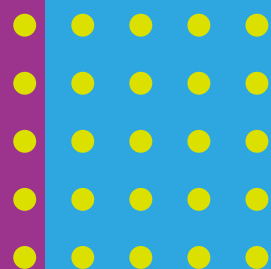




Faculty of **Education**  
The University of Hong Kong

# UNDERGRADUATE PROSPECTUS

2021-22



**World University Rankings for Education**

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TIMES HIGHER  
EDUCATION (THE) 2021

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**NO. 5**

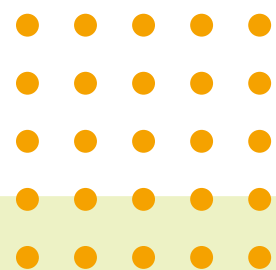
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QUACQUARELLI  
SYMONDS (QS) 2020

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**NO. 7**

## ▾ Vision

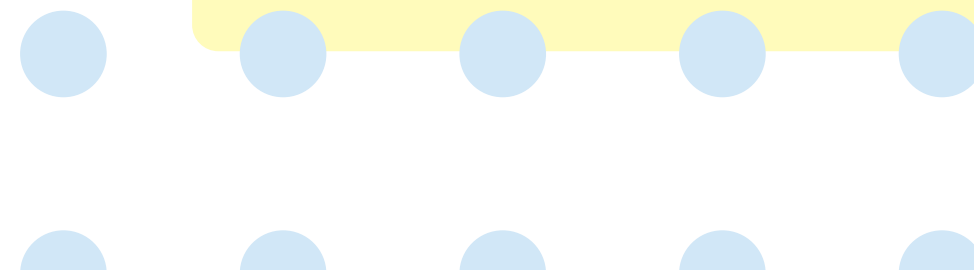
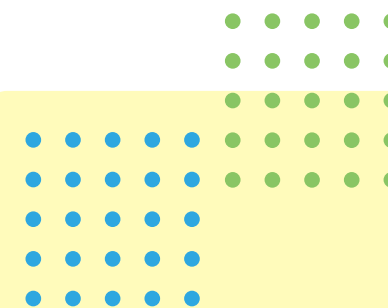


The Faculty of Education aspires to lead in the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions.



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## Dean's Message

It is my pleasure to extend to you a very warm welcome to the Faculty of Education, The University of Hong Kong (HKU). I am delighted to introduce to you the exciting range of undergraduate programmes offered by our Faculty.

Our vision is to nurture graduates who are passionately committed to their professions. Each of the programmes described in this brochure – in education, in speech and hearing sciences, in information management, in applied child development, in early childhood education and special education, and in social data science – is designed to realise that vision and to provide students with the best possible preparation for their chosen professions.

I am certain that you will find in this prospectus a programme that captures your imagination and is the right fit for you. When you do, we will be very happy to provide you with further information, answer your questions, and do all that we can to help you make the best informed choice about your university studies. Please do not hesitate to contact our teachers and students, and explore the Faculty website for more useful information.

We hope you will consider our Faculty for your undergraduate study and look forward to the opportunity to meet you at HKU soon. I sincerely wish you much success as you prepare for the next stage of your education.

**Professor A. Lin Goodwin**  
Dean of Education



## Faculty at a Glance

World University Rankings for Education  
**NO. 5** THE  
**NO. 7** QS WORLD UNIVERSITY RANKINGS by subject

**2,700+**  
Total Number of Students



**100+**  
Academic Staff from All Over the World



**9**  
Undergraduate Programmes



**3**  
Academic Units



**6+3**  
Research Centres and Consortia





## Bachelor of Arts and Bachelor of Education in Language Education – English

[BA&BED(LangEd)-Eng] 6066



The BA&BED(LangEd) in English has been jointly offered by the Faculty of Arts and the Faculty of Education since 2005. This five-year double degree integrates specialist studies in English language and linguistics and professional studies in English language education. The programme combines rigorous academic study with experiential learning and practical application. Graduates of the BA&BED(LangEd) in English are fully qualified to teach English to Speakers of Other Languages (ESOL) in primary and secondary schools.

### Programme Features

- Students will develop in-depth knowledge of **English language and linguistics, literature, communication and language acquisition** and will critically explore issues in **language education** and develop personal strengths and a commitment to education.
- The programme offers **two degrees in one**: a BA in English language and linguistics, and a BEd in English language education. It is equivalent to a BA plus a Postgraduate Diploma in Education, a professional teaching qualification recognised in Hong Kong schools.

- Graduates are fully exempted from the Government's Language Proficiency Requirement (English Language).
- Students may take a range of **elective courses** within the Faculty of Education or in other faculties, and may combine elective courses to declare a minor subject.
- Students participate in an **overseas immersion programme\*** to increase global awareness, enhance language proficiency and enrich professional development.

\* Overseas trips and immersion may be affected because of the ongoing COVID-19 pandemic situation



### Courses

- English language and linguistics
- English language teaching (Pedagogy and Pedagogical Content Knowledge)
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning locally or overseas
- Arts courses
- Common Core courses
- Language enhancement

Students are also required to complete 20 weeks of professional practicum in primary and secondary schools.

### Career Prospects

- Teaching English Language in mainstream Hong Kong primary and secondary schools or English as a Second Language/English as an Additional Language (ESL/EAL) in international schools
- Government quality assurance or curriculum development
- Civil service and administration
- Publishing and textbook writing
- Human resource development and communications
- Media and journalism, arts and culture, law, management etc.

### What Our Students Say



**Yim Yat Hung, Myron**  
[BA&BED(LangEd)-Eng Current Student]

The BA&BED(LangEd)-Eng programme has equipped me very well with fundamental education theories and practical micro-teaching experiences in the first two years of my studies. One of the most distinguishing features of the education courses is the small class size, which has opened up plenty of opportunities for me to collaborate with my bright and brilliant peers. We have challenged our old thoughts, exchanged our innovative ideas, and learnt from one another. Being approachable and inspiring, the lecturers are also the best role models for me to learn to be a better teacher.



**Tse Lok Sze, Gabriella**  
[BA&BED(LangEd)-Eng Current Student]

Through the BA&BED(LangEd)-Eng programme, not only have I equipped myself with pedagogical knowledge, but also forged close relationships with both my peers and lecturers, thanks to our small class sizes and collaborative learning atmosphere. Their ample support, insights and encouragement have undoubtedly made my two-month teaching practicum (a challenging but fruitful experience) less intimidating. Schools are more than a place for transmitting knowledge; they are also an environment for socialisation. With these instances in mind, I strive to create a harmonious classroom where similar connections are nurtured.



**Hung Weng Yi, Joyce**  
[BA&BED(LangEd)-Eng Current Student]

This programme offers an array of teaching opportunities that take me closer to my long-standing dream of being an English teacher. While university lectures expose me to various teaching methods, the practicum allows me to apply the knowledge acquired to actual teaching. Not only can I observe students' reactions but also constantly reflect upon my performance and explore various teaching strategies to maximise student learning. Such hands-on experience, which enables me to learn through trial and error, can therefore boost my confidence in teaching.



## 文學士及教育學士（語文教育） — 中文教育

[BA&BED(LangEd)-Chin] 6080



本課程乃由教育學院及文學院合辦，旨在培育中文學養深厚，能掌握知識建構方法，富有教學熱誠的中文教育工作者。學員於文學院主修中國語言、文學及文化，在教育學院則學習課堂規劃、教學方法，認識教育與心理及社會的關係，於中學及小學進行教學實踐，還可以參與本地或海內外體驗學習計劃，拓闊視野。學員畢業後具有本地中學和小學中文科教學資格，也可以成為國際學校老師，或深造成為教育研究學者。

### 課程特色

- 學員能深入研習**中國語言、文學及文化**，同時能掌握**知識建構理論與教學方法**。
- 學員可獲得**雙學士學位**，即是主修中國語言、文學及文化的「文學士學位」，及主修中文教育的「教育學士學位」，並具備等同於學位教師教育文憑（PGDE）的**認可教師專業資格**。

- 在五年學習過程中，學員將先後到本地小學及中學進行教學實習，鍛鍊課堂施教的技能。學員畢業後將勝任由初小至高中的中文教學工作。
- 學員在二年級暑假會到**境外著名師範大學參加沉浸課程\***，研習語言文學，探究傳統和當代文化，並與當地老師交流教學法。
- 學員可以在教育學院選修與「兒童文學教學」、「國際學校中文教學」、「非華語學生中文教學」等相關的科目。
- 學員也可以在文學院或其他學院選修各種主題的科目，並利用選修學分組成自己的副修學科。
- 學員可以參加體驗式學習計劃，在香港、內地或外國親自規劃教育活動，培養探究精神，增長視野。

### 修讀科目

- 中國語言、文學及文化
- 教學法及「教學內容知識」（Pedagogical Content Knowledge, PCK）
- 教學法、教育理論、教育心理學、教育社會學、教育研究法
- 大學核心課程
- 從教育學院或其他學院選修不同科目，或副修一門學科
- 體驗學習課程
- 境外沉浸課程\*
- 語文增潤課程
- 二十星期小學及中學實習

除課堂學習，學員還需要出席導修課、參與網上討論、教學實踐，並研讀參考資料，進行調查，撰寫書面課業。

### 就業前景

- 於香港小學或中學任教中文
- 於國際學校任教中文
- 於教育局、考試及評核局等部門與機構工作
- 於大學從事教育研究
- 從事教材出版、撰寫或編輯工作
- 於商業機構從事語文訓練工作

\* 境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定



### 學生分享



**梁嘉盈**  
[文學士及教育學士（語文教育）—  
中文教育 學生]

香港大學教育學院的學習活動多元化，容易讓學生了解課堂講授的理論如何靈活地實踐出來。即使今年的疫情令部分活動被迫取消，教授們依然繼續向同學介紹各種機會和資源，讓我們跳出舒適區，全面裝備自己迎接未來的教學挑戰。



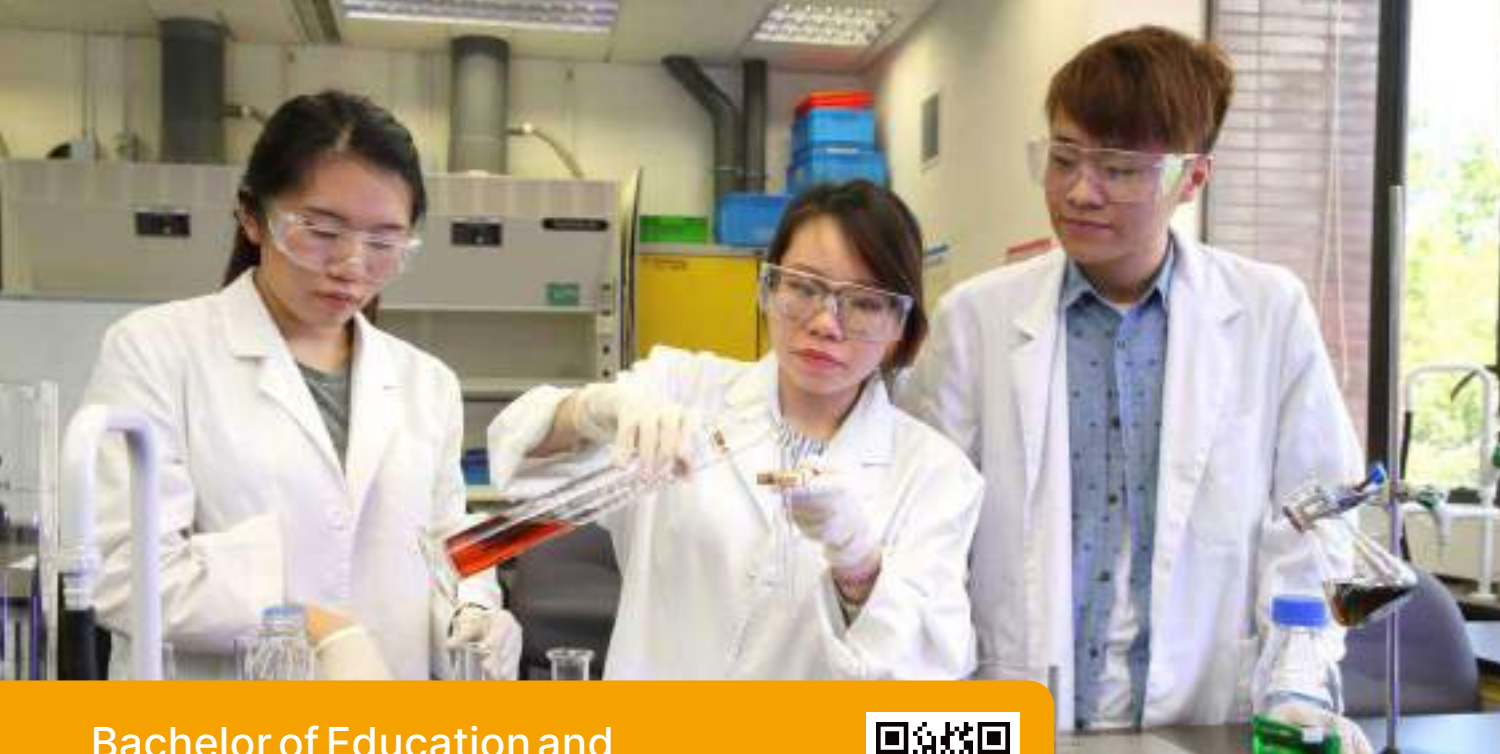
**韓德光**  
[文學士及教育學士（語文教育）—  
中文教育 學生]

這個課程為我提供多元化的專業培訓，我能夠了解香港語文教育的概況和政策，再更深入、專業地研習教學法理論，接受教學訓練。我更曾經前往北京參與語文教育沉浸課程，吸收當地語文教育的特點和長處。學院的老師資歷深厚、知識豐富，向他們取經能了解如何把理論用在「實戰」，確實獲益良多。



**黃靜雯**  
[文學士及教育學士（語文教育）—  
中文教育 畢業生]

香港大學教育學院一直致力為我們提供優質全面的教育，課程內容涵蓋初小教學至高中教學，令我在這五年的學習時間內獲益良多。與此同時，學院提供許多實踐和境外學習的機會，包括本地中小學實習、內地沉浸課程，以及到台北和新加坡當地大學的交換實習計劃。我就曾經參加學院與新加坡國立教育學院合作的交換實習計劃，前往當地中學實習，開拓自己的國際視野。藉著這些機會，我能夠好好地裝備自己，提升自身的競爭力，為將來投身教育界做準備。



## Bachelor of Education and Bachelor of Science

[BED&BSC] 6119



The BEd&BSc has been jointly offered by the Faculty of Education and the Faculty of Science since 2012. This five-year double degree integrates specialist studies in science and professional training in science education. Students will take science introductory and advanced courses from selected science majors from the Faculty of Science and Education Professional Core courses from the Faculty of Education. The programme offers students ample opportunities to acquire and consolidate their scientific knowledge as well as their professional knowledge for teaching through practicum experience of teaching science in authentic classrooms. The programme combines rigorous academic study with experiential learning and practical applications of knowledge in authentic settings. Graduates can become a teacher of Science subject in Hong Kong secondary schools.

### Programme Features

- Students will develop **expertise in teaching science or science-related subjects** and reflect critically upon contemporary issues in both science and education.

- The programme integrates **two degrees in one**:
  - a first degree majoring in Science
  - a teacher training qualification in Science teaching

Upon graduation, it offers qualification equivalent to a BSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognised in Hong Kong schools. Students will pursue their interest in science from a broad range of science majors and develop personal strengths and a professional commitment to education.
- Students may also take a range of **elective courses** within the Faculty of Education or in other Faculties, and may combine elective courses to declare a minor.

### Courses

- Science introductory and advanced courses, from selected science majors
- Pedagogy and Pedagogical Content Knowledge
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning locally or overseas
- Common Core courses
- Language enhancement

Students are also required to complete 20 weeks of professional practicum in local secondary schools.

### Career Prospects

- Teaching science or science-related subject in mainstream Hong Kong secondary schools and some international schools
- Conducting scientific research in tertiary institutions and government sectors
- Government quality assurance or curriculum development
- Civil service and administration
- Publishing and textbook writing



### What Our Students Say



**Hong Yu Kiu, Boris**  
[BEd&BSc Current Student]

It has always been my greatest pleasure to study in the BEd&BSc programme. Unlike many other programmes, this programme was able to engage students in a close community conducive to learning due to this programme's small class size. I met a lot of friends sharing similar visions and passion towards education, which further strengthened my thoughts towards becoming a science teacher. Furthermore, the teachers in this programme are nice and helpful and I have gained insights through interactions with them. I believe that the learning experiences acquired in this programme will definitely be essential to my future career as a science teaching professional.



**Kwok Kai Yin, Jonathan**  
[BEd&BSc Current Student]

In this modern era, education is a complex issue. The BEd&BSc programme allows us to analyse and internalise the complexity of different aspects of education. For me, the teaching and learning part of the programme has impacted me the most; it is difficult yet crucial for teachers to understand the importance of both teachers' and students' roles in learning simultaneously and to synthesise those roles pedagogically. The programme inspires me to think beyond seeing effective science teaching as good delivery of subject matter only to more components such as promoting students' co-construction of knowledge in learning communities.



**Ho Sze Wa, Stella**  
[BEd&BSc Graduate]

What sets the BEd&BSc programme apart is that students are inspired to probe into the wonderful interrelatedness between education and science through both local and global lenses. "How to teach Science meaningfully and effectively in this ever-changing, full-of-bombardments 21<sup>st</sup> century?" is the gist of the programme. I am grateful to be exposed to a spectrum of unique learning experiences, such as local and international teaching practicums, overseas exchange, STEM teaching, experiential learning, and academic research. What makes the programme more rewarding is the supportive and amiable professors, teachers, classmates, and staff. You feel at home here!



## Bachelor of Education and Bachelor of Social Sciences

[BED&BSS] 6195



The BEd&BSocSc has been jointly offered by the Faculty of Education and the Faculty of Social Sciences since 2012. This five-year programme integrates major studies in Social Sciences and professional studies in Liberal Studies education. This is a unique programme in the region designed to reach out to society and to understand and respond to both local and global issues. Our mission is to prepare students, through a rich variety of learning experiences, to be young professionals, researchers and leaders serving the community.

This programme gives students an integrated experience in social sciences and Liberal Studies education, and allows broader career prospects. The programme combines rigorous academic study with experiential learning, internship and exchange, and practical applications. Graduates can become a teacher of Liberal Studies and/or Humanities-related subjects in Hong Kong secondary schools.

### Programme Features

- Students will develop interest and knowledge in social sciences from a range of social sciences majors, and **expertise in teaching Liberal Studies**

and **humanities-related curricula**. They will identify and reflect critically upon contemporary issues in Liberal Studies and education. Such experiences enable them to develop personal strengths and a professional commitment to education.

- The programme offers **two degrees in one**. It is equivalent to a BSocSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognised in Hong Kong schools:
  - a first degree majoring in Social Sciences
  - a teacher training qualification in Liberal Studies and humanities teaching
- Students may take a range of **elective courses** within the Faculty of Education and the Faculty of Social Sciences, or in other Faculties, and may combine elective courses to declare a minor subject.
- Students participate in the Global Citizenship programme overseas to enhance global awareness, and experiential learning programmes of their choice to enhance Liberal Studies professional knowledge.

- Students participate in the Social Innovation programme to explore and investigate social issues through first-hand practical experiences in local organisations, and apply knowledge and skills acquired at the University to real work situations.

### Courses

- Social Sciences introductory and advanced courses, from selected social sciences majors
- Pedagogy and Pedagogical Content Knowledge
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning locally or overseas
- Common Core courses
- Language enhancement

Students are also required to complete 23 weeks of professional practicum in local secondary schools.

### Career Prospects

- Teaching Liberal Studies and humanities-related curricula in mainstream Hong Kong secondary schools and some international schools
- Educational leadership in NGOs, public utilities or statutory bodies
- Government quality assurance or curriculum development
- Civil service and administration
- Educational publication and editing services
- Human resources development, training and communications
- Media and journalism
- Researching in social sciences and education



### What Our Students Say



**So Hau Wing, Cherry**  
[BEd&BSocSc Current Student]

I completed my first Liberal Studies teaching practicum in Year 3. It was inspiring and fulfilling, as I could gain hands-on experience of being a teacher, ranging from the administrative and preparation work to actual teaching and managing a class of secondary students. These experiences were valuable assets in my pursuit of being a teaching professional. Most importantly, the practicum provided me with the insights to reflect on what I had learnt throughout my undergraduate study and how to better integrate skills and knowledge.



**Yuen Cheuk Kin, Jackie**  
[BEd&BSocSc Current Student]

The BEd&BSocSc programme provides me with insights about becoming a successful teacher in the future. There are lots of experiential learning opportunities in this programme. We learn through experiences instead of just sitting in the classroom and listening. We always act as a "secondary school student" in class, as nothing can be more effective than having the first-person experience of see whether different teaching theories are suitable for students nowadays. These experiential learning opportunities have provided me with the chance to have a taste of various kinds of pedagogy.



**Ko Ming Yan, Yannes**  
[BEd&BSocSc Graduate]

Times flies. The five-year study in the Faculty of Education has been a delightful honeymoon, helping me develop into a mature young adult dedicated to my profession and the pursuit of my chosen career. I have gained a rich variety of learning experiences from the Social Sciences and Liberal Studies Education curriculum combining classroom learning, real-life teaching practicum, community engagement and internships. This rigorous academic learning has enabled me to nurture different skillsets, especially leadership and analytical skills, and inspires me to integrate pedagogical theories into daily practices. Learning and teaching are complementary and interactive processes. We learn to teach, reflect, persevere and grow in a lifelong manner.



## Bachelor of Education in Early Childhood Education and Special Education

[BEd(ECE&SE)] 6092



The BEd(ECE&SE) programme prepares students for dual certification as both early childhood teachers and teachers of children with disabilities in early childhood (birth to six years). It includes (i) engaging academic courses; (ii) supervised practicum placements in multiple early childhood settings; and (iii) independent research experiences to help students facilitate the development and learning of children from birth to six years. Students will be guided by Faculty members who have extensive practical and research experience in local and international early childhood settings. They will be supported to gain the necessary knowledge, skills and attitudes to work in both integrated early childhood settings and special child care centres.

### Programme Features

- The BEd(ECE&SE) programme qualifies graduates to nurture and teach children from birth to six years in diverse early childhood settings (e.g. kindergartens, child care centres and special child care centres). It provides students with a strong foundation in the knowledge, skills and attitudes required for working with young children and their families.

- Students will be prepared to recognise children's diverse needs and effectively support children with both typical and atypical development.
- The programme combines rigorous academic study with experiential learning, internship and exchange, and practical application.

### Courses

Below are some examples of the professional core courses included in the programme:

- Early Care and Education of Infants and Toddlers
- Physical and Social-Emotional Development, Guidance and Counselling of Young Children
- Supporting Children with Cognitive, Sensory and Physical Needs
- Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education
- Assessment and Intervention in Early Childhood Settings
- STEAM in Early Childhood Education
- Developmental Neuroscience

- Young Children, Family and the Changing World
- Planning, Management and Evaluation of Early Childhood Programmes
- Professional Practicum
- Introduction to Research Methods
- Early Childhood Education and Special Education Project

### Career Prospects

- Teaching positions in kindergartens and child care centres; integrated kindergartens and child care centres; special child care centres and other educational settings
- Administrative positions in NGOs, family and children's agencies and other educational bodies
- Research opportunities in organisations such as tertiary institutions

### Professional Qualifications

Graduates of the programme will:

- be eligible to register as Qualified Kindergarten Teachers
- be eligible for registration as Child Care Worker and Child Care Supervisor under the Child Care Services Regulations
- be considered as having acquired training on the One-year In-service Course in Special Child Care Work (SCCW) recognised by the Social Welfare Department for special child care workers
- meet the academic qualifications required as kindergarten principals



### What Our Students Say



**Liu Wing Yan, Irene**  
[BEd(ECE&SE) Current Student]

I really appreciate the programme design of the Bachelor of Education in Early Childhood Education and Special Education and in particular its emphasis on special education. Not only does the programme equip us with theoretical knowledge and pedagogical skills, but the three professional practicums in different settings also encourage real-life applications. The small class size of 17 students has catalysed in-depth teacher-student interactions and the exchange of ideas. I am grateful for having supportive, experienced, and enthusiastic teachers and faculty administrators who value our opinions and feedback. Improvements are always empowered. With the edge of having such precious learning opportunities and support, I am confident in catering for the diverse needs of different children in the future.



**Tsang Kwan Lok, Henry**  
[BEd(ECE&SE) Current Student]

Early childhood education is essential to promote the healthy growth of children and prevent them from developing problematic behaviours in the future. Yet, many people continue to have stereotyped notions regarding the gender of early childhood educators, which have led to discrimination against male kindergarten teachers. Being a student on the Bachelor of Education in Early Childhood Education and Special Education programme at the Faculty of Education, HKU, I have genuinely realised that early childhood education is indeed a professional field where no gender has an absolute advantage. Moreover, there is definitely a need for male kindergarten teachers as they can not only use their unique attributes to enrich the diversity of education, but also serve as male role models for children to observe and learn from. This may be especially important for children from single-parent or immigrant families.



**Hui Ka Yan, Ellie**  
[BEd(ECE&SE) Current Student]

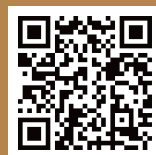
As a fresher, facing the unprecedented challenge of a global pandemic was difficult. Yet, life at the Faculty of Education is still exceptional with the HKU community having my back. Faculty members were all ears about students' opinions. Knowing that we would be deprived of the chance to visit child care centres, our Programme Director made use of online platforms so that we could hear from the staff members of the renowned Child Development Centre. The passion for guiding us is unparalleled!





## Bachelor of Science in Speech and Hearing Sciences

[BSC(SPEECH)] 6157



This intensive five-year full-time programme trains students to become competent and compassionate speech therapists. The programme provides solid conceptual and theoretical knowledge in typical human communication and swallowing and their disorders as well as in related disciplines, such as medicine, psychology, English and Cantonese linguistics and hearing sciences.

The comprehensive curriculum and mentored clinical practice prepare students to serve people with a wide range of communication, speech, language and swallowing disorders across the lifespan in various settings such as hospitals, schools, pre-school centres, private clinics and nursing homes.

The programme has obtained full endorsement status from the Hong Kong Institute of Speech Therapists. Graduates are eligible for membership of the Hong Kong Institute of Speech Therapists and are qualified to practice as registered speech therapists accredited by the Department of Health in Hong Kong. The degree is comparable to similar undergraduate degrees in Australia and New Zealand. Graduates are well qualified for postgraduate studies in this or allied disciplines.

### Programme Features

- The programme employs a student-centred, translational learning approach.
- The curriculum covers the knowledge, skills and attitudes necessary for becoming an effective, professional speech therapist.
- The medium of classwork is English with a strong emphasis on active participation, problem-solving and presentations in small discussion groups.
- In the final year, students are required to complete a research project.
- During the five years of training, students are required to complete more than 300 hours of direct client contact under the supervision of an experienced clinical educator. The clinical programme is conducted predominantly in Cantonese.
- A strong emphasis is placed on students' ability to integrate knowledge and skills, apply theories and external research evidence in clinical practice, and develop necessary interpersonal, self-learning and basic research skills.

### Courses

Examples of the professional core courses:

- Anatomy and Physiology for Speech and Hearing
- Clinical Linguistics
- Human Development for Speech and Hearing Sciences
- Cognition and Language Processing
- Evidence-Based Practice in Speech-Language Therapy
- Neurology and Neuroscience
- Research Methods and Statistics for Speech and Hearing Sciences
- Audiology and Aural Rehabilitation
- Language Development and Language Disorders in the Pre-Primary School Years
- Speech Development and Speech Sound Disorders
- Aphasia, Dysphagia, Voice Disorders and Motor Speech Disorders
- Fluency, Laryngectomy and Craniofacial Disorders
- Paediatric and Adult Clinical Practicum
- Complex Cases: Paediatric and Adult
- Advanced Studies
- Research in Human Development and Communication Disorders

### Career Prospects

- Clinical positions in hospitals, mainstream and special schools, pre-school centres, nursing homes, NGOs and private clinics
- Research positions at local and overseas universities



### What Our Students Say



**Lau Chui Ying, Celine**  
[BSc(Sp&HearSc) Graduate]

It has been a fruitful journey studying Speech and Hearing Sciences at the Faculty of Education, HKU. Throughout the five years, clinical educators and teaching staff have given us immense support and guidance that enable us to become competent and thoughtful speech therapists. Lectures and discussions have equipped us with the fundamental knowledge we need for practice, while clinical placements and experiential learning projects have provided many opportunities for us to sharpen our clinical skills and to apply what we have learnt in different settings. I am extremely grateful for all the support we have received from the Faculty throughout this journey. I really look forward to working as a speech therapist in a few months' time!



**Lam Ju Cheng, Clement**  
[BSc(Sp&HearSc) Graduate]

The BSc(Sp&HearSc) programme equips me with the essential knowledge and skills to be a competent speech therapist. This programme begins with two years of foundation courses, enabling us to acquire basic knowledge of language, speech, anatomy, statistics and various therapeutic skills. From Year 3 onwards, with clinical educators' supervision and guidance, students apply previously learnt knowledge to their clinical placements. The programme provides a range of placement settings for us to explore our interest in the populations we would like to work with after graduation.



**Wong Sui Yan, Christy**  
[BSc(Sp&HearSc) Current Student]

I am very grateful to be part of the Speech and Hearing Sciences family at HKU. Throughout these years, there are fruitful lectures and discussions that build up our academic knowledge, and plenty of hands-on opportunities for us to practice our skills in clinical placements and to participate in research projects that may change the future of speech therapy. This programme is definitely challenging to study in, but with mutual support from my peers and teachers, I have certainly gained a lot of knowledge and friendship.



## Bachelor of Science in Information Management

[BSc(IM)] A201



The BSc(IM) programme targets one of the fastest growing sectors of the modern economy, namely the information sector. The Faculty of Education has long-standing experience in educating professionals and is a leader in the provision of education in the field of information and technology studies. The programme builds on the strength and expertise in the information management area in the Faculty. Innovative teaching methods are used to help students enhance career possibilities by building knowledge of the latest developments in information related industries.

The BSc(IM) programme is professionally accredited by the Chartered Institute of Library and Information Professionals (CILIP), UK\* and is designed for existing Associate Degree and Higher Diploma holders. The Faculty is also a member of iSchools and we are the only institution in Hong Kong which is an iSchools member.

Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e. there is no Year 1 or Year 2 admission to the programme.

\* Accreditation valid until March 2021 and subject to re-accreditation.

### Programme Features

#### Partnership with Industry

Many industry experts participate in our programme as advisors, co-lecturers, and guest speakers. Influential organisations in Hong Kong are hosts for our internship programme.

#### Final Year Project (FYP)

All students will have chances to present their FYPs to supervisors, peers and guests from the industry and academia at the FYP Presentation Day. Students have also presented their FYPs at international and local conferences such as:

- The International Conference on Knowledge
- Culture and Change in Organisations in Singapore
- The International Association of Music Libraries in Sydney
- ED-MEDIA
- The World Conference on Educational Multimedia in Vancouver
- The International Association of School Librarianship Annual Conference in Taipei
- The IT in Education Symposium in Hong Kong

### Exchange Programme

To foster students' international understanding, the programme encourages students to study overseas in well-established universities for academic exchange.

### Minor

Students can also opt for a minor, e.g. Social Data Science, Computer Science, and Information Systems.

### Courses

The programme offers courses that address a variety of topics in information management including:

- Information organisation and content management
- Information retrieval
- Project management
- Information and communication technology
- Data warehousing and data mining
- Information policy, laws, and ethics, etc.

Some postgraduate courses from the Master of Science in Library and Information Management [MSc(LIM)] may be open to Year 4 students.

### Career Prospects

- **Information and Library Management:** Information and library service manager, library project assistant and manager, records manager, archival officer, customer information manager, and knowledge management consultant in schools and other organisations
- **Data and Information Technology:** Data analyst, web developer and designer, database administrator, project manager and executive, service desk administrator, and information technology officer
- **System and Business Management:** Business risk information manager, business intelligence manager, business systems analyst, and other specialist roles in advertising, banking and finance, insurance, marketing, digital media industry, and publishing industries

### What Our Students Say



**Chan Long Kit, Bosco**  
[BSc(IM) Current Student]

Studying the BSc(IM) programme is truly enjoyable. The programme not only provides theoretical knowledge, but also offers valuable chances to enrich our practical experience through summer internships and expand our horizons through the exchange programme. The summer internship has played a vital role in paving my career path and nurturing my soft skills. I am grateful that the lecturers are always there to help when needed. I highly recommend this programme to those who are interested in information management industries.



**Wong Kai Ho, Alan**  
[BSc(IM) Current Student]

Studying at HKU not only allows me to strengthen my knowledge in the field of Information Management but also enables me to develop certain valuable networks with others.

The in-campus experience is memorable, especially as I have become an Executive Committee member of the Education Society, HKUSU as well as an Equal Opportunity Student Ambassador. These opportunities prepare me to be a person with critical thinking who is able to consider affairs from various perspectives. I reckon that participation in both in-class and extra-curricular activities will broaden my horizons and enable me to develop a sophisticated yet practical mindset.



**Cheung Lai Nga, Molly**  
[BSc(IM) Graduate]

I have gained more than I expected from the BSc(IM) programme. It equipped me with professional knowledge in both information management and technology skills. Apart from academic knowledge, the programme provided me with opportunities like internship programmes and elective courses which widened my horizons. After graduation, I have moved to California and started my new career in digital marketing. This programme really prepares students to step out internationally!



## Bachelor of Science in Applied Child Development

[BSc(ACD)] A202



The BSc(ACD) programme provides students with a strong foundation in the knowledge, skills and attitude required for working with a wide diversity of children and families. Students will gain insights into the theories of child development and acquire deep understanding of the interrelationships among theory, research, practice and policy. This multi-disciplinary programme prepares students for further studies and careers in the fields of early childhood education and related areas, and offers students opportunities for field experience and supervised research.

The BSc(ACD) programme is a two-year top-up degree for holders of Higher Diplomas or Associate Degrees in the field of Early Childhood Education. Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e., there is no Year 1 or Year 2 admission.

### Programme Features

#### Independent Project

Students complete an independent research project under the supervision of a Faculty mentor in a self-selected area of interest.

#### Field Experience

Field experience provides students with the opportunity to integrate and apply the knowledge gained from coursework to research and practice. Field experience sites include schools, laboratories, research organisations, non-profit organisations and other professional settings. The Faculty also offers students opportunities to collaborate with staff members on research projects.

### Courses

The programme offers courses that address a variety of topics in applied child development including:

- Perspectives on Early Childhood Development and Learning
- Cognitive and Language Development
- Social and Emotional Development
- Physical Development
- Development and Education of Young Children with Special Needs
- Observation and Assessment of Children and Early Childhood Programs
- Child Development and Public Policy

### Career Prospects

- Teaching positions in schools and child care centres, special schools and other educational settings
- Administration in NGOs, family and children's agencies and other educational bodies
- Research opportunities in tertiary institutions and other organisations



### What Our Students Say



**Tam Ka Ying, Tiffany**  
[BSc(ACD) Current Student]

Being part of the BSc(ACD) programme has been a very fruitful experience. During our learning journey, we have explored multidisciplinary topics related to young children and families, a process which has nurtured me as a professional in order to contribute to society in the wider aspect, from education to policymaking. With my classmates, who all share enthusiasm for early childhood education, I have genuinely enjoyed our time discussing and investigating various topics related to the field, especially when we bring up our own thoughts and personal experience. "A community that learns together excels together". I believe that the learning environment offered and supported by the Faculty will continually boost our study motivation and lay the foundation for our future success.

**Yan Wai Yi, Bella**  
[BSc(ACD) Current Student]

With the target of an "all-graduate teaching force" in the education sector, obtaining a degree qualification is essential for early childhood educators as a basis for their career development, so I decided to continue my studies at the Faculty of Education, HKU. The BSc(ACD) programme provides me with insights into the theories of child development and a deep understanding of research methods, policy and international issues in early childhood education. The small class teaching in our programme also allows me to interact with lecturers and other students in our class. It helps to establish a strong bond between lecturers and classmates, and it increases my sense of belonging in HKU and my motivation to participate in different activities, which plays a big part in my life in HKU.



**Rene Rashed**  
[BSc(ACD) Current Student]

It is my belief that our teachers on the BSc(ACD) programme have truly tried their best to prepare us as students to be well informed and motivated to do our best as prospective early childhood educators in the face of the challenges brought by the ever-changing circumstances of the world. The programme is dynamic, and its professors are supportive, constantly striving to provide the best curriculum and pedagogical practices to enable us to learn and to succeed.





## Bachelor of Arts and Sciences in Social Data Science

[BASC(SDS)] A203



The curriculum of the BASc(SDS) is offered by the Faculties of Education, Science, and Social Sciences. Our rapidly changing society is now driven by digital data, and our decision-making is often situated in social contexts and influenced by societal, economic, political and technological factors. Social Data Science aims to drive and catalyse new ways of thinking when analysing and applying data in the context of the social sciences. The course takes an interdisciplinary approach, integrating information science, computer science, mathematics, statistics, and social sciences to address social issues and societal challenges. By bringing together different disciplines from the Faculties of Education, Science, and Social Sciences, we are positioning the BASc(SDS) as a senior year entry programme for sub-degree holders. Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e. there is no Year 1 or Year 2 admission.

### Programme Features

#### Partnerships with Industry

Many experts from industry participate in our programme as advisors, co-lecturers, and guest speakers. Students will apply what they learn in their academic studies in real-life situations by working on social data science related projects through internship experience in a selected organisation.

#### Final Year Project (FYP)

Students will apply a wide range of research methods and skills in a social data science project to complete a significant piece of work under supervision. Students will also be encouraged to present their projects at international and/or local conferences.

### Exchange Programme

To foster students' international understanding, the programme encourages students to study overseas in well-established universities through academic exchange.

### Courses

The programme offers courses that address a variety of topics in social data science including:

- Social data science foundations
- Social computing: methods and applications
- Linear modelling
- Data structure and algorithms
- Data mining
- Data visualisation
- Geographic information system

### Career Prospects

Potential graduates in this programme will be qualified to work in different fields. Industries with high demand for knowledge and skills of social data science include:

- Innovative and information technologies
- Marketing, financial services and consulting
- Health care, academia and education
- Government, public services and NGOs



### What Our Students Say



**Leung Wai Yau, Corey**  
[BASC(SDS) Current Student]

Studying Social Data Science is really a challenging and interesting experience for someone like me who has never been involved in a technology-related field. Fortunately, all the lecturers on the programme provide detailed explanations with appropriate real-life tasks for practicing, and every student is able to apply the knowledge learnt from the courses to the assignments. Additionally, the Faculty encourages us to learn outside of the book knowledge.

Apart from the academic life, I have chosen to live in a residential hall, Wei Lun Hall, and take part in different activities, such as joining the hockey team and being the vice chairperson of my floor. I really appreciate the Faculty's efforts in cultivating each of us.



**Chan Kam Ming, Jerry**  
[BASC(SDS) Current Student]

The BASc(SDS) programme provides a new way of thinking when analysing and applying data in the context of contemporary society. The programme not only helps me to explore the world of information sciences and statistics but also consolidates my knowledge in the social sciences, especially policy advocacy and policy evaluation.

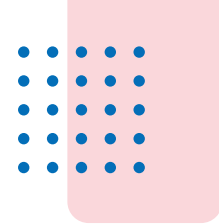
In the past summer, the programme also offered me a chance of internship. I was able to apply the knowledge I learnt in this programme in a real-life context, which built my confidence for my future career.



**Kwok Wing Yan, Tracy**  
[BASC(SDS) Current Student]

After studying the BASc(SDS) programme for a year, I found that self-learning and good teachers are very important. The classes were taken online during most of my first year due to the social movement and the COVID-19 pandemic. To keep learning effectively at home requires lots of self-discipline and determination. As I have never stepped into the social data science area before, every subject is a challenge to me. However, self-learning and good teachers have helped me a lot while I get to know myself better during the learning process.

# Programme Highlights



## Professional Practicum

The professional practicum provides an opportunity for student-teachers to integrate theory and practice through supervised internships in local schools. It is applicable to students of the following programmes:



### BA&BEd(LangEd)-Eng

- Before the end of Year 3: Community-based Professional Practicum
- Year 4: Ten weeks in a primary school
- Year 5: Ten weeks in a secondary school



### 文學士及教育學士（語文教育）— 中文教育

- 三年級或以前：自選體驗學習課程
- 四年級：於小學實習十個星期
- 五年級：於中學實習十個星期



### BEd&BSc

- Before the end of Year 3: Community-based Professional Practicum
- Year 4: Ten weeks in a secondary school
- Year 5: Ten weeks in a secondary school



### BEd&BSocSc

- Year 3: Three separate weeks in a secondary school
- Year 4: Ten weeks in a secondary school
- Year 5: Ten weeks in a secondary school

### BEd(ECE&SE)

- Students will spend a total of 16 weeks in various practicum sites such as child care centres, special child care centres and kindergartens.

## Clinical Practice

### BSc(Sp&HearSc)

Students have to complete more than 300 direct client contact hours under the supervision of experienced clinical educators in the HKU Speech, Language and Hearing Clinic, and in schools, hospitals and specialist settings in and outside Hong Kong. A strong emphasis is placed on students' ability to integrate theory and apply external research evidence in clinical practice, and on their development of the necessary interpersonal and basic clinical skills.



## Experiential Learning

Experiential learning opportunities occur in various ways both within our programmes – either as a compulsory part of a course or as stand-alone credit-bearing components – and as non-credit-bearing experiences beyond the programme. These learning opportunities may take various forms, including undergraduate research projects, language immersion programmes, exchange studies, service learning projects, and internship opportunities. Students have the chance to undertake experiential learning through extended participation with overseas and/or local community projects. Regardless of where they occur, experiential projects promoted by the Faculty aim to enhance students' understanding of real world environments, expanding their capacity to integrate theory and practice, and broadening their global outlook.





## Immersion

The immersion programme is a government mandated and sponsored component of the BA&BEd in Language Education programme. The immersion programme aims to enhance students' language proficiency and professional development and foster cultural understanding through living and studying overseas.

The immersion programme is applicable to students of the following double degree programmes in language study:

### BA&BEd(LangEd)-Eng

- Eight weeks of language and cultural immersion in an English-speaking country at the end of Semester 2 of Year 2\*
- Language enhancement: Studying at an overseas university
- Experiencing a different school system: Visiting overseas schools
- Professional development: Attachment to one primary or secondary school for one week
- Experiential learning opportunities: Activities and tasks that promote experiential learning and reflection through community links and travel
- Cultural immersion: Staying with an overseas family, excursions and recreation

\* Overseas trips and immersion may be affected because of the ongoing COVID-19 pandemic situation

### 文學士及教育學士（語文教育）— 中文教育

- 二年級學生於暑假參與沉浸體驗課程#
- 研習普通話，準備應考「國家語委普通話水平測試」
- 與當地中小學老師和學生共同設計學習活動
- 探究當地社區人情、歷史文化，並設計自主研習活動
- 培養語文觸覺，建立溝通和協作能力

# 境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定



## Internship Opportunities

The internship opportunities provide students with a training platform to apply knowledge and skills acquired at the University to real work situations. The experiences also assist students to become more socially aware, develop as critical thinkers and equip themselves with analytical ability so that they can identify practical solutions for complex problems. The authentic learning opportunities are also effective in improving their interpersonal and communication skills.

The internship is applicable to students of the following programmes:

### BEd&BSocSc

- The credit-bearing internship (Social Innovation) is offered by the Faculty of Social Sciences

### BSc(IM)

- All students in the programme will engage in a summer internship in an overseas or a local organisation for up to three months.
- Industry partners include National Taiwan University (Taiwan), Hong Kong Monetary Authority, Hong Kong Trade Development Council, the Hospital Authority, Latham and Watkins, Deloitte Touche Tohmatsu Limited and Deacons.

### BASc(SDS)

- Students will apply what they learn in their academic studies in real-life situations by working on social data science related projects through internship experience in a selected organisation.



## Some Examples of Other Experiential Learning Activities

### ►► Design Thinking in Action

65% of children studying in primary schools today will ultimately work in jobs that currently do not exist (The World Economic Forum report 2016). The complex and unpredictable future has created challenges for nurturing student educators for the 21<sup>st</sup> century. Collaborate with the PolyU Jockey Club "Operation Solnno", this course aims to nurture socially innovative and reflective student educators who can find solutions to real-world problems and generate innovative ideas to create a better future. Our student educators will first learn about the theoretical underpinnings of design thinking and the reflective learning cycles in experiential education. Then they will work in cross-disciplinary teams to put their knowledge into practice – facilitating secondary school students' learning processes in subject-based design thinking and helping them to reflect upon themselves as active learners. Student educators will integrate social innovation and humanity through the lens of design thinking and develop important 21<sup>st</sup> century skills.



### ►► An Experiential Approach to Learning and Teaching in a Regional Educational Institution

This course will develop the participants' knowledge, skills and beliefs about learning and teaching in an overseas context (Thailand). It will enhance students' understanding of the social, cultural and political factors affecting education, and facilitate reflections on their skills and beliefs about teaching and learning in multileveled contexts that range from the classroom to the global level. Students will be encouraged to work in pairs or in small groups to: (a) analyse issues related to science education in the contexts of Hong Kong and Thailand, (b) collaborate on the development of curriculum materials for teaching and cultural exchanges in Thailand, and (c) respond to challenges brought by the socio-cultural differences in the two contexts. All participants will be supported by the course tutors, their peers and the collaborating institution in Thailand.



## ►► Understanding Our Communities: Experiential Learning of Place

The possibilities of education should not be confined by classroom walls in the schools. It can take any format of knowledge exchange, anywhere in society. At the same time, there is so much knowledge and experience hidden within communities. People from various backgrounds can benefit from these kinds of knowledge, when it is recorded and disseminated in well-designed narration and learning activities, catering to the needs of the beneficiaries. A more effective way to share knowledge would be to capitalise on the community. This course aims to explore different possibilities of “learning” and “teaching” from the community. Students in small groups will conduct surveys in a local neighbourhood, communicate with a local organisation or a target group of their own choice, to understand and record the insiders’ knowledge. They will further analyse the knowledge needs. Based on the analysis, the students will design an appropriate plan of knowledge sharing and put it into action, in ways

that will potentially leave a sustainable influence in the community. For example, students can design learning kits targeted at different age groups for museums and heritage sites; transform the shared memories and experience of a community into learning materials; design information kits for underprivileged groups according to their knowledge needs in daily social life. Students may design their projects independently as well. Students will then deliver their service in the community, for example, to organise a guided tour or to present their findings to community members. During the process, students are required to reflect consistently on four aspects, namely, interpersonal communication, community engagement and observation, project design, organisation and implementation. The goal of the whole learning process is to transform into the capital for the students themselves.



Lau Yuen Ting  
BSc(ACD), Graduate

### ►► EL Project: Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia

This trip really changed my mind about teaching and education. Initially, I thought I am just going to be an ordinary kindergarten teacher, and I really couldn't see that the things I do could have a huge impact on children's personal growth and development. However, the history of massive killing in Cambodia gave me an insight. When I saw the photos of the victims, I could feel their hopelessness and sorrow. Education can help us to identify what is right or wrong and remind us to protect the core values which are being eroded. Therefore, the things that I do for kids have meanings. I promise myself that as an early childhood educator, I have a responsibility to nurture the next generation. Teaching them to become a better person.

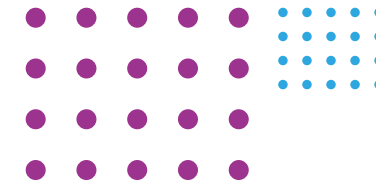


Von Pflug Somphrattana Melitta  
BA&BEEd(LangEd)-Eng, Graduate

### EL Project: Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia



►► As the only final year student of the class, I would admit that I had my reservations about continuing with the course, especially when I saw that the class consisted of mostly students in their first year when we had our first session together... Getting to know my classmates better, and most importantly having to work closely with my groupmates, I would say that it is actually quite embarrassing to think of how closed-minded I was at the beginning of the course. I was definitely inspired by the intellectual exchange we have been doing. Coming from different backgrounds, streams, years, and even faculties, all of us are unique in the sense that we are able to offer each other a taste of our own expertise and teaching belief. And working together to devise a coherent lesson plan, inevitably we were challenged to make peace with our individual differences and collaborate by appreciating what we can offer. It is refreshing to see how confident and passionate the freshmen are towards teaching and it reminded me of myself when I first started. In fact, my passion towards teaching was further fueled by my time with the new blood, way further than I have ever imagined.



Cheung Lik Hang, Alex  
BEd&BSc, Graduate

### ►► EL Project: Ocean Park Experiential Learning Project

The experience in Ocean Park offers practical training for some of the skills that are commonly used in classroom teaching. The first of these skills is sensitivity to learners' characteristics. With the same teaching content, teachers have to select the optimal pedagogies for students according to their age, characteristics and needs in order to promote effective teaching and learning. That is something that we experienced when doing our pop-up narration in Ocean Park. In just one hour of doing the narration, we would come across visitors from various age groups, different cultural backgrounds and with different characters... For example, we would spend more time on doing the fishing game with kids who are primary level, whereas we would focus more on teaching the adolescents about the issue of micro-beads in the ocean. Similarly, when we are teaching in schools, the characteristics and abilities of different students will translate into various needs that teachers have to be sensitive to when choosing the right pedagogy to be used. Only through adopting the teaching methods according to the needs of the students can we achieve more effective teaching and learning.



# Programme Structure



## Double Degree Programmes (300 credits, 5 years)

- BA&BEd(LangEd)-Eng
- BA&BEd(LangEd)-Chin
- BEd&BSc
- BEd&BSocSc

Faculty of Education	Partner Faculties
Education Professional Core courses (120 credits) <ul style="list-style-type: none"> <li>• Education and pedagogy courses</li> <li>• Professional practicum</li> <li>• External experience*</li> </ul>	Subject Major courses (78-96 credits) <ul style="list-style-type: none"> <li><b>Faculty of Arts:</b> Major in English language and linguistics</li> <li><b>Faculty of Arts:</b> Major in Chinese language, literature and culture</li> <li><b>Faculty of Science:</b> An approved science major</li> <li><b>Faculty of Social Sciences:</b> An approved social sciences major</li> </ul>
Language Enhancement courses (18 credits)	
Common Core courses (24 credits)	
Elective courses (42-60 credits)	

\* for BA&BEd(LangEd)-Chin and Eng majors only



## Single Degree Programmes

- BEd(ECE&SE) (300 credits, 5 years)

Major in Early Childhood Education and Special Education (246 credits)	
<ul style="list-style-type: none"> <li>• Early Childhood Education courses</li> <li>• Early Childhood Special Education courses</li> <li>• Professional Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised electives</li> <li>• Project</li> </ul>
Language Enhancement courses (18 credits)	
Common Core courses (36 credits)	

- BSc(Sp&HearSc) (300 credits, 5 years)

Professional Core Courses in Speech and Hearing Sciences (246 credits)
<ul style="list-style-type: none"> <li>• Foundation courses (e.g. Human Development, Clinical Linguistics, Anatomy &amp; Physiology, Introduction to Communication Disorders, Neurology and Neuroscience, Research Methods, Evidence-based Practice, Speech Science)</li> <li>• Core discipline courses (e.g. Speech Development &amp; Speech Sound Disorders, Motor Speech Disorders, Voice Disorders, Audiology and Aural Rehabilitation, Complex Cases, Dysphagia, Aphasia, Inter-professional Practice, Advanced Clinical Practice)</li> <li>• Research in Human Development and Communication Disorders (A capstone requirement) (18 credits)</li> <li>• Clinical practicum (A capstone requirement) (60 credits)</li> </ul>
Language Enhancement courses (18 credits)
Common Core courses (36 credits)

## Top-up Degree Programmes

(For Associate Degree or Higher Diploma Holders)

- BSc(IM) (120 credits, 2 years)

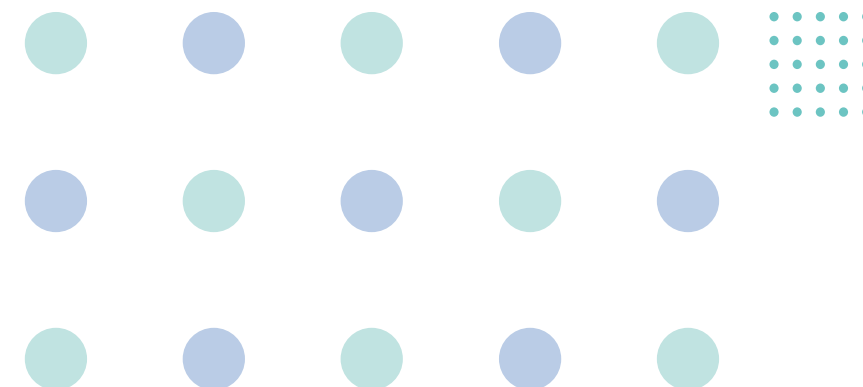
Major in Information Management (72 credits)	
<ul style="list-style-type: none"> <li>• Data warehousing and data mining</li> <li>• Information and communication technology</li> <li>• Management information systems</li> </ul>	<ul style="list-style-type: none"> <li>• Professional practices in information management</li> <li>• Sociology of information</li> <li>• Final Year Project... and more.</li> </ul>
Language Enhancement course (6 credits)	
Common Core courses (12 credits)	
Elective courses (30 credits)	

- BSc(ACD) (120 credits, 2 years)

Major in Applied Child Development (84 credits)	
Core courses (60 credits)	
Applied Child Development elective courses (12 credits)	
Independent Project (6 credits)	
Field Experience (6 credits)	
Language Enhancement course (6 credits)	
Common Core courses (12 credits)	
Elective courses (18 credits)	

- BASc(SDS) (120 credits, 2 years)

Major in Social Data Science (72 credits)	
<ul style="list-style-type: none"> <li>• Introductory courses</li> <li>• Advanced courses</li> <li>• Capstone experience</li> </ul>	
Language Enhancement course (6 credits)	
Common Core courses (12 credits)	
Elective courses (30 credits)	





# Application and Admissions Requirements

## JUPAS Candidates

F.6 students taking the HKDSE should apply through the Joint University Programmes Admissions System (JUPAS) and satisfy the following entrance requirements for specific programmes:

	BA&BEd(LangEd)-Eng <sup>1</sup> , BA&BEd(LangEd)-Chin <sup>2</sup> , BEd&BSocSc, BEd(ECE&SE) <sup>1,3</sup>	BEd&BSc	BSc(Sp&HearSc) <sup>1,4</sup>
English Language	Level 3 or above	Level 3 or above	Level 4 or above
Chinese Language	Level 3 or above	Level 3 or above	Level 3 or above
Mathematics	Level 2 or above	Level 2 or above	Level 2 or above
Liberal Studies	Level 2 or above	Level 2 or above	Level 2 or above
Elective subjects	Level 3 or above in two subjects	Level 3 or above in two subjects, with at least one in any of <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Combined Science</li> <li>• Integrated Science</li> </ul>	Level 3 or above in two subjects, at least one of which must be <ul style="list-style-type: none"> <li>• Biology, or</li> <li>• Combined Science with Biology component</li> </ul>

<sup>1</sup> Candidates should include their personal statement in the "Additional Information", and their other learning experiences or extra-curricular activities in their JUPAS application. Supporting documents should be uploaded to the appropriate sections of Other Experiences and Achievements in Competitions/Activities (OEA) or Student Learning Profile (SLP).

<sup>2</sup> Candidates should have knowledge of spoken Cantonese and traditional Chinese characters.

<sup>3</sup> Selection for admission is based upon academic merit and interview performance. In addition, candidates must be able to communicate effectively and fluently in both Cantonese and English.

<sup>4</sup> Shortlisted candidates will be invited to attend an interview. Selection for admission is based upon academic merit and interview performance. It is compulsory to attend the interview (Admission Selection Day) to be further considered by the programme. In addition, candidates must be able to communicate effectively and fluently in both Cantonese and English.

## Non-JUPAS Candidates

Candidates from international schools, overseas, community colleges (i.e. Higher Diploma or Associate Degree students) or mature applicants may apply directly to the University's Non-JUPAS Admissions Scheme via the on-line application system at

<https://aal.hku.hk/admissions/international/admissions-information>

On the same website, you are able to see admission requirements from other examination systems, e.g. UK, USA, Canada, Australia or the International Baccalaureate.



## Direct Admissions Scheme to Senior Year Places

Candidates holding a recognised Associate Degree or Higher Diploma in specific disciplines are eligible to apply for the following programmes directly to the University's Direct Admissions Scheme to Senior Year Places via on-line application at

<https://aal.hku.hk/admissions/international/admissions-information?page=hong-kong-sub-degrees>



There is no Year 1 or Year 2 admission. Successful applicants will be admitted directly to Year 3 of the four-year programme.

- **Bachelor of Science in Information Management A201**

- Candidates holding a recognised Higher Diploma or Associate Degree in any discipline from a community college in Hong Kong are eligible to apply for admission.

- **Bachelor of Science in Applied Child Development A202**

- Candidates holding a recognised Higher Diploma or Associate Degree in the field of Early Childhood Education from a community college in Hong Kong are eligible to apply for admission.

- **Bachelor of Arts and Sciences in Social Data Science A203**

Candidates holding a recognised Associate Degree or Higher Diploma from a community college in Hong Kong in a relevant discipline, such as Data Science and Analytics, Engineering, Computer Science, Information Technology, Statistics, Applied Science, Social Sciences, and having English language at IELTS 7 or equivalent and Mathematics at DSE Level 3.

Candidates who are also interested in admission as Year 1 students in other undergraduate programmes can include their programme choices in the same application. For other undergraduate programmes, applications will be considered together with other applicants under the Non-JUPAS Admissions Scheme and applicants are expected to fulfil the same requirements applicable to Non-JUPAS applicants.

Candidates who apply for the Non-JUPAS Admissions Scheme or the Direct Admissions Scheme to Senior Year Places are strongly encouraged to include a personal statement, one or two teacher references, their predicted scores, and their most recent transcripts showing grades and GPA in their applications.

## Contacts for Further Information



### Double Degree Programmes

<https://web.edu.hku.hk/programme/undergraduate>

#### Bachelor of Arts and Bachelor of Education in Language Education (English) 6066

Programme Clerk	Mr Roger Chan	Email: babedeng@hku.hk	Tel: 3917 2280
Programme Coordinator	Ms Suzi Nicholson	Email: snich@hku.hk	Tel: 3917 2406

#### Bachelor of Arts and Bachelor of Education in Language Education (Chinese) 6080

Programme Clerk	Ms Feon Cheung	Email: babedchi@hku.hk	Tel: 3917 8971
Programme Coordinator	Dr Chung-Pui Tai	Email: cptai@hku.hk	Tel: 3917 4259

#### Bachelor of Education and Bachelor of Science 6119

Programme Clerk	Mr Steven Cheung	Email: bedbsc@hku.hk	Tel: 3917 4659
Programme Coordinator	Dr Kennedy Chan	Email: kennedyckh@hku.hk	Tel: 2859 2541
Programme Coordinator	Dr Jessica Leung	Email: leungscj@hku.hk	Tel: 2241 5085

#### Bachelor of Education and Bachelor of Social Sciences 6195

Programme Clerk	Mr Steven Cheung	Email: bedbss@hku.hk	Tel: 3917 4659
Programme Coordinator	Dr Eva Chan	Email: evachan2@hku.hk	Tel: 2219 4193

### Single Degree Programmes

#### Bachelor of Education in Early Childhood Education and Special Education 6092

Programme Clerk	Ms Feon Cheung	Email: ecese@hku.hk	Tel: 3917 8971
Programme Director	Dr Diana Lee	Email: ecese@hku.hk	Tel: 3917 8971

#### Bachelor of Science in Speech and Hearing Sciences 6157

Programme Clerk	Mr Peter Chow	Email: bscshs@hku.hk	Tel: 3917 2357
Programme Director	Dr Karen Chan	Email: karenmk@hku.hk	Tel: 3917 2357
Admissions Tutor	Dr Pusan Wong	Email: puisanw@hku.hk	Tel: 3917 2357

### Top-up Degree Programmes

#### Bachelor of Science in Information Management A201

Programme Clerk	Miss Amber Li	Email: bsim@hku.hk	Tel: 3917 5413
Programme Director	Dr Gary Wong	Email: wongkwg@hku.hk	Tel: 2241 5082

#### Bachelor of Science in Applied Child Development A202

Programme Clerk	Ms Feon Cheung	Email: bscacd@hku.hk	Tel: 3917 8971
Programme Director	Dr Carrie Lau	Email: bscacd@hku.hk	Tel: 3917 8971

#### Bachelor of Arts and Sciences in Social Data Science A203

Programme Clerk	Miss Amber Li	Email: bascsds@hku.hk	Tel: 3917 5413
Programme Director	Dr Xiao Hu	Email: xiaoxhu@hku.hk	Tel: 2219 4722

# Faculty of Education

## The University of Hong Kong

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