

Undergraduate Programme Course List (2025/26)

Programme Title:	Bachelor of Arts (Honours) in Early Childhood and Family Studies
Programme Short Name:	BA(ECFS)
Programme Code:	A2B102
Year of Entry:	Senior-Year

Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
ECE2244	Child Development *	This course provides an overview of child development from 0-8. The various domains of physical, cognitive, perceptual, and social emotional development are discussed from a holistic approach with reference to contemporary research findings. The role of play in children's learning and development are also introduced in this course.
ECE3259	Current Research in Early Childhood Development	The course aims to equip students with an in-depth understanding about contemporary issues, milestones, needs, and challenges in early childhood development in diverse contexts. Students will be asked to discuss and reflect critically on major developmental and family theories in Hong Kong and other societies. Through the lenses of theories and empirical research, the course is designed to facilitate students' application of knowledge into practice.
ECE3262	Parenting in Early Childhood: Theories and Practice	This course aims to facilitate the examination of the meaning of "parenting" during the early childhood period and its influence on preschoolers. Students will be supported to explore the characteristics of parenting during the preschool years and to identify strategies to support parents of preschoolers. Major topics will include: parenting theories, effective parenting model and strategies, influences of child characteristics on parenting, and the role of culture, context, and diversity in influencing parenting during the preschool years.
ECE3263	Non-Parental Caregivers of Young Children	This course explores the childcare experiences of non-parental caregivers of young children, including grandparents, other relatives, and domestic workers. It examines relevant theories, societal and cultural forces that make for these non-parental caregivers, and factors that may facilitate or hinder their childcare experiences. It also strengthens the communication and engagement skills of students, promoting their abilities to design and implement collaborative programs that support non-parental caregivers in educational and community settings.

EDA3125	Families in Hong Kong	This course will provide students with an in-depth knowledge of theories and issues related to family studies. Sociological, historical, psychological and other major perspectives on family will be introduced to enrich students' frame of thinking. This course will also examine the latest local, regional and global policies and services to support families in diverse circumstances and cultures. Students will have the opportunity to understand the importance of assessing family impact in policy formulation. In addition, case studies from multiple contexts and experiential site-based learning will be employed to deepen students' understanding of, and sensitivity to the diversity of family issues and policies. In so doing, students will be equipped with the knowledge, skills and attitudes to apply the theories to analyse issues of family in Hong Kong and make inferences for public debates and public policy in the local context and beyond.
PSY3085	Mental Health Promotion for Young Children and Families in Educational and Community Settings	This course aims at building a foundation with modern concepts and practical skills crucial to understanding and promoting mental health in young children and families. The respective roles of educational and community settings as major contributors to mental health of young children and families are highlighted. The significance of mental disorder prevention and mental health promotion in educational and community settings as the key environments and intervention sites are emphasized. The course will cover mental health needs and issues of children and families, various models of factors and processes affecting mental health outcomes, epidemiology and familial patterns of mental health issues, evaluation of mental health in children and families, and approaches and techniques of mental disorder prevention and mental health promotion. Socio-economical and cultural aspects of mental health will be addressed across topics as appropriate, in addition to the psychological theories and empirical evidence that form the bases of this course.
ECE4260	Supporting Young Children's Learning at Home and in School	In this course, students study how young children learn at home and in school through different mechanisms. Students examine how the physical environments afford opportunities for and place constraints on child learning and development, how parents and teachers act as models, interaction partners, opportunity providers, and direct instructors, and how children comprehend and actively construct their own socialization experiences. Students also inspect the relevance of home-school collaboration, paying particular attention to the benefits of bringing together parents and teachers, challenges of promoting home-school collaboration, and methods of engaging families. Finally, students discuss practical ways to support child learning, and consider the implications of the larger embedding context, such as family socioeconomic status and cultural values and practices.
ECE4264	Programme Development	This course equips students with the knowledge and skills to develop programme for children and families. It

		provides a foundational knowledge of family services in Hong Kong and evidence-based family programmes overseas. Details of the evidence-based programmes are introduced to illustrate the rationale, structure, content, and delivery format of effective family programmes. The course highlights the different target populations of family programmes and the principles to design programmes based on specific family needs.
ECE4265	Programme Evaluation	This course equips students with the knowledge and skills in evaluating programmes for children and families. It provides an overview of different evaluation approaches, e.g., process vs. outcome evaluation. The underlying concepts and methodologies in conducting these evaluations are also introduced. The course aims to promote the evidence-based practice of using evaluation as a tool for programme improvement.
ECE4281	Working with Families from Diverse Backgrounds ⁺	This course strengthens students' leadership role in enhancing diversity and inclusion with the help of innovative policies and empowering practices. Students are guided to review existing policies and legal and moral issues in supporting families in diverse circumstances, including poverty, cultural conflicts and acculturation, domestic violence, etc.
INS4075	Internship in Early Childhood and Family Studies	The Internship course is a internship that allows students to translate their knowledge and skills about early childhood and family studies into actual practices. Students are required to do practical work, such as talks, seminars, workshops, competitions, play-based activities, community events, and other child- or family-oriented initiatives, in a designated site, such as a school, a NGO, or a family education centre, for 130 working hours. Students are also required to attend pre- and post-internship visits, workshops, and seminars, so that they are fully prepared to communicate with and provide support to children and families from different backgrounds and have opportunities to reflect upon their experiences. Through the internship course, students can not only gain first-hand experiences of serving children and families, but also develop their more generic skills, including in collaboration, communication, and problem solving. Students are required to write up a report to summarize their internship experiences, explaining how their prior knowledge and skills can be applied in the real world.
CFA1001	Cross-Faculty Core Course - Component I: Basic Law and National Security Education	Cross-faculty Core Course (CFCC) will comprise 3 individual components with 1 credit point each and be separately assessed with the aim to widen students' horizons and enable them to look beyond Hong Kong. In Component I, lectures with topics related to Basic Law / National Security will be arranged; in Component II, students will have the opportunities to undertake visits in Greater Bay Area; in Component III, a variety of themes which are linked to the University's development niche areas will be offered by Faculties.

		<p>The Hong Kong National Security Law is a piece of national security legislation concerning Hong Kong. It was passed on 30 June 2020 by the Standing Committee of the National People's Congress. The primary objective of this Component I: Basic Law and National Security Education is to broaden students' knowledge and facilitate their understanding of National Security. In particular, the course will examine the intricate interrelationship between the National Security Law and the Basic Law by surveying its historical development and content. The connection between the National Security Law and the Constitution will also be discussed. The course will build from the fundamental understanding and exposure gained in the GE Foundation Course (GEFC) in their Year 1 study for UGC 4- or 5-year programmes. It also will complement with the entry-year study for the Senior Year programmes. A selection of major themes and topics in National Security that interconnect with students' own lives will be introduced to facilitate their learning the multiple dimensions and complexities of the issue.</p>
CFB3019	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area	<p>This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course.</p>
Cross-Faculty Core Course: Component III (Choosing one of the following)		
CFC3018	Cross-Faculty Core Course - Component III: Diversity, Equity, and Inclusion in the Greater Bay Area	<p>The purpose of this component of the course is to help students develop an understanding of diversity in the Greater Bay Area (GBA) and how equity and inclusion play out there. It adopts the notion that ever-evolving diversity with respect to race, ethnicity, class, gender, sexual orientation, disability, religion, indigenous status, nationality, citizenship status, culture, refugee status etc. has a powerful impact on the lives and opportunities of members in the GBA. The GBA aims to integrate and foster cooperation among Hong Kong, Macao, and the nine municipalities of Guangdong Province in Mainland China and makes it an innovation and technology hub. Seeing</p>

		diversity as a strength and a source of innovation and creativity, this component of the course will help students understand how diversity, equity, and inclusion shape their lives. It will specifically examine various diversity features in each region, how they collectively construct diversity in the GBA, and how the ideals of equity and inclusion are deployed to address diversity related issues and challenges. The component will also explore intercultural competencies required for effectively and meaningfully participating in the GBA.
CFC3024	Cross-Faculty Core Course - Component III: Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	Building a globally influential international innovation and technology (I&T) hub is highly emphasized in the development of Hong Kong and the Greater Bay Area (GBA). Nowadays, artificial intelligence (AI) has not only been a prominent force in accelerating I&T development but has also redefined the meanings of education and professional training. This course will introduce how educational entrepreneurs adopt different AI (AI-assisted, AI-supported, AI-driven) technologies and strategies to solicit challenges and opportunities to underpin their creative and innovative educational ideals in the rapid social and technological environment in Hong Kong and the GBA. Authentic case studies related to AI and educational entrepreneurship in GBA will be shared and discussed in the course. Contemporary topics, for example, AI ecosystem and technologies, roles and functions as an I&T change agent, critical mindset and competence for change, sustainable learning organisations and change culture, and intellectual capital (human, relational, and structural capital), will be examined. Through group discussions, literature studies, and reflective exercises, the course will provide participants with an authentic learning experience and prepare them for 21st century development in Hong Kong and GBA.
CFC3026	Cross-Faculty Core Course - Component III: Supporting Students with Diverse Learning Needs in the Greater Bay Area	This course introduces the philosophy of special and inclusive education and how they are enacted in the cities in the Greater Bay Area (GBA). Learning focus is given to accessing and overcoming potential barriers to help GBA students with special educational needs (SEN) to reach the appropriate learning level for their aptitudes. The course covers the characteristics of students with SEN (e.g. Intellectual Disability, Autism Spectrum Disorder, and Attention Deficit/ Hyperactivity Disorder) and effective teaching methods for addressing their needs. Skills to develop, implement, and evaluate curriculum to help GBA students with SEN to achieve their potential commensurate with their abilities are also covered.

Notes:

* Students who did not complete a Higher Diploma/Associate Degree in ECE before admission to the programme are required to take an additional 3-cp compulsory course in the first semester of Entry-Year, ECE 2244 Child Development.

+ Major Interdisciplinary course