

■ GENERAL INFORMATION

Foundation and Development

Hong Kong Baptist University, the former Hong Kong Baptist College, was founded in 1956 with a mission to provide quality higher education in a Christian environment for the young people of Hong Kong, combining broad-based liberal education characteristics with academic and professional vigour. In 1970, the University became the first institution to be recognized by the Hong Kong Government as an approved post-secondary college under the *Post Secondary Colleges Ordinance* (revised 1964).

In 1983, the *Hong Kong Baptist College Ordinance* was enacted by the Legislative Council, thus establishing the College as a statutory body and an autonomous institution. In the same year the College became a fully government-funded institution within the ambit of the University and Polytechnic Grants Committee (UPGC) (renamed University Grants Committee (UGC) with effect from 26 November 1994).

With the improved funding base and strategic planning, in consultation with the UPGC, the College moved at a deliberate pace to introduce its first degree programmes (1986–87), to discontinue admissions to diploma-level programmes (1989–90), to introduce the MPhil (1988–89) and PhD (1991–92) research postgraduate degrees, to introduce the postgraduate degrees by means of coursework (1992–93), and to initiate an integrated programme leading to the award of a bachelor's degree and the Diploma in Education (2001–02). At present, the University provides opportunities for undergraduate studies in various disciplines leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Chinese Medicine, Bachelor of Commerce, Bachelor of Education, Bachelor of Pharmacy in Chinese Medicine, Bachelor of Science, Bachelor of Social Sciences, Bachelor of Social Work, Bachelor of Social Work and Social Administration degrees, and the award of double degrees. Under the four-year curriculum, double major programmes are available. In addition, taught postgraduate programmes are available in major disciplines leading to the award of Postgraduate Certificate, Postgraduate Diploma, Master of Accountancy, Master of Arts, Master of Business Administration, Master of Chinese Medicine, Master of Education, Master of Fine Arts, Master of Human Resources Management, Master of Pharmaceutical Sciences, Master of Public Administration, Master of Science, Master of Social Sciences, Master of Social Work, Master of Visual Arts and Doctor of Business Administration degrees. Postgraduate students can also undertake research work for the degrees of Master of Philosophy and Doctor of Philosophy.

In November 1994, legislative amendments were made to the *Ordinance* and the Institution was renamed the Hong Kong Baptist University.

Graduate Attributes

An education at HKBU aims at developing all aspects of the whole person. In particular, it aims to foster the following attributes among its graduates, who should:

1. Be responsible citizens with an international outlook and a sense of ethics and civility (*Citizenship*);
2. Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge (*Knowledge*);
3. Be independent, lifelong learners with an open mind and an inquiring spirit (*Learning*);
4. Have the necessary information literacy and IT skills, as well

as numerical and problem-solving skills, to function effectively in work and everyday life (*Skills*);

5. Be able to think critically and creatively (*Creativity*);
6. Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently (*Communication*); and
7. Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle (*Teamwork*).

HKBU Graduates—Whole Person



Outcomes-Based Teaching and Learning

Outcomes-Based Teaching and Learning (OBTL) starts with clearly stating what the learner is supposed to be able to do and at what standard: the Intended Learning Outcome (ILO). Students need to actively participate in the Teaching and Learning Activities (TLAs) their teachers have devised for them. These TLAs will require students to apply, invent, generate new ideas, diagnose and solve problems—or to do whatever other things they are expected to be able to do after they graduate. Similarly, the Assessment Methods (AMs) will tell people how well the students can use what they have learned in academically and professionally appropriate ways, such as solving problems, designing experiments, or communicating with clients.

The ILOs, TLAs and AMs mentioned above refer to individual courses. On the programme level, there are also specific sets of Programme Intended Learning Outcomes (PILOs). The aim of having students complete all courses within a programme is to ensure that they have achieved the PILOs of their programme of study.

The ultimate aim of education at the University is to nurture students into whole persons—attaining all the Graduate Attributes (GAs) and continue to develop them as they progress in life. By actively engaging in their chosen academic programmes and participating in meaningful co-curricular and extra-curricular activities, it is envisaged that students will become the whole persons that will benefit and lead our society.

To achieve the above, the ILOs, TLAs and AMs need to be constructively aligned. “Constructive” refers to the idea that students construct meaning through relevant learning activities; “alignment” refers to the situation when teaching and learning activities, and assessment tasks, are in line with the ILOs by using the verbs stipulated therein.