

Undergraduate Programme Course List (2025/26)

Programme Title:	Bachelor of Arts (Honours) in Heritage Education and Arts Management 文化傳承教育與藝術管理榮譽文學士
Programme Short Name:	BA(HE&AM)
Programme Code:	A4B097
Year of Entry:	2025/26

Major Course List

Interdisciplinary Major (Foundation)

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
CUS1022	Chinese History, Culture and Heritage (中國歷史與文化遺產)	<p>This course aims to nurture students to have a comprehensive knowledge in Chinese history with a highlight on material culture and heritage, also focusing on the preservation and inheritance of bronze vessels, paintings, royal relics, silk manuscripts, calligraphies, ceramics etc, as well as the philosophies supporting to the formation and evolution of material culture and heritage. The course will cover four major topics: 1) An overview of the Chinese ancient history with a highlight on cultural material heritage. 2) Introduction to material cultural heritage relates to ancient Chinese rituals. 3) Important texts, names and functions of major material cultural heritage, as well as their preservation and inheritance. 4) Exhibitions and auctions in late modern China.</p> <p><i>*For Year 1 Admission only</i></p>
SSC1338	Hong Kong: Society and Culture (香港：社會與文化)	<p>This course equips learners with the rationales, concepts, skills, and attitudes to understand the society and culture of Hong Kong from historical and contemporary perspectives, their interactions with Mainland China and the world. Emphasis is laid on the issues related to the key characteristics and the developmental trends of Hong Kong society and culture, that help students to make meaningful connections across different disciplines, develop an understanding on the changing Hong Kong society and culture in an increasingly interconnected with the national developmental blueprint of ‘Greater Bay Area’ and in the increasingly interdependent world.</p> <p><i>*For Year 1 Admission only</i></p>
SSC1339	The Integration of Hong Kong and China: Multidisciplinary Perspectives (香港與中國的融合：多學科視角)	<p>This course aims to analyse the growing integration of Hong Kong with Mainland China socially, economically, culturally and politically. Transforming from a trading port under British rule into a global financial, business and transportation hub in the 21st century, Hong Kong has leveraged on its many linkages with the changing global</p>

		<p>political economy since World War II and with the Mainland since 1978, particularly after the resumption of Chinese sovereignty in 1997. Multidisciplinary perspectives from history, sociology, political science and urban studies will be employed to understand the changing political, cultural and socio-economic interactions between Hong Kong, the Pearl River Delta (PRD) and other parts of the Mainland on the path toward greater integration.</p> <p><i>*For Year 1 Admission only</i></p>
HEM2012	<p>Foundational Seminars/ Workshops on Heritage/ Museum Studies and Education (文化遺產/博物館研究與教育 的基礎研討)</p>	<p>This Foundational Seminars/ Workshops course aims to develop students with the threshold concepts and diverse perspectives for the studies of heritage/ museum studies and heritage/ museum education. A series of seminars/ workshops will be arranged to enhance students' understanding and examination of the diverse bodies of knowledge and skill sets as well as professional and work ethics with multiple lenses and methodologies, building their capacities towards an emerging expert's understanding of the values and significance of heritage/ museum studies and education. A range of topics will be covered with the primary focus of interpreting the key themes and their interrelatedness in this multidisciplinary area locally, nationally and internationally. Local, national and overseas academics, heritage/ museum experts, museum and arts education leaders as well as front-line educators and practitioners will be invited to share their professional knowledge, skills, visions and experiences in the course of inquiry. All seminars/ workshops will be video-taped for students to reflect upon the learnt knowledge for the formulation of threshold concepts and diverse perspectives in heritage/ museum studies and education.</p> <p><i>*For Year 1 Admission only</i></p>
HEM2017	<p>Media, Technology and Communications (媒體、科技與通訊)</p>	<p>This course introduces how the new digital media is created and distributed on social media platforms for effective communication. The technological artefacts and innovation embody values that can influence the lives and activities of users. Students will learn different technology-enhanced skills to develop multimedia content for episodic knowledge for interactive communication. While planning and implementing the media projects, students use new perspectives to create collaborative productions in the virtual community, and share their learning worldwide through online publishing tools and websites.</p> <p><i>*For Year 1 Admission only</i></p>
SSC2340	<p>Oral History and Cultural Conservation in Hong Kong and the Greater Bay Area</p>	<p>This course is devised to equip students, ontologically, epistemologically and methodologically, for utilizing oral history as a means of cultural conservation in the contexts of Hong Kong and the Greater Bay Area. It enables</p>

	(香港與大灣區的口述歷史及文化保育)	<p>students to grasp the pros and cons as well as challenges and opportunities in the widening scopes, spaces and scales of study presented to oral historians by the closer integration of Hong Kong and the Mainland.</p> <p><i>*For Year 1 Admission only</i></p>
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Cross-Faculty Core Course

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
CFA1001	Component I – Basic Law and National Security Education (第 I 部分: 基本法及國家安全教育)	<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>
CFB3023	Component II – Visits in Greater Bay Area (第 II 部分: 大灣區考察)	<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>

Component III – Various Themes (Choosing 1 of the following):		
CFC3018	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 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.</p>
CFC3024	Component III – Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	<p>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.</p>
CFC3026	Component III – Supporting Students with Diverse Learning Needs in the Greater Bay Area	<p>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</p>

		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.
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Interdisciplinary Major

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
HEM3001	Museum Studies and Museum Education: Practices and Problems (博物館研究與博物館教育：實踐與問題)	This course introduces theories and practices in relation to the professional work in museums, such as functions of a museum and the role of museum professionals. Students will be engaged in discussions on the main issues in museum studies, including policies and regulations in relation to exhibition display and presentation to the public, human-object relationship, repatriation of the object, managing resources in museums, etc. The lens from multiple disciplines will be applied to deepen the understanding of the issues, such as understanding human-object relationships from sociological and anthropological perspectives, examining the nature of collections from the historical-cultural perspective, and resources management from human, development and technical perspectives, etc. This course will also have a focus on the principles and practices of museum education. Students will explore and identify different types of learning that occur in museums and understand how educational programmes can provide meaningful experience and engage diverse audiences. Although issues in museum studies and museum education across the globe will be discussed, the policies, practices and challenges of museum studies and museum education in the context of Hong Kong and Greater Bay Area will be examined with specific focus in the course.
HEM3005	Cultural Heritage in Hong Kong and the Greater Bay Area (香港與大灣區的文化遺產)	Hong Kong and the Greater Bay Area have a distinct cultural background and developmental history, ranging from natural environments and cultural landscapes, as well as past and continuing cultural, religious and social practices, knowledge, and living experiences. This course aims at defining culture and heritage and differentiating between the two as well as critiquing their inter-relationship. It provides students with a basic understanding on the different types of heritage, the management and protection of such heritage, and heritage movements in the Hong Kong, China and the world. Current issues in cultural heritage will also be discussed, ranging from heritage repatriation, legal issues, heritage tourism, virtual heritage, heritage conservation and development, etc. Students will be introduced to both tangible and intangible heritages across the above regions,

		and will identify and understand issues regarding ethics and concerns of heritage preservation for sustainable development. It is anticipated that students will be able to treasure and appreciate the cultural legacies inherited from our ancestors and reflect upon their values in our everyday life.
HEM3006	Arts Planning and Management (藝術策劃與管理)	Arts planning and management refers to a wide range of activities, including the development of exhibitions, festivals, performance and more. This course aims to give students an introductory understanding of arts and their cultural context from local, regional and international perspectives, such as arts and creative organisations, from small community endeavours to world renowned flagship organisations. This will prepare students for careers in the settings such as museums, galleries, theatres, dance and live music venues, festivals, and cultural centres. The course features fundamental arts management skills through a balanced foundation of academic and professional practice models with examples drawn from across artistic disciplines. Key cultural policy concepts will be covered, such as event management, curating, marketing, budget and planning, working in cultural organisations, etc. to develop a combination of theoretical insights and professional practice skills.
HEM3007	Arts Education in Community Context (藝術教育在社區)	Through reviewing and analysing the current trends of arts education, this course aims to enable students to understand the roles played by arts and arts education in communities for sustaining culture, shaping identities and preserving cultural legacies. Students will explore how arts education, arts practice and community interact through different case studies where there are social, cultural or environmental issues to be addressed. Students will have the opportunity to investigate different current issues and challenges faced by arts education in communities and corresponding changes and solutions adopted. This course will also explore the educational potentials of socio-cultural and community resources for arts education, with an emphasis on the understanding of relations between arts practice and the development of cultural awareness in community context.
HEM3008	Heritage Education: Issues and Perspectives (文化遺產教育：議題與觀點)	This course aims to explore the changing meaning and features of heritage, specifically the educational practices of tangible and intangible cultural heritage in Hong Kong and the Greater Bay Area context. It questions what is heritage education, and where and how can it be developed in the school curricula as well as learning experiences for the public. Students in this course will be introduced to the current education policies in local, national and global contexts, as well as understand the different modes of heritage education and critique their strengths and shortfalls. Students will be able learn how heritage education can be promoted in schools and community contexts, and how various types of heritage are interpreted within its local community. This course

		will also broaden students' understanding on how heritage education can be further promoted via engaging multiple stakeholders, reflecting upon the role of heritage in the community, as well as informing and prepare students on how to implement them in the context of Hong Kong and the Greater Bay Area at the macro and micro levels.
HEM4009	Cultural History for Arts Appreciation: Cross-cultural Perspectives (Major IC)	Professionals in arts and cultural areas must make informed judgments about the meaning and value of objects, performances, and exhibitions. These judgments take place in multicultural and intercultural contexts that require skills and knowledge in art appreciation. This course provides students with in-depth cross-cultural historical knowledge that can inform such judgments. The course takes a material culture approach to arts practices across times and places, understanding them in terms of their social roles and their embeddedness in major elements of culture and society, like the practice of religion. The course offers introductions to major patterns of aesthetic development in East Asia, South Asia, the Middle East, and Euro-America, and how these patterns have impacted one another, producing hybrid material worlds and forms of expression. How interactions between local and global factors shaped the multi-cultural and cross-cultural perspectives in arts appreciation will also be analysed. Finally, the course explores how these patterns have impacted material culture and the production and consumption of the arts in late modern China and in Hong Kong, extending up to the present time.
HEM4010	Knowing about M+ Museum and the Palace Museum in WKCD (了解西九 M+博物館與故宮博物院)	This course is rooted in M+ Museum as a new museum of visual culture and the Palace Museum, to examine the theoretical and professional themes at the forefront of contemporary museum studies. Students will gain knowledge of the development and representation of histories and cultures in M+ Museum and the Palace Museum, including the logistics of art work collection, spacial arrangement, categorisation of forms and object biographies. Students will also gain more understanding on the transformation of cultural heritage values from the past to contemporary context. The course will particularly investigate audiences' exhibition experience with reference to the context of cultural exchange and integration in contemporary art museums. Site-specific research and learning will enable students to creatively and professionally apply the knowledge gained from the course in specific professional contexts. Students will be engaged in research heritage, visual culture and contemporary issues related to aesthetics and examination of the nature and characteristics of museum experiences. Students' professional knowledge of cultural preservation and cultural patrimony will also be enriched.
HEM4011	Digital Technology and Its Application in Heritage Education	Heritage education is a communication process take place in museums, arts galleries, exhibition halls to promote public awareness on the existing cultural heritage assets

	(數碼技術及其在文化遺產教育的應用)	preservation. Towards a new era for cultural heritage education, digital technology can enhance and add value to heritage pedagogy, education and learning. The application of information technology offers a multi-perspective view of the heritage artefacts and enrich the learning experiences with the adoption of innovative teaching methods and the design of interactive exhibitions. In this course, students can learn different digital tools to collect, store and exhibit artworks and cultural artefacts to bridge between the past and the present. To guide students to design and implement innovative pedagogies, various digital technologies, including virtual 3D spaces, interactive games, VR and AR, will be covered in the course.
INS3076	Entrepreneurship and Arts Management (藝術管理與創業家精神)	Entrepreneurship plays a significant role in nurturing a culture of innovation and creativity through business start-ups in the society. Together with the growing demand to commodify cultural heritages, the quest cultural heritage preservation and management as well as the focus on sustaining cultural heritages through museum education, this course focuses on the entrepreneurship and arts management in the cultural conservation and museum education. Throughout this course, participants will be provided with opportunities to examine the nature, concepts and theories, and various modes of entrepreneurship in the management of arts and cultural. In addition, students are equipped with practical competencies and skills to develop plan for a start-up business in cultural conversation and museum education. Ultimately, this course will provide the participants with a better understanding of the integrated areas of the arts, culture, business, management, and innovation.
SSC4336	Issues in Heritage Conservation and its Policy (文化遺產的保育與政策)	Cultural heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including objects, customs, artistic expressions (practices) and values. This course provides students with a broad and fundamental understanding of the cultural heritage conservation and management issues in modern society including tangible cultural heritage, architecture, archeological site and intangible cultural heritage. Cultural heritage conservation theories such as sustainable development, as well as policy anchored in The UNESCO cultural conventions will be studied. Global, national and local cases will be examined to discuss the perennial and emergent issues in heritage conservation policies. The course aims to develop students with a sense of appreciation and awareness of the cultural diversity and its contexts.

Programme Package

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
PFS3066	21st Century Skills and Values Education	This course focuses on the framework for 21st century skills and the role of values education for pursuing career

	(21 世紀技能與價值教育)	and professional development in a globalized and technology-driven world. Specific attention will be paid to developing students with professional ethics in life and workplace contexts which value positive workstyle, reflective thinking, teamwork, innovation, etc. Attention will also be given to values and character strengths related to national, national security and values education. Students will be introduced with various approaches to develop and personalize their competencies, cultivate knowledge and awareness in relation to national education under the Basic Law and National Security Law, and reflect on their own as well as others' life values, experiences and behaviours through engaging in a range of learning experiences.
EDA3127	Organizational and Executive Management: Cross-cultural Perspectives (組織與行政管理：跨文化視角)	This course focuses on equipping students' cross-cultural sensitivity and awareness of competencies for effective cross-cultural management practices to uplift organizational effectiveness and competitive advantages in a changing and complicated global environment under the fourth industrial revolution. Different cross-cultural management practices of various types, size and scope of local, regional and multinational organizations will be examined. Factors of how cultural beliefs, values, identity, as well as cross-cultural communication skills and decision making affect organizational behaviours, learning and development will be addressed. Students will be guided to develop effective cross-cultural management strategies in the workplace through engaging in a range of learning experiences.
HEM4003	Field-based Learning in China and the Greater Bay Area (中國(香港與大灣區)的實地考察學習)	This course is devised to help students acquire an understanding of the theoretical and conceptual constructs as well as the skills and methodological approaches in planning, implementing and evaluating field-based studies in China and/or GBA. It is expected that students could integrate their knowledge from multiple and/or interdisciplinary perspectives through authentic, real-life, hands-on and site-/object-based learning experiences. Such socially constructed learning experiences could also complement, update and enrich students' knowledge derived from texts while equipping them better for future career and/or academic pursuits in China.
HEM4004	Advanced Seminars/ Workshops on Heritage/ Museum Education and Arts Management (文化遺產/博物館教育與藝術管理的進階研討)	This Advanced Seminars/ Workshops course is an important component of BA(HE&AM) programme for students to transform their understanding of contemporary issues when putting heritage education and arts management into practice. A series of seminars/ workshops will be arranged to engage students in conversations with local, national and overseas academics, museum experts, arts leaders and entrepreneurs as well as front-line practitioners, holding foremost research and development agenda as well as updated experiences, to explore in-depth the four pillars of the programme – “cultural and heritage education”, “museum education”, “arts administration and

		management” and “technology-enhanced education” – and their transformative relations from an interdisciplinary and practical perspectives. These academics and practitioners are leaders in cultural and heritage studies, museum education, curatorial and other arts-related industries. All seminars/ workshops will be video-taped for students to reflect upon the learnt knowledge, skills and past learning experiences for the formulation of diversified perspectives to further enhance the development of heritage education and arts management.
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Internship

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
HEM3002	Internship (實習)	This course focuses on equipping students with real-world working experience for preparation of future career in heritage education and arts management locally, nationally, regionally and internationally. Application of different generic skills through an action learning approach will be emphasized in the course of internship. Specific attention will be paid to students’ effective planning, problem-solving and promotion of good practices with the knowledge and skills learnt in the programme as well as the guidance and feedback from Internship Agency and University Supervisors. Students will be guided to reflect on their internship learning experience for the development of their future careers.

Final Year Project

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
PRJ4005	Honours Project I: Research Methods and Proposal (畢業論文 I：研究方法與計劃)	<p>This course aims to develop students as learners, researchers, inquirers and knowledge creators in heritage education and arts management and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Honours Project II: Research Report. It consists of two parts:</p> <p>Part A “Generic Research Methods” (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in heritage education and arts management and related disciplines, and ethical issues in the research process. It emphasises students’ roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning</p>

		<p>with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.</p> <p>Part B “Methods for Specific Area in Preparation of Honours Project” (1.5 cps) prepares students to develop a proposal for conducting a research-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study, ethnography, oral history), mixed-methods research, interdisciplinary research, action research, discourse analysis, etc. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, and write a proposal.</p>
PRJ4007	Capstone Project I: Research Methods and Proposal (總整專案 I：研究方法與計劃)	<p>This course aims to develop students as learners, researchers, inquirers and knowledge creators in heritage education and arts management and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output. It consists of two parts:</p> <p>Part A “Generic Research Methods” (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in heritage education and arts management and related disciplines, and ethical issues in the research process. It emphasises students’ roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.</p> <p>Part B “Methods for Specific Area in Preparation of Capstone Project” (1.5 cps) prepares students to develop a proposal for conducting a project-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study, ethnography, oral history), interdisciplinary research, mixed-methods research, action research, discourse analysis, etc. Students will be guided to identify a topic, conduct a literature review, select appropriate</p>

		methods of data collection and analysis/inquiry, write a proposal, and create a demonstration/ visualization of the project idea.
PRJ4006	Honours Project II: Research Report (畢業論文 II：研究報告)	This course is a continuation of the Honours Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It provides opportunities for students to conduct research independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal first. By the end of the course, students are expected to present their research findings and submit a research report.
PRJ4008	Capstone Project II: Project Output (總整專案 II：項目作品)	<p>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 is an inquiry-oriented learning avenue that enables our students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life – such as entering the workplace. Students are expected to complete an individual project. They 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, present on it, and submit a project report.</p> <p>Students are expected to play an active role in contacting their supervisors and arranging meetings. The supervisor will conduct the learning activities as stated in the “Supplementary Information” of specific Capstone Project, and advise students on their respective topic, drafting of the project outline as well as designing the final plan of the project.</p>