

**THE UNIVERSITY OF HONG KONG**  
**LI KA SHING FACULTY OF MEDICINE**  
**SCHOOL OF PUBLIC HEALTH**

Bachelor of Arts and Sciences in Global Health and Development [BASc(GHD)]  
Credit Unit Statement

The Bachelor of Arts and Sciences in Global Health and Development [BASc(GHD)] curriculum consists of six different types of courses according to the modes of learning. All taught courses are of 6 credits, each embracing 150 hours of student learning activity (including both contact hours and all other forms of student learning activity). The semester-long final year capstone carries 12 credits. Each 6-credit course consists of 30-39 contact hours. Assessment is based on a combination of continuous assessment (20%–100%) comprising case based analysis and problem solving laboratory courses, oral presentation, seminar discussion, tutorial performance, reports, and in-class tests, and written examinations (0%–80%). The six categories of courses are summarized as follows:

1. Anchoring Courses (6 credits each)

Four anchoring courses, one in each year of study, adopt a case-based problem-solving approach to introduce subject-specific content and establish the horizontal and vertical links among courses in the curriculum to derive an interdisciplinary ‘gestalt’. Teaching normally takes the form of a weekly 2-hour case-based tutorial supported by a 1-hour lecture. Assessment is conducted through continuous assessment (50%–100%) and an OSCA type final examination (0%–50%). Outputs may include test performance, presentations, and case-study analysis (independent and group submissions).

2. Lecture Courses (6 credits each)

These courses focus on content, including the theories and concepts applicable to the subject areas of inquiry such as development, trade, economics and financing; social sciences; architecture and urban development; innovation and technology; as well as health and biomedical sciences, built environment, politics and governance. Teaching normally takes the form of one 2-hour lecture (typically 24 hours), and one 1-hour tutorial or seminar (typically 12 hours) each week throughout a regular 13-week semester. Assessment is conducted through continuous assessment (20%–40%), including in-class tests, assignments, reports, group discussions, presentations and performance in class, and written examinations (60%–80%). Outputs may include test performance, presentations, essays and/or other written work, and tutorial assignments with the range of word requirement from 500–3,000 words.

3. Case-Based / Problem-solving Laboratory Courses (6 credits each)

These courses provide an opportunity for students to apply integrated reasoning skills to ‘wicked’ problems, and reinforce the underlying subject knowledge, principles, and skills through case-based analysis/ problem-solving laboratories. A number of lectures (6-12 hours) supported by specifically targeted reading are used to provide a broad introduction to the topic and related theoretical concepts/constructs. The case-based tutorial/ problem-solving laboratory contact hours range from 24 to 30 hours. These courses are assessed via continuous assessment (50%–70%) weekly case-based reports, and written examinations (30%–50%). Outputs may include tests, case-based reports, presentation and data analysis or technical reports, with the range of word requirement from 500–3,000 words and examinations.

4. Team-based Learning (TBL) Courses (6 credits each)

These courses aim to enhance students’ teamwork, critical thinking and self-learning skills with TBL serving as the major mode of learning. The contact hours of TBL tutorials are 36 hours. Each TBL session is 3 hours in length and includes reading quiz, short topic specific introductory lecture, followed by targeted group discussion on the semester long case. Assessment is conducted on the basis of continuous assessment (100%) including in-class tests, individual performance in TBL tutorials, TBL learning reports. The assessable outputs include TBL learning reports, which could be

comprised of weekly group meeting minutes, in-class quiz, final case report and presentation, with the word requirement from 500–3,000 words.

5. Web-based/ Simulation Courses (6 credits each)

These courses are designed to enable the delivery of teaching with the support of the online platform, e.g. some computer-assisted learning programmes, electronic journals, videos and so on. Lectures, tutorials, workshops and practicals (e.g. 20 hours for lectures, 10 hours for practicals/tutorials and 10 hours for workshops) will be used to support learning through web-based and/or computer simulation courses are taught primarily using web-based learning tools. Assessment is conducted by continuous assessment (40–60%) including assignments, tests, presentation and tutorial/practical performance) and written examination (40–60%). Other outputs may include in-class tests, assignments, assessment of tutorial/practical performance, presentation and examination. The range of word requirement is around 500–3,000 words.

6. Capstone (Field Placement) (12 credits)

The course involves around 300 student learning hours. Each student is required to participate in an in-depth international Global Health and Development field placement for 6 months under the guidance of an advisor who will provide continuous assessment on the student's performance (20%). The student will submit a Capstone project report of around 2,000 – 3,000 words and give a professional presentation (15–30 minutes), which accounts for respectively 60% and 20% of the final assessment.

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