

**REGULATIONS FOR THE DEGREE OF  
BACHELOR OF ARTS AND SCIENCES IN GLOBAL HEALTH AND DEVELOPMENT  
[BASc(GHD)]**

The degree of Bachelor of Arts and Sciences in Global Health and Development is awarded for the satisfactory completion, on a full-time basis, of a prescribed programme of study in Global Health and Development.

These regulations are applicable to candidates admitted under the 4-year BASc(GHD) curriculum in the academic year 2019-2020 and thereafter.

*(See also General Regulations and Regulations for First Degree Curricula)*

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**GHD1 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Arts and Sciences in Global Health and Development, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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**GHD2 Period of study**

The curriculum for the degree of Bachelor of Arts and Sciences in Global Health and Development shall normally require eight semesters of full-time study, extending over not fewer than four academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of six academic years, unless otherwise permitted or required by the Board of the Faculty.

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**GHD3 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be recorded on the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered, except under exceptional circumstances as approved by the Board of the Faculty.
  - (b) Withdrawal from courses beyond the designated add/drop period will not be permitted, unless under exceptional circumstances approved by the Board of the Faculty. Candidates withdrawing from any courses without permission after the designated add/drop period of the semester shall be given an F grade.
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**GHD4 Curriculum requirements**

- (a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  - (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula;
  - (ii) complete successfully not fewer than 240 credits in the manner specified in these regulations and the syllabuses, comprising:
    - a 96-credit Major in Global Health and Development, including a 12-credit Capstone Project;

- 12 credits in language enhancement courses<sup>1</sup>, including 6 credits in an English in the Discipline course and 6 credits in Chinese language enhancement<sup>2</sup>;
  - 24 credits of courses in the Common Core Curriculum, comprising at least one course from each Area of Inquiry before the end of the first year of study;
  - 18 credits of courses in BAsC Core Courses;
  - 90 credits in elective courses, which may include courses for a 36-credit minor within the curriculum and/or minor(s) offered in other curricula; and
- (iii) complete successfully any other non-credit bearing courses as required.
- (b) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of the Faculty, or except in the last semester of study when the number of outstanding credits required to complete the curriculum requirements is fewer than 24 credits.
- (c) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of the Faculty, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 288 credits for the normative period of study specified in the curriculum regulations, save as provided for under GHD4(d).
- (d) Where candidates are required to make up for failed credits, the Board of the Faculty may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 432 credits for the maximum period of registration specified in the curriculum regulations.

#### **GHD5            Advanced standing and credit transfer**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the University. The amount of credits to be granted for advanced standing shall be determined by the Board of the Faculty, in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.
- (b) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits will be recorded on the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricula of the candidates during their candidature at the University.

<sup>1</sup> Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination (HKDSE), or equivalent, are exempted from taking CAES1000 Core University English. In exceptional circumstances, strong candidates who have achieved Level 4 may be considered for admission but they will be required to take CAES1000 as supplementary credits and complete 246 credits for graduation from the University.

<sup>2</sup> Candidates are required to successfully complete the 6-credit CEMD9001 for BAsC(GHD). Putonghua-speaking candidates should take CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students; and

- (a) candidates who have not studied Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEMD9001 should write to the Board of the Faculty to apply for exemption from the Chinese language requirement, and
- (i) take a 6-credit Cantonese or Putonghua language course offered by the School of Chinese especially for international and exchange students; OR
  - (ii) take an elective course in lieu.

**GHD6 Assessment and grades**

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8 of the Regulations for First Degree Curricula.
  - (b) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined as a second attempt or retakes the failed course. All failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BAsc(GHD) degree, honours classification and whether a candidate shall be recommended for discontinuation of studies.
  - (c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
  - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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**GHD7 Absence from examinations**

- (a) Candidates who are unable, because of illness, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made within seven calendar days of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.
  - (b) If a candidate is absent from the supplementary examination, further rescheduling of the examination shall not normally be granted unless under exceptional circumstances approved by the Board of Examiners. The candidate will be deemed to have failed the course concerned and be required to make up for the course as stipulated in Regulation GHD8.
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**GHD8 Retaking/re-examination of failed course(s)**

- (a) Candidates who have failed to satisfy the examiners in course(s), but have
    - completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and
    - achieved an average semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester), shall be required, as specified by the relevant Board of Examiners:
      - (i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or
      - (ii) to re-submit failed coursework, without having to repeat the same course of instruction; or
      - (iii) to retake the failed course(s) by undergoing instruction and satisfying the assessments; or
      - (iv) for elective course(s), to take another course in lieu and to satisfy the assessment requirements.
  - (b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BAsc(GHD) degree.
  - (c) Candidates who have failed the Capstone Project in the first attempt shall be permitted to undertake re-assessment(s) for the component(s) concerned within a specified period of not more than 1 year upon notification of failure.
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**GHD9 Failure in re-examination**

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation GHD8, of course(s) in the Global Health and Development Major shall normally:
- (i) if these courses total not more than 12 credits, be permitted to progress to the following year of study and to present themselves for re-examination(s) in any prescribed form of examination; or
  - (ii) if these courses total more than 12 credits, be recommended for discontinuation of their studies as stipulated under Regulation GHD10(d).
- (b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation GHD7, shall be permitted to present themselves for re-assessment, in accordance with Regulation GHD8, as directed by the Board of Examiners.
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**GHD10 Discontinuation**

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies if they have:

- (a) failed to complete successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
  - (b) failed to achieve an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester); or
  - (c) failed in the Capstone Project in the second attempt; or
  - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of course(s) in the BASc(GHD) Major, granted under Regulation GHD8, of more than 12 credits; or
  - (e) exceeded the maximum period of registration specified in Regulation GHD2.
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**GHD11 Award of the degree and honours classifications**

- (a) To be eligible for the award of the degree of Bachelor of Arts and Sciences in Global Health and Development, candidates shall have successfully completed the curriculum as stipulated under Regulation GHD4.
- (b) Honours classifications for the degree of Bachelor of Arts and Sciences in Global Health and Development shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours and Pass. The classification of honours shall be determined by the Board of Examiners for the degree in accordance with the following Graduation GPA scores (GGPA), with all courses taken (including failed courses) carrying weightings which are proportionate to their credit value:

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

- (c) Honours classification may not be determined solely on the basis of a candidate's Graduation GPA and the Board of Examiners for the degree may, at its absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Graduation GPA falls below the range stipulated in GHD11(b) of the higher classification by not more than 0.1 Grade Point.
- (d) A list of candidates who have successfully completed all degree requirements shall be posted on Faculty notice boards.

## SYLLABUS FOR THE DEGREE OF BACHELOR OF ARTS AND SCIENCES IN GLOBAL HEALTH AND DEVELOPMENT

These syllabuses are applicable to candidates admitted under the 4-year BAsc(GHD) curriculum in the academic year 2023-2024 and thereafter.

### Overall curriculum structure

Candidates are required to complete courses totaling not fewer than 240 credits, comprising:

Curriculum Structure	Credits
<b>A. University Graduation Requirements</b>	
Language Enhancement Courses	12
Common Core Curriculum	24
Non-credit Bearing Courses	-
<b>Sub-total:</b>	<b>36</b>
<b>B. Major in Global Health and Development (GHD)</b>	
Anchoring Courses	24
Compulsory Courses	36
Disciplinary Core Courses	24
Capstone	12
<b>Sub-total:</b>	<b>96</b>
<b>C. BAsc Core Courses</b>	<b>18</b>
<b>D. Electives/ GHD Minor/ Other Minor(s)</b>	<b>90</b>
<b>Total credits:</b>	<b>240</b>

- (i) a 96-credit Major<sup>1</sup> in Global Health and Development, including a 12-credit Capstone Project;
- (ii) 12 credits in language enhancement courses<sup>2</sup>, including 6 credits in an English in the Discipline course and 6 credits in Chinese language enhancement<sup>3</sup>;
- (iii) a non-credit bearing course “UG5E1001 Introduction to the Constitution, the Basic Law and the National Security Law”;
- (iv) 24 credits of courses in the Common Core Curriculum, comprising at least one course from each Area of Inquiry before the end of the first year of study;
- (v) 18 credits of courses in BAsc Core Courses; and
- (vi) 90 credits in elective courses, which may include courses for a 36-credit minor within the curriculum and/or minor(s) offered in other curricula.

<sup>1</sup> This major is not open to students from other major programmes.

<sup>2</sup> See “Regulations for the Degree of BAsc(GHD)”, footnote 1, page 2.

<sup>3</sup> Candidates are required to successfully complete the 6-credit CEMD9001 for BAsc(GHD). Putonghua-speaking candidates should take CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students; and

- (a) candidates who have not studied Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEMD9001 should write to the Board of the Faculty to apply for exemption from the Chinese language requirement, and
  - (i) take a 6-credit Cantonese or Putonghua language course offered by the School of Chinese especially for international and exchange students; OR
  - (ii) take an elective course in lieu.

**FIRST YEAR**

Candidates shall normally take 66 credits, comprising:

- a 6-credit Anchoring Course in the GHD major;
- 18 credits in Compulsory Courses in the GHD major;
- 12 credits in BAsC Core Courses;
- a 6-credit Chinese Language Enhancement Course; and
- 24 credits of courses in the Common Core Curriculum.

**SECOND YEAR**

Candidates shall normally take 66 credits, comprising:

- a 6-credit Anchoring Course in the GHD major;
- 18 credits in Compulsory Courses in the GHD major;
- a 6-credit Disciplinary Core Course in the GHD major;
- a 6-credit BAsC Core Course;
- a 6-credit English in the Discipline Course; and
- 24 credits in elective courses, which may include courses for a minor within the curriculum and/or minor(s) offered in other curricula.

**THIRD YEAR**

Candidates shall normally take 66 credits, comprising:

- a 6-credit Anchoring Course in the GHD major;
- 12 credits in Disciplinary Core Courses in the GHD major; and
- 48 credits in elective courses, which may include courses for a minor within the curriculum and/or minor(s) offered in other curricula.

**FOURTH YEAR**

Candidates shall normally take 42 credits, comprising:

- a 6-credit Anchoring Course in the GHD major;
- a 6-credit Disciplinary Core Course in the GHD Major;
- a 12-credit Capstone Project; and
- 18 credits in elective courses, which may include courses for a minor within the curriculum and/or minor(s) offered in other curricula.

**MAJOR IN GLOBAL HEALTH AND DEVELOPMENT (96 credits)****Anchoring Courses (24 credits)**

Students are required to complete all the following Anchoring Courses of 24 credits, one course in each of the four years.

**GHAD1001 Foundations in global health and development****Year 1 (6 credits)**

Seventy billion human beings have ever lived. Few have had full and healthy lives. This changed 150 years ago as life expectancy began to double. More progress is not guaranteed. There is a science about what was done and what needs to be done to sustain the conditions of development and improvement

in human health across the globe. Could anything be more important than understanding the multidisciplinary science of global health and development? This course starts by defining development and global health. Whole places can become healthier because of economic, social and political choices that constitute development. Economic resources alone will not create development nor health. It all depends on choices. The course will draw on the contributions of multiple disciplines to explain how and why countries develop and how they collectively improve health. The course will draw on economics, political science, and public health to understand how development can be facilitated in a country. The challenges faced by all countries as they develop include climate change, environmental quality, infectious disease, discrimination, violence, war, and the marginalization of women and minorities. Theories will be advanced to explain progress on issues like these and evidence will be brought to bear to test the theory. A combination of lectures, tutorials and assignments will be used to deepen understanding of theory and the role of evidence to assess refinements.

Assessment: 65% Continuous assessment, 35% Final examination

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### **GHAD2001 Globalisation and health**

**Year 2 (6 credits)**

This course provides an overview of globalisation and its impact on global health and development. The course covers the history of globalization and health from the period of European colonialism through the present day. It covers the basic concepts of globalisation, critical theories and approaches, and presents historical, qualitative, and multi-scalar methodologies for assessing the impact of globalization. The course focuses on how global health, medical research, and medical practice have impacted development. It will also focus on how the post-World War era has shaped global health through multinational corporations, multinational agreements, and formal and informal scientific, donor, and business networks. Real world examples will include efforts to control infectious diseases, global responses to epidemics, environmental dumping, the impact of climate change, long-term global shifts in non-communicable diseases, and the emergence of multinational corporations. The course will demonstrate how globalisation has influenced approaches used to mitigate global health and development problems, as well as the role of both health and non-health organisations. The course concludes by explaining the relevance of globalisation in the United Nations sustainable development goals for global health.

Assessment: 100% Continuous assessment

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### **GHAD3001 Global health policy**

**Year 3 (6 credits)**

All countries face numerous competing health priorities, including combating infectious diseases, addressing the non-communicable diseases, achieving Universal Health Coverage, and ensuring global health security. This course will explore how health policies can help to address global health issues that have shared determinants, commonly affected populations, and that are best addressed through collective action. The focus will be on national and subnational level policy making but will also investigate how national policy is shaped by global forces. The course will begin with an overview of the health policy making process, including a focus on agenda-setting, stakeholder analysis, building advocacy, and conducting policy evaluations. The course will then focus on frameworks for priority setting including cost-effectiveness but also looking at perspectives beyond cost-effectiveness including ethical perspectives. The course will include case discussions. Students will conduct a policy evaluation of a global health policy of their choice and engage in policy debates with classmates.

Assessment: 100% Continuous assessment

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**GHAD4001 Leadership and advocacy in global health and development** **Year 4 (6 credits)**

This course explores the importance of leadership and advocacy skills in the context of global health and development. Understanding and responding to the sources of legitimacy, authority, politics and power and the role of agency in constituting various activities in the society within complex environments requires careful management by skilful global leaders. The course discusses elements of success and challenges in leadership and advocacy, and critically appraises issues in leadership and advocacy drawing from real world examples. The students are expected to demonstrate leadership and advocacy skills necessary to improve global health and development in given scenarios.

Assessment: 100% Continuous assessment

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**Compulsory Courses (36 credits)**

Students are required to complete all the following Compulsory Courses of 36 credits in total during Years 1 and 2.

**GHAD1002 Introductory economics and finance** **Year 1 (6 credits)**

This course introduces the basic concepts of economics related to global health and development. Topics include microeconomics (e.g. the study of demand and supply, consumer theory etc), macroeconomics (e.g. the study of business cycle fluctuations and long-run economic growth). The course also covers basic concepts and tools applicable to financial decision-making processes (e.g. the conditions necessary to use money to make money, risk and return, capital raising, valuations, bonds etc) that should be appreciated by stakeholders in global health and development.

Assessment: 70% Continuous assessment, 30% Final examination

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**GHAD1003 Health systems and financing** **Year 1 (6 credits)**

The course aims to provide foundational knowledge in health systems and financing to equip the students with relevant knowledge and tools to explore the complexity of different health systems and financing schemes in order to evaluate the effectiveness, efficiency, and equity of national or regional health systems by critically comparing different health system models. Via lectures and tutorials with real-world examples, the student will also find out the opportunities and challenges that health systems have faced especially in developing countries.

Assessment: 60% Continuous assessment, 40% Final examination

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**GHAD1004 Introduction to epidemiology and biostatistics** **Year 1 (6 credits)**

This is an introductory course on epidemiology and biostatistics, with the overarching goal to help students understand and evaluate epidemiologic studies, and to learn introductory concepts in biostatistics which is essential for interpretation of epidemiologic studies. Basic epidemiologic concepts including occurrence and distribution of diseases (e.g. prevalence and incidence), effect measures (e.g. odds ratio and risk ratios), different epidemiologic study designs (e.g. observational and experimental designs), and the relevance of risk prediction and causation in the context of global health, as well as basic biostatistical concepts including descriptive statistics (e.g. mean and standard deviations),

elementary probability, and inferential biostatistics (e.g. regression models, confidence intervals, and hypothesis testing) will be introduced in this course.

Assessment: 50% Continuous assessment, 50% Final examination

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### **GHAD2003 Global health governance**

**Year 2 (6 credits)**

This course examines how health is addressed at the global level in a world at once increasingly complex and interconnected but also politically fractured and disrupted by rapid technological change. While a generation earlier health was primarily a national level concern moderated by some attempts at inter-governmental coordination, today it is a topic of global interest which sees the involvement of a wide array of actors: from intergovernmental organisations, non-governmental organisations, private businesses, philanthropic organisations, and higher education providers. Students will learn to critically assess the perspectives and contributions of these actors, as well as understand and evaluate how their interactions shape global health policy and outcomes. Considering as well the different paradigms through which global health governance is understood, students will reflect on key issues such as: Who produces global health knowledge? Who controls and directs global public goods in the field of health? What are the major governance faultlines and how might these affect global health in the future?

Assessment: 60% Continuous assessment, 40% Final examination

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### **GHAD2004 Health economics and evaluation**

**Year 2 (6 credits)**

This course introduces the basic concepts of health economics and their application in evaluation. It covers key concepts including information asymmetry, adverse selection, and moral hazard. Students will examine analytical approaches in evaluation including assessing costs and benefits to determine cost-effectiveness. The course will apply critical appraisal to health economic evaluation studies. Upon completion of this course, students are expected to understand the uses and limitations of economic analysis in health and healthcare. Students will conduct a health economic evaluation of their choice and engage in presentations and discussions with classmates.

Assessment: 100% Continuous assessment

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### **BBMS2011 Research methods in medicine and health sciences**

**Year 2 (6 credits)**

This course introduces students to a comprehensive set of knowledge and practical skills necessary for understanding, appraising, and conducting clinical research. Students will start by examining the epistemological basis of scientific inquiry and its evolution, and begin formulating relevant research questions within an empirical framework. Students will then be introduced to different approaches to answer research questions, including major epidemiologic study designs and qualitative methods, and will learn about important considerations when conducting research, including ethics, survey design, and data management & analysis. Finally, students will move past learning about the “doing” aspect of research and focus on developing skills related to interpreting and communicating results from studies.

Assessment: 60% Continuous assessment, 40% Final examination

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### **Disciplinary Core Courses (24 credits)**

Students are required to select 4 out of the following 11 courses to fulfil the Disciplinary Core Courses

requirement of 24 credits in total during Years 2, 3 and 4.

**URBS1003 Theories and global trends in urban development** **Year 2/3/4 (6 credits)**

The course introduces students to global urbanisation trends as well as basic theories for understanding cities. Drawing on multidisciplinary perspectives, students will be exposed to relevant theories from urban sociology, public policy and political science, economics, design, geography, environmental management and planning.

Assessment: 30% Continuous assessment, 70% Final examination

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**POLI2106 Introduction to international relations** **Year 2/3/4 (6 credits)**

In this course students will be introduced to the central concepts in, and theoretical approaches to, the study of world politics both in historical and contemporary contexts. The first five classes will focus on the evolution of world politics as well as the concepts and predominant theoretical approaches used by students of international relations to understand and explain the field. The course then will explore specific issues in international relations. These include: the study of foreign policy and decision making; international ethics; international economy; causes of conflict, war and peace; new security issues; and issues of global governance. Throughout the course, students will be challenged to think critically about world politics and hone specific academic skills. The course provides a foundation for further study in world politics.

Assessment: 100% Continuous assessment

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**ECON2262 Economic development** **Year 2/3/4 (6 credits)**

This course examines the leading theories in development economics and their empirical applications. After an overview of the classic models of economic growth, the course will discuss the importance of human capital, institutions, culture, politics, and violence, among others, in economic development. As a result of taking this course, students are expected to understand both classic and frontier theories that are central to development economics, and to be able to conduct preliminary analysis on the pertinent realistic issues in an empirical fashion.

Prerequisite: ECON1210 Introductory microeconomics and ECON1220 Introductory macroeconomics for non-BASc(GHD) students; or GHAD1002 Introductory economics and finance for BASc(GHD) students

Assessment: 60% Continuous assessment, 40% Final examination

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**GEOG2124 Environmental change and socio-political conflicts** **Year 2/3/4 (6 credits)**

This course examines the relationship between global environmental change, population growth, and socio-political stability in the 21st century, with a special focus on the likelihood of environmentally related violence in the developing world. The background knowledge of climate-induced and human-induced environmental change will be introduced. The associated physical and social dimensions of environmental change will also be covered. Emphasis is placed on discussing how environmental stress triggers human conflicts in geopolitical perspective. This is a course of general appeal to students with different backgrounds. Each class will begin with a lecture, followed by significant time for questions and discussion. Debate is encouraged.

Assessment: 50% Continuous assessment, 50% Final examination

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**SOWK3099 Population and development****Year 2/3/4 (6 credits)**

This course introduces you to population issues, concepts, theories and methods by encompassing the entire field of demography, including principle and practice. It offers an overview of various aspects of demographic growth and transition relating to changes in health and mortality, fertility, migration, age structure, urbanization, family and household structure. This course also examines the relations between population and development and their potential consequences from a sociological, economic and geographical perspective. Other topics include global variation in population size and growth, various demographic perspectives and their modern implications, environmental impacts, and population policy. Special emphasis on demographic transition in Hong Kong and its neighbourhood region will be highlighted in the course.

Assessment: 100% Continuous assessment

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**LLAW3027 International organisations****Year 2/3/4 (6 credits)**

International organizations: their developing importance especially in regional affairs; their constitutions; their law-making roles and methods; the importance of consensus, package deals and weighted votes; their status within the framework of international law. A selection will be made from the following case studies: The United Nations Conference on the Law of the Sea (UNCLOS III); Regional economic organization: the Pacific Forum, the Organization of American States, the Organization of African Unity; Regional defence organization: NATO, the Warsaw Pact.

Assessment: 40% Research paper, 40% 3 Case comments, 20% Continuous assessment

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**POLI3080 Global political economy****Year 2/3/4 (6 credits)**

This course explores the political dimensions of global economic relations. The objectives of this course are to give students a better appreciation of major problems and dilemmas of contemporary global economy and to provide a conceptual framework for addressing policy problems in the global economy. We begin by examining several contending perspectives on global political economy. The course then examines distinct issue areas: globalization, development, trade, capital flows, financial crises, multinational production, environmental degradation, world hunger, and the transnational movement of people.

Assessment: 60% Continuous assessment, 40% Final examination

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**GHAD2002 Legal foundations for global health and development****Year 3/4 (6 credits)**

This course provides the legal foundations for global health and development. Topics include the main sources of global health law, the roles of state, international institutions, and non-state actors in the formation and enforcement of global health law, and the relationship between human rights and global health. Real-life examples are used to relate international law and global health in practice (e.g. the Framework Convention on Tobacco Control). The course also discusses the challenges in using law as a means to optimize global health and development, such as striking a balance between international health and trades.

Assessment: 50% Continuous assessment, 50% Final examination

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**GHAD4002 The role and impact of private sector in health and development      Year 3/4 (6 credits)**

This course will look at the role of the private sector in shaping health and development. It will examine questions of how private sector actors influence treatment and payment decisions; how finance can be used to improve service delivery; the role of multinational corporations such as food and pharmaceutical companies in health and development; how multinational organisations can engage with private sector actors in addition to governments; and conclude by looking at different best practices of public and private partnerships. In case studies, students will consider the role of the private sector in product regulatory compliance, corporate responsibility and adherence with local, regional and international laws that govern health and safety.

Assessment: 65% Continuous assessment, 35% Final examination

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**GHAD4003 Seminar in major global health and development challenges      Year 3/4 (6 credits)**

This seminar course covers topics related to current global health and development challenges, including one belt one road initiative, urbanization, migration, sustainable development, and Global South. Drawing from up-to-date information from various sources, students will proactively participate in case-based discussions, critically evaluate the issues, and propose solutions to address the given challenges. Taking a problem solving approach and integrating acquired knowledge and skills, students will identify possible solutions, consider/weigh the alternatives and prepare a structured argument. In this seminar series, students will demonstrate communication competencies using various media (e.g. pamphlets, promotional materials, videos and other electronic means) to a variety of audiences (e.g. important stakeholders).

Assessment: 100% Continuous assessment

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**GHAD4004 Bringing it all together: Seminar in planetary health      Year 3/4 (6 credits)**

This seminar will cover topics in planetary health, including climate change and environment, the concept of one health in emerging infectious disease, global burden of disease and food security. Drawing from up-to-date information from various sources, students will proactively participate in case-based discussions, critically evaluate the issues, and propose solutions to address the given challenges. Taking a problem-solving approach and integrating acquired knowledge and skills, students will identify possible solutions, consider/weigh the alternatives and prepare a structured argument. In this seminar series, students will demonstrate communication competencies using various media (e.g. pamphlets, promotional materials, videos and other electronic means) to a variety of audiences (e.g. important stakeholders).

Assessment: 100% Continuous assessment

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**Capstone Experience (12 credits)**

Students are required to complete the following capstone experience course of 12 credits in total in Years 3 and 4.

**GHAD4010 Capstone in global health and development (field placement) Year 3/4 (12 credits)**

The Capstone project is an integral part of the programme that takes a competency-based approach to the integration and application of acquired knowledge and skills to a Global Health and Development problem. The ‘problem’ selected should enable the student to demonstrate their capability in consolidating and integrating the concepts and tools learned in economics and/or finance, leadership, problem analysis, understanding of the causes and consequences, the choice of feasible solutions, their tradeoffs, and the practical, policy, political limitations of importance.

Each student will conduct faculty directed Global Health and Development analysis in an individual project. The exact area of analysis may vary, depending on the general interests of class AND the faculty advisor.

Students must complete this for fulfillment of the graduation requirements. The Capstone course is normally taken from the beginning of Year 3 Summer Semester till the end of Year 4 Semester 1 (6 months). The Capstone will be graded on a pass/fail basis.

Prerequisite: GHAD1001 Foundations in global health and development, GHAD2001 Globalisation and health, and GHAD3001 Global health policy

Assessment: 100% Continuous assessment

**MINOR OPTIONS OFFERED IN THE GLOBAL HEALTH AND DEVELOPMENT CURRICULUM**

BASc(GHD) major students who wish to enrich and deepen their understanding of either global health or global development may opt to declare a minor within the GHD curriculum. Double-counting of credits of the same courses is not allowed for fulfilment of the major requirement and the minor option. Students in other major programmes may also declare a minor(s) in global health and/or global development. The following 36-credit minor options are available for students:

- A. Global Health
- B. Global Development in Asia

**A. Minor in Global Health (36 credits)****I. Description**

The Global Health Minor takes an interdisciplinary approach in the study of the environmental, economic, social and political change on the health of human populations and the environment. The key concepts, debates, challenges, and opportunities in the field of global health will be explored through a broad-based and intellectually engaging curriculum. Students will apply their acquired knowledge and skills in these core areas to efforts to mitigate these transnational problems and improve health as global citizens.

**II. Courses**

**Students should undertake 6 courses (36 credits) listed in the following:**

	<u>Course Code</u>	<u>Course Title</u>	<u>Credits</u>
1	GEOG2124	Environmental change and socio-political conflicts	6
2	URBS1003	Theories and global trends in urban development	6
3	SOWK3099	Population and development	6
4	GHAD2003	Global health governance	6

*and*

5	GHAD1003	Health systems and financing	6
	<i>or</i>		
	LLAW3027	International organisations	6
	<i>and</i>		
6	GHAD4003	Seminar in major global health and development challenges	6
	<i>or</i>		
	GHAD4004	Bringing it all together: Seminar in planetary health	6

## **B. Minor in Global Development in Asia (36 credits)**

### **I. Description**

Global inequalities in health and opportunity are widely evident and not simply a product of individual choices but in part derive from the outcome of political, economic, societal, environmental, and international development decisions. Issues such as climate change, economic crisis and poor financial and health governance are common in developing and developed countries alike and have profound health effects. Addressing these health and related challenges requires a broad and coordinated approach to global development from different sectors and academic disciplines to formulate a more appropriate global development agenda.

### **II. Courses**

**Students should undertake 6 courses (36 credits) listed in the following:**

	<u>Course Code</u>	<u>Course Title</u>	<u>Credits</u>
1	ECON2262	Economic development	6
2	POLI2106	Introduction to international relations	6
3	POLI3080	Global political economy	6
4	GHAD4002	The role and impact of private sector in health and development	6
	<i>and</i>		
5	GHAD1003	Health systems and financing	6
	<i>or</i>		
	LLAW3027	International organisations	6
	<i>and</i>		
6	GHAD4003	Seminar in major global health and development challenges	6
	<i>or</i>		
	GHAD4004	Bringing it all together: Seminar in planetary health	6

*Note:*

(1) *The minor option in Global Health is open to students from all Faculties.*

(2) *The minor option in Global Development in Asia is open to students from all Faculties, and the minimum entry requirement is a pass in ECON1210 Introductory microeconomics and ECON1220 Introductory macroeconomics for non-BASc(GHD) students; or GHAD1002 Introductory economics and finance for BASc(GHD) students.*

(3) *These courses may be offered in alternate years. Students should check the course availability and course pre-requisite(s) carefully.*

**LANGUAGE ENHANCEMENT COURSES** (Years 1 and 2)*English Language Enhancement***CAES1000 Core University English****Year 1 (6 credits)***(Applicable to candidates who have achieved Level 4 in HKDSE English Language)*

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Four online-learning modules through the Moodle platform on academic speaking, academic grammar, academic vocabulary, citation and referencing skills and avoiding plagiarism will be offered to students to support their English learning. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience.

Assessment: 100% Continuous assessment

*English-in-the-Discipline course (6 credits)***CAES9922 Language, Genre and Reports****Year 2 (6 credits)**

In this 6-credit course students will explore the broad genre of report and proposal writing and the sub-genres of reports and proposals within the social sciences from both academic and professional perspectives. It focuses on the rhetorical functions, moves and linguistic patterns of different types of reports and proposals. Through a case-based collaborative approach students investigate social issues and identify genre features while engaging in critical discussions with each other.

Assessment: 100% Continuous assessment

*Chinese Language Enhancement (6 credits)***CEMD9001 Practical Chinese for BAsc(GHD) Students****Year 1 (6 credits)***(For local students)*

This course aims to enhance students' competence in the use of practical Chinese to respond to the complex global health and development challenges. It highlights the key techniques of preparing Chinese documents such as professional letters, reports, notices, minutes as well as newspaper and magazine articles. In-class presentations are designed to sharpen the students' oral communication skills. This course also covers topics such as traditional and simplified Chinese characters and modern Chinese grammar, through which students may gain a better understanding of the distinctive characteristic of the Chinese language.

Assessment: 50% Continuous assessment, 50% Final examination

**CUND9002 Practical Chinese and Hong Kong Society****(6 credits)***(for students from the Mainland, and the medium of instruction is Putonghua)*

This course is specifically designed for the students from the Mainland. With Putonghua as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. Topics addressing the rhetorical strategies for reader-oriented professional writings are included to strengthen the students' command of the language. In the “Chinese Characters” component, drilling practices provide ample opportunity for the students to learn to convert simplified characters into their traditional forms. The evolution of Cantonese and the lexical and phonetic systems of this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organized to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences.

Assessment: 50% Continuous assessment, 50% Final examination

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**CUND9003 Cantonese for Non-Cantonese Speaking Students** (6 credits)  
*(for students from the Mainland, and the medium of instruction is Putonghua)*

Through a comparative analysis of Putonghua and Cantonese, this course enables students to learn the characteristics of Hong Kong Chinese, to discover the differences in vocabulary and expression between the Cantonese dialect and Mandarin, to strengthen their communication skills in everyday life, and to have a proper understanding of the culture, traditions and people in Hong Kong.

Assessment: 60% Continuous assessment; 40% Final examination

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**BASC CORE COURSES** (18 credits)

Students are required to complete all the following BASc Core Courses of 18 credits in total during Years 1 and 2.

**BASC9001 Approaching interdisciplinary: Knowledge beyond disciplines** Year 1 (6 credits)

How does knowledge emerge from different disciplines? What is the nature and limit of knowledge generated by different methods? This foundations course will open up an interdisciplinary discourse about knowledge building and integration in arts and humanities, social sciences, and sciences. It will consist of three parts:

1. A philosophical and historical perspective of human knowledge  
 In this part students will engage in debates about the nature of knowledge, ways of knowing, and integrating knowledge. Students will also study how certain forms of knowledge formation have become dominant in our society, and learn how humans have come to know what we know today about ourselves and our planet.
2. From knowledge to judgement  
 Knowledge is not just about information and facts. Knowledge calls for wisdom to interpret data and to make decisions about how to act upon them; it also requires critical reflections about the human condition and our roles and responsibilities as individuals and as a collective. In this part of the course, we will examine moral principles and ethical dilemmas during the process of building and responding to knowledge.
3. Knowledge sharing  
 We will look at traditional and creative methods of knowledge dissemination, and explore opportunities and challenges in knowledge transfer in the information society. This course will help students build a solid foundation on knowledge creation, sharpen their critical thinking skills when they confront new information and ideas, and prepare them to become effective

analysts and communicators of knowledge.

Assessment: 100% Continuous assessment

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### **STAT1016 Data Science 101**

**Year 1 (6 credits)**

The course introduces basic concepts and methodology of data science to junior undergraduate students. The teaching is designed at a level appropriate for all undergraduate students with various backgrounds and without pre-requisites.

Students will engage in a full data work-flow including collaborative data science projects. They will study a full spectrum of data science topics, from initial investigation and data acquisition to the communication of final results.

Specifically, the course provides exposure to different data types and sources, and the process of data curation for the purpose of transforming them to a format suitable for analysis. It introduces elementary notions in estimation, prediction and inference. Case studies involving less-manicured data are discussed to enhance the computational and analytical abilities of the students.

Assessment: 100% Continuous assessment

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### **DESN9002 Sustainable leadership**

**Year 2 (6 credits)**

"Leadership" often conjures up images of hierarchy, the top down power that creates unnecessary tension between the haves and the have nots. Such leadership can exacerbate social inequalities, alienation and environmental destruction. In a society that is increasingly connected, and evolving ever rapidly, this form of centralised concentrated leadership cannot answer to change fast enough.

So, what kind of leadership do we need to guarantee humans are best able to care for and support each other and the environment? What are the other models of leadership we need? Where will this change come from? How will we adapt and evolve the current conception of leadership towards a more sustainable world? What is the difference between "leadership", "Thought Leadership" and "Sustainable Leadership"?

It is clear that our generation has the duty to reinvent leadership and implement it in society overall. The University of Hong Kong Bachelor of Arts and Science (BASc) are uniquely positioned to address such questions galvanising strong domain knowledge in science, technology, finance, design and social sciences.

Hong Kong and the world needs a new generation of leaders that understand empathy, interdependency, that is creative, resilient, visionary, and highly cooperative. Such qualities are better learned by experience than merely by theory. Not only is it about acquiring knowledge, but it is really about creating the knowledge about the new form of leadership we need.

Assessment: 100% Continuous assessment

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**COMMON CORE COURSES (24 credits)**

Candidates are required to complete 24 credits of courses in the Common Core Curriculum, comprising at least one course from each Area of Inquiry before the end of the first year of study.

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**ELECTIVE COURSES AND/OR MINOR(S) (90 credits)**

Candidates are required to complete 90 credits in elective courses, which may include courses for a 36-credit minor within the curriculum and/or minor(s) offered in other curricula.