

Undergraduate Programme Course List (2025/26)

Programme Title:	Bachelor of Social Sciences (Honours) in Psychology and Bachelor of Education (Honours) (Early Childhood Education) 心理學榮譽社會科學學士及幼兒教育榮譽學士
Programme Short Name:	BSocSc(PSY)&BEd(ECE)
Programme Code:	A5B115
Year of Entry:	2025/26

Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
CFA1001	Cross-Faculty Core Course (Component I: Basic Law and National Security Education)	<p>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> <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	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. (For details of the scheduled sessions, please refer to “Supplementary Information” of specific GBA visit.)
Cross-Faculty Core Course: Component III (Choosing one of the following)		
CFC3026	CFCC – 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.
CFC3018	Cross-Faculty Core Course: Component III – Diversity, equity, and inclusion in the Greater Bay Area (GBA)	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.
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.
Discipline Major		
TBC [^]	Child Development#	Understanding the nature of child development is essential to early childhood education professionals. This course is intended to help students explore the physical, emotional, cognitive and social development of individuals from infancy to childhood through various theories and methodologies. Attention will be given to the appropriate and ethical application of theories and recent research findings in early childhood education, especially in identifying and catering to the needs of children.
PSY2007	Social Psychology#	Humans are by nature social. This course provides an overview of how social influence (in the form of thoughts, feelings and behaviours) takes place in social contexts. Fundamental concepts of social psychology will be covered in this course, including conformity, prejudice, discrimination, stereotyping, aggression, attitudes, causal attribution, social cognition, interpersonal attraction, altruism, and group dynamics. The impact of Chinese culture on these social behaviours will be examined as well. This course will be of significant applied value to educators and those involved in allied fields who need to be aware of the influence of social environment.

PSY2001	Biological Psychology#	This course aims to introduce students to the biological basis of human behaviour and psychological processes. Topics include the structure and functions of the brain and the nervous system, multiple sensory systems, biological rhythms, and the biological basis of emotion, cognition, and learning. Students will learn and critically evaluate the contributions of biological knowledge to the understanding of psychological processes through lectures and participation in hands-on activities.
PSY2032	Statistical Methods in Psychology I	This course aims at introducing the basic concepts and process for statistical data analysis in educational and psychological studies. Contents include backgrounds prior to research design and analysis, central tendency and dispersion, normal distribution, hypothesis testing, tests for means, power and effect size, categorical data analysis and correlation test. The aim of this course is to provide fundamental concepts for psychological statistical methods, and the ways to conduct hypothesis testing for mean differences and relationships between variables. The use of statistics in everyday life and the use of statistics to help building a more informed society will be highlighted. Three kinds of computer software will be taught for data analysis, including SPSS, Excel and G*Power.
PSY3004	Personality Psychology#	This course aims to introduce students to some of the major theories of personality which aim to describe and/or explain individual differences in human behaviour and the research methods used to study personality. Each theory will be discussed within the following framework: the major assumptions of the theory; the structure, dynamics, and development of personality according to the theory; views on psychopathology; implications and application of the theory. Students are expected to critically examine the various theories covered and apply the theories in future research and daily settings with innovation. The design, application, and interpretation of personality assessments will also be discussed.
PSY3033	Statistical Methods in Psychology II	This course is designed to study advanced statistical methods in educational, psychological and related fields. Topics cover simple and multiple regression, simple and factorial analysis of variance, repeated-measure designs, and non-parametric approaches to data. Emphases of the course are evaluating scientific hypothesis using appropriate statistical methods, gaining deeper understanding of the nature of data, and the nature of relationships among and between variables in real life. The exercise session will give students the opportunity to gain “hands-on” experience in working with quantitative problems and effectively communicating the statistical results with other professionals.
PSY2008	Cognitive Psychology#	This course provides a general theoretical background in cognitive psychology; the key concepts and theories; recent research findings and new developments in this area (e.g., computational modeling and

		neuropsychological approaches), and their applications in daily life and implications for teaching and learning. Key themes addressed will be perception, sensory memory, attention, pattern recognition, memory and forgetting, language, problem solving and decision making. Applications to teaching practices will be discussed, as the transfer of learning, learning and study strategies, and metacognition.
PSY2031	Research Methods in Psychology#	The advancement of psychological knowledge depends on systematic, innovative, rigorous, ethical, and theoretically-informed approaches and scientific methods of investigation. This course deals with fundamental principles and practices relevant to contemporary psychological research. As an introduction to scientific research methods in psychological science, it examines the research process in its broadest context, covering areas such as: philosophy of science, theories of knowledge, ethical processes, research methodologies, and research outcomes. The course provides a basic grounding in research design and data analysis. The course will cover a selection of experimental, quasi-experimental, and non-experimental research methods that generate answers to specific research questions. Students will acquire knowledge on how to develop research plans for different purposes.
PSY4038	Industrial Internship	The industrial internship aims to provide students with experiential learning opportunities to put into practice the psychological knowledge and skills acquired from the core and major elective courses of the programme. Students will apply relevant knowledge and skills from the three areas of concentration (School psychology, Health psychology, Human Relations and Communication) to real-life working environments. The pre-professional work experience gained through the internship will also allow students to consider their future career goals.
PSY4058	Counselling and Guidance	This course provides opportunities for students to understand the theoretical foundations of counselling and guidance, the roles and responsibilities of a counsellor and to develop appropriate strategies in meeting the emotional and social needs of a diverse population. This course will start with an overview of the personal and professional aspects of counselling, as well as the ethical and legal issues in the profession. Students will then be introduced to an all-inclusive look at the field of counselling and guidance through comprehensive coverage of different specialties of counselling and the process and theories connected to these specialties. Experiential learning regarding personal growth and basic counselling skills will also be included throughout the course.
Discipline Major Electives		

PSY3025	Educational Psychology	This course aims to apply psychological theories to learning and teaching. The topics are divided into three themes: students, learning process and teaching practices. To know our students, we will discuss developmental theories and students' individual differences in terms of ethnicity, socioeconomic status, intelligence and special educational needs. To understand the learning process, we will discuss behavioural and cognitive theories of learning and learning motivation. Different teaching practices, including direct instruction, constructivist approaches, and performance assessment will be covered as well. Students will also be introduced to professional practices of educational psychologists. Students are encouraged to reflect on their own learning and teaching by integrating what they learn in this course with their real life experience.
PSY3018	Child and Adolescent Psychopathology	This course will provide a historical perspective and modern concepts of child and adolescent psychopathology and will emphasize an integration of major developmental issues. The course will focus on specific diagnostic classifications pertinent to children and adolescents and will cover clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns and influences, differential diagnosis, and potential intervention strategies. Students will be expected to understand the basic framework of Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. They will be also expected to raise their awareness about the impact of psychopathology on children and adolescents, their families, and the society and also the availability of support provided to them.
PSY3019	Stress and Coping	This course aims to introduce students to the concepts and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will learn and critically evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes through lectures and participation in hand-on activities.
PSY3021	Learning Theories and Processes	The nature of learning, its components, and how to most efficiently enhance learning have been examined from a number of theoretical, empirical, and applied perspectives. This course aims to provide an overview of the processes responsible for learning. It is designed to enhance students' understanding in two classic learning theories --- classical conditioning and operant conditioning. The application of learning theories to educational and other settings will also be covered.
PSY3026	Health Psychology	Health Psychology, one of the specialty areas in psychology, is both a theoretical and an applied area. This

		course aims to introduce students to some of the major theoretical and empirical work in health psychology. This course examines theories and frameworks that are used in examinations of health at the individual, interpersonal, and community levels. Specifically, this course will focus on the biological, psychosocial, and cultural aspects of health and illness. The application of that knowledge on health promotion strategies (e.g., improving diet-related behaviour and attitudes, initiating and maintaining exercise programmes), and disease prevention skills and behaviours (e.g., coronary heart disease, cancer, and smoking related problems) will be discussed. Recent approaches to the field of health psychology, including community health psychology and public health psychology will also be explored.
PSY3024	Psychology of Language	This course provides an overview of the theoretical background of the study of psycholinguistics and will explore several central issues in the field; for example, how languages are perceived, acquired, represented, understood, and stored in the mind and brain. Specific issues such as the relationship between language and thought, reading and writing development, bilingualism and multilingualism as well as the application of those psycholinguistic theories to the understanding of our daily language behaviours will also be discussed.
Education Major		
TBC [^]	Development of Early Childhood Education and Child Welfare	This course provides an introduction to the field of early childhood education, highlighting the various socio-cultural, historical forces, and philosophical perspectives that influencing the development of the field in Western and Chinese societies, with specific reference to Hong Kong. It also examines relevant policies, strategies, and measures concerning current issues affecting children's well-being. Students have the opportunity to examine own ethical responsibilities, role as child advocates, and delve into the local provision and associated issues in depth, while becoming aware of the international developments and current trends.
ECE3045	Observing and Assessing Young Children*	This course assists student in acquiring skills in observing and assessing young children with or without special needs. Various methods of observation and assessment, including those from teachers' and children's perspectives, are introduced to develop their skills in gathering, recording, describing and analyzing the collected observation data. The course emphasizes meaningful use of findings to inform the work of an early childhood professional, and how to use the findings to inform learning and teaching.
ECE3235	Language and Literacy in Early Childhood	The course introduces fundamental concepts and issues of early literacy development, instruction and assessment of young children in local preschools settings. It puts an emphasis on students' active participation in meaningful

		and critical discussion of the theoretical knowledge for the design of instructional activities, and strategies to promote family involvement in young children's language and literacy learning and development.
TBC^	Promoting Children's Physical, Mental and Social Well-being	This course focuses on understanding and promoting the holistic well-being of young children. Students will explore strategies to enhance children's health, physical development, and social-emotional competence. By integrating research-based approaches, students can create nurturing environments that support children's growth and lifelong well-being.
ECE3049	Enhancing Children's Creativity and Self-Expression	This course provides students with the opportunity to gain broad understanding of the fundamentals of early childhood visual arts and music education through hands on experiences. With an emphasis on creativity and self-expression, students learn to plan, implement and evaluate visual arts and music activities for young children from birth to 8. Ways to integrate visual arts and music across the early childhood curriculum are discussed in this course.
ECE3241	Scientific and Mathematical Explorations for Young Children	This course provides students with the understanding of the value of scientific and mathematical explorations for children from birth to eight. Students can acquire the essential skills as teacher to appropriately design, implement and evaluate scientific and mathematical learning activities to cater for the developmental and individual needs of young children. The role of teacher in early science and mathematics learning is also discussed.
ECE3084	Meeting Diverse Needs in the Early Years*	This course provides students with an overview of the services and programmes provided for young children with diverse needs in various early childhood settings in Hong Kong. Students will also acquire the knowledge, skills and attitudes necessary to work with colleagues, parents and other professionals, and be able to utilize various services and resources in the community to cater for young children with diverse needs.
TBC^	Quality Programmes for Infants and Toddlers	Teachers must learn to face multiple challenges in order to survive in their beginning years. This course prepares students with the attitudes and competencies needed with reference to those specifically in the Hong Kong context. It aims to cultivate a sense of professionalism for the early phase of their career and provide them with the knowledge and skills needed to perform as a professional teacher working with very young children aged 0 to 3 with commitment to ethical practice.. This course helps students develop the knowledge and capacity necessary to face the challenges professionally, whether in the classroom, staffroom, school, community or wider society. In practice, it supports students to rethink and reframe their field experience from the conceptual perspectives of teacher professionalism, in doing so, to become more professionally prepared for future teaching.

		Students in this course will also examine pertinent issues affecting professional practice and the teaching profession in the changing context of education reform and other developments in Hong Kong and beyond such as neoliberalism.
TBC^	Educational Management and Working with Diverse Families for ECE Settings	This course provides a foundation in educational management and leadership for early childhood education settings. Students will gain an in-depth understanding of ECE organizational structure, quality assurance practices, strategies for initiating sustainable development, and the duties and responsibilities of different roles involved. The course also strengthens students' leadership skills in enhancing home-school-community collaboration. Key topics include reviewing policies and addressing legal/moral issues to support diverse family circumstances. Through this integrated approach, students will develop the knowledge and competencies to effectively manage, lead, and collaborate within ECE environments, addressing the diverse needs of children, families, and communities.
ECE3085	Programme and Curriculum for Children with Diverse Needs I*	The course enables students to develop skills and strategies to design and implement an Individualized Education Programme (IEP) for young children with diverse needs. Students will acquire the methods to assess and evaluate young children with diverse needs. Students will also be able to know the intervention strategies and appropriate assessments to cater the diverse needs of a young child.
ECE4086	Programme and Curriculum for Children with Diverse Needs II*	This course is an extension of the course - Programme & Curriculum for Children with Diverse Needs I. It provides an in-depth study of the theories and applications in curriculum planning for young children with diverse needs. It further develops students' skills in the designing and implementation of programmes developmentally appropriate for the young children with diverse needs, and, to expand students' knowledge in the recent training trends and approaches for the young children with diverse needs.

Education Studies Course List – for teacher education programme

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
Core		
PSY2050	Basic Psychology for Educators: Useful Concepts from Educational and Positive Psychology	Psychology is a scientific study of human behaviours, thoughts, and feelings. This introductory course provides basic knowledge of the major psychological perspectives in understanding human functioning. The relevance of educational psychology and positive psychology to daily life experience such as personal strength and psychological well-being will be highlighted. Attention will also be given to the appropriate application of psychological theories, especially in the educational

		setting, developmental research, and data drawn from the West within the Hong Kong context. This course will be of considerable applied value to educators and those in allied fields.
PFS2013	Philosophical and Socio-cultural Issues in Education	This course has two connected aims: (1) to develop students' understanding of education from different philosophical and socio-cultural perspectives; and (2) to engage students in a critical examination of a number of contemporary and longstanding issues in education in both local and global contexts. In considering philosophical perspectives, the course will focus on questions related to the nature and aims of education, and on what it means to be an educated person in the world. In regard to socio-cultural perspectives, the focus will be on understanding how specific features of the educational system, and its policies and practices are related to various social forces and group interests. Students will be encouraged to develop a personal philosophy of education and lifelong learning, and to use relevant theoretical knowledge as a tool for reflection on practice, especially in field experience.
TLS3055	Effective Teaching & Positive Classroom Learning Environment	This course introduces participants to basic theories and practices related to teaching & learning as well as classroom management with an overarching aim to cultivate their fundamental understanding of theoretical frameworks that are pertinent to more advanced discussion, application and design of effective subject-specific pedagogies in the latter part of their study as a spiral curriculum. Participants from various disciplines will be provided with ample opportunities to identify, analyze and reflect on the use of theory-driven strategies to engage students' active participation and handle classroom discipline issues in contemporary classrooms. With the changing educational landscape in the 21st century, the fundamental and generic content knowledge acquired on teaching strategies and classroom management will prepare participants for in-depth inquiries and pedagogical innovations in the broader school setting in Hong Kong and beyond.
TLS3003	Curriculum and Assessment	This course introduces participants to basic concepts, principles and skills in the fields of curriculum and assessment and their relations to Hong Kong's educational system, as well as international trends. It offers participants a spiral path of developing professional knowledge and skills in educating students in the subject and non-subject specific contexts. Participants are guided to derive practical implications of the fundamental theories of curriculum and assessment for classroom practice. By examining school curriculum and assessment policies in relation to local school contexts, participants are facilitated to reflect on their own role as prospective teachers, and as a collaborator in a multi-disciplinary school system. Participants are therefore enabled to lay a

		broad foundation for understanding the complexity of curriculum and assessment issues across different subject fields and all education sectors (kindergarten, primary, and secondary education). New developments in the fields of curriculum and assessment in Hong Kong and international education settings will be highlighted.
SED4116	School Guidance and Managing Diversity*	This course provides a foundation study in guidance and counselling and diversity in education. It aims to help course participants develop a caring attitude and a respect for all students and particularly those with special educational needs (SEN). The course is set upon the theoretical foundations of guidance and counselling and the principles of inclusion and diversity. Emphases are put on early identification and intervention for supporting the learning, growth and engagement of students. It also examines systematic needs assessment and the development of evidence-based strategies, and emphasizes the importance of collaboration with key school personnel, stakeholders and professionals within a whole school approach.
EDA4101	Teachers and Teaching in Context	Teachers must learn to face multiple challenges in order to survive in their beginning years. This course prepares students with the attitudes and competencies needed with reference to those specifically in the Hong Kong context. It aims to cultivate a sense of professionalism for the early phase of their career and provide them with the knowledge and skills needed to perform as a professional teacher with commitment to ethical practice. This course helps students develop the knowledge and capacity necessary to face the challenges professionally, whether in the classroom, staffroom, school, community or wider society. In practice, it supports students to rethink and reframe their field experience from the conceptual perspectives of teacher professionalism, in doing so, to become more professionally prepared for future teaching. Students in this course will also examine pertinent issues affecting professional practice and the teaching profession in the changing context of education reform and other developments in Hong Kong and beyond such as neoliberalism.
Pedagogy for Major		
TBC^	Contemporary Approaches to Integrated Learning and Teaching in the Early Years	This course provides students with the opportunities to identify different contemporary learning and teaching approaches in the early years, which encourage active and inquiry- learning. Students are supported to apply the constructivist learning theories underpinning contemporary learning and teaching approach to plan, implement and evaluate developmentally appropriate integrated curriculum, by referring to the five developmental objectives and relevant learning areas from the Education Bureau. Students also learn how to design and evaluate learning activities to suit individual

		differences and diverse needs in local early childhood education settings.
ECE4099	Programme Application for Children with Diverse Needs*	This course aims to provide students with both practical knowledge and assessment skills for young children with diverse needs in different early childhood educational settings supporting diversity. Students will have the opportunity to apply the use of practical knowledge and skills to educate children with diverse needs.

^Subject to approval

#Required courses for application of membership in the Hong Kong Psychological Society

**Required courses for recognition of having acquired training in the One-year In-service Course in Special Child Care Work by the Social Welfare Department*