Faculty of Education
The University of Hong Kong

Undergraduate Prospectus 2025–26

World University Rankings for Education

U.S. News &
World Report
2024-2025   **No.1**

Times Higher
Education (THE)
2024   **No.6**

Quacquarelli
Symonds (QS)
2024   **No.7**

About Us

The Faculty of Education has a unique heritage and context. It is an integral part of a comprehensive, research-intensive, international, English-medium university in the Hong Kong Special Administrative Region of China. At the same time, the Faculty is a regionally and globally engaged educational hub.

Vision

The Faculty of Education aspires to lead 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

Welcome to the Faculty of Education at The University of Hong Kong. I am delighted to introduce to you our diverse range of undergraduate programmes designed to inspire and equip students with the knowledge, skills, and values essential for flourishing in this dynamic world.

Our Faculty is dedicated to fostering a stimulating environment where academic excellence and personal growth go hand in hand. The programmes we offer aim to provide students with a solid foundation of professional knowledge, and to fully prepare them for further advanced study or for pursuing careers as professionals in their chosen pathways.

To enhance our students' ability to integrate theory with practice and broaden their global perspective, we offer various learning experiences in a supportive and enriching environment. These include practicums, immersion programmes, clinical practice, internships, and experiential learning activities facilitated through our strong connections with local and international communities. These hands-on experiences not only empower students with the professional skills and vision needed to navigate effectively in this ever-evolving era but also cultivate a profound sense of adaptability crucial for their long-term achievements.

I wish you every success as you embark on a new chapter in your education and look forward to supporting you in achieving your academic and personal aspirations at the Faculty of Education.

Professor Yang Rui
Dean of Education

Faculty at a Glance

World University Rankings for Education

U.S. News & World Report — 2024-25 **NO.1**

THE WORLD UNIVERSITY RANKINGS — 2024 **NO.6**

QS WORLD UNIVERSITY RANKINGS *by subject* — 2024 **NO.7**

2,600+
Total Number of Students

100+
Academic Staff from All Over the World

8
Undergraduate Programmes

4 + 3
Research Centres and Consortia

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

BA&BED(LangEd)-Eng JS6066

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 qualified to meet the requirements for English language teachers in both primary and secondary schools as recommended by the HKSAR government.

Programme Features

- The programme offers **two degrees**: 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.

- Students will develop in-depth knowledge of **English language and linguistics, literature, communication and language acquisition** and will critically explore issues in **language education specifically and education generally** and develop personal strengths and a commitment to education.

- Students will have two professional practicums in which they spend a total of 20 weeks teaching in primary and secondary 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.

- Students have the option of doing an exchange in an overseas university in the second semester of Year 3.

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

Career Prospects

- Teaching English Language in mainstream Hong Kong primary and secondary schools or English as a Second Language/ English as an Additional Language in higher educational settings
- 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.

Ronny Chan
[Current Student]

This programme has given me ample opportunities to explore my own educational philosophies and teaching style, empowering me to become the educator I aspire to be. Through a unique combination of lectures, small-class discussions, and experiential learning, I have learnt to make creative connections between pedagogical theories and real-life teaching contexts to ignite students' intellectual curiosity and optimise their learning experience. Writing reflective essays has enabled me to identify my core beliefs and align them with my pedagogical decisions, thereby cultivating a stronger sense of identity as a professional teacher. What I appreciate most about the programme is the supportive learning environment, where students share teaching tips and learning resources with each other to strive for collective growth.

Muskan Khan
[Current Student]

The BA&BED(LangEd)–Eng programme has nurtured my passion for teaching by granting me the freedom to engage in creative expression while equipping me with essential pedagogical knowledge. Through immersive, hands-on experiences, the programme has enabled me to appreciate the diverse methods of stimulating language learning- a crucial skill, especially in an era dominated by passive, one-size-fits-all approaches. Most importantly, I am grateful for the strong emphasis our professors place on reflective practice, which has instilled in me the invaluable habit of self-evaluation. This reflective mindset, combined with the pedagogical tools and enriching experiences that I have gained, has paved the way for me to become a more adaptive and impactful educator.

Yu Kaixin
[Current Student]

Studying in this programme has been an enriching experience that has significantly shaped my development as an aspiring English teacher. The programme has seamlessly woven together the intricate theories of linguistics and the dynamic practices of pedagogy, offering a holistic education that goes beyond the classroom. Also, the Faculty's commitment to fostering critical thinking and creative problem-solving has empowered me to craft pedagogical approaches that are both impactful and reflective of diverse learner needs. Our supportive community, including dedicated professors and peers, has been instrumental in helping me grow both personally and professionally, preparing me for a future in education.

文學士及教育學士（語文教育）— 中文教育

BA&BED(LangEd)-Chin JS6080

本課程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。學員將會在中學及小學進行教學實習，還可以參加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，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」，已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，或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

郭晴
[學生]

香港大學中文教育課程具有深厚的根基同廣闊的視野，為我們提供多元的機會和豐富的課程選擇，力求將我們培育成理論知識與課堂實踐能力兼備的專業教師。各位老師亦不遺餘力地傾囊相授，以身作則示範何謂「靈魂工程師」，將對學習知識與真理的熱情如火炬一般傳遞給我們。

黃子傑
[學生]

在教育中學習如何「教育」，無疑是世上其中一件最奇妙的事情。教育學院除了提供大量的實習和交流機會，也從社會、哲學、心理學、教學法、醫教社合作等角度裝備我們，培養我們的視野和信心。加上大量友善且熱心的教育界專家和教授，相信每一位「準教師」都能獲得最精彩的大學生活。

黃正怡
[學生]

中文教育課程規劃完備，教授各類教學法、提供實踐機會，加深我對教授中文的認知和經驗。從不斷的探索及與導師跟同儕的交流中，培養對文學的造詣及素養；從課堂實踐、中小學實習中，逐漸形成個人教學觀。這些都讓我裝備好自己，一步一步成為言傳身教、以身作則的教師。

香港大學

Bachelor of Education and Bachelor of Science

BED&BSC JS6119

The BEd&BSc is jointly offered by the Faculty of Education and the Faculty of Science. This five-year double degree integrates specialist studies in science and professional training in science education. Students will take introductory and advanced science courses of 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 science in authentic classrooms during professional practicum. The programme combines rigorous academic study with experiential learning and practical applications of knowledge in authentic settings. Graduates are qualified to be teachers of science subjects in Hong Kong primary# and 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 a qualification equivalent to a BSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognised among schools in Hong Kong. Students will pursue their interest in science from a broad range of science majors and develop personal strengths and 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

- Introductory and advanced courses of selected science majors
- Pedagogy and pedagogical content knowledge courses
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning courses in local or overseas contexts
- Common Core courses
- Language enhancement courses

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

Career Prospects

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

Subject to approval, the curriculum is undergoing a revamp to include training for teaching primary science in addition to the existing training for teaching secondary science. The proposed changes are planned to be implemented for the 2025-26 cohort. Under the revamped curriculum, the Year 4 Professional Practicum will be on primary science.

Geoffrey Lam
[Current Student]

The BEd&BSc curriculum equips us to become competent science teachers. It provides us with opportunities to acquire pedagogical knowledge of different educational areas such as STEM education and catering for learner diversity. The pedagogical knowledge base forms a solid foundation for pre-service teachers to strive for excellence in teaching. In addition to pedagogy, we are exposed to advanced science knowledge which enriches our subject knowledge for future teaching. This curriculum also provides a wide selection of electives for us to explore our interests. The experiential learning opportunities have enabled us to apply educational knowledge to solving real-life problems and broadened our horizons.

Hilda Lee
[Current Student]

Studying in the BEd&BSc programme has been an incredibly rewarding journey for me. Not only has this programme fostered my critical thinking skills and deepened my understanding of science, it has also provided me the pedagogical knowledge and techniques that are extremely useful for teaching. Instead of just solely learning theoretical skills during lectures, the BEd&BSc programme has also offered us ample opportunities to put theory into practice through experiential learning and professional practicum. Thanks to every helpful teacher and friendly classmate, I have found myself more well-prepared to become a professional science teacher after studying in the BEd&BSc programme.

Yovela Yu
[Current Student]

This BEd&BSc programme offers me a chance to acquire both content knowledge and pedagogical knowledge. The theories and techniques learnt are always inspiring. Interacting with the course teachers can also provide a wealth of information. Apart from regular lectures, we are given the opportunity to learn in actual classrooms. We are able to analyse lessons taught by experienced school teachers and apply the skills learnt during the practicum. All in all, this programme enables me to gain a deeper understanding of teaching and learning, allowing me to reflect on my own learning journey in a pedagogical perspective and become well prepared before beginning my career.

Bachelor of Education in Early Childhood Education and Special Education

BED(ECE&SE) JS6092

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 prepares 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 and specialised electives 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

- Investigation and Discovery in Early Childhood Education
- Developmental Neuroscience
- Creative and Expressive Arts and Movement
- 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; 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 can:

- apply for registration as Qualified Kindergarten Teachers
- apply for registration as a 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 to be kindergarten principals

Ada Leung
[Graduate]

This programme has been instrumental in facilitating my employment at a prominent institution. Over the past five years, through comprehensive practicum placements, I have gained extensive knowledge of educational theories and developed practical skills in teaching and caring for children of diverse ages and needs. This has significantly enhanced my competitiveness in the job market. The career workshops provided me with invaluable interview techniques and up-to-date industry insights, while the Faculty consistently offered personalised guidance and support throughout my job search process, making the whole process notably smoother. I am deeply appreciative of all the staff associated with this programme.

Emily Shek
[Current Student]

This programme provides insight into the difficulties that SEN children face, as well as the measures and skills we can adopt to support those children in the classroom. I greatly appreciate the way that our professors lead us to investigate various case studies in the class, letting us reflect on how we as teachers can support SEN children in real-life situations. Additionally, our professors offer us different internship opportunities. For example, we have had the opportunity to collect research data in kindergartens under the professors' guidance, and join the summer internships in early education and training centres (EETC) and nursery schools with children aged 0-2. These precious opportunities not only enhanced my interest in working with SEN children in the future, but they also enabled me to explore my career path.

Aimee Wong
[Current Student]

I have learned many different techniques of early childhood education and special education through my participation in this programme. More specifically, the strong support from the faculty, the diverse internship opportunities, and job opportunities really helped me apply the skills learned and explore the desired areas of specialisation. It has given me a nuanced understanding of how to meet the unique needs of young learners, thus empowering me to be an effective and sensitive educator. This programme has been instrumental in shaping my professional aspirations and arming me with knowledge and experience that will help me in making a difference in education.

Bachelor of Science in Speech-Language Pathology

BSC(SLP) JS6157

(Formerly known as Bachelor of Science in Speech and Hearing Sciences)

This five-year full-time programme trains students to become competent and compassionate speech-language pathologists. 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 of the programme are eligible to apply to be a "Member of Register of Speech Therapists accredited by Department of Health". The degree is comparable to similar undergraduate degrees in Australia and New Zealand. Graduates are highly suitable for postgraduate studies in this discipline and other allied disciplines.

Programme Features

- The programme employs a student-centred, translational learning approach.

- The curriculum covers the knowledge, skills and attitudes necessary for becoming a compassionate, professional speech-language pathologist.

- 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-Language Pathology
- Clinical Linguistics
- Human Development for Speech-Language Pathology
- Cognition and Language Processing
- Evidence-Based Practice in Speech-Language Pathology
- Neurology and Neuroscience
- Research Methods and Statistics for Speech-Language Pathology
- 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
- Inter-Professional Education

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

Katie Ling
[Graduate]

This programme has opened a wide range of pathways for me to work as a clinical practitioner and researcher. With a holistic approach which combines theories with practice, this course covers comprehensive topics including speech, language, voice, and swallowing pathologies and management. Despite some challenging modules, the lecturers were always keen to offer support. I was also mentored by experienced clinical educators from various settings, which sharpened the practical skills I need for future workplaces. Beyond that, I also got the opportunity to explore my interest in academic areas (i.e., music and speech perception) in my final year project. This experience has set the stage for furthering my research as an MPhil student.

Alex Tse
[Current student]

Studying in the programme has been an enriching experience. In a curriculum that integrates evidence-based practices and real-world experience, I have acquired essential academic knowledge relating to a range of communication, language and swallowing disorders. I have also enjoyed the extensive hands-on practice through clinical placements. The participation in research initiatives and volunteering opportunities was particularly rewarding, as I was introduced to innovative approaches to therapy. The community of supportive peers and dedicated faculty has been invaluable, fostering an environment of collaboration and growth. The programme has undoubtedly and profoundly shaped my journey to excel in the field. I am committed to empowering individuals in their communication journey when I graduate.

Sophia Wong
[Current student]

This programme has much to offer, even during the pre-clinical years, consolidating our mindset and theoretical knowledge foundation to become not only competent speech-language pathologists, but also capable researchers. I gained invaluable research experience through in-campus lab internships, which helped sharpen scientific minds and improve interpersonal skills. In addition, the Faculty is very accommodating when it comes to individual preferences in academic pursuits. I am currently doing a minor, and I am therefore grateful that we are free to make reasonable use of extra credits to take on free electives relating to our other interests.

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.

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 Poster Conference. Students have also presented their FYPs at international and local conferences such as:

- The International Conference on Knowledge
- Culture and Change in Organisations (Singapore)
- The International Association of Music Libraries (Sydney)
- ED-MEDIA
- The World Conference on Educational Multimedia (Vancouver)
- The International Association of School Librarianship Annual Conference (Taipei)
- The IT in Education Symposium (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 communications technology
- Data warehousing and data mining
- Information society issues and policy, 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

Bonnie Chiu
[Graduate]

Currently a student of Master of Science in Business Analytics at HKU

Studying Information Management at HKU has not only enhanced my expertise in this field, but also fostered invaluable connections with my peers and teachers. Being selected as a student advisor for the 2023/24 academic year is a privilege that allows me to support my classmates.

This programme has equipped me with a wealth of knowledge and prepared me very well for my professional journey, where I am continuing my studies by pursuing a Master of Science in Business Analytics, also at HKU. I am deeply grateful for the opportunity to grow and develop through the Bachelor of Science in Information Management [BSc(IM)] programme.

Kelly Chiu
[Graduate]

Currently a Service Support Specialist at a leading unified technology services partner in Hong Kong

During two years of study in the BSc(IM) programme at HKU, I gained fruitful learning outcomes including the knowledge or theories the professors taught. The practical internship and capstone final year project equipped me with solid knowledge and expertise in information management.

Furthermore, I currently work as a service support specialist, a role which is related to the information technology field. Not only can I turn the knowledge that I have learned in this programme into reality, but I can also draw on and develop many soft skills, such as communication skills and teamwork, that I gained in this programme when I was doing group projects.

It would be a great opportunity for you to join the BSc(IM) programme to learn the basics and more advanced knowledge of information management, in such areas as information retrieval, database systems, multimedia learning, which will enhance your career journey to becoming an information management expert.

Jackie Lam
[Graduate]

Currently a Senior IT Risk Consultant

I was admitted to the Big 4 as an IT Risk Advisory Analyst after graduating from the BSc(IM) programme in 2021. Currently, I am a Senior IT Risk Consultant in Canada and also a candidate of master's study in IT Security at the University of Oxford.

The programme enabled me to have a general IT sense and a solid foundation in IT which are practical in accommodating workplace needs. The professional experience requirement also extended the competitiveness of students in the job market. BSc(IM) is a valuable steppingstone that allows students from a variety of background getting into IT-related industries.

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 Programmes
- Child Development and Public Policy

Professional Qualifications

Graduates can:

- register as Child Care Workers and Child Care Supervisors under the Child Care Services Regulations
- meet the academic qualification required as a kindergarten principal

Career Prospects

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

Chu Lok Yi
[Current student]

The BSc(ACD) programme has not only sharpened my understanding of numerous child development topics and theories, but has also equipped me with essential skills to be a professional early childhood educator. The faculty offered many interesting and fruitful learning activities throughout my studies, such as guest speaker lectures, field experience in NGOs, and experiential learning. These have expanded my knowledge of different pedagogical approaches, which will be useful for my future career. More importantly, the course instructors have consistently been supportive by providing guidance whenever I faced any challenges.

Pang Hiu Ying
[Current Student]

With the combination of theoretical and practical learning, the BSc(ACD) programme assists students in fully preparing themselves to be professional educators. I am grateful that I could gain comprehensive knowledge related to child development in this programme, from the foundation of child theories to advanced research skills. Besides learning from lectures, I also got the chance to work in an NGO as a field experience and implement the knowledge that I have learned from BSc(ACD)!

Lyra Pauline D. Yamat
[Current Student]

Choosing the BSc(ACD) programme has been an excellent choice. My first-year journey has been filled with countless opportunities to grow, learn, and explore within a nurturing environment that is filled with passionate, like-minded individuals — early childhood researchers and future educators. I find it appealing how the programme offers a multidisciplinary nature to the curriculum that provides field experience and the flexibility to choose electives and common cores that allow us to expand our learning, explore our interests, and meet new people from various disciplines. I'm always eager to attend classes because of the fruitful discussions, exchange of knowledge, and hands-on activities that make learning more enjoyable. In the blink of an eye, I find myself in my final year, and I hope for even more enriching and fulfilling experiences ahead.

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 advisers, co-lecturers, and guest speakers. Students will apply what they have learnt 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
- Data processing and visualisation
- Data mining
- Introduction to statistics
- Application of big data analytics in social sciences
- Geographic information systems
- Media and culture in modern societies
- Policy evaluation

Career Prospects

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

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

Andrew Cheung
[Current student]

When I first enrolled in BASc(SDS), I was a complete beginner, knowing nearly nothing about social science or data science. However, the curriculum quickly equipped me with essential knowledge and skills in social data science, social networking, data mining, statistics and programming for data analysis in a social context. By combining the strengths of both fields, we not only learn how to extract insights from data but also how to make meaningful, positive impacts on society. So if you're like me, eager to make a difference using data but lacking prior knowledge, come and join us, you will thrive here!

Anson Cheung
[Current Student]

I have always been captivated by the potential of extracting value from data to resolve business and societal issues. The BASc(SDS) programme has honed my analytical thinking and observational skills, enabling me to deeply engage in interpretation and forecasting. Throughout this journey, I have developed a robust understanding of how data can be adeptly utilised to unveil insights and drive informed decisions that address societal challenges. Additionally, the benefits of an interdisciplinary approach have unlocked opportunities across diverse fields, fuelling my passion and confidence to forge my path in the data-related world.

Avis Wong
[Current Student]

Through my studies in BASc(SDS), I have developed skills in applying statistical and data science techniques to analyse wider social groups and networks. I can now easily identify the features and patterns underlying various societal issues. Armed with a deep understanding of data-driven insights, I am well-positioned to participate in developing impactful responses to the challenges faced by our communities.

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：自選體驗學習科目
- 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 primary# school
- Year 5: Ten weeks in a secondary school

Subject to approval, the curriculum is undergoing a revamp to include training for teaching primary science in addition to the existing training for teaching secondary science. The proposed changes are planned to be implemented for the 2025-26 cohort. Under the revamped curriculum, the Year 4 Professional Practicum will be on primary science.

BEd(ECE&SE)

- Year 2: Two weeks in a child care centre
- Year 4: Six weeks in a special child care centre
- Year 5: Eight weeks in a kindergarten

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

- 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

- 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

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

Clinical Practice

BSc(SLP)

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.

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:

BSc(IM)

- All students in the programme will engage in an internship in an overseas or a local organisation for not less than 160 hours.

- Industry partners include Clifford Chance, Hospital Authority, National Taiwan Normal University, and The ISF Academy.

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.
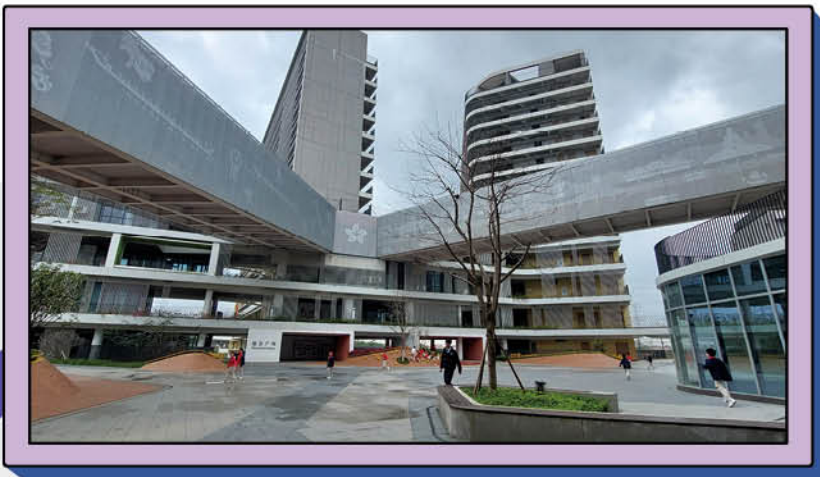
Experiential Learning

Experiential learning stands as an institutionalised curricular component in our Faculty, termed "Community-based Professional Practicum" on our UG syllabus. All the courses offered under this umbrella aim at pushing students out of their comfort zones and fostering skills and values that are relevant to a career in education. Students have the opportunity to gain real-life experiences in authentic settings and the focus of learning is on the process. Therefore, students participating in these projects receive ongoing feedback from the course instructors, partner organisations, service recipients and also their peers.

Some Examples of Experiential Learning Activities

Greater Bay Area Hong Kong School Experiential Learning – STEAM Projects

In recent years, the development of the Greater Bay Area (GBA) in accordance with the key strategic blueprint of the country opens up vast opportunities for innovation and education. The mushrooming education institutions set foot in GBA have filled the place with multifarious curricula and innovative pedagogies. GBA Hong Kong schools have become increasingly popular among students and teachers. Aspiring student teachers at HKU may find this course adventurous and discerning for their career paving as it provides experiential learning opportunities in a GBA HK school (Minxin Hong Kong School [Guangzhou Nansha]) with lesson observation, teaching practice and/or event organisation (implementing STEAM projects), cultural adaptation and exchange, reflection on professional growth, cultivation of positive values in the teaching profession, etc.

Outdoor Environmental Education Experiential Learning Project

According to the fifth assessment report of the Intergovernmental Panel on Climate Change, rapid and far-reaching actions that would effect unprecedented changes at all levels of society are essential for preventing global climate disasters resulting from climate change. Thus, a proper understanding of nature and the environment is an important foundation for establishing appropriate environmental behaviour, hence effecting changes. Collaborating with Outdoor Wildlife Learning Hong Kong, this course aims to nurture ecologically knowledgeable and reflective student educators who can unravel the beauty of nature and make an educational impact on future generations. Our student educators will first learn about the theoretical knowledge of environmental education and the reflective learning cycles in experiential education in both nature and the classroom. Then they will work in cross-disciplinary teams to put their knowledge into practice, designing and facilitating secondary school students' learning processes in an outdoor environmental education learning programme.

Opening Doors to Education for Sustainable Development (ESD) – An Experiential Learning Project in Sri Lanka

The concept of sustainability revolves around the ability of an individual, a family and community, a nation and its institutions to find ways to develop for continuity for the future and resilience against various challenges, problems, and threats. With just a few years from the United Nations 2030 Agenda, the 17 Sustainable Development Goals (SDGs) continue to serve as a strong impetus for education institutions in their efforts to foster Education for Sustainable Development (ESD).

In response to the urgent need to improve sustainability literacy among students from different cultures, this course aims to first explore sustainable development through a global lens as well as more specific contexts of Hong Kong and Sri Lanka. Students will be taken to Sri Lanka, where they will work closely with local communities to develop sustainable solutions for education and environmental challenges in the coming summer. Students will gain a deeper understanding of education for sustainable development and take an active role in promoting positive change.

Tse Yan Wing Vanessa
Current student

EL Project:
Greater Bay Area Hong Kong School
Experiential Learning – STEAM Projects

The GBA school placement has a profound impact on my personal and professional development in the future. My horizons are broadened through the overall experience of being part of the school, from the observing lessons and living in the school. Also, I have learnt a lot from the trip. I knew nothing about Stop Motion Animation before the course. The skill sets in navigating and utilising the app and implementing the lessons are undeniably useful to my future professional development because these skills can be applied. The experience in GBA and teaching STEAM definitely had an impact on me.

Finally, in the future, even though I am an English teacher-to-be, I am interested in teaching STEAM related lessons and programmes. This experience will definitely be an edge. More importantly, Stop Motion Animation can also be incorporated to English lessons as students can learn to write their own scripts like dialogues and record them in English, which utilises their literacy and oracy skills. Lastly, I can propose Stop Motion Animation as part of the STEAM projects for students. To conclude, I hope I can implement what I have learnt in other classrooms.

Wong Chi Yin Nelson
Graduate

EL Project: BBED6803
Serving to Learn: Co-constructing the Community through Student Leadership

The experience enables me to better understand the quote – "A teacher holds a hand, opens a mind, touches a heart". Teachers not only provide students with knowledge but also give them guidance and support to foster their growth and help them overcome their developmental challenges. Apart from the guidance and learning support perspective, these two weeks' special school service also helped me to learn more about how teachers can provide some actual support (e.g. organising different career-related activities, art activities, basketball games and booth activities) to achieve the concept of whole-person development and assist students to be more adaptive to the school environment. Lastly, the teaching experience allows me to develop a positive mindset and strategies on how teachers can establish an inclusive environment for students with different traits/needs, such as those in my F.1 science lesson where, apart from students who have social and emotional problems, there are also students who have autism and ADHD. Thus, I believe this experience is definitely useful and transferable for me if I work as an educator in a mainstream school.

Programme Structure

Double Degree Programmes (300 credits, 5 years)

· **BA&BEd(LangEd)-Eng**   · **BA&BEd(LangEd)-Chin**   · **BEd&BSc**

Faculty of Education	Partner Faculties
Education Professional Core courses (120 credits) • Education and pedagogy courses • Professional practicum • External experience*	Subject Major courses (78-96 credits) **Faculty of Arts:** Major in English language and linguistics **Faculty of Arts:** Major in Chinese language, literature and culture **Faculty of Science:** An approved science major
Language Enhancement courses (18 credits)	
Common Core courses (24 credits)	
Elective courses (42-60 credits)	

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

Single Degree Programmes

· **BEd(ECE&SE) (300 credits, 5 years)**

Major in Early Childhood Education and Special Education (246 credits)	
• Early Childhood Education courses • Early Childhood Special Education courses • Professional Practicum	• Specialised electives • Project
Language Enhancement courses (18 credits)	
Common Core courses (36 credits)	

· **BSc(SLP) (300 credits, 5 years)**

Professional Core Courses in Speech-Language Pathology (246 credits)
• Foundation courses (e.g. Human Development, Clinical Linguistics, Anatomy & Physiology, Introduction to Communication Disorders, Neurology and Neuroscience, Research Methods, Evidence-based Practice, Speech Science) • Core discipline courses (e.g. Speech Development & Speech Sound Disorders, Motor Speech Disorders, Voice Disorders, Audiology and Aural Rehabilitation, Complex Cases, Dysphagia, Aphasia, Inter-professional Practice, Advanced Clinical Practice) • Research in Human Development and Communication Disorders (A capstone requirement) (18 credits) • Clinical practicum (A capstone requirement) (60 credits)
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)	
• Data warehousing and data mining	• Professional practices in information management
• Information retrieval	• Information society issues and policy
• Project management	• Final Year Project… and more.
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)
• Introductory courses
• Advanced courses
• Capstone experience
Language Enhancement course (6 credits)
Common Core courses (12 credits)
Elective courses (30 credits)

Application and Admissions Requirements

● JUPAS Candidates

Local 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[1,2], BA&BEd(LangEd)-Chin[2,3], BEd(ECE&SE)[1,2]	BEd&BSc	BSc(SLP)[2,4]
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
Citizenship and Social Development	Attained (A)	Attained (A)	Attained (A)
Elective subjects	Level 3 or above in two subjects	Level 3 or above in two subjects, with at least one in any of - Biology - Chemistry - Physics	Level 3 or above in two subjects

[1] 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).

[2] Shortlisted candidates will be invited to attend an interview. Selection for admission is based upon academic merit and interview performance.

[3] Candidates should have knowledge of spoken Cantonese and Putonghua, and traditional Chinese characters.

[4] Candidates must be able to communicate effectively and fluently in both Cantonese and English.

For detailed admissions standards, please visit: https://admissions.hku.hk/apply/jupas

● Non-JUPAS Candidates

Candidates from international schools, overseas and 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://admissions.hku.hk/apply/international-qualifications#apply-now

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

● Direct Admissions Scheme to Senior Year Places

Local 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://admissions.hku.hk/apply/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

  Local 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.

  Candidates are strongly recommended to take either the IELTS or the TOEFL and good performance in one of the tests would be a great advantage.

- Bachelor of Science in Applied Child Development A202

  Local 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

  Local 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.

https://web.edu.hk/programme/undergraduate

Double Degree Programmes

Bachelor of Arts and Bachelor of Education in Language Education (English) JS6066

Programme Clerk	Mr Roger Chan	Email: babedeng@hku.hk	Tel: 3917 2280
Programme Coordinator	Dr Ruby Yang	Email: rccyang@hku.hk	Tel: 3917 4557

Bachelor of Arts and Bachelor of Education in Language Education (Chinese) JS6080

Programme Clerk	Ms Ada Cheng	Email: babedchi@hku.hk	Tel: 3917 2545
Programme Coordinator	Prof Tai Chung Pui	Email: cptai@hku.hk	Tel: 3917 4259

Bachelor of Education and Bachelor of Science JS6119

Programme Clerk	Ms Manyi Wong	Email: bedbsc@hku.hk	Tel: 3917 4659
Programme Coordinator (Acting)	Dr Valerie Yip	Email: valyip@hku.hk	Tel: 3917 5461

Single Degree Programmes

Bachelor of Education in Early Childhood Education and Special Education JS6092

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

Bachelor of Science in Speech-Language Pathology JS6157

Programme Clerk	Mr Sam Chan	Email: bscslp@hku.hk	Tel: 3917 2357
Programme Director	Prof Karen Chan	Email: karencmk@hku.hk	Tel: 3917 2357
Admissions Tutor	Prof William Choi	Email: willchoi@hku.hk	Tel: 3917 2357

Top-up Degree Programmes

Bachelor of Science in Information Management A201

Programme Clerk	Ms Christy Chung	Email: bsim@hku.hk	Tel: 3917 5413
Programme Director	Prof Gary Wong	Email: wongkwg@hku.hk	Tel: 3917 5082

Bachelor of Science in Applied Child Development A202

Programme Clerk	Ms Ada Cheng	Email: bscacd@hku.hk	Tel: 3917 2545
Programme Director	Dr Lilian Chau	Email: bscacd@hku.hk	Tel: 3917 2545

Bachelor of Arts and Sciences in Social Data Science A203

Programme Clerk	Ms Christy Chung	Email: bascsds@hku.hk	Tel: 3917 5413
Programme Director	Prof Shihui Feng	Email: shihuife@hku.hk	Tel: 3917 1956
Acting Programme Director (from September 8 to December 14, 2024)	Dr Kelvin Lo	Email: mflo@hku.hk	Tel: 3917 8397

Faculty of Education
The University of Hong Kong

◉ Pokfulam Road, Hong Kong   📞 (852) 3917 6044   ✉ edfac@hku.hk

ⓕ education.hku   📷 𝕏 hku_education   🌐 http://web.edu.hku.hk

▶ edukehku   小红书 ◉ 香港大学教育学院