

Programme Learning Outcomes (PLO) of the BSc(ACD) degree curriculum

Students completing the BSc(ACD) curriculum should be able to:

1. Demonstrate knowledge of child development theories and concepts, and their relevance to policy and practice.
2. Critically evaluate different perspectives of facilitating child development.
3. Adapt strategies and tools to promote early learning and development in changing contexts and in response to critical events.
4. Demonstrate respect for diversity and sensitivity to the individual needs of children and families.
5. Evaluate their roles and responsibilities as professionals in the field and make informed decisions based on ethical and professional standards.
6. Develop understanding of children's development and learning across different cultural contexts.
7. Establish and maintain positive, respectful and responsive relationships and partnerships with children, families, professionals and the community.
8. Advocate for safe and high quality early learning environments, healthy and supportive relationships and comprehensive programs and services for children and families.
9. Play a leading role in facilitating the well-being of young children and their families.
10. Develop capabilities in designing, managing and evaluating programs for young children.

**Mapping of the PLOs of the BSc(ACD) degree curriculum with
the University Educational Aims**

University Educational Aims	BSc(ACD) programme level learning outcomes
<i>Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:</i>	<i>Students completing the BSc(ACD) curriculum should be able to:</i>
<i>Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning</i>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of child development theories and concepts, and their relevance to policy and practice. 2. Critically evaluate different perspectives of facilitating child development.
<i>Tackling novel situations and ill-defined problems</i>	<ol style="list-style-type: none"> 3. Adapt strategies and tools to promote early learning and development in changing contexts and in response to critical events.
<i>Critical self-reflection, greater understanding of others, and upholding personal and professional ethics</i>	<ol style="list-style-type: none"> 4. Demonstrate respect for diversity and sensitivity to the individual needs of children and families. 5. Evaluate their roles and responsibilities as professionals in the field and make informed decisions based on ethical and professional standards.
<i>Intercultural communication and global citizenship</i>	<ol style="list-style-type: none"> 6. Develop understanding of children's development and learning across different cultural contexts.
<i>Communication and collaboration</i>	<ol style="list-style-type: none"> 7. Establish and maintain positive, respectful and responsive relationships and partnerships with children, families, professionals and the community.
<i>Leadership and advocacy for the improvement of the human condition</i>	<ol style="list-style-type: none"> 8. Advocate for safe and high quality early learning environments, healthy and supportive relationships and comprehensive programs and services for children and families. 9. Play a leading role in facilitating the well-being of young children and their families. 10. Develop capabilities in designing, managing and evaluating programs for young children.