Global Admissions Profile 2014/15
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 Admissions and 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
- Partner School 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
Foreword

The University of Hong Kong’s reputation around the world continues to be based, like the economy of Hong Kong itself, on the quality of its human resources. The outstanding academic standards of the University’s student body are profiled in this Global Admissions Profile report, which details the admission statistics for the year 2014-15. HKU has always attracted the most talented students in Hong Kong, and this is now complemented by the admission of some of the top students from mainland China, elsewhere in Asia and beyond. The University continues to internationalise across virtually all dimensions of activity, through research, knowledge exchange, learning and teaching, benchmarking itself with leading universities worldwide to ensure that its continual development are in line with best practice in contemporary tertiary education.

HKU’s graduates continue to be recognised by employers as the best in Hong Kong (Education 18 surveys), and it’s unlikely that the University’s record of almost 100% employment among its graduates, which now extends to eight consecutive years, is matched anywhere else in the world. One key reason is the economic power shift towards Asia, where most of the Global Growth Generator countries are located, contrasting with the high youth unemployment in many countries around the world. It also helps to explain why international students from Asia are increasingly choosing to stay in Asia for their tertiary studies. The employment prospects and career development opportunities of HKU graduates, as well as the reputation of the University over its century-long history, are driving more and more students from the region to apply in particular to HKU. Many recent comparative studies have shown that Asian students, and often specifically Hong Kong students, are among the highest academic achievers in the world. The confluence of these two factors, economics and academics, has led to another year of outstanding academic admission standards for HKU in 2014-15, and explains why HKU is sometimes referred to as the “Harvard of Asia” (CNN), the “Oxbridge of East Asia” (Times Higher Education), or “Asia’s Columbia” (Forbes).

The trend of greater student mobility is part of the background to this success story. The number of students seeking a university education outside their home country continues to increase, to about 5 million in 2014 (ICEF Monitor, 2014). About 20% of them are now choosing East Asia and the Pacific as their destination (UNESCO, 2014). This Global Admissions Profile reports on the “pull” factors that are attracting some of them to Hong Kong, and to HKU.

HKU is not just attracting top students from the region – and, of course, the best students in Hong Kong – but is also working to provide both Hong Kong and international students with valuable opportunities to broaden their global experience through collaborative activities with leading universities and major employers abroad. This report summarises some of these activities, to give an indication of how undergraduates at HKU can enjoy the best years of their lives preparing themselves for the world in which they will subsequently work.
Why Hong Kong?

The Hong Kong government continues to provide a welcoming environment for non-local students, including scholarships and the opportunity to stay in Hong Kong and work after graduation, resulting in a huge surge in applications and enrolments in the past few years.

Hong Kong has plenty of advantages as an education destination:

- Many job and career development opportunities
- Low tuition fees and substantial scholarship provision
- Ranked as no. 1 student city in Asia and no. 5 in the world (QS Best Student Cities 2015; Figure 1)
- Ranked as having the best universities in the world, when corrected for population size and GDP (THES, 2010-11; Figure 2)
- Ranked as the 3rd best city in the world for return on investment in studying abroad (EUI, 2013; Figure 3)
- One of the safest cities in the world (UN survey)
- In the region with the fastest-developing economy in the world
- One of the world’s leading financial centres
- An exciting and vibrant city
- High priority given to education, at both family and government level
- A place to start to understand Chinese language and Chinese business practices
- Cultural and geographic proximity to over half the world’s population
- An educational system that has been ranked as 4th best in the world (Pearson Education Group, 2014)
- An educational system that merited 100/100 marks (Economics Intelligence Unit, 2013)
Hong Kong is ranked as the best student city in Asia (QS 2015)

Figure 1: Cities with the best students in terms of rankings, student mix, desirability, employer activity and affordability (QS Best Student Cities, 2015)

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paris</td>
<td>82.4</td>
</tr>
<tr>
<td>2</td>
<td>Melbourne</td>
<td>79.4</td>
</tr>
<tr>
<td>3</td>
<td>London</td>
<td>78.4</td>
</tr>
<tr>
<td>4</td>
<td>Sydney</td>
<td>77.6</td>
</tr>
<tr>
<td>5</td>
<td>Hong Kong</td>
<td>77.4</td>
</tr>
</tbody>
</table>

Figure 2: Territories with the best universities per head of population and per GDP (THES, 2010-11)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country/region</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hong Kong</td>
<td>17.8</td>
</tr>
<tr>
<td>2</td>
<td>Netherlands</td>
<td>15.3</td>
</tr>
<tr>
<td>3</td>
<td>UK</td>
<td>14.2</td>
</tr>
<tr>
<td>4</td>
<td>Switzerland</td>
<td>13.4</td>
</tr>
<tr>
<td>5</td>
<td>Sweden</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Figure 3: Cities with the best return on investment for foreign students (EIU, 2013)

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Montreal</td>
<td>72.4</td>
</tr>
<tr>
<td>2</td>
<td>London</td>
<td>69.2</td>
</tr>
<tr>
<td>3</td>
<td>Hong Kong</td>
<td>69.2</td>
</tr>
<tr>
<td>4</td>
<td>Toronto</td>
<td>69.1</td>
</tr>
<tr>
<td>5</td>
<td>Cambridge</td>
<td>68.5</td>
</tr>
</tbody>
</table>
Why HKU?

HKU, as the Hong Kong’s oldest educational institution, has always commanded the respect of the local community. Just under a century ago, it was an “international” university, accepting students from Malaya to study Medicine in particular. Today, many very different factors are attracting students from mainland China, Asia and beyond to apply to HKU for an undergraduate place.

Why HKU?

There are many reasons why students choose HKU:

- An international reputation for more than 100 years
- A reputation for recent undergraduate curriculum development
- Ranked first in Hong Kong by international ranking agencies (QS and THES)
- Highest graduate employability and employer reputation among local institutions (QS Asian University Rankings 2014 on Employer Reputation; Education18, 2014)
- Highest employment rate in Hong Kong (CEDARS Graduate Employment Survey, 2013)
- The top university in Hong Kong for academic admission scores (Education18, 2014)
- The top university in Hong Kong according to high school principals (Education18 & Public Opinion Programme HKU, 2014)
- Internationally renowned professors, 57.9% of whom are from outside Hong Kong
- 125 professors ranked in the world’s top 1% of scientists (Thomson Reuters)
- The most citations of published papers in Hong Kong (Thomson Reuters)
- 324 of the world’s top universities as exchange partners
- Largest headcount of international students in Hong Kong, across all levels
- Graduates take the largest share of government Administrative Officer positions (83% for 2012 graduates)
- A member of highly respected global networks of top universities, such as Universitas21 and the Association of Pacific Rim Universities, as well as research, discipline-based and administrative networks, such as the International Sustainable Campus Network and W100 Network.
- Faculty of Dentistry ranked 2nd best in the world (QS 2015)
- Faculty of Education ranked 6th best in the world (QS 2015)

Figure 4: Employment statistics in Hong Kong

<table>
<thead>
<tr>
<th>Institution</th>
<th>Employment Rate 2013-14</th>
<th>Employment Reputation (QS)</th>
<th>Employers’ preference scores (Education18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKU</td>
<td>99.7%</td>
<td>100</td>
<td>19.8</td>
</tr>
<tr>
<td>2nd University in HK</td>
<td>99.1%</td>
<td>99.9</td>
<td>14.5</td>
</tr>
<tr>
<td>3rd University in HK</td>
<td>98.8%</td>
<td>98.1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Jeng Shih Ying, from Taiwan  
Bachelor of Engineering, Year 1

HKU provides an international, English-speaking environment. I think this environment could broaden my horizons as I would get to know people from various cultural backgrounds and share and cooperate with people from all over the world. Also, the Faculty of Engineering in HKU allows students to decide on their major after exploring their interests in the first year of the curriculum, and this is very flexible.
The Applications

Given all the advantages that Hong Kong and HKU enjoy, it is easy to understand why students, parents and schools alike are starting to appreciate the outstanding return on investment offered by an HKU education. The result has been that HKU’s undergraduate application figures continue to rise as the University’s reputation spreads wider. The number of overseas students applying has risen by 822% in the past 10 years, while the number of mainland China applications has risen by 393%. Among students who are from Hong Kong but sit international examinations in Hong Kong or abroad, applications have risen by 115%. The average number of applications over the past few years is about 50,000. Government policy has kept the number of available places at HKU relatively constant, making HKU an increasingly competitive university to attend. For example, among mainland Chinese applicants there were 10,311 applications for about 300 places in the 2014-15 academic year.

<table>
<thead>
<tr>
<th>Increase (2004-2014)</th>
<th>Mainland</th>
<th>Local non-JUPAS</th>
<th>Overseas</th>
<th>Local JUPAS (band A)</th>
<th>Local JUPAS (all bands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications per place in 2014</td>
<td>34</td>
<td>8.6</td>
<td>10.5</td>
<td>3.27</td>
<td>11</td>
</tr>
</tbody>
</table>
Hong Kong Undergraduates

The academic achievements of students entering HKU continue to be outstanding. There are numerous statistics to support this, but particularly the number of excellent students taking the Hong Kong Diploma of Secondary Education (HKDSE) exam who are admitted to HKU. The figures are revealing for those with an average grade above Level 5* (Figure 6). For the very top students with six or seven Level 5** grades, 80% of them chose HKU (Figure 7).

**Figure 6: Destination of top HKDSE students with average grade above Level 5***

<table>
<thead>
<tr>
<th>University</th>
<th>Number admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKU</td>
<td>529</td>
</tr>
<tr>
<td>2nd best university in HK</td>
<td>294</td>
</tr>
<tr>
<td>3rd best university in HK</td>
<td>38</td>
</tr>
<tr>
<td>4th best university in HK</td>
<td>34</td>
</tr>
</tbody>
</table>

**Figure 7: Admission of top HKDSE students to HKU**

| Students with seven 5** grades  | 9  | 82% |
| Students with six 5** grades    | 19 | 79% |
| Students with five 5** grades    | 36 | 64% |
| Students with four 5** grades    | 65 | 55% |
| Students with three 5** grades   | 137| 57% |
| Students with two 5** grades     | 269| 52% |

The number of Hong Kong students admitted to the four-year curriculum at HKU through JUPAS (the Joint University Programmes Admissions Scheme) continues to increase through careful planning across the 2012 “double cohort year”. In 2014, 7% more JUPAS students were admitted than in 2013, in contrast to other leading local universities.

“HKU is sometimes referred to as the 'Harvard of Asia' (CNN), or the 'Oxbridge of East Asia' (Times Higher Education)”
HKU Information Day for Undergraduate Admissions has been organised annually by the University Admissions Committee, the faculties and various academic and service departments and units within the University. Through admissions talks, exhibitions, student sharing sessions, public lectures, laboratory visits and hall tours, among other activities, HKU Info Day aims to provide the most updated undergraduate admissions information and introduce the University’s programmes and facilities to secondary school students, parents and school careers teachers, and to enhance the University’s connection with schools and the local community. On the day, an estimated 55,000-plus people visited the University. For more information: www.infoday.hku.hk

My Study Options at HKU

Throughout the year, numerous activities attracted local high school students, parents and teachers with the aim of letting them know more about HKU, its programmes and student life, and to help them start their life-planning earlier. Activities included:

- District talks for more than 3,000 local secondary students, parents and teachers.
- Collaboration with South China Morning Post (SCMP) for junior secondary students on newspaper editorials.
- Beijing cultural trip for junior form students.
- Business Attachment Programme in Shanghai for senior form students.
- Medicine-related Exposure Programme at HKU jointly organised by the Li Ka Shing Faculty of Medicine, the Faculty of Science and the Faculty of Engineering.
- Junior HKUers – Taster programmes for junior secondary students to sample what HKU life is like. Two sessions, during the Easter and Christmas breaks, attracted some 200 students.
- In order to facilitate information flow from the University to secondary school teachers, the HKU Teachers’ Club was established in 2012 for school careers teachers. More than 120 schools have participated.

For more information: www.hku.hk/lslo
Tsang Wing Hei Chloe
Bachelor of Nursing, Year 3

Being a student ambassador is one of my highlight experiences at HKU. In the programme, I meet people from different specialties and different parts of the world, and learn a lot from them. Whether it is about being a helper at an event, being the team leader for the One Night Stay in DSE Mentorship Programme, or being a student ambassador for WOW (Weeks of Welcome) for non-local students, I am gaining new abilities all the time. I am delighted to see myself becoming braver to step out from my comfort zone and more confident in adapting to new environments.
HKU DSE Campaign

A campaign was held to allow current HKDSE candidates to understand more about HKU after their HKDSE exams. The activities were mainly held from May to July, until their release of the HKDSE examination results. The activities organised for them included:

- Consultation sessions at more than 20 secondary schools for current HKDSE candidates, personal advisory sessions and student-sharing sessions by faculty members, University admissions counsellors and student mentors on university life and strategies for JUPAS programme selection.
- JUPAS Information Week, attended by 3,500 current HKDSE candidates, to provide them with programme information and admission requirements.
- One Night Stay taster programme, joined by more than 1,000 current HKDSE candidates.
- Social media platforms, which are mainly run by HKU student mentors, were set up to answer enquiries about programme information and university life.
- Videos were made to increase candidates’ understanding of HKU.

Search ‘HKU Student Ambassadors - DSE Support Team’ on Facebook for more information

HKU Student Ambassador Scheme

Celebrating its 10th anniversary in 2014, the HKU Student Ambassador Scheme continues to go from strength to strength, with the number of students vying to become a Student Ambassador (SA) increasing every year.

Beyond representing HKU at on-campus events, SAs also act as mentors to high school students and regularly visit their alma maters to share their own HKU stories. Increasingly, more initiatives and ideas are being organised for current and prospective students by the SAs themselves.

One example is the Harvard Model Congress Asia (HCMA) 2015. This event started out as a collaboration between HKU and Harvard University students in 2014. However, for the latest edition, HKU’s SAs took over the reins and worked hand-in-hand with their peers to successfully organise the conference. It is exciting to envisage what could be ahead, as more events are taken up and initiated by the SAs in years to come.
Mainland Undergraduates

When the mainland admission scheme started just over 15 years ago, it attracted about 100 applications a year. In recent years, that number has averaged around 10,000. Throughout that time, however, the standard of students admitted to HKU has been consistently outstanding, enabling the University to develop its reputation both in China and abroad. In 2014, there were more than 10,000 applicants from 31 provinces, cities and autonomous regions throughout the mainland, including Inner Mongolia, Qinghai, Ningxia, Gansu, Xinjiang and Tibet. Each one of these applicants is among the highest-achieving students in the nation. HKU’s international atmosphere and independent learning environment are highly appreciated by students and parents from the mainland. The myriad of experiential learning opportunities made available to any HKU undergraduate also helps to drive up application numbers.

A shortlist of about half of these 10,000 applicants are interviewed in a group discussion setting similar to those found in HKU’s tutorial system. This selection process is thus linked with the educational setting of HKU, as well as the educational philosophy of an all-round education, where teamwork and communication are important attributes of a successful HKU graduate. More than 60 HKU professors fly to a number of mainland cities to conduct these interviews over three days. Students may also have individual interviews or take carefully constructed tests.

The students who successfully pass through the various stages of the selection process are those who have attained outstanding results in the NJCEE examination and are in the top 1% of students from across the country. This year, 16 ZhuangYuan (狀元), students with the top score at the provincial or municipality level, were admitted. Another of the advantages of the complex selection process, however, is that those admitted often excel in a variety of ways beyond academic achievements.

The new partnership in the recruitment of mainland students with Cambridge University continues to be successful for both universities. 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. Of the first batch of HKU students enrolled at Cambridge, 100% have achieved first class results in the Part I Tripos (the norm is 28%), while the top engineering student at Cambridge was one of the talents that HKU has helped to nurture.

2014 was also the first year that HKU launched the Science Research Undergraduate Scheme for Mainland Students. Top students with an interest in and talent for scientific research are assigned a research professor-mentor who oversees their progress throughout the duration of their studies at HKU. In addition, the students are granted a scholarship to support their research.

A series of successful promotional and collaborative activities continued this year. The signature Meeting of Minds series, where prominent HKU professors are invited to give lectures at top mainland high schools on their research, is expanding its target schools this year to less well-developed regions, to reinforce the influence and presence of HKU there.

The annual information day during the Chinese New Year provided information for prospective students from the mainland regarding admissions, faculties and campus life. Continuing the day’s great success in 2014, when it attracted more than 1,000 visitors, the 2015 event, Pathway to HKU, covered information sessions, talks, interviews or take carefully constructed tests.

Li Lu Chun
Bachelor of Social Sciences, Year 3

I was green and ignorant when I first came to Hong Kong, but now I have successfully "shang zhuang" (become an executive committee member of a society) for the Hong Kong Chinese Orchestra, and also worked as an intern at the Hong Kong Federation of Youth Groups, one of the biggest non-profit organisations in Hong Kong. The past two years of independent growth have made me feel that once you are willing to dedicate yourself without regrets, nothing is impossible. The Faculty's free and varied course settings allow me to find interests in different majors. The excellent platform offered by the Faculty has provided valuable opportunities for me to undertake internships at a variety of organisations and companies. HKU opens up a colourful world, which has made me feel more confident in locating my future direction.
In 2014/15, there were 34 mainland applications for every place available at HKU.
International Undergraduates

Hong Kong is located in the heart of Asia. Major Asian cities are within easy reach of this vibrant metropolitan hub: Seoul, Beijing, Shanghai, Tokyo, Singapore and Kuala Lumpur are all within a five-hour flight – as is half of the entire population of the world. That is part of the reason why the number of international applicants exceeds the number of places available at HKU many times over.

But international students are also drawn to Hong Kong for many other reasons. One is the unique blend of lifestyles. Hong Kong is a city where both Eastern and Western traditions are deeply embedded and flourish in people’s ways of life. It offers comfort in the ease of living and travel, but at the same time exciting new experiences are within easy reach.

With the opening of the new HKU station on Hong Kong’s mass transit railway (MTR) system, the University is now closer to the heart of our bustling financial hub than ever. Three stops away from the Central financial district and six away from the famous shopping districts of Causeway Bay and Tsim Sha Tsui, HKU is connected to the heart of the city, where students can enjoy the best of the business, shopping and vibrant urban life that Hong Kong has to offer.

HKU’s Student Recruitment Counsellors continue to work closely with university guidance counsellors at secondary schools around the world that are carefully selected for their high academic standards, to provide a better understanding of the many opportunities available at HKU and to support their students in their applications to HKU. HKU staff visit 20 or more countries a year to talk to students and school staff, but in recent years the increasing connectivity between people from all over the world has resulted in more collaboration, discussion and information dissemination through online platforms and social media. A wider audience of prospective students, parents and current HKU students connect via the Facebook page The University of Hong Kong International Undergraduate Admission, the Twitter and Instagram channels @HKUniversity, and The University of Hong Kong YouTube channel www.youtube.com/abouthku, in order to get the latest information about admissions and events on campus. The University’s social media accounts have acquired more than 9,000 followers within their first couple of years. The success stories of HKU’s student recruitment have also been covered in media articles and interviews, again raising the visibility of the University.

The number of overseas applicants has continued to rise ever since recruitment started in the mid-2000s. This year, students from 84 different countries submitted applications, including 39 of the 49 countries in Asia. The total number of nationalities represented by HKU students on campus in 2013 was 102.

Data from many sources shows that admission to HKU is becoming more and more competitive each year. This is true regardless of whether applicants are taking ALE exams, IB, SATs, local Hong Kong exams or their national examinations, as the reputation of HKU as an academically demanding institution develops further around the world. The combination of students looking for the best employment prospects in the world after graduation and Asian academic
standards being the highest in the world has helped to fuel this phenomenon.

Combining the local and non-local students taking major international or overseas national examinations, overall standards are comparable with the top international universities. The lowest quartile\(^1\) GCE ALE score in 2014 was 19\(^\dagger\) (equivalent to three GCE ALE scores of A*AA). Among International Baccalaureate (IB) applicants, 39/45 was the median score. Among top students, and including non-local students, HKU admitted one applicant who had eight A* grades, two with six A* grades at GCE ALE, and another 19 applicants with five A* grades at GCE ALE. Seven of the newly enrolled students had achieved outstanding IB scores of 45/45 – worldwide, only 208 of the 137,000 students who took the IB examinations in 2014 achieved this result. Eight Taiwanese students had full GSAT scores of 75/75. These top students were spread across 10 different degree programmes, showing the depth of quality across undergraduate courses at HKU.

HKU has had fruitful partnerships and research collaborations with leading universities around the world, but particularly in the US and UK, for many years. However, having often been ranked as the best international university in Asia since 1997, when Asian university rankings were first published, HKU is also committed to Asia, and to educating Asian citizens. Since the mid-2000s, it has been developing its relationships with the leading high schools across Asia, as well as with universities in the region. Engagement with communities, and adding value to those communities, is part of the third arm of a university’s mission, after learning/teaching and research.

Recruitment of students from around Asia is in itself 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 establish business relationships with their home countries. This network of graduates not only extends the visibility of HKU across the region, but also allows the University the privilege of playing a part in the development of the continent.

HKU does not, however, see providing an excellent education to international students as a unidirectional arrangement. On the contrary, non-local students bring to HKU their backgrounds, cultures, languages and values, and share them with Hong Kong students. This is another form of knowledge exchange.

In some Asian countries, HKU and its students are going far beyond simply recruitment and education. While at HKU, students from a multiplicity of backgrounds are developing service learning projects abroad that are of value not just to their own education and development, but also to the communities they are working with. Some of these projects are outlined later in this report. HKU also offers courses and workshops in-country or at HKU to educators and leaders from many Asian countries. These are all important parts of what it means to be the leading international university in Asia.

\(^{1}\) 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.
\(^{\dagger}\) A*=7, A=6 etc.
Taster Days for Counsellors

Counsellors representing schools from eight different countries joined the Taster Days for Counsellors held at The University of Hong Kong from 4 to 8 March 2014.

Counsellors had the chance to gain first-hand experience of HKU, helping them to understand more about the University and allowing them to convey some of the insights and knowledge gained from this experience to their students. Counsellors received up-to-date information about HKU’s admissions and programmes directly from HKU’s Director of Undergraduate Admissions and International Student Exchange, and from faculty staff and admissions counsellors. They also witnessed the vibrant campus life, teaching environment and student activities through campus, hall and laboratory tours. Highlights included a visit to the Robotics Lab in the Faculty of Engineering, meeting some of the undergraduates from their schools, and a student sharing session that allowed them to interact directly with HKU student ambassadors and understand the real-life experiences of international HKU students.

Counsellors also had the opportunity to share their insights about general university admissions processes and exchange views on best practice, which was useful not only for the counsellors but also for various parties at HKU. The event was well received and is planned again for 2015, targeting new schools and countries.

Collaboration with International Baccalaureate (IB)

HKU has a policy of admitting students on the basis of excellence in any national and international examination system. The majority of students today are top students from HKDSE, and before that Hong Kong Advanced Level Examination system (ALE). The University continues to admit both local and international students with ALE results from different systems and countries, particularly Hong Kong students who have studied abroad, and students from South Asia and Singapore among other places. Today, the University admits “toppers” from the Indian CBSE and ISC exam, SAT and AP exams, the Malaysia UEC and STMP exams and a host of other national exam systems.

However, the University has seen a significant increase in applications in recent years from students with an IB Diploma, with a corresponding increase in the number of offers of admission. The links to the IB do not stop here. Staff from the Admissions and Academic Liaison Section of HKU visit an estimated 80 IB schools in a typical year, to talk to students about opportunities and scholarships at the University.

The University ran the first IB Higher Education Symposium for IB university teachers in Asia in 2014, and the first IB World Student Conference for IB students in Asia in 2013. IB teacher training programmes are run within the University by the world-class Faculty of Education, whose professors also conduct a number of research projects on the IB. This level of engagement with high schools’ exam systems is just one reason why the University’s Faculty of Education has been ranked 6th in the world by QS in 2015.
HKU-Shenzhen Hospital

The University of Hong Kong - Shenzhen Hospital is a comprehensive public hospital supported by HKU, with responsibility for medical services, research and teaching. With its world-class clinical skills and services, the hospital has gained a reputation both domestically and internationally since it was established in 2012.

Being an affiliated teaching hospital of HKU, HKU-Shenzhen Hospital provides a platform for medical students to learn and practise medicine in a different healthcare system. Through clinical attachments, clinical placements, nursing practicums, elective studies and special study modules, students of Chinese Medicine, Nursing, Pharmacy and MBBS implement their learning activities here and also learn how to communicate with patients and doctors in Putonghua.

Shanghai Study Centre

The HKU Shanghai Study Centre, established in 2008, is a part of the University’s ongoing effort to achieve a global vision in tertiary education through knowledge exchange and engagement. The Study Centre, housed in the historical Shanghai Post Office Building along the Suzhou Creek, has been a common platform for HKU students and faculties to broaden their studies by experiencing and understanding more about the intense and exciting changes taking place in mainland China.

The Study Centre hosts HKU students from the Faculties of Architecture, Business and Economics and the Journalism and Media Studies Centre. Architecture students come to the Centre every semester as a part of their degree programme. The Study Centre houses the gallery architecture SH, which runs a host of regular conferences, exhibitions, symposia and lectures.

HKU China 1,000 Student Exchange Programme

With the objective of providing the opportunity for all HKU students to gain China exposure and experience during their years of study at the University, the China 1,000 Student Exchange Programme, funded by the Chinese Central Government, has sponsored nearly 200 student exchange projects organised jointly by HKU and our partner institutions in mainland China for more than 3,000 students and staff since 2012.
Bangladesh

With the rapid internationalisation of HKU’s student population, the University has had steady interest from Bangladeshi students wanting to pursue their studies here. As with other South Asian countries, factors such as affordability, safety, cultural diversity and reputation continue to attract students to Hong Kong. Bangladeshi students are well integrated into the diverse campus environment. Student initiatives by the South Asian Society allow cultural celebrations to be shared by all.

Sadek Mohammad Jafar
Bachelor of Engineering, Year 3

It’s amazing in Hong Kong. People are very helpful and friendly. I have made friends from around the world. There is a large number of people from South Asia which helped me greatly in blending into the lifestyle and culture of Hong Kong and surviving semesters at HKU. Professors at HKU are very willing to help their students out. I have made many friends in group work projects during my courses. There are many different activities to join in and so much more to do. Studying and a continuous flow and rush of events will keep anyone busy at HKU.
Continental Europe

With increased interest and ties between continental Europe and Asia, opportunities to study and live in one of the most vibrant cities in Asia have become more and more appealing to European students. While there is no shortage of excellent institutions of higher education in Europe, many students from France, Germany and the Netherlands in particular have decided to explore the world and understand more about the rapidly developing economic shift centred on Asia. Some are admitted to HKU through overseas recruitment, while others come as exchange students to experience life in the city where East meets West. In the academic year 2014-15, there were hundreds of such students from 59 different institutions in continental Europe on the HKU campus.

While relationships with top international and English-medium schools in the region have been established through online channels, the University also initiated visits to leading high schools and international schools in continental Europe, including Germany, France, the Netherlands and Sweden. After seeing it demonstrated, the opportunity to be immersed in an English-medium learning environment while at the same time having the opportunity to experience Asia appeals to many who have a vision of becoming a citizen of the world.
India

India has traditionally been one of the world’s largest sources of international students. Since 2008, HKU has had an increasing presence in India through its student recruitment activities. Whereas HKU’s presence was previously most prominent in the cities to the north and west of the country, the outreach activities have extended more recently to include the cities in the south and east. There is also considerable interest from Grade 9-11 students who participate in various summer programmes offered by the university. Most importantly, the quantity and quality of applications received each year is impressive. Taken together with the opportunities available in Hong Kong and offered by HKU, the availability of merit scholarships makes admission highly competitive even for high achievers, helping HKU to live up to its Times Higher Education label as the “Oxbridge of East Asia”. The academic year 2014-15 also saw the introduction of a centrally coordinated interview scheme in the major Indian cities, enabling applicants to meet HKU professors and showcase their talents. For many Indian students, the culinary options at HKU – one restaurant devoted solely to vegetarian food and a vegetarian day in the week for other restaurants on campus – make the transition from their home country an easier one. As the Indian student population at HKU continues to grow, examples of cultural vibrancy have also become increasingly evident. Students feel closer to home by celebrating festivals, spreading Bollywood culture and indulging in their favourite sports – usually, cricket.

Shikha Mohanty
Bachelor of Business Administration, Year 2

Hong Kong is a place that’s easy to fall in love with. It is a vibrant city and offers plenty opportunities for the youth. I really like the active environment. The first amazing thing about HKU is its people. I have learned something new from each person I have met and since there are so many students, there never seems to be an end to making new friends. It has been an amazing experience because, even though I come from a different country, I feel welcomed to this place and have never had to fear getting singled out. The multicultural environment has proven to be intellectually stimulating for me. The staff members are also extremely approachable. Some professors become friends with students, which helps students to open up. Lastly, the academic structure of HKU is very inclusive. The courses are levelled in such a way that students from different academic backgrounds can easily fit into the curriculum.
Indonesia

HKU’s consistent reputation is recognised by prospective students in Indonesia who are interested in studying abroad. With Hong Kong ranked as the best city in Asia for international students (QS), HKU has naturally become one of the top study destinations for talented Indonesian students as it offers high academic standards with a global outlook, while being close to home, and also has comparatively low tuition fees and living costs. Seeing increased interest from more cities in Indonesia, HKU has recently explored new partnerships not only in Jakarta but also in cities outside Java such as Medan, where a lot of academically mobile and talented students live. HKU participated in education fairs at top schools and conducted school visits that attracted hundreds of students and parents. HKU’s partnership with Harvard students in hosting the Harvard Model Congress Asia over the past two years has also boosted its image in the country, reflected in the huge number of Indonesian students and schools that participated in the event.

Friska Claudia
Bachelor of Science, Year 2
I’m currently in my second year studying double majors in Food & Nutritional Science and Finance. When I first came to HKU, I knew no one on campus and I was quick to feel lonely and homesick. Luckily, the Indonesian student association in HKU (HKU-INASA), with the undergraduate admissions office, was quick to find me and offer assistance. HKU-INASA coordinated with the Indonesian Student Association in Hong Kong (PPIHK) to arrange a pre-departure gathering, which all Indonesians about to study in Hong Kong attended. The gathering enabled me to meet other Indonesian students and make new friends. Both HKU-INASA and PPIHK have helped me during my transitional days very well. That has motivated me to provide the same experience for every student coming to Hong Kong by joining both organisations. I have finished almost half of my study at HKU. The Indonesian community at HKU has definitely been one of the highlights during my study.

Felicia Kristandy
Bachelor of Actuarial Science, Class of 2014
Currently working for Bloomberg
Throughout my university years, HKU contributed not only to my knowledge enrichment but also to my personal development. HKU provides a wide range of common core courses that equip us with an additional knowledge base. There are a lot of extremely enriching seminars, talks and workshops to help university students embark on their professional careers. Academic exchange programmes are also encouraged to ensure that students have ample international exposure upon graduation. The university environment itself is truly accommodating, with various learning facilities for international students’ interactions and understanding about their cultures and perspectives. During my sophomore and final years at the university, I was given the opportunity to take up a part-time job as a student Research Assistant in the Office of International Student Exchange (Global Lounge). Not only did I learn how to prioritise and manage my time well, but it also trained me in different professional skills. I believe that HKU played a big part in preparing me for my future career.
Malaysia

The University of Hong Kong has a long-standing history of partnership with Malaysia, or Malaya as it was known in the first half of the 20th century. Both Hong Kong and Malaysia are former British colonies, but beyond that they share many other connections. The majority of the students from what was then Malaya headed to Hong Kong in pursuit of a Medical degree from HKU as it was affordable and students from both places generally had an affinity towards each other due to their similar backgrounds.

With the growth of HKU, the programmes of interest to Malaysians have expanded to other disciplines, including other Health Science-related fields such as Dentistry, Pharmacy and Biomedical Sciences. This interest in the Sciences is balanced out by students applying to study for HKU’s Business and Social Sciences degrees.

Since 2005, HKU has been working closely with Malaysian schools that offer international curricula such as IB and GCE A-Levels, as well as Malaysian qualifications such as STPM and UEC, to attract the cream of the nation’s crop. These same students not only excel in academic achievements, but are also very active in extra-curricular activities, be it clubs or societies on campus, or community service projects abroad.

The Malaysian community on campus is a close-knit one, with students organising regular get-togethers to celebrate both Malaysian and HKU traditions such as Malaysian Independence Day and the HKU-Malaysians’ Super Pass dinner. The Malaysian community is not limited to students; HKU’s Malaysian professors are also active in reaching out to their countrymen on campus. For freshmen who are new to Hong Kong and HKU, seniors go out of their way to help them settle down into life at HKU and in Hong Kong. Even Malaysian HKU alumni assist in any way they can to provide a smooth transition for younger Malaysian graduates from HKU seeking employment in Hong Kong.
Myanmar

2014 marked yet another year of fruitful collaboration between HKU and the Myanmar-based Thabyay Education Network, via a scheme created to provide opportunities for high-quality undergraduate study in fields relevant to the sustainable and peaceful development of Myanmar. The joint scholarship programme has facilitated another cycle of successful undergraduate admissions for young scholars who demonstrate both academic and personal excellence and the potential to become leaders, decision-makers and agents of change. Since 2010, talented students have successfully pursued studies in the Faculty of Social Sciences, Faculty of Business & Economics and Faculty of Engineering through the programme.

Over the past few years, numerous collaborative projects between HKU and institutions in Myanmar have been developed, such as the MOEI Programme, run by the Faculty of Social Sciences and led by HKU’s Vice-President, Prof Ian Holliday, which has enabled HKU undergraduate students to travel to the Myanmar and beyond to teach English to the local population. Such opportunities are most valuable to HKU students from Hong Kong who are looking to extend their understanding of regional issues and differences, as well as to enhance their competence in English, and developing independence, teamwork and decision-making skills. Another project brought a small group of Myanmar scholars and research students to HKU for training, helping them to network with other researchers in the region and experience the learning environment at HKU.

The HKU Libraries have also contributed to these collaborative efforts, largely via a partnership with the University of Yangon. Library Continuing Professional Development and Library Leadership Training sessions have facilitated knowledge exchange between the staff of the two universities. At the project’s initiation, a total of 5,700 books donated by HKU were shipped to the University of Yangon.

A series of meetings attended by HKU staff over the years with Myanmar’s Ministry of Higher Education, the University of Yangon, Yangon University of Foreign Languages, the Institute of Education and Daw Aung San Suu Kyi have been effective in strengthening the existing relationships between HKU and Myanmar institutions. Meanwhile, regular visits to high schools within the country have raised HKU’s visibility there. Existing HKU students from Myanmar are well integrated into the University’s life and serve as active cultural ambassadors on campus.

Ongoing and new faculty initiatives covering Social Sciences, Education and the HKU Libraries continue to develop between HKU and Myanmar institutions. These are all examples of how HKU engages with communities beyond Hong Kong, in the form of knowledge exchange.
North America

Strong economic ties have always brought Canada and the United States close to Hong Kong. There are vibrant communities of immigrants from Hong Kong in these countries, where they have acted as ambassadors for the opportunities that are available in Hong Kong and Asia.

While HKU has long been recognised as a world-class institution by students and their families in North America, HKU’s visits to the continent have painted a more vivid picture of what is possible for these students. In addition to visiting students at top-tier secondary schools, the University also attends fairs organised by the council of international schools, where it is possible to reach out to cities and regions beyond the Pacific Rim.

Moreover, students are invited to join international and online sessions to help them plan their studies in Hong Kong. Many of these potential applicants have taken the opportunity to fly to the campus for information sessions held specifically for international candidates, as well as for information sessions targeting students preparing for their studies at HKU.

Pakistan

Some of HKU’s most talented students come from Pakistan, attracted through HKU students returning to their alma maters to share their success stories. The University’s close relations with the country’s top schools ensure applications from the country’s top students, while the University also hosts counsellors on campus so they can get a true taste of HKU. The University very much values its collaboration with the Higher Education Commission of Pakistan and the strong support of the Consul-General for Pakistan in Hong Kong. Pakistani students on campus are a close-knit community, and there is a Muslim Students’ Association. The halal food options on campus cater to Islamic needs within the multicultural environment of HKU. Many of the hundreds of Muslim students on campus answer the call to prayer particularly on Friday.
Over recent years, there has been a small but steady increase in the numbers of Russian and CIS students looking to pursue their higher education in Hong Kong, attracted by the low cost, safety and high-quality education, as well as the job and trade opportunities within the rapidly developing economies of Asia. Recent rankings that place Hong Kong as 1st (THE), 3rd (EIU) or 5th (QS) in the world for international students have helped to make the tertiary education opportunities available in Hong Kong better known. HKU, which is often ranked as the best university in Asia, has a reputation for highly competitive admission standards, with only one out of every 13-15 applicants being able to secure a place, creating opportunities for students who are admitted to network with some of their most talented peers from all over the world.

HKU continues to build partnerships with top schools and students in the region through regular visits to major cities in Russia and Kazakhstan, as well as meetings within the respective Ministries of Education, helped and supported by the Consuls-General in Hong Kong. HKU students from these countries have successfully pursued undergraduate studies in the Faculty of Business & Economics, the Faculty of Social Sciences and the Faculty of Engineering, among others.

Russia and the CIS countries

In 2014, HKU visited Azerbaijan and Kyrgyzstan for the first time, setting up new links with local schools and top universities in the countries. HKU firmly holds its place on the “approved universities” lists published within the government-funded scholarship initiatives in Russia, Kazakhstan and Azerbaijan. The university has also hosted several academic delegations from Russia and CIS states on campus over the past few years.

With trade between China, Central Asia and the South Caucasus in energy, communications, finance and building materials forecast to rise rapidly over the next few years, students with a deep understanding of both regions will be highly sought by employers. In this respect, the old silk route between the regions is rapidly being replaced by a new educational equivalent.

Leading Russian universities are undergoing a rapid internationalisation trend, and HKU is pleased to be formally collaborating with a number of them.

Current HKU students from Russia and CIS countries have formed a small community of close friendships on campus, enjoying regular social gatherings and hosting various events.

Thousands of scholarships were awarded each year.

23
Singapore

Singapore and Hong Kong have a long history of collaboration dating back more than a century, when The University of Hong Kong, as one of the first few notable universities in the region, attracted many Singaporeans to pursue their tertiary education.

Currently, Hong Kong, due in part to its location bordering mainland China, boasts a robust economy leading to the outstanding graduate prospects for HKU students described elsewhere in this Global Admissions Profile. Many Singaporeans who apply to HKU often cite the employment opportunities available as a reason for preferring to study in Hong Kong, along with the proximity of Hong Kong to home. Most international students choose to stay in Hong Kong to work after graduation. However, even if students return home to work, they will have gained a better understanding of Hong Kong and Greater China, and the business practices of the region, which will place them at an advantage in their future careers.

Singaporean students who apply to HKU typically look to study sciences such as Medicine or Engineering. However, the University has seen an increasing number of students applying to study humanities such as Journalism, Social Science, Business, Economics and Finance. HKU continues to work closely with its partner schools in Singapore, both junior colleges and international schools, and typically admits students studying for either the Singaporean A-Levels or IB Diploma.
South Korea

The University of Hong Kong has been receiving applications from South Koreans since 2005. The number of applicants and students admitted has grown steadily over the years, and as South Koreans seek to gain more international exposure, the country has become one of HKU’s most mature recruiting grounds. Besides their immense interest in the disciplines of Business and Economics, students are also aware of the flexibility of the HKU curriculum, and many are starting to choose Social Sciences as one of their options.

HKU continues to build relationships with top schools and students in South Korea. Through school visits and presentations in Seoul, Korean students were able to learn about the University. Many of them also took the opportunity to visit Hong Kong and the university themselves. Centrally-coordinated interviews are held in South Korea so students and professors can meet. These sessions are also good opportunities for the Korean students to understand more about HKU.

Many of the applicants from South Korea are graduates of the country’s most elite high schools. There is also a group of Korean applicants studying at leading high schools elsewhere around the world. All these students are internationally minded and look at HKU, and the international opportunities offered by HKU, as further developing their global citizenship and global competencies. With the rise in opportunities in China and Hong Kong, and noting Hong Kong’s position as the best-ranked city in Asia for return on investment for international students (EIU), Korean students are looking to HKU as a step to launch themselves into this vast market. Their international backgrounds and interest in developing them further enables them to take up excellent jobs immediately after graduation, particularly with multinational corporations.
Sri Lanka

HKU’s efforts in Sri Lanka have consisted of annual visits to reinforce relations with key school partners. In turn, these have consistently attracted a small number of highly talented students. These school visits have allowed HKU to meet prospective students and counsellors to build and maintain relations. Counsellors from leading high schools have also been invited to HKU to understand more about the University, and to meet up with their alumni who are now undergraduates here. HKU students, including some international students originally from Sri Lanka, also take part in service learning community projects in Sri Lanka, helping to develop the view that HKU is interested in engaging at a deeper level with the local communities of the region, as part of its mission to be seen as Asia’s leading international university.

Taiwan

HKU is increasingly recognised as a leading university among the general public in Taiwan. The centrally coordinated admissions interviews, which were held in Taipei in February 2014, were able to attract outstanding students, from Taipei to Tainan. At the time of the interviews, some of HKU’s professors also talked about trends in university education, particularly the move to a broader form of education emphasising the development of skills and competencies that will be of lasting value after graduation. There were talks about individual faculty developments, and other aspects of life as a HKU student. The interviews and talks were, as usual, widely covered by the local media. The University also welcomed many visitors from partner schools in Taiwan, as well as counsellors from leading high schools. As a result of these activities, the number of admitted students from Taiwan reached a record high this year. HKU admitted eight of the top scorers (75/75) in the 2014 GSAT.
Experiential Learning increases students’ motivation to learn and teaches students the competencies they need for achieving success in the real world. Incorporating Experiential Learning opportunities into the formal curriculum of all academic programmes offers HKU students an interactive, practical and professional out-of-classroom learning journey.

The HKU Gallant Ho Experiential Learning Centre (GHELC) has established networks and community partnerships with an extensive number of local and overseas non-profit making organisations, professional bodies, corporations and governmental departments. Working closely with the faculties, HKU continues to develop Experiential Learning with its community partners to let students learn by working on real projects. Project themes include nature and eco-friendliness, the built environment, art and culture, business, health, social issues and justice, to fit to the learning needs of students from different faculties.

Experiential Learning projects can be credit-bearing as part of the formal undergraduate curriculum. Every year, GHELC helps at least 1,000 students from all 10 Faculties engage in Experiential Learning projects in Hong Kong, mainland China and other countries including Myanmar, Thailand, Malaysia, Cambodia and the Philippines. 33 Experiential Learning projects have been completed since 2012. Students enjoy Experiential Learning because of the exciting project locations, engagement in real-life problem-solving, freedom of exploration and relevance to their professional study disciplines.

Faculties at HKU have been incorporating various forms of Experiential Learning into their curricula, and some have already made it a graduation requirement. The Faculty of Social Sciences introduced the provision that students should undertake credits for off-campus learning under each of two headings: Social Innovation and Global Citizenship. The Faculty of Science encourages students to undertake independent research projects during their senior years under the supervision of a professorial staff member. Examples of undergraduate research opportunities include the Summer Research Fellowship Scheme (SRF), the Overseas Research Fellowship Scheme (ORF) and the Undergraduate Research Colloquium. The Faculty of Business and Economics has introduced enrichment programmes such as overseas internship programmes, competitions, career training and exchange programmes to encourage students to initiate and act on ideas.

HKU supports students with funds, training workshops, seminars and the arrangement of international insurance and emergency assistance as necessary. The Experiential Learning Fund is open to all HKU students. Each student can obtain a maximum HK$4,000 subsidy to cover the project’s expenses. The workshops aim to equip students with skills and knowledge to prepare them for their project work. Training topics on generic skills include project design, planning, evaluation, teamwork, communication, safety and security. Practitioners from community partner organisations are invited as guests to share up-to-date information, knowledge and experience on specific topics such as community work, poverty, social justice, education, rural health, environmental threats and global development.

Making a difference is part of the social responsibility of universities. Students from HKU make a difference by engaging with communities, with support from faculties and other university sections. CEDARS, the student-support section of HKU, provides advice, information and funding support for student projects. Through a variety of educational programmes and activities outside the classroom, HKU nurtures students to become contributing members of the community.
Tang Yun Fan  
Bachelor of Science, Class of 2013

The three months I spent at the Broad Institute working on the Hi-C project was definitely a worthwhile experience. It was a mixed challenge of individual research skills and collaboration skills. With four other Harvard and MIT postgraduates, I worked on a state-of-the-art topic that was originally published in the journal Science as the cover article several years ago. The huge computational complexity of dealing with the human genome has hindered the steps of scholars before, so my task was to use the massive power of parallel algorithms on the newest model of NVidia graphical processing unit. After weeks of programming, I was able to push back the frontier of the original analysis to a much higher resolution, and subsequent analysis from lab-mates on these newly obtained data turned out to be very promising.

Ho Ka Ching Kelvin  
Bachelor of Business and Administration, Class of 2014

I went on a summer exchange-cum-internship in Shanghai from June to July 2013. I was nominated by the faculty to attend a programme, Pilot Scheme for Cross-border Study Tour for Post-Secondary Financial Talent 2013. I spent four weeks at HSBC in Shanghai, during which I assisted relationship managers in daily and medium-to-long-term strategy. I got to understand the daily routines of commercial banking, the interdependency between various departments, and the business culture in China.

The programme also arranged for us to visit Shanghai government departments and financial regulators. Talking to the officials there, I gained insights about the future of Shanghai’s and China’s economies, as well as the opportunities and threats of Shanghai-Hong-Kong competition. We also participated in various forums with top local universities, including Fudan University and Shanghai Jiao Tong University. I’m very grateful to have had such an awesome opportunity.

Pung Chun Nok Samson  
Bachelor of Engineering, Year 3

The most valuable experience I had at HKU was my service on Project Mingde, a voluntary project providing education in impoverished localities in mainland China. My first engagement was the construction of a school building at Dabao Village in Guangxi Province. I and my teammates went to the site and designed and monitored the whole construction. I always remember what they said when I was leaving: “Handsome brother, please stay!” I was touched. I realised how happy we were, and how good it feels to contribute.

I’m very appreciative that I got the chance to be part of this worthwhile activity. I not only used and strengthened my knowledge and skills; more importantly I also helped people in need. I hope more students will join Project Mingde and feel the way I feel.
The HKU Worldwide Exchange programme continues to be extensive both in numbers and in the geographical spread of its partnerships. 324 institutions across 40 countries have chosen to partner with HKU, offering almost 1,400 HKU students the experience of studying abroad on semester-long or year-long exchanges last year. Students from these partner universities were attracted to study at HKU in return, because of its vibrant campus atmosphere, English-medium courses and high academic standards, and they helped to diversify the student population even more. About a third of these incoming students opt for courses in the Faculty of Business & Economics, reflecting the importance of Hong Kong in Asian finance, and the economic and business opportunities the region is likely to provide in the future. In addition, approximately 1,000 HKU students took up the opportunity to study in mainland China, funded specifically for the University by the mainland Chinese government.

Our partners as destination universities include those ranked highest worldwide and/or in their respective countries. From the HKU student’s perspective, such opportunities add to their employment prospects, as they return with an enhanced understanding of global issues and differences, an additional sense of independence and, often, better language skills. With some of these goals in mind, HKU established new agreements with universities in Brazil, Brunei, South Korea and the U.S. in 2013-14, further extending the exchange opportunities for HKU undergraduates.

Kwok Wing Ka Stephanie  
Bachelor of Business Administration, Year 3  
The exchange experience made me realise just how big this world is. Glasgow is a place you never feel tension. People know how to really enjoy their lives. I chose to study a sculpture-making course at my host university. It was explicitly set up to let students get a taste of carving. We carved human postures out of clay, using a real nude model. This experience was really special to me, as I like art a lot, but have never picked up sculpture before, and I was amazed by how each of us, complete beginners, was able to make complete statutes. It was fun making the figures, but it was even more enjoyable to learn that we can be capable when we really want to be.

Apart from classes, I went travelling on my own to Italy and France for a month, and that was the time when I learned not to depend on my phone, and how to read a real paper map and ask strangers to find my way. I learned how to survive in a foreign country even if sometimes I did not speak the local language. I grew tougher after solving many problems on my own. The exchange experience was worth so much. Apart from the cultural learning, it developed a much stronger me. I will never forget what I have learned from this exchange.

Chau Chung Chi Gigi  
Bachelor of Education in Language Education, Year 3  
I went to Australia, Sydney to attend an immersion programme at the University of New South Wales last summer. It was the first time I had left home alone and stayed in a foreign country for three months. I lived with a host family so that I got the chance to interact with local Australians a lot. I learned not only from the courses I took, but also the local culture, traditions and slang. Exchange life was full of fun, and it was valuable to me as I doubt I will ever have the chance to spend such a long time overseas studying after graduation. It was just as much fun travelling around Australia after the programme: Brisbane, the Gold Coast, Tasmania, Melbourne and Adelaide. This is one of the most valuable memories of my life.
## Exchange Partner List

### AUSTRALIA
1. Australian National University
2. Deakin University
3. Flinders University
4. Griffith University
5. Macquarie University
6. Monash University
7. Murdoch University
8. The University of Adelaide
9. The University of Melbourne
10. The University of New England
11. The University of New South Wales
12. The University of Queensland
13. The University of Sydney*
14. The University of Western Australia

### AUSTRIA
15. Academy of Fine Arts Vienna*
16. Fachhochschule Oberösterreich*
17. Technische Universität Wien
18. Universität Innsbruck
19. Universität Salzburg
20. Wirtschaftsuniversität Wien*

### BRAZIL
21. Universidade de São Paulo
22. UNICAMP

### BRUNEI DARUSSALAM
23. Universiti Brunei Darussalam

### CANADA
24. Bishop’s University
25. McGill University
26. Queen’s University
27. Queen’s University
28. Simon Fraser University
29. The University of British Columbia
30. Université de Montréal*
31. University of Alberta
32. University of Calgary
33. University of Ottawa
34. University of Prince Edward Island*
35. University of Toronto
36. University of Victoria
37. University of Waterloo
38. University of Western Ontario
39. Wilfrid Laurier University
40. York University

### CHILE
41. Pontificia Universidad Católica de Chile

### CHINA
57. Tianjin University
58. Tongji University*
59. Tsinghua University
60. Wuhan University
61. Xiamen University
62. Yuan-Jiaotong University
63. Zhejiang University

### DENMARK
64. Aarhus University
65. Danish School of Media and Journalism*
66. University of Copenhagen

### FINLAND
67. Aalto University
68. University of Helsinki
69. University of Turku*

### FRANCE
70. “In” Engineering Institutes
71. Alliance Francaise Bordeaux*
72. Ecole Nationale Superieure Agronomique
73. EDHEC Business School*
74. IMEF - Institut European de Francais - Montpellier*
75. Institut d’études politiques de Paris (Sciences Po)
76. Télécom Ecole de Management*
77. The Catholic University of Paris*
78. Toulouse School of Economics
79. Université Catholique de Lille*
80. Université de Bourgogne*
81. Université Jean Moulin Lyon 3
82. Université Lumière Lyon 2
83. Université de Rennes 2*
84. Université Paris-Dauphine
85. Université Stendhal Grenoble 3*
86. Université Strasbourg*

### GERMANY
87. Albert-Ludwigs-Universität Freiburg
88. Bucerius Law School*
89. Eberhard Karls Universität Tübingen
90. European Business School*
91. Hochschule Bremen-University of Applied Sciences
92. Hochschule Pforzheim*
93. International University of Applied Sciences Bad Homburg-Bonn
94. Ludwig-Maximilliane-Universität München
95. Munich Business School*
96. Technische Universität Darmstadt*
97. Technische Universität Dresden*
98. Technische Universität München*
99. Universität Bayreuth*
100. Universität Bonn
101. Universität Bremen*
102. Universität Heidelberg*
103. Universität Kassel*
104. Universität Koblenz-Landau
105. Universität Konstanz
106. Universität Mannheim*

### INDIA
107. Rajan Dental Institute*
108. Sri Ramachandra University*
109. University of Delhi*

### INDONESIA
110. Gadjah Mada Universitas*
## Exchange Partner List

### MALAYSIA
- 163 University of Malaya
- 164 University of Science Malaysia

### MEXICO
- 165 Tecnológico de Monterrey
- 166 Universidad de Monterrey

### NETHERLANDS
- 167 Eindhoven University of Technology*
- 168 Erasmus University Rotterdam*
- 169 Leiden University*
- 170 Maastricht Universiteit
- 171 Tilburg University*
- 172 University of Amsterdam
- 173 University of Groningen
- 174 Utrecht University

### NEW ZEALAND
- 175 The University of Auckland
- 176 The University of Canterbury
- 177 University of Otago

### NORWAY
- 178 BI Norwegian Business School*
- 179 University of Bergen
- 180 University of Oslo

### PHILIPPINES
- 181 Our Lady of Fatima University*

### POLAND
- 182 Warsaw University of Technology

### RUSSIA
- 183 Far Eastern Federal University
- 184 Herzen State Pedagogical University
- 185 Lomonosov Moscow State University
- 186 Moscow State Institute of International Relations (MGIMO University)
- 187 National Research University Higher School of Economics

### SINGAPORE
- 188 Nanyang Technological University
- 189 National University of Singapore
- 190 Singapore Management University*

### SOUTH AFRICA
- 191 Stellenbosch University
- 192 University of Johannesburg*

### SPAIN
- 193 Escuela Don Quijote (Sevillaj
- 194 IE University*
- 195 Universidad Antonio de Nebrija
- 196 Universidad de Alcalá*
- 197 Universidad de Alicante
- 198 Universidad de Granada*
- 199 Universidad de Navarra
- 200 Universidad de Salamanca*
- 201 Universidad de Santiago de Compostela*
- 202 Universidad Internacional Menéndez Pelayo*
- 203 Universidad Pompeu Fabra*

### SWEDEN
- 204 Jönköping University*
- 205 Lund University
- 206 Stockholm University
- 207 University of Gothenburg
- 208 Uppsala University

### SWITZERLAND
- 209 ETH Zürich (Swiss Federal Institute of Technology in Zurich)

### TAIWAN
- 210 Universität St. Gallen
- 211 Universität Zürich
- 212 Università di Genova
- 213 Université de Lausanne

### THAILAND
- 214 Chiang Mai University*
- 215 Chulalongkorn University
- 216 Khon Kaen University*
- 217 Mahidol University*
- 218 Prince of Songkla University*
- 219 Thammasat University

### TURKEY
- 220 KOC University
- 221 Sabanci University

### UK
- 222 Cardiff University
- 223 City University London*
- 224 Edinburgh Napier University*
- 225 Imperial College London
- 226 King’s College London, University of London
- 227 Newcastle University
- 228 Queen Mary, University of London
- 229 Royal Holloway, University of London
- 230 The University of Aberdeen
- 231 The University of East Anglia
- 232 The University of Edinburgh
- 233 The University of Exeter
- 234 The University of London
- 235 The University of Manchester
- 236 The University of Nottingham
- 237 The University of Sheffield
- 238 The University of Warwick
- 239 The University of York
- 240 University College London*
- 241 University of Bath*
- 242 University of Birmingham
- 243 University of Bristol
- 244 University of Cambridge*
- 245 University of Dundee*
- 246 University of Durham
- 247 University of Essex*
- 248 University of Glasgow
- 249 University of Hull*
- 250 University of Kent*
- 251 University of Leeds
- 252 University of Liverpool
- 253 University of Oxford
- 254 University of Southampton
- 255 University of St. Andrews*
- 256 University of Stirling
- 257 University of Surrey*
- 258 University of Sussex

### URUGUAY
- 259 Universidad de Montevideo

### USA
- 260 Ball State University
- 261 Bentley University*
- 262 Boston College
- 263 Boston University
- 264 Brooklyn Law School*
- 265 Case Western Reserve University*
- 266 Columbia University
- 267 Cornell University*
- 268 Drexel University
- 269 Duke University*
- 270 Embry-Riddle Aeronautical University
- 271 Florida International University*
- 272 George Washington University
- 273 Georgetown University*
- 274 Harvard University*
- 275 Illinois State University
- 276 Indiana University*
- 277 Ithaca College*
- 278 Johns Hopkins University
- 279 Massachusetts Institute of Technology*
- 280 Mount Holyoke College
- 281 New York University*
- 282 Northeastern University
- 283 Northwestern University
- 284 Oberlin College
- 285 Princeton University*
- 286 Purdue University
- 287 Rutgers, The State University of New Jersey
- 288 The Ohio State University
- 289 The Pennsylvania State University
- 290 The University of Arizona
- 291 The University of California
- 292 The University of Georgia
- 293 The University of Kansas
- 294 The University of North Carolina at Chapel Hill
- 295 The University of North Carolina at Charlotte*
- 296 Tufts University
- 297 Tulane University*
- 298 University of California
- 299 University of Connecticut
- 300 University of Denver
- 301 University of Illinois at Urbana-Champaign
- 302 University of Maryland
- 303 University of Missouri*
- 304 University of Notre Dame
- 305 University of Oregon
- 306 University of Pennsylvania*
- 307 University of Pittsburgh*
- 308 University of Richmond
- 309 University of Southern California*
- 310 University of the Pacific
- 311 University of Virginia
- 312 University of Washington*
- 313 Virginia Polytechnic Institute and State University
- 314 Washington University in St. Louis*
- 315 Wellesley College
- 316 Winona State University
- 317 Yale University

* Faculty-level partner
Yale Visiting International Student Programme (Y-VISP)

As one of the five partner institutions of the Yale Visiting International Students Programme, HKU sent six students to study at Yale for one year in 2014. All of our students were highly praised by Yale for their outstanding performance and enthusiasm towards the programme. In addition, six students participated in the Yale Summer Session in summer 2014.

Oxford Visiting Student Programme

HKU continues to support visiting student programme at the University of Oxford. Students from Department of Psychology and Faculty of Law attended Wadham College and Hertford College in 2014 and spent a year studying at the Oxford as full-time undergraduates, with access to all of the Colleges’ resources including the tutorial system. Some of the previous scholars have gone on to doctoral studies at Oxford, while others have taken up a variety of jobs and further educational opportunities in Hong Kong and elsewhere around the world. Each year, the expanding network of scholars meets to exchange news and help in the selection of new scholars.

Chan Wing Yan
Bachelor of Business Administration in International Business and Global Management, Year 3

Classes at Yale are awesome and invaluable not only because of the inspiring discussions and debates that dedicated professors and enthusiastic classmates raise, but also because Yale has an extensive network of resources to bring the learning experience to a whole new level. For my extra-curriculars, I have been involved in consulting initiatives including the Yale Undergraduate Consulting Group and Yale Undergraduate Net Impact. My teams and I work with start-ups, non-profits and social enterprises in Connecticut and California, helping these organisations with their business strategies, marketing schemes and financial plans.
The HKU Summer Institute has been consistently developing over the past few years, and now comprises more than 50 credit-bearing and non-credit-bearing courses in the fields of Arts and Humanities, Business and Economics, Engineering, Medicine, Dentistry and Science, as well as general courses developing social and personal competencies such as leadership. The courses are variously aimed at secondary school, undergraduate and postgraduate level students, and are attractive to both local and international students.

HKU Summer Institute for secondary school students have been a transformative experience for local and international students, allowing them to experience a university environment while challenging their academic performance at a top-ranked university. A flagship for over 11 years, HKU Crimson Summer Exchange (CSE) is a popular cross-cultural educational programme in which undergraduates from Oxford, Cambridge, Harvard and other US Ivy League universities join HKU students to deliver enrichment lessons to secondary school students. In the past year, HKU has also advanced its mission towards inclusive education through CSE and other programmes such as the Leadership & Innovation Summer Camp, now also offered to junior secondary students, as part of the Summer Inclusive Education Campaign, through sponsoring more than 20 students from visually impaired and low-income backgrounds with full bursaries.

For undergraduates looking to gain exposure in China and across Asia, HKU offers two-to three-week long programmes that focus on contemporary China studies, globalisation, management and entrepreneurship for visiting and local undergraduates. The Learn, Live and Intern in China (LLIC) programme places students from HKU and other renowned universities, including Harvard, Yale, Oxford and Cambridge, in competitive internships based in Shanghai to gain international career experience and expand their professional networks. In addition to helping undergraduates gain exposure to Asia, HKU has also partnered with Cambridge and Oxford to offer challenging courses, such as the Management and Entrepreneurship Summer Programme and the Effective English Summer Programme at both campuses, to broaden students’ exposure and knowledge at the world’s leading universities.
Pembroke-King’s Programme

HKU’s collaboration with the University of Cambridge via the Pembroke-King’s Programme (PKP) entered its third year in summer 2014. 30 students were admitted to the eight-week programme to experience academic and social life in Cambridge’s collegiate culture. Three of them were awarded the PKP-HKU Scholarship, which covers the full programme fees. Seven students also took the opportunity to add a supervision element, in which the student meets a professor weekly to work on a series of research-based papers, or a longer dissertation, in the student’s major subject area.

The Management and Entrepreneurship Summer Programme

The Management and Entrepreneurship Summer Programme, now in its third year, is a dual-campus programme for two weeks each at HKU and the University of Cambridge Judge Business School, studying with leading professors in Business, Economics, Entrepreneurship and Management. During this course, not only will students attend lectures from HKU and Cambridge professors, but they will also participate in site visits, case studies and interactive discussions. The Centre for Entrepreneurial Learning at Cambridge Judge Business School has specially designed an intensive, challenging curriculum to develop entrepreneurial skills, stimulate creative thinking and nurture innovation to enhance business development.

Summer Academic Programme for Talented Youth

In collaboration with the Johns Hopkins University Center for Talented Youth (CTY), a pioneer in education of gifted students since 1979, this programme was successfully held for the first time from July 13-August 1, 2014 at HKU’s state-of-the-art Centennial Campus. The three-week CTY summer programme was a fun and rewarding learning experience. About 300 top students from more than 60 local and more than 30 foreign schools came to HKU to attend classes five hours per day, five days per week, with two additional study hours each evening. The wide range of academic courses included biomedicine, robotics, mathematics, computer science, logic and writing. Participating students could also develop cross-national and cross-cultural friendships with talented peers from all over the world. The collaboration between the two tertiary institutions has been advantageous to both parties, as CTY benefits from the educational legacy and networking at HKU in Hong Kong and mainland China, while HKU gains exposure to CTY’s international gifted youth talent search. Both universities are committed to nurturing the talents of academically promising young people and preparing them to be future thought leaders and creative producers.

The Harvard Model Congress Asia

The Harvard Model Congress Asia (HMCA) is a collaboration between students from HKU and Harvard. For this year’s HMCA, in January 2015, more than 500 secondary school students from 80 secondary schools around the world gathered at HKU to participate. During the three-day event, students were assigned the role of an influential policy-maker or a representative of a specific country to debate, discuss and envision a better world with other participants, tackling real global issues in a simulation of a government conference.
The Academy for the Talented

The HKU Academy for the Talented was set up to offer talented high school students a sample of university learning. The academy also intends to help such students enhance their résumés for university applications and study through its academic programmes. However, the biggest benefit of the academy is that it helps young talent to develop a deeper set of competencies, including planning, decision-making, teamwork, leadership and communication skills, through the many learning experiences and enrichment programmes on offer.

Entering its third year, the academy continues to attract outstanding high school students. Membership of the academy is highly selective. These students are not only academically strong but also demonstrate leadership in various ways at school and in extracurricular activities.

Since its inception in 2010, there have been just over 1,800 members, while more than 800 have graduated, most of whom are now studying for an HKU undergraduate degree. 71 were admitted in 2014 to the Bachelor of Medicine and Bachelor of Surgery programme, perhaps the top programme in Hong Kong among all tertiary institutions.

In 2013, the Academy was for the first time opened to outstanding mainland Chinese and international students. 49 students from seven nations became the first batch of non-local members.

HKU Taster for Secondary Students

The Taster Day programme offers local junior secondary students an exciting taste of the unique energy of HKU campus life. Students have the chance to learn from HKU’s friendly and knowledgeable professors and experience a range of interesting workshops.

In 2014, about 170 students were invited to take part in the two-day programme. They participated in lectures, laboratory experiments and case studies provided by the Faculty of Arts, the Faculty of Engineering and the Faculty of Business & Economics. Besides experiencing academic life at HKU, the students also had the chance to develop their leadership and presentation skills in workshops offered by HKU’s Institute of Human Performance.
HKU values the intellectual and social capital that its students bring to the campus more than any other form of capital. A generous scholarship scheme, primarily based on academic merit, ensures that the most talented applicants can join the University regardless of their financial background. These scholarship awards are also recognition of the students’ outstanding academic achievements before or after entering HKU.

Different types of award are provided by the University to support admitted students. Entrance Scholarships are awarded to newly admitted students to recognise their outstanding academic results in public examinations and other non-academic achievements such as awards in international competitions and Olympiads. Some scholarships are specifically earmarked for top scorers in particular examinations systems, for example IB or national exams. In 2014, 70 full scholarships covering tuition fees plus a living allowance were granted to new students who attained top results in public examinations, including 5** in seven HKDSE subjects or five A’s in GCE A-levels. In 2014-15, HKU awarded more than 600 new entrance scholarships, each lasting four years or more, with a total commitment of HK$23.8 million, making HKU one of the most attractive universities worldwide for talented students and their families.

Each year, the LKS Faculty of Medicine offers a number of Springboard Scholarships to support MBBS students who have overcome serious hardships in life. HKU’s First-in-the-Family Education Fund (“FIFE Fund”) has similar aims: specifically, in this case, to create equal learning opportunities for first-generation university students from grass-roots families so that their development at the University is not constrained by financial means. To date, more than 2,100 students have benefited from the disbursement of HK$22,500,000. Both scholarships support the University’s goal of being an inclusive educational institution in Asia, where students from all backgrounds are encouraged to join if they have the academic credentials required.

In order to support students’ other learning activities, HKU awards enrichment scholarships to undergraduate students to go on exchanges, participate in overseas research and initiate student projects. In 2014-15, more than 850 undergraduates received scholarships to study abroad, including the Yale Visiting Student Programme, visiting and exchange students at Princeton, Oxford and Cambridge universities, summer programmes at UC Berkeley, John Hopkins University and the Pembroke-King’s Programme at Cambridge, some of which are described above.

In addition to bursaries for those with particular financial needs, scholarships and prizes are also awarded to HKU students based on academic merit and exemplary achievements. The annual funding for scholarships and prizes amounts to more than $100 million.
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