end of each academic year. The programme evaluation questionnaire is an important way of soliciting students' views on the programme. The evaluation covers the teaching of the courses, assessment methods, and the administration of the programme and support for learning. The results of the evaluations are conveyed to the Programme Leader, Faculty Dean and Heads of Departments. Statistical findings of the evaluation are conveyed to students. The Programme Committee studies the statistics and considers any necessary actions to address issues of common concerns.

#### **At the Departmental level**

- 7.22 The Department of HPE is responsible for the development, implementation and QA of the courses offered. In this connection, the **Departmental Learning and Teaching Committee (DLTC)** makes sure students achieve their courses outcomes, and programme and generic outcomes.
- 7.23 The system of **Departmental Assessment Panel (DAP)** is set to assure fair and consistent assessment of students in a course / cluster of courses under Major / Minor / Electives or courses with similar nature and to examine and decide possible moderation of grades, and make a decision on any cases with irregularities, as well as to monitor and review grade distribution. Members of DAP are appointed from DLTC / relevant Course Coordinator(s)/ Subject or Strand Coordinator(s) / Convenor(s) / Team Leader(s) / Lecturers concerned. The Head of Department is the approving authority of the grades of courses offered/hosted by the department.
- 7.24 Further, the **Student Evaluation of Teaching (SET)** are administered by the offering department to every course each time it is taught in order to gather students' feedback to improve teaching and learning. Statistical summaries of the SET are dispensed to relevant parties for record and follow-up, as appropriate.

## Section 8 Course List

Course Code	Medium of Instruction	Course Title	Credit Points	Sem**
<b>Academic Core</b>				
HCS3023	English	Foundation of Health Education	3	1
HCS3031	English	Introduction to Primary Health	3	2
HCS4026	English	Health Counseling	3	2
HCS3041	English	Mental Health Education	3	2
HCS4029	English	Infection Control Education	3	1
HCS4043	English	Health Statistics	3	1
HCS4049	English	Peer Mediation	3	2
HCS3052	English	Mobile Apps Development for Health Education	3	1
<b>Major Interdisciplinary Course (3 cps) (1 course)</b>				
HCS4061	English	Therapeutic Use of Music in HealthCare	3	2
<b>Field Experience (6 cps) (1 course)</b>				
HCS4050	English	Health Education Practice	6	FT/PT: Yr1 Sem 2 – Yr2 Sem 1 Or (PT: Yr 2 Sem 2 – Yr3 Sem 1)
<b>Final Year Project (6 cps) (2 courses)</b>				
HCS4071	English	Honours Project I: Research Methods and Proposal	3	2
HCS4072	English	Capstone Project I: Research Methods and Proposal	3	2
HCS4073	English	Honours Project II: Research Report	3	1 & 2
HCS4074	English	Capstone Project II: Project Output	3	1 & 2
<b>University ePortfolio (3 cps) (1 course)</b>				
GEJ4035	English	Developing Health and Well-being through Reflections	3	1
<b>Elective Course (15 cps) (5 courses)</b>				
<i>Choose 5 out of the following 15 courses or electives offered by other departments</i>				
HCS3034	English	Pain Education	3	2
HCS3042	English	Health, Culture and Society	3	1
HCS3044	Chinese	Fundamentals in Traditional Chinese Medicine	3	1
HCS3045	English	Sexual Health and Human Sexuality	3	2
HCS3047	English	Physical Fitness Education	3	1
HCS3048	English	Mindfulness	3	1
HCS4021	English	Drug Education and Prevention	3	1
HCS4033	English	Integrative Nutrition	3	2
HCS4038	English	Food Safety Education	3	2
HCS4054	English	Health Emergency Education	3	2
HCS4059	English	Elderly Rehabilitation and Education	3	2
HCS4060	English	Cross-cultural Experiential Learning in Health and Sports Science Education	3	S
<b>Therapeutic Play Skills elective courses</b>				
HCS4075	English	Theory and Therapeutic Play for Children's Well Being	3	1
HCS4076	English	Movement and Therapeutic Play for Children's Well	3	1

		Being		
HCS4077	English	Therapeutic Play Skills for Children's Well Being	3	1
<b>Skill-based Elective Courses offered by BEd(PE)</b>				
PES2164	Chinese	Theory and Practice of Individual Physical Activities	3	S
PES3172	Chinese/ English	Fundamental Movement for Junior Primary School	3	2
PES2163	Chinese	Foundations of Dance	3	2
PES3178	Chinese	Theory and Practice of Lifelong Physical Activities	3	1
PES3176	Chinese	Outdoor and Adventure Activities	3	1
<b>Additional Compulsory Course<sup>2</sup> (9 cps) (3 courses)</b>				
HCS3035	English	HealthCare Ethics	3	1
HCS3036	English	Health Service in Hong Kong	3	2
HCS3037	English	Human Biology	3	2
<b>Additional Course for Elite Athletes<sup>3</sup> (15 cps) (5 courses)</b>				
HCS1058	Chinese	Personal Development and Civic Responsibilities	3	1
CHI1710	Chinese	Chinese Communication and Application	3	1
MTH1161	English	Mathematics	3	2
LIN1021	English	English Communication: Listen to Learn	3	2
LIN1022	English	English Communication: Gaining Word Power	3	2

*\*\*subject to timetabling*