Global Admissions Profile 2013/14
HKU is sometimes referred to as the “Harvard of Asia” (CNN), or the “Oxbridge of East Asia” (Times Higher Education).

Why Hong Kong?

In comparison with many other established destinations for international students, the Hong Kong Government announced a decade ago the goal to develop Hong Kong into an educational hub. Today, the value that international students bring to Hong Kong can be seen in the different views and perspectives that they bring for Hong Kong students to consider in this increasingly global world.

Hong Kong has many advantages as an educational destination:

- In the region with the fastest developing economy in the world
- One of the world’s leading financial centres
- Many job and career development opportunities
- Low tuition fees and substantial scholarship provision
- One of the safest cities in the world (UN survey)
- An exciting and vibrant city
- Rank as having the best universities in the world, when corrected for population size and GDP (THES, 2010-11; Figure 1)
- Rank as the 3rd best city in the world for return on investment of studying abroad (EIU, Figure 2)
- High priority given to education, at both family and government level
- A place to start to understand China and Chinese
- Cultural and geographic proximity to over half the world’s population

The quality of HKU’s graduates has been recognised for years by employers, with the virtually 100% employment record of all graduates now extending into its seventh consecutive year, a consistency that is unlikely to be matched elsewhere. The economic power shift centred on South-East Asia is, without doubt, a major contributor to this statistic. It is apparent that these employment prospects and career development opportunities are driving more and more students across Asia in particular to apply to HKU.

Consider that Asian students outscore others in many aspects of academic achievement, and there is an explanation of why HKU is sometimes referred to as the “Harvard of Asia” (CNN), or the “Oxbridge of East Asia” (Times Higher Education).

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The Applications

These reasons are understood by an increasing number of students and their families. It does not matter which section of applicants are considered — local [Hong Kong] students taking the Hong Kong Diploma of Secondary Education (HKDSE) (“JUPAS” students), local students taking other examinations (non-JUPAS), or non-local students. The application numbers are increasing year-on-year, whereas the places are constant, making HKU an increasingly competitive university to attend. The only place where there is any constancy is in Mainland applications from those taking the NJCEE (Gaokao) examination, but these have probably reached an asymptote, where, at around 12,000 applications p.a., there are nearly 40 applications per place. It is well known that applications are increasing at all internationally respected universities. This is a combination of an increase in the number of students able and willing to move internationally for their tertiary studies, and an increase in the number of applications that each student makes, as well as some other more complex factors. Nevertheless, the statistics for HKU in 2013-2014 admissions are more than impressive. In 2010, HKU received around 39,000 applications for undergraduate study. In 2013, that figure had risen to 51,000. That 12,000 increase is approximately equally divided across JUPAS applicants (an increase of around 6,000) and non-JUPAS applicants (also around 6,000).

Over a longer time period, the local non-JUPAS applications have been rising at a staggering rate. Just a decade ago, in 2004, HKU had less than 4,000 such applications. In 2008, the figure was 5,000, and in 2011, 6,000. In 2013, it had risen to a new record of over 7,000. Since the number of local non-JUPAS students actually admitted to HKU has remained fairly constant over the last five years or so, the applications per place have correspondingly been constantly increasing over this period of time.

Table 1: Increase in local non-JUPAS applications over years

<table>
<thead>
<tr>
<th>Year</th>
<th>Mainland</th>
<th>Local Non-JUPAS</th>
<th>Non-local</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>2,090</td>
<td>3,764</td>
<td>310</td>
<td>6,164</td>
</tr>
<tr>
<td>2013</td>
<td>12,513</td>
<td>7,106</td>
<td>4,528</td>
<td>24,134</td>
</tr>
<tr>
<td>Increase</td>
<td>+500%</td>
<td>+90%</td>
<td>+1,400%</td>
<td>+300%</td>
</tr>
</tbody>
</table>

For JUPAS students, the applications per place calculation is slightly more complex. There are approximately 12 JUPAS applicants for every place at HKU, almost identical to the local non-JUPAS ratio. However, in common with previous years, HKU admitted all but 14 students in 2013 from JUPAS Band A. If the Band A students alone are considered as being serious applicants to HKU, then the ratio of JUPAS applicants per place is about 3:1.

Taking ALL non-local applications to HKU in 2013, there were 29 applications for every enrolment. The most competitive sub-group of students is the Mainland students who take examinations other than the Gaokao (such as GCE ALE or International Baccalaureate). For these students, there are nearly 50 applicants for every enrolment in HKU!

Why HKU?

There are many reasons why Hong Kong based students choose HKU including:

- An international reputation of over 100 years.
- A rank in the top 1% of universities in the world (QS, THE, ARWU).
- Top 1% of scientists worldwide (Thomson Reuters).
- Largest number of international students (across all levels) in Hong Kong.
- Graduates take the largest share of government Administrative Officer positions (83% for 2012 graduates).

For reference, Stanford had 38,828 applications in 2013, Harvard had 35,022, Yale had 29,870, although these are not easily comparable statistics.
Although long known for its entrepreneurial prowess as an international hub for competitive business practices and global trade, Hong Kong is using these same characteristics to become an international city for knowledge production and diffusion.

Hong Kong is distinct from the Chinese mainland in its social, political and educational practices. HKU capitalises on this one-country two-systems arrangement by remaining closely integrated with the global academy, while at the same time holding to its 100 year-long mission of contributing to China’s modernisation. The University values its special bond with the Chinese motherland, yet it remains intellectually and academically free to use academic books and ideas that might be problems elsewhere. Hong Kong’s open borders, official policy of bilingualism, and first-class information technology, media, and communication infrastructure help HKU sustain global linkages for the creation and dissemination of new knowledge.

The international profile of its academic staff with advanced degrees from the world’s best universities makes it an ideal centre for translation and interpretation of ideas across the world. In short, HKU anchors globalisation with unencumbered knowledge networks and brain circulation. There are several other key factors that contribute to HKU’s academic success:

**Autonomy**

While HKU gains financial support from government and private sources, it has complete internal autonomy and self-management. Prioritised funding, combined with performance guidelines, shape university practices.

**Academic Governance**

Although the University of Hong Kong atimes from the British academic tradition, it has incorporated American and other international forms of academic governance. This international governance arrangement emphasises control by the academics, while at the same time permitting strong administrative leadership. Shared governance works well at HKU. The university does not get bogged down in endless academic bickering, nor is it ruled by autocratic administrators.

**Teaching and Research in English**

English is the medium of instruction at HKU. This means that HKU is able to recruit some of the best academic minds. Even Hong Kong born inhabitants boast a plethora of overseas passports, making it a very internationally-oriented and accommodating society.

**Internationalism**

HKU is highly internationalised. Hong Kong is the Asian headquarters for many multinational companies, and is one of the top-three (after New York and London) international banking centres. Even Hong Kong Born inhabitants boast a plethora of overseas passports, making it a very internationally-oriented and accommodating society.

It has a strong and effective rule of law and order, and at the same time, has an open and vibrant civil society that can match with any around the world. HKU has always viewed itself as an international institution. There were international students in HKU early last century. Today the conditions for international students are excellent. No other university in Asia has better access to international scholarly books and publications. There is no censorship of the Internet. HKU holds many international academic events – forums, seminars, and conferences, of a calibre of anywhere in the world. Safety, cost and the near 100% employment record for graduates (both local and international) are other reasons why Hong Kong, and HKU in particular, attracts applications from top students around Asia. The PISA studies show that Asian academic achievement levels are amongst the highest in the world, with the result that HKU has admission standards that rival top universities anywhere.

**The Academic Profession**

Clearly, the most important aspect of HKU is the professoriate. Terms and conditions of academic work—including teaching loads, administrative support, and the availability of research funding on a competitive basis—from local sources—are all globally competitive, so HKU is able to recruit some of the best academic minds. Even Nobel laureates visit HKU to give lectures. Foreign academics can live in an East-meets-West city, but just as important, HKU offers an atmosphere that is not stifled by bureaucracy, where decision-making is more participative and transparent and in which academic freedom and information access are unflattened. What mainly distinguishes the professoriate at HKU from many other universities around the world is the widely held view that personnel matters and resource allocations are largely made on the basis of performance, contributing to academic productivity. This was not always the case when it was a small provincial university, but a remarkable transformation has taken place over the past 20 years to take HKU to the top of many rankings.

**The HKU Advantages: Anchoring Globalisation for Quality**

Gerard A. Postiglione

Although long known for its entrepreneurial prowess as an international hub for competitive business practices and global trade, Hong Kong is using these same characteristics to become an international city for knowledge production and diffusion.
Hong Kong Undergraduates

Through careful planning across the difficult double cohort year of 2012, HKU has been able to consistently increase the actual number of JUPAS students admitted across the last three years. In 2013, we admitted 5% more JUPAS students than in 2012 (for the equivalent 4-year-curriculum then), whereas other leading local universities admitted 9-10% fewer.

Despite this increase in numbers, the HKDSE results of the students admitted to HKU were, again, excellent by any standards. For top students with six or seven Level 5** grades in their HKDSE, nearly all joined HKU. But, this achievement was not confined to the very top scoring students. For students with a “Best 5” score of 26 or better (there were about 2,800 such students), the number of such students joining HKU was greater than the combined number joining the two next strongest universities. This was also true if students with an average grade of Level 5* are considered. On all counts, the academic achievement standards of students entering HKU continues to be outstanding in Hong Kong, and is becoming increasingly so.

80% of Hong Kong’s top-scoring students join HKU.

Information Day for Undergraduate Admissions 2013

HKU Information Day 2013 attracted over 60,000 visitors to its admission talks, exhibitions, student sharing sessions, public lectures, laboratory visits and hall tours, as well as around 100 secondary school principals or senior managers to address issues in admission, trends and directions in schools.

Other Activities

Under the “Life Symphony of HKU” umbrella, there are numerous and varied outreach activities targeted to local, local International, Mainland and Overseas students and parents to achieve the aim of letting them know more about HKU, its programmes and student life.

These include:

• “A Night at the Art Museum with Andy Warhol” was arranged for more than 600 local secondary students to explore Pop Art, Technology, Media and Local Art development under the guidance of HKU undergraduate students and professors. Students stayed overnight at the museum!
• Experience HKU—an experiential workshop for Mainland and local International students’ admission via Non-JUPAS.
• Talks for more than 3,000 local secondary students, parents and teachers.
• Carnival at Shatin, named “HKyoUth x Shateen”, a collaboration project with the non-governmental organisation YWCA in Shatin.
• Beijing cultural trip.
• Business Attachment Programme in Shanghai.
• Medicine-related Exposure Programme at HKU jointly organised by the Li Ka Shing Faculty of Medicine, Faculty of Science and Engineering.
• The Teachers’ Club, for Careers Masters in over 100 schools.
• Faculty-based consultation sessions at more than 30 schools, personal advisory sessions and student sharing sessions by Student Mentors on university life and strategies of the JUPAS programme selection.
• JUPAS Info Week, attended by 3,500 students.
• One-Night Stay taster programme, joined by 1,000 students. Social media platforms mainly run by our HKU student mentors.

Tong Lok Hei
Bachelor of Business Administration (Law), Year 3

Last summer, I was sponsored by the University to pursue an overseas internship experience in Brazil under the Intensified Learning Opportunities Programme. It was truly an exotic and rewarding experience in which I had the opportunity to work in a sustainability consultancy firm, Quintessa in Sao Paulo. During this internship, I met energetic colleagues from whom I learned that sustainability is not only about risks, but also about opportunities. In my earlier years at the University, I have also taken part in a service trip to Vietnam where I taught local primary school students and helped with the construction of a new library building. These overseas experiences undoubtedly widened my horizons and provided me with the chance to interact with people from diverse cultural backgrounds.

Ruminating on my three years at the University of Hong Kong, I have grown and learned immensely from the free, inspiring, thought-provoking and project-based learning methods.
Mainland Undergraduates

The Mainland admission scheme has been running now for more than ten years, and over that time, it has enabled the University to achieve a high reputation for recruiting truly outstanding students from a huge pool of applicants. For the last seven years, an average of over 10,000 applicants from Mainland China apply each year to compete for one of the 300 places available in HKU. In 2013, there were a record number of such applicants to HKU – 12,513 – from 31 provinces, cities and autonomous regions throughout the Mainland, including Inner Mongolia, Qinghai, Ningxia, Guangxi, Xinjiang and Zhejiang. Each one of these applicants is amongst the highest achieving students in the nation. HKU’s international learning environment provides many opportunities for whole person education and development that are highly appreciated by students and parents from the Mainland.

Selecting from such a large number could be done by reference simply to the applicants’ examination scores, but to align the selection process with the philosophy of an all-rounded whole person education, where teamwork and communication are important attributes of a successful HKU graduate, about half of the applicants are interviewed in a group discussion as well as individually. As this has to be completed and offers are made within a few days of the Gaokao results being released, over 60 professors from HKU fly to a number of Mainland cities to interview the thousands of students.

As would be expected from this selection ratio, students joining HKU from the Mainland attain outstanding results in the NUJCEE examination, being in the top 1% of students from across the country. This year, 16 students with the top score at the provincial or municipality level, or “ZhuangYuan (状元)”, were admitted. However, because of the selection practices, those admitted often excelled in a variety of ways beyond academic achievements. Three of the new entrants are elite, national-level athletes, as well as being outstanding academically. This successful applicants joined 25 degree programmes in HKU.

Of particular interest was the development of a new partnership in recruitment of Mainland students with Cambridge University. A carefully selected group of top students who wish to study Engineering join HKU for the first year, after which they are nominated by HKU to study for a full Engineering degree at Cambridge. This scheme has been very successful. In 2012, HKU recruited 14 students from more than 5,000 applicants for the first batch and seven of them were offered a place by Cambridge after their year in HKU, with scholarships up to £33,000 a year.

The wealth of promotional and collaborative activities this year included a continuation of the Meeting of Minds series – first launched in the Mainland in 2007 – where prominent HKU professors are invited to give lectures at top Mainland high schools on their research. Professor David Cardwell, now Head of Engineering in Cambridge, was also able to discuss the HKU-Cambridge joint admission scheme, international summer programmes, mini-information days and a “HKU Science Research Undergraduate Scheme” whereby top students will be assigned a research mentor who will oversee the progress of the student throughout the duration of his or her study. The summer of 2013 saw Principals, Vice Principals or representatives from the 24 most renowned high schools in the Mainland gather in HKU for the Principals’ Forum, an initiative by HKU to establish a network for sharing and exchange of ideas and information among top high schools and outstanding universities across the world.

HKU Shanghai Study Centre

The opening of the HKU Shanghai Study Centre in 2008 is part of the University’s ongoing efforts to achieve a global vision in tertiary education through knowledge exchange and engagement. The Study Centre, located in the historic Shanghai Post Office Building, just north of the Bund, allows students and staff from the faculties of Architecture, Business and Economics, and the Journalism and Media Studies Centre, to broaden their HKU studies by understanding more about the important and exciting changes taking place in Mainland China.

The Study Centre houses architecture SH, a public gallery for the exhibition of design projects. The Study Centre already runs a host of programmes and activities, including joint studies that the Department of Architecture conducts with other overseas universities, the ACP Shanghai Workshop on Adaptive Re-use, the Architectural Association Summer Visiting School in Shanghai, the Summer Programme of Global Business in Asia, promotional talks on admission, recruitment interviews, and alumni gatherings.

HKU-Shenzhen Hospital

Since its opening on July 1, 2012, the University of Hong Kong Shenzhen Hospital has drawn great attention from the general public in Hong Kong and Shenzhen. Its brand new hospital culture and management style brought a mind-changing medical service and management model to the Mainland public hospital system, which is considered to be a good example for the nationwide hospital reform.

The newly-opened International Medical Centre, positioned to provide the best international medical practice to the local and international communities, will also provide a platform for international medical exchanges as well as promote the practice of excellence in the Pearl River Delta which is home to thousands of expatriates.

In November 2013, the Hospital successfully passed the examination of the internationally-renowned Australian Council on Healthcare Standards (ACHS) and became the first public hospital in the Mainland to receive the “Certificate of Accreditation” awarded by ACHS.

Shen Yuan Yuan

Year 1, PhD (Operations, Information and Technology) at Stanford University, completed Bachelor of Science at HKU, 2010. Went on an exchange programme to the University of California and a visiting student programme at Harvard University.

I was determined to apply to the University. However, my Gaokao result was not satisfactory, which made me almost give up on my application. It is still unbelievable that I finally got admitted based on my good performance at the interview at HKU. I have had many opportunities to take part in different kinds of activities to develop and enrich my life. I am always grateful for HKU for giving me a chance to realise my dream and I am now able to start a wonderful new life in Hong Kong!
International Undergraduates

International students from around the world are drawn to Hong Kong to pursue their tertiary education. In a vibrant metropolitan city that boasts a mix of Eastern and Western culture, it is not difficult to feel at home while still having a chance to explore new ideas and cultures.

The University of Hong Kong, located a mere 15 minutes away from Central and Hong Kong’s financial hub, offers students an opportunity to study near the heart of this exciting city. HKU’s international outlook is recognised as a distinctive feature contributing to the learning experience of HKU students, while the virtually 100% employment record of all graduates every year, for the last seven years, is clearly attractive to all international students and their parents.

HKU’s Student Guidance Counsellors work closely with university guidance counsellors at carefully selected leading secondary schools around the world, to provide a better understanding of the many opportunities available at HKU. The University has also endeavoured to reach out to a wider audience of prospective students, parents, and current HKU students through social media in recent years. The public is invited to connect with HKU via the Facebook page “HKU international”, Twitter and Instagram channels called “HK University” and the “AboutHKU” YouTube channel. Starting with only a couple of hundred followers, the Facebook, Twitter and Instagram accounts have garnered over 4,000 followers within the first year.

The success of HKU’s student recruitment may be seen in the increased number of media articles and interviews, around Asia in particular, featuring the attractiveness of HKU and the quality of our students. All this has significantly raised the visibility of the University.

In all, there were applications from 72 different countries around the world in 2013, including 39 of the 49 countries in Asia. The number of applications continues to rise, as it has done consistently since overseas recruitment started in the mid 2000s.

The total number of nationalities represented by HKU students on campus in 2013 was 96.

1 The lowest quartile is the (statistically derived) examination score of a student who sits three quarters of the way down the merit order list of students admitted to HKU.

HKU’s international outlook is recognised as a distinctive feature contributing to the learning experience of HKU students.

Asia

Admission to HKU is becoming more and more competitive, regardless of the examination system of the applicants. While the increasing reputation of HKU is at the heart of this progression, the combination of students wanting to stay in Asia and Asian academic standards being the highest in the world, are clearly important underlying reasons for this phenomenon.

Combining the local and non-local students taking major international or overseas national examinations, the overall standards are comparable with many top international universities. The lowest quartile GCE ALE score in 2013 was 19* equivalent to three GCE ALES scores of A*AB. For IB applicants, 39/45 was the median score. For top students, and including non-local students, five applicants who were admitted to HKU in 2013 had five A* grades at GCE ALES, and interestingly, were admitted to three different programmes. One student taking Singapore ALES achieved A grades (the highest score in that system) in 6 subjects, and was admitted to a fourth programme. Twenty-two students achieved GCE ALES A grades in 4 subjects, many with additional A grades. Eight admittess had IB scores of 45/45 - worldwide, only 108 of the 127,000 students who took the IB examinations in 2013 achieved this result. Five Taiwanese students had full GSAT scores of 75/75. These top students were spread across 13 different degree programmes, showing the depth of quality across undergraduate courses in HKU.

HKU has had very good collaborative links with universities in the UK and North America, in particular, for many years, many of which are joint research activities. Having been ranked many times since 1997 as the leading international university in Asia, it also sees an obligation to develop its interaction with Asian high schools, universities and people. Recruitment of students from around Asia in itself is a form of engagement that raises the visibility of HKU, in a way that will last for years beyond the graduation of these students, as the graduates return home or develop trade and commercial links with their home country.

In a sense, recruitment of international students is a real knowledge exchange, as these students bring to the HKU campus and to other students their background, culture, values and priorities, in exchange for the excellent education that HKU provides. In some Asian countries, HKU and its students are going far beyond this. Students may be developing service learning projects abroad of value not just to their own education and development, but to the people they are working with. HKU also offers courses and workshops in-country or in HKU to educators and leaders in many Asian countries. This is an important part of what it means to be the leading international university in Asia.

Nationalities represented on campus in 2013-2014.
India

Since student recruitment activities in South Asia began around 2008, HKU’s presence has dramatically grown in India, reflected in the steady increase in the number of applications from India year-on-year. The availability of merit scholarships makes admissions highly competitive even for high achievers. The University also gives a series of lectures and research symposia by HKU professors and experts at leading colleges in India.

Although India is one of the world’s largest suppliers of international students, the number attending universities in the US is decreasing, as the quality of education in universities such as HKU becomes more widely acknowledged.

As the Indian student population at HKU continues to expand, examples of Indian cultural vibrancy have also become increasingly evident. The formal establishment of the South Asian Society on campus this year allows students to feel closer to home by celebrating festivals, such as establishing the HKU student cricket team, as well as organising cultural entertainment through the first-of-its-kind Bollywood Dance Group at HKU. This Group attains rapturous acclaim for its performances, which are enjoyed, it seems, as much by the participants as the audiences. The University has recently opened its first vegetarian-only restaurant, and complements this by having vegetarian days on campus, to cater for the needs and preferences of the South Asian community.

Bangladesh

Trends in student mobility within Bangladesh have followed other South Asian countries, in respect of a growing student population with the capability and capacity for higher education abroad, to move to universities in Asia.

From a student’s perspective, and with the rapid internationalisation of HKU’s student population, Bangladeshi students on the campus have formed an integral part of the South Asian Society. Through student-led initiatives such as the South Asian Cultural Night and the celebration of Bangladesh’s festivals, the HKU community also benefits from the perspectives of such students.

Bangladeshi students make up part of the new HKU student cricket team, which has had a highly successful first season since its inception.

From a student’s perspective, and with the rapid internationalisation of HKU’s student population, Bangladeshi students on the campus have formed an integral part of the South Asian Society. “

Kasliwal
Indian, Bachelor of Engineering (Year 1), Step-by-Step International School Programme

Life in Hong Kong is a mix of Eastern and Western cultures which makes it easier to adapt and become independent. Life in Hong Kong and at HKU has also been full of exciting moments and has always given me an opportunity to learn something new.
Indonesia

HKU is a very good choice for talented students as it offers academic excellence with an international outlook, and is closer to home with comparatively low tuition fees and living costs. With more applications from top students outside the capital city of Jakarta, HKU provided admission talks and visited new partner elite schools in Surabaya in 2013. For 2013 undergraduate admissions, HKU received hundreds of student applications from Indonesia with IB, A-Level, SAT and Indonesian national secondary school examinations (UAN).

With a steady number of acceptances, Indonesian students have established a student organisation that has been fully supported by the Consulate General of Indonesia. The HKU Indonesian Student Organisation (HKU – INASA) organised the Pre-Departure Briefing event for accepted students in Jakarta one month before the commencement of the new academic year. This event helped incoming students prepare for their new study experience in Hong Kong and allowed them to have their questions answered by HKU current students. Additionally, they also organised events such as the Welcoming Orientation and Indonesian Culture Night, which reflects their organisational and leadership skills as a part of whole-person education at the University.

Kevin Sugianto
Indonesian, Bachelor of Engineering (IETM), Year 3, Ipeka International Christian School Programme

Life in Hong Kong has been awesome!

Vesta Eresta Jaya
Indonesian, Bachelor of Science, Chemistry (Year 1), Scholarship Student from Indonesia STP (ACS) International School.

“I came to HKU with a set of goals in mind including personal growth. Reading chemistry in a reputable university has always been a dream, and now in HKU, I feel very privileged to be surrounded with intellectual minds that share the same passion. In addition, I wanted to be challenged and experience a well-balanced life as a university student. Fortunately, HKU offers a range of nurturing activities from hall life to music clubs, all of which are to complement the experience of living a vibrant cultural life in Hong Kong.”

Japan

Japan is a special country to HKU, as the University offers the now well-established major in Japanese Studies. Students from this programme all go on exchange to a number of leading universities, including foreign language universities in Japan, in order to develop their language competencies and understanding of this important country. HKU students were particularly active in providing support for the victims of the earthquake and the subsequent tsunami in 2011, raising the sensitivity of the whole campus to this disaster. More recently, the University has run joint student programmes with the highly respected University of Tokyo.
Malaysia

With the University’s good idea and history of collaboration in Malaysia, there are, as of now, around 200 Malaysian undergraduates on campus, making it one of the largest international student populations in HKU. Business and Engineering related undergraduate programmes are highly preferred by Malaysian students, although in recent years, a trend is emerging of having more students applying to Social Sciences and Science.

HKU has been working closely with both international and local schools that offer international curricula such as IB and GCE A-levels and local qualifications such as STPM and UEC respectively. Malaysian students are active on campus, taking the initiative to organise activities such as the Malaysian Culture Night and festive events to promote their culture as well as helping new students to adapt quickly to the new study environment and student life at HKU. HKU Student’s Union organised an international service trip Caring to Malaysia, in which a group of HKU students visited orphanages and refugee schools there.

Wong Shun Yi
Malaysian, B Econ (Year 2), Kolej Yayasan UEM

I think the biggest difference between Malaysia and Hong Kong is the pace of living. I always knew that HK is a fast paced territory with great productivity and efficiency. However, I never knew it was difficult at the beginning to adapt myself to this pace. During my stay in HK, I learnt more about time management, task prioritising, and maximising my multitasking ability.

I returned to Malaysia for the Malaysia Public Policy Competition over the summer break. It was a 3-day contest, which put time pressure on us and our limited resources to plan and present a public policy according to the theme that was given. I formed a team with another three HKU Malaysian friends, and unexpectedly, we made it to the finals despite our strong opponents who were studying at top notch universities in the UK (Cambridge, LSE, UCL) etc. Although we did not win the overall competition, nevertheless, I believe we won the hearts of our judges and our audiences.

Myanmar

HKU collaborates with the Thabyay Education Network to provide opportunities for undergraduate study in fields relevant to the sustainable and peaceful development of Myanmar for young scholars who demonstrate both academic and personal excellence, and the potential to become leaders, decision-makers and agents of change.

Senior members of HKU met with the Minister for Higher Education and the Rectors of the University of Yangon, and Yangon University of Foreign Languages to explore how HKU can best assist in the country’s transformation. The Vice-Chancellor subsequently met with Daw Aung San Suu Kyi, our Honorary Degree Graduate, the Deputy Minister of Education, and university leaders to take those discussions further, amid increasing engagement with the country.

An initial collaborative project brought a small cohort of Myanmar scholars and research students to HKU for training. The HKU Libraries have also initiated a collaboration in Myanmar, especially with the University of Yangon. Continuing professional development and leadership training workshops were conducted helping the knowledge exchange between staff of the two universities. A total of 5,700 book items were donated and shipped to the University of Yangon in 2012.
South Korea

Appreciation for HKU grew in South Korea following media reports in the last decade of academic excellence at the University, attracting top students in particular from Mainland China. The number of applicants and admitted students has grown steadily over the years, making South Koreans now one of the most represented group of international students on the HKU campus.

The majority of applicants from South Korea are graduates from the country’s most elite high schools, although there are Korean applicants to HKU from schools around the world. These students are internationally minded and excited to explore the world for themselves. With the rise of opportunities in China, Korean students see Hong Kong as a stop to launch themselves into this vast market. At the same time, HKU provides Korean students with valuable opportunities to immerse themselves in an international environment and the chance to go off and explore the world. The added comfort of being close to home and having a great support network; add to the appeal of HKU as one of the Korean students’ top choices.

Lee, Jee Soo
Korean, Bachelor of Social Science (Year 1), Cheong Shim International Academy, Korea

Ever since the beginning of my high school education, I was quite determined to attend a university in America. My friends were all aiming for the universities in the States as well, and my parents and teachers also encouraged my goal. It was not until the final semester of high school that I found the University of Hong Kong attractive. The quality of the education and the freedom of study in each programme was charming. Considering the rising importance of China and Asia in both the economic, social, and cultural aspects, I came to a conclusion that HKU was the place to be. Luckily, the University offered me an entrance scholarship which made my education more affordable.

With the diverse choices ahead of me, I tried many different things that I did not try before – I went out clubbing, spent the whole night in Chi Wah studying with a friend, ate cow’s intestines, chopped a pig at the Super Pass Dinner, wrote feichong, joined the student ambassador scheme, and more!

Living in the residential college was a whole new experience for me as well. Next semester, my friends and I are hoping to host a cultural event to encourage residents to bring their cultures into the public sphere and celebrate the uniqueness of each culture. Apart from the activities, my floor mates have been a blessing to me. Regardless of the language barriers, we also share a sense of mutual interdependence and willingly accommodate each other to improve the hall experience as a whole.

Recent trips to Sri Lanka for the purposes of outreach have consisted of school visits to reinforce relations with key school partners. Engagement with top schools and their counsellors have attracted interested and highly talented students to HKU who would traditionally have considered the US or UK.

The public in Sri Lanka is slowly becoming aware of The University of Hong Kong as a leading university in the region. During a recent visit to the country, Professor Spinks, the Director of Undergraduate Admissions, was interviewed on MTV’s Good Morning Sri Lanka, providing another opportunity to introduce HKU’s programmes and specialties to Sri Lankans.

Vietnam

HKU has seen a steadily growing interest from Vietnamese students to pursue undergraduate programmes at the University, especially in the field of Business. Many of these students are top scorers in their countries and have received generous scholarship awards recognising their academic merit and non-academic achievements to pursue undergraduate studies at HKU.

HKU has been working closely with the Vietnam International Educational Development (VIED) of the Ministry of Education and Training (MOET) in Vietnam to reach out to local gifted students and international schools in the country.

In March 2013, the University conducted “A Workshop in Creative Thinking for Leaders of the Future” for talented Vietnamese high schools and university students in Ho Chi Minh City. In June 2013, Vietnamese students were invited to participate in the Taster Days programme on the HKU campus. These students were able to experience for themselves life as a HKU student in business and economics, and the engineering faculties, as well as visiting Hong Kong’s famous sites during their stay.

With widespread press coverage, HKU and the Van Thinh Phat Group Holdings signed a formal agreement for the Vietnam Van Thinh Phat Scholarships in Ho Chi Minh City in 2013, offering generous awards of HK$200,000 per year to outstanding students from Vietnam to undertake undergraduate studies in Architecture, Business and Economics, and Engineering at HKU.

Taiwan

For the first time, HKU held centrally coordinated admissions interviews for applicants in Taipei in February 2013. HKU was proud to work with Taiwan’s top National Taiwan University, where HKU held a series of six admissions talks, covered by the local media, discussing new trends in university education, an introduction to some of the faculties, the philosophy of whole-person education at HKU and how this intersects with hall life.

Back home in Hong Kong, the HKU campus welcomed many visitors from our partner schools in Taiwan. Teachers and students made HKU one of the must-visit destinations during their visits across the straits. As a result of these activities, HKU admitted several of the top scorers in the GSAT in 2013.
As Sir Leszek Borysiewicz, the Cambridge Vice-Chancellor said in a recent speech, “In every historical and geographical incarnation of a university, making a difference in the world had been a recognisable aim.”

Making a difference is part of the social responsibility of universities, which they accomplish, in part, through engaging with communities, including providing assistance, advice and consultation to the parts of societies that provide no economic return. For HKU, these communities often spread well beyond Hong Kong, into Mainland China, South-East or South Asia, or as far as Africa.

Students also engage with such communities for many reasons – to understand the world better, to apply classroom learning, to address real-life needs including self-development or for simply altruistic reasons – helping the underprivileged and, indeed, “making a difference” to their lives.

Service is a core value of HKU.

Formal engagement with a global society is required by Social Sciences undergraduates. The architect of the scheme was Professor Ian Holliday, then Dean of Social Sciences. He described one of the student programmes, the MOEI (the name of the river that runs along the Thai-Myanmar (MM) border) programme. “Since 2008, more than 250 students have taught English in SE Asia through this programme. The majority came from HKU (and did MOEI for credit), but from the beginning we also opened up the programme to our global partners, such as Cambridge, Warwick, Bath, KCL and Wisconsin, to make up a truly cosmopolitan programme. MOEI has always responded actively to community needs – and from the outset focused on boosting English-language skills, notably in speaking and listening. By sending students to teach the programme, the aim was not only to deliver a service, but also to raise consciousness of important political and development issues.”

As Professor Holliday continued, he contacted Child’s Dream, an NGO active in building schools in SE Asia – including MM migrants in Thailand at the start. “They were very positive and invited me to spend a weekend on the Thai-MM border with them in December 2007, and helped with initial contacts. On that basis, I created MOEI – without doubt, the best teaching experience of my life,” he enthused.

It is generally agreed that such experiences help develop a number of intellectual, personal and social competencies, as well as the more obvious sensitivity to cross-cultural issues and differences. HKU students consider their experiences in MOEI so worthwhile that many take their own initiative to set up similar schemes afterwards. The number of participants who have returned to teach at their schools after completion of the programme is well over 50 percent.

As Professor Holliday explains, “One of the great things about MOEI is the extent to which students have always embraced it. In the first cohort in 2008, 22 students taught at refugee camps and migrant schools on the Thai-MM border. Among those 22 were two English students who eventually launched their own summer programmes, journalism training, public health awareness training, and human rights law training – offered for credit in collaboration with the Faculty of Law.

Evaluation of such projects strongly suggests that engagement with local, regional and worldwide communities helps HKU to be better known not just as an ivory tower, but also a force for positive change through student engagement and advocacy with problems of development in Southeast Asia, and an inspiration for students at HKU, overseas universities, and collaborating schools.

“We’re also spreading a new image through some of our graduates. Even students who never do anything like this again in their lives – but instead become bankers, or local teachers, or whatever – will always have a broader consciousness of global issues. Who knows how that may affect the decisions they make even 20-30 years from now?”
HKU Student Ambassador Scheme

HKU students are proud of their University that they compete to become student ambassadors (SAs). They are the best advocates for HKU that can be found, as they speak from the heart about their own experiences, struggles and successes. SAs represent the University in various on and off campus events, assist in outreach activities, become mentors for high school students, organise promotional events on campus, and provide information at their alma mater about their HKU education and experiences.

Regular campus tours led by our Student Ambassadors are offered to prospective students and parents from all over the world. Over the past year, SAs have welcomed around 300 guests from more than 20 different countries.

Ng Qi Chong Ivan
Chinese, BBSocSc (4), Year 2

“HKU is a great university—the best university in Asia, and one of top universities in the world.”

I am very lucky to meet a lot of people with different backgrounds and cultures at HKU. HKU’s multicultural environment makes it very easy to connect with international and local students. I personally enjoy the various cultural nights that are hosted on campus. They allow students to learn and understand more about other cultures— their food, music, language, and more. For example, the Korean Cultural Night where I was able to meet Korean students at HKU, allowed us to enjoy Korean cuisine, sing along to K-Pop, and even learn a bit of Korean! I thought it was very fun.

I joined the Student Ambassador Scheme not only because I wanted to represent HKU, but also to put myself out there to make long-lasting friends, meet people from all over the world, and be involved in events and activities that I never would imagine doing. Since joining the IBA Scheme, I’ve represented HKU as an Assistant Chaperone and the MC of the Closing Ceremony at the IB Student World Conference 2013, hosted by HKU in August that year. I was also part of the HKU core organising team of the Harvard Model Congress Asia, which we hosted in January 2014. Coming to HKU has been an amazing decision and I am proud to be a student of this prestigious university.

Yasmin Samira Chafra
BA, Year 1

After completing secondary school in Hong Kong, I initially considered going abroad for university. However, in the end, choosing to stay in Hong Kong instead seemed like the right decision to make. I wasn’t sure what I wanted to study but I did know that I wanted to be in a culturally diverse environment.

Hong Kong is, in essence, a city full of contrasts. On one hand, it’s a bustling metropolis well-known for its bright lights, skyscrapers and nightlife. On the other hand, with a quick journey out of the city centre, you come across beautiful country parks, islands and beaches.

Even though Hong Kong is where I have spent most of my life, it really is difficult to get bored here. This city continues to surprise me in all sorts of ways, and I still manage to stumble upon something new all the time.

I have spent a lot of time at museums and galleries. As a Fine Arts and History student, the trips really broadened my horizon. Italy was the birthplace of the Renaissance. At the museums in Italy and the Vatican, I had the opportunity to appreciate the original copies of famous artworks, such as the paintings by Botticelli and the frescoes by Michelangelo. The feeling was so intense when I saw such beautiful artwork in that setting.

In July and August, I received an internship at the Asia Society Hong Kong Centre. Asia Society is a non-profit educational organisation that promotes art, culture, and businesses. During the two months internship, I was responsible for the assistance of marketing and promotional materials and the collation of project proposals. The internship experience made me realise that at a workplace, interpersonal relationship values are more important than my own knowledge. I am not saying that knowledge is not key, but the university is a good place for us to build leadership and communication skills.

Lau Yan Kei Carman
BA (4), Year 2

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Student Exchange

Kong’s importance in Asian finance and business continues to grow. Business and Economics, which are increasingly attractive as Hong Kong’s academic standards, we hosted over 1,000 incoming students. English medium courses, a diverse student population and high standards, with places new to Hong Kong students. With that in mind, in 2012-13, HKU formalised new agreements with universities in India, Mongolia, Mexico, Chile and countries in Africa, making the coverage of exchange opportunities extend to six continents.

Our partners from which students can select their destination university include those ranked highest worldwide and/or in their respective countries. Overseas exchanges are pursued for various aims, such as academic opportunities and the chance to engage with places new to Hong Kong students. With that in mind, in 2012-2013, HKU formalised new agreements with universities in India, Mongolia, Mexico, Chile and countries in Africa, making the coverage of exchange opportunities extend to six continents.

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Dominique Higgins
Notre Dame

My experience at HKU has been absolutely life changing! I love how the classes and professors here really encourage students to engage in critical thinking and push their “cognitive limits” (as one professor has put it). I have been moved by the energetic and friendly spirit that has welcomed me into the dorms. The surrounding city experience has been absolutely amazing. I enjoy how every day pushes my senses, my taste buds, and my comfort zones in a positive way to newer and inspiring heights.

Furthermore, HKU couldn’t be a better place to meet people from all over the world. Through the rich and diverse student body at HKU, I have listened to such a breathtaking array of life experiences of my peers and truly felt a part of a larger family. With each passing day, I know that the friends I make here will last a lifetime. Overall, to describe singular moments I have had at HKU would not pay justice to the value this overall experience has had on me, which in a word has been AMAZING!

Adriana Zurbano
Notre Dame

While I have loved exploring the city and find it to be so spectacular with just so much to see, do, taste – it is really the people I have met here that have made my exchange so enjoyable thus far. From my class and hall mates at HKU, staff on campus, to the locals on the street, I have been welcomed here so warmly by everyone I have met. I especially will never forget the man who ran after me as I passed the bus stop and gifted me his umbrella in the pouring rain, or the sweet lady on the bus who started a conversation with me about her life here in Hong Kong. There is a unique, inspiring energy here that makes class actually stimulating and fun. I know I have only been here for a month, but I can already honestly say that Hong Kong has become a home to me. I am so grateful for all the care, help, and resources I have been provided with to this day which have made my transition here so smooth and sweet. I am having the time of my life. This is hands down another home, Hong Kong.

Hannah Hohle
University of California, Berkeley

Studying abroad at the University of Hong Kong has been the most incredible, unforgettable, and enriching experience I have had as a college student. I decided to study abroad in the first place because I wanted to learn more about different cultures and expand my own world. As an HKU exchange student, I achieved this and more.

What I loved most about HKU was its incredibly diverse body of students and the friendly, open interactions between local and international students. At HKU, I met people from all over the world who opened my mind to new ideas and customs to which I otherwise would not have been exposed. My Hong Kong friends were generous to introduce me to their favourite local places such as delicious noodle restaurants and dessert shops, nature trails on Lantau Island, Lamma Island, and the New Territories, as well as various karaoke hubs! I was able to backpack through Southeast Asia, visit my hometown in Japan, and go on a road trip across Taiwan with a wonderful host family, to name a few of my cultural excursions.

I am very grateful for the opportunities that the University of Hong Kong has provided me, and I would encourage any interested college student to study abroad at HKU! The University is an amazing academic institution that makes tremendous effort to create a supportive community for foreign exchange students, I cannot adequately describe my gratitude for HKU and the enriching, life-changing experience that it offered me during my year abroad. Although I was a bit nervous before I hopped on the plane and travelled across the world and time zones away from my home in California, by the time I flew back to the US, I felt as though I created another home, Hong Kong.

Xu Mengran
Year 2, PhD (Clinical Psychology), University of Waterloo, Canada, completed Bachelor of Social Sciences (Psychology) at HKU (1st Hons)

Five years have flown by quickly. The growth and changes I have experienced are quite unexpected. I was surprised to be chosen as an exchange student to Oxford. It is this year that changed my life profoundly. I was fortunate to do a series of research studies on Clinical Psychology and to have a glimpse of one of the world’s top universities. I find that success does not lie in ability, but in the opportunities you have grasped. HKU is a place full of chances. If you are hard-working and seek excellence, you will be rewarded.
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* Faculty level partner
The University of Hong Kong
Global Admissions Profile

Research Opportunities Abroad

HKU is rapidly developing the experiential components of its undergraduate curriculum. The University encourages students to do research at the undergraduate level, an undertaking usually only carried out by postgraduates in many other universities around the world. Science faculty students at HKU can opt for research internships in Stanford, CERN, UC Berkeley, UCLA, Caltech, UCL and other prestigious research centres. Summer research exchanges allow HKU students to undertake individual research projects under the supervision of renowned staff at host institutions such as Harvard, MIT and Imperial College London.

Harvard

Summer Research Experience for Undergraduates

The Harvard Summer Research Experience for Undergraduates (REU) programme of Materials Research Science and Engineering Center (MRSEC) provides a coordinated, educational and dynamic research community to inspire and encourage young scientists to continue on to graduate school. Students in the MRSEC programme are part of a larger, diverse research community through organised and informal interactions with students, mentors, and faculty at Harvard. Professional development workshops, faculty seminars on research and ethics, and community activities are integrated into the programme.

Model Congress Asia

Close to 600 secondary school students from over 80 high schools around the world gathered at HKU to participate at the 10th Model Congress Asia. Students from Asia, Europe, North America, and the Middle East participated as delegates in the Congress. Each of the participants adopted the role of influential policy makers faced with real global issues over the 3-day event.

During the Congress, delegates were invited to debate, discuss, and envision ways to better the world in which they live. Topics covered US foreign relations and North Korea, the war on terror, aid in Africa, higher education reform, and human rights issues. Delegates were mentored by current Harvard students throughout their discussions, and walked away having broadened their knowledge about global issues.

ZHENG Xijia

ZHENG Xijia, BEng (InfoE)
Joined MIT IROP, (Massachusetts Institute of Technology International Research Opportunities Program)

The research topic I worked on was the advanced network design, which would lead to a huge leap in the future network technology. Also, my supervisor and the other professors in my research group were well-known giants in the network and communication industry. In my spare time, I took the MIT sailing courses and learned sailing, windsurfing, and kayaking.

The MIT IROP not only equips me with an awareness of acquiring more knowledge, but also teaches me a way of thinking and creating. It also makes me more self-confident and enthusiastic, encouraging me to do better in the future. Also, I became aware of the fact that doing research is a way to make a difference and help people to lead a better life. All of this has great impact on my future career and life, which cannot be acquired from the textbook.

Yale

Visiting International Students Programme and Yale Summer School

The relationship between Yale and HKU has further developed this past year. HKU is one of the five institutions in the world to be affiliated with the Yale Visiting International Student Programme (Y-VisP). In addition to Y-VisP, 16 HKU students were admitted to the Yale Summer Session in the summer of 2013.

OXFORD AND CAMBRIDGE

HKU continues to send undergraduate engineering students to Cambridge University through a visiting students programme with Fitzwilliam College, and psychology majors to Oxford's Wadham College. Students admitted to these programmes spend a year studying at the colleges as full-time domestic British undergraduates, with access to all of the colleges' resources including the tutorial system.

In 2013, around 30 students were admitted to the 8-week summer Pembroke-King's Programme at Cambridge, three of whom were awarded the PKP-HKU scholarship covering the full programme fees. PKP offers an exceptional opportunity for outstanding undergraduates to experience Cambridge student life over eight weeks, the length of a regular undergraduate term. Students can also apply for supervision support, where an individual student meets with a professor weekly to work on a series of research-based papers, or a longer dissertation, in the student's major subject area.

MIT

The MIT International Research Opportunities Program aims to enhance and broaden students' undergraduate experiences, provide opportunities to live in another culture, conduct research in a different academic/research environment, and help develop skills to better prepare for leadership roles in a global economy. MIT identifies mentors whose research best matches the students' stated interests. Students will collaborate with their MIT mentor to define and develop the research project. At the conclusion of the summer experience, students may be expected to give a poster presentation or write a paper on their research.

Imperial College London

Summer Undergraduate Research Opportunities Programme

A recent addition was the Imperial College London Summer Undergraduate Research Opportunities Programme. The research-based placement may or may not form part of their degree programme. Students are able to acquire experience of the research undertaken by a particular member of staff or research group by either undertaking a project or developing technical skills.

Oxford and Cambridge

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The Academy for the Talented

The HKU Academy for the Talented, offering gifted high school students a sample of university learning, continues to produce outstanding students as it enters its third year. The Academy’s goals are to prepare high school students for university applications and study through its Academic Programmes, as well as broadening their learning experiences to develop a deeper set of skills and competencies through its Enrichment Programmes.

Membership to the Academy is, not surprisingly, highly selective. Each year, outstanding students are recommended by their schools to become Academy members. These students are not only academically strong but also demonstrate leadership in various aspects at school and in extracurricular activities. Talented Mainland and international students were allowed to join the Academy in 2012.

Since its inception in 2010, there have been just over 1,000 members, while nearly 500 have “graduated”, most of whom are now studying for a HKU undergraduate degree. 50 of them were admitted in 2013 to the Bachelor of Medicine and Bachelor of Surgery programme (considered as the top programme in Hong Kong among all tertiary institutions). 89% of the Academy’s students admitted to HKU obtained such high HKDSE results that they were awarded scholarships.

Testimonials from Participants:

This past summer, I took Chinese and the “Contemporary China” programme at HKU. My time here was overall truly amazing. The classes at HKU were fun and a great opportunity to meet with people you can explore HK with. We went on many of the organised trips, but also had the chance to go out on our own to explore things. I highly recommend this session to anyone who likes the hustle and bustle of an Asian metropolis! Schoettker Maik, University of Michigan, USA

Memorable, is the word that came to my mind after participating at the “Young Finance Professional Summer Programme”. With inspiring talks, well-planned visits and friendly classmates, I will never forget this wonderful experience in my life. Economics is never an easy subject, but the programme explained the concepts of economics through different media and angles, making them an enjoyable process. Tong Yuk Wai, Diocesan Boys’ School, Hong Kong

The IB World Student Conference

HKU was proud to have been invited to host Asia’s first IB World Student Conference (WSC) in 2013. This conference brought 150 high school students studying the IB curriculum from 26 nationalities as well as 25 IB teachers to experience what it really means to “think globally”. Conference sessions covered a wide spectrum of topics including internet security, leadership and innovation, visualisation software, blogging, socially responsible thinking, online news consumption, Chinese social media, e-commerce, environmental projects, and guerilla filmmaking.

These helped students discuss, consider and plan the issues and opportunities for the youth in the use of online media today, and inspired them to undertake social initiatives to create far-reaching benefits for society.

Students, teachers and speakers brought conference issues online by interacting with each other on Facebook and Twitter long after conference hours. During the conference, its social media coverage spread to about 25 different countries, with over 300 tweets a day to a combined audience of over 4,000 people.

HKU-China 1,000 Exchange Programme

In 2013, around 800 HKU students and teachers visited China through 57 student exchange programmes, research studies and social service opportunities under the support of HKU-China 1,000 Exchange Programme (the Scheme). Last year, HKU partnered with over 26 Mainland universities, ranging over 16 provinces and municipalities in the Mainland, including under-developed provinces like Yunnan, Guizhou, Sichuan, Gansu, etc., as well as well-developed cities like Beijing, Shanghai and Chongqing. The Scheme is expected to continuously provide opportunities for students to learn more about China in 2014.

The University of Hong Kong Global Admissions Profile
Scholarships for Undergraduates

HKU values the intellectual and social capital that its students bring to the campus, more so than any other form of capital. It has therefore, developed an extensive scholarship system, primarily based on academic merit, to ensure that the most talented applicants can join the University.

There are a number of different types of awards. Entrance Scholarships are awarded to newly admitted students to recognize their outstanding academic results in public examinations and their non-academic qualities such as leadership or awards in international competitions. In 2013-14, HKU awarded over 900 entrance scholarships with a total commitment of HK$288 million. Thirty full scholarships that cover tuition fees plus a living allowance were granted to students who have attained top results in public examinations, for example, 5* in seven HKDSE subjects or five A*s in GCE A-levels.

The LKS Faculty of Medicine has set up the Springboard Scholarships to support MBBS students who have demonstrated an ability to face and overcome hardships in life.

Enrichment scholarships are also awarded to undergraduate students to support their learning activities, which include exchange studies, overseas research opportunities and student initiated projects. In 2013-14, over 2000 undergraduates received scholarships to study abroad, including the Yale Visiting Student Programme, exchange studies at Princeton University, research attachments at MIT and the Pembroke-King’s Programme at Cambridge.

HKU’s First-in-the-Family Education Fund (“FIFE Fund”) has the aim of creating equal learning opportunities for first generation university students. The Fund, which was set up in 2010, has an endowment of HK$18,000,000.00. Prizes and scholarships are also awarded to students for exemplary performance, often including social commitment, while at HKU, the total amount of such scholarships is over 101 million.

The LKS Faculty of Medicine has set up the Springboard Scholarships to support MBBS students who have demonstrated an ability to face and overcome hardships in life.

The programme also provided me with many eye-opening experiences, for instance, a reporting trip to Japan covering the first anniversary of 3/11 Tohoku Japan earthquake for HKU have helped him prepare for this.

“My undergraduate programme, offered by the Journalism and Media Studies Centre, has challenged me to engage in critical intellectual enquiry, and equipped me with a critical mind to challenge the status quo in a global perspective. I have benefitted from studying in a small class of 29 students who hail from a wide range of countries, including US, China, South Korea, Iran, Norway, Sweden and Mauritius.

As Dr. Chau reported, “the CAB provides information, organises thematic discussions, such as a recent one on the development of one-to-one consultation basis with students.

Besides the staff of HKU, CEDARS has engaged more than a dozen honorary career consultants, usually retired or semi-retired professionals from various disciplines, who are happy to work on a one-to-one consultation basis with students.

The Dean of Student Affairs at HKU, Dr. Albert Chau, oversees the work of the Careers and Placement Section of CEDARS, the student support unit of HKU. He was interviewed to try to understand the background behind those outstanding statistics. He first of all provided some additional data.

The average annual salary of HKU 2012 graduates was HK$236,000, the highest amongst the universities in Hong Kong, and across both undergraduate and postgraduate, an 8% increase on 2011. An earlier international study by INGRADA had shown that the salaries of Hong Kong graduates were the highest in the world amongst the countries surveyed. Nearly 40% of HKU undergraduates are able to secure employment by May, before the results of their final examinations are known. Many students can usually choose from a variety of job offers; the number of job offers per graduate in 2012 was 2.18 on average.

In 2012, the top salary graduate (HK$150,000 per month) established his own finance and investment company. A large percentage of HKU graduates work for multinational companies in Hong Kong. To help students, the Careers and Placement Section of CEDARS acts as an education, internship and placement centre. It provides a host of workshops, courses, recruitment fairs, company visits and career advice sessions for students.

HKU’s employment statistics are truly outstanding, and a major reason why students from around the world are applying for undergraduate studies at HKU. HKU graduates have been virtually fully employed for the last seven consecutive years! The total number of unemployed students, out of a graduating class of over 3,000 after graduation each year, varied between 5 and 15 over this time.

For non-local students, who are entitled to stay in Hong Kong to work after graduation, the number of unemployed graduates has never risen above two each year! Considering the global recession of recent years, it is difficult for any similar university in the world to match these figures.

As Dr. Chau said, “For many non-local postgraduates in a one-year curriculum, their job search starts as soon as they get off the plane!” For undergraduates, their career education starts in Year 1. There are workshops on career options and the job market, on workplace etiquette and expectations, meetings with professionals, and even CV writing and interview skills training courses, each carefully tailor-made for specific disciplinary areas, he adds.

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The Careers and Placement Section is guided by a Careers Advisory Board (CAB), half the members of which are from industry, and is as often the case with leading professionals, HKU graduates.

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HKU’s Outstanding Employment Record

James Chan Kin Sing

James Chan Kin Sing was awarded the prestigious Dr. Walter Kwok Scholarship for students to study at the University of Oxford’s Blavatnik School of Government for the Master of Public Policy degree. He describes how his global experiences at HKU have helped him prepare for this.

“My undergraduate programme, offered by the Journalism and Media Studies Centre, has challenged me to engage in critical intellectual enquiry, and equipped me with a critical mind to challenge the status quo in a global perspective. I have benefitted from studying in a small class of 29 students who hail from a wide range of countries, including US, China, South Korea, Iran, Norway, Sweden and Mauritius.

The programme also provided me with many eye-opening experiences, for instance, a reporting trip to Japan covering the first anniversary of 3/11 Tohoku Japan earthquake for
The activities and achievements described in this Global Admissions Profile are due to the dedication, enthusiasm, expertise, hard work and support of many people, including but not limited to the following:

The Academic Liaison Section, HKU
The academic sub-deans, admission tutors and their committees in each of the Faculties and programmes of HKU
The administrative staff of the Faculties of HKU
The Academic Support and Admissions Section, HKU
Partner Schools Principals and Counsellors
The Consul-Generals and Diplomatic Service of Hong Kong
Relevant Ministries of Education or equivalent
Our partner universities around the world
The Registrar, HKU