



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

Undergraduate Prospectus 2026-27

World University Rankings for Education

U.S. News & World Report
2025-2026

#1

Quacquarelli Symonds (QS)
2025

#3

Times Higher Education (THE)
2025

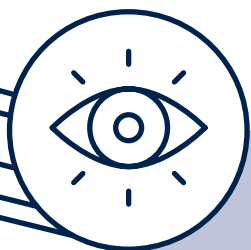
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ABOUT US

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 Hong Kong. At the same time, the Faculty is a regionally and globally engaged educational hub.



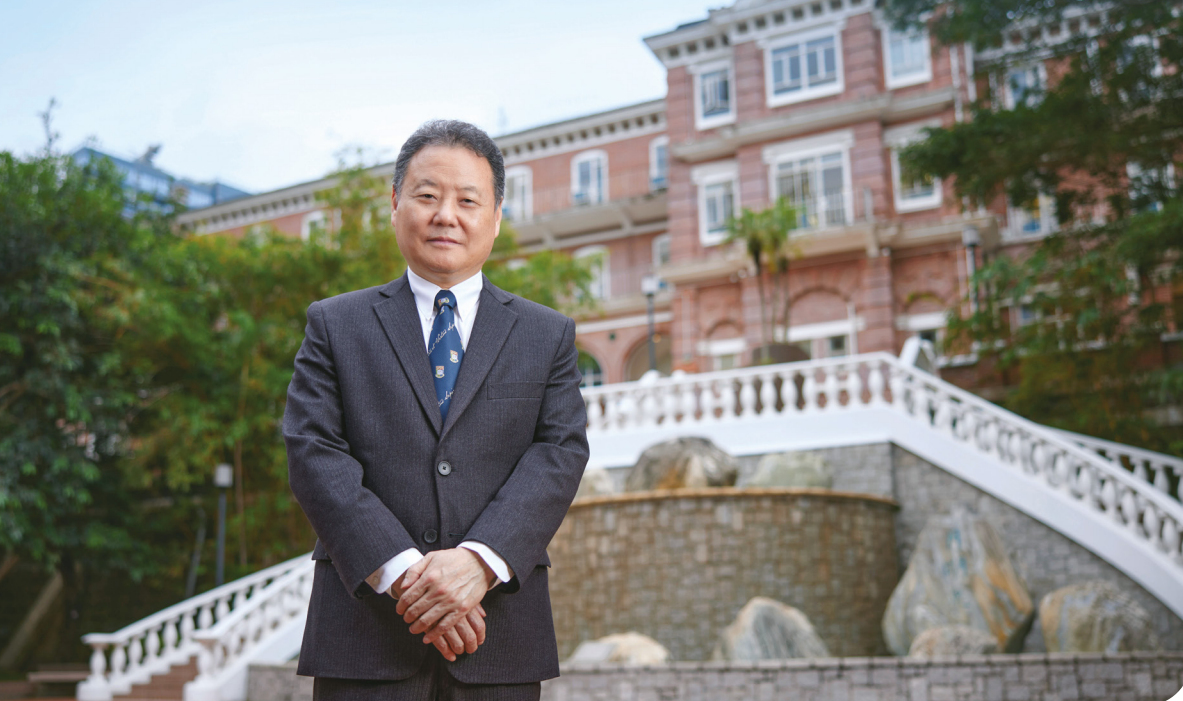
VISION

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.

As you explore the next steps in your academic journey, I am delighted to introduce to you our undergraduate programmes — designed not only to equip students with strong professional knowledge, but also to foster the all-round development that today's world demands. We place equal emphasis on intellectual rigour, character and values, innovative thinking, and adaptability, ensuring our students grow as confident learners, ethical leaders, and caring professionals.

Consistently ranked among the top education faculties globally, we are above all a supportive and caring community. Our staff, students, and alumni are united by a deep passion for children, young people, and the education profession, and by a shared commitment to the transformative power of teaching and learning. Students will find an environment where they are known, encouraged, and challenged — one in which their wellbeing, sense of belonging, and personal growth matter as much as their academic success.

Our programmes offer a robust foundation in theory and practice, preparing students for advanced studies or professional careers in their chosen fields. Beyond disciplinary expertise, we strive to nurture compassionate, reflective, and socially responsible individuals who are ready to serve their communities and lead positive change.

To connect academic learning with hands-on experience, our students engage in a wide range of learning opportunities, including professional practicums, immersion programmes, internships, clinical placements, and other experiential learning activities. Supported by our strong partnerships with local and international organisations, these experiences enable students to apply their knowledge in real-world settings, strengthen their professional competencies, and broaden their global perspectives.

I wish you every success as you embark on this exciting new chapter. We look forward to welcoming you into our community and supporting you — academically, personally, and professionally — at the Faculty of Education.

Professor Yang Rui
Dean of Education

FACULTY AT A GLANCE

**World University
Rankings for
Education**

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World Report**
2025-2026



**Quacquarelli
Symonds (QS)**
2025



**Times Higher
Education (THE)**
2025



2,700+

**Total
Number of
Students**



**Academic Staff
from All Over
the World**

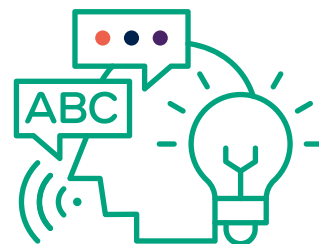
120+



4+3

**Research
Centres and
Consortia**

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



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.

Find out more



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**; they 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



- 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.

WHAT OUR STUDENTS SAY



Jasmine Kaur
Current Student

When I embarked on this journey, I had a vague idea of the English teacher I wanted to be. However, this programme has played a significant part in giving clarity and direction to my passions. With the knowledge, challenges, and opportunities to practice that this programme provides us, each passing day brings my cohort closer to the educators we aspire to be. Among many other technicalities, it equips us with pedagogical tools that value contextualised, creative, and communicative second language learning. We have learned, and continue to learn, endlessly to become quintessential English teachers as we sail this ship together.



Ella Loo
Current Student

The programme has equipped me with essential pedagogical skills through rigorous coursework grounded in real-world application. Beyond coursework and practicum, its experiential learning opportunities proved transformative. The dedicated immersion scheme provided invaluable teaching practice in Australia, exposing me to diverse educational systems. Crucially, flexible free electives connected me with learners from varied backgrounds by enabling my teaching opportunity in Sri Lanka. These hands-on global experiences were deep dives into different learning contexts, honing my adaptability as an educator. This programme uniquely prepares you for teaching in an interconnected world, supported by a collaborative cohort.



Limbu Hangmuk Laing Thuppoko Thebe
Current Student

The standout facet of this programme for me so far has been the numerous opportunities to engage in micro-teaching lessons with my peers. Such lessons have allowed us to put pedagogical principles into practice, exchange meaningful feedback and learn from said lessons timely. I would be remiss not to also mention the flexibility afforded by the programme in pursuing language courses that match our interests; be it through Milton or morphology (or both!), you are sure to build a linguistic foundation both rigorous and personal. I am excited to carry my foundations forward and grateful to do so with the Faculty.

文學士及教育學士 (語文教育) — 中文教育

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。



了解更多



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

學生分享



郭晴
畢業生

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
畢業生

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。

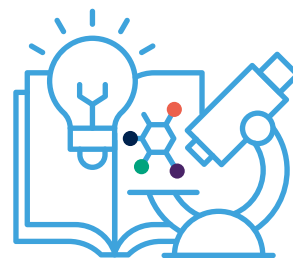


黃正怡
畢業生

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。

Bachelor of Education and Bachelor of Science

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.



Find out more



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
- Artificial Intelligence Literacy 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

WHAT OUR STUDENTS SAY



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.



Min Lim
Current Student

Through the Bachelor of Education and Bachelor of Science programme, I have developed a strong foundation in both the theoretical and practical aspects of science education. This programme has enriched my teaching skills and pedagogical competence by offering diverse perspectives from both international and local viewpoints. Engaging actively with classmates—who share a passion for becoming skilled teachers and improving education locally and globally—has broadened my intellectual horizons. As a result, I have been able to approach my teaching with confidence and earn valuable recognition on my journey as a science educator.



Yovela Yu
Graduate

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



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.

Find out more



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

WHAT OUR STUDENTS SAY



Dorothy Chan
Current Student

The programme provides holistic learning with lecture discussions and reflections on theories, in which scaffolding and task analysis have inspired me the most. Furthermore, the visit to kindergartens in the Chinese Mainland and the hands-on experiences at creches, kindergartens, Early Education and Training Centres, and Special Child Care Centres consolidated my teaching strategies.

The most unforgettable experience throughout these years was the teaching-aid design. It shaped my understanding of children's developmental milestones and special educational needs, helping me to realise that teaching aids require different playing ways and levels to cater for diverse needs. It is my honour that my teaching aid, "Street Food Carnival", could be published. I am greatly supported by my programme director and consultant on modifications before publication.



Henry Tsang
Graduate

As a proud graduate of the BEd(ECE&SE) programme, I now work as a special school teacher, focusing on students with mild to moderate intellectual disabilities. This sector greatly benefits from the presence of male educators, making my role particularly significant. The programme has equipped me with a deep understanding of the unique needs of my students, enabling me to design tailored lessons and employ effective pedagogical strategies. Additionally, the solid foundation I gained has prepared me to pursue further studies in special education at the postgraduate level, allowing me to enhance my skills and impact in this vital field.



Aimee Wong
Graduate

Over the past five years of my academic journey, the programme has been instrumental in shaping my understanding of various theoretical concepts. The curriculum was thoughtfully designed to not only include comprehensive coursework but also to provide practical, hands-on experiences. Our instructors were dedicated and proactive, giving us numerous opportunities to immerse ourselves in diverse educational environments, including nurseries, kindergartens, special schools, and special training centres. These experiences empowered me to solidify my practical skills and enhance my confidence in a professional setting. Armed with this knowledge and experience, I successfully secured my ideal position after graduation, which enabled me to leverage my strengths effectively in the workplace.

Bachelor of Science in Speech-Language Pathology

(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 are eligible to apply to be "Speech Therapist in Accredited Register". 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.

Find out more



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:

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



WHAT OUR STUDENTS SAY



Kayley Kong
Current Student

This programme prepares us to become professional speech-language pathologists through its comprehensive focus on diverse therapeutic areas. Utilising a case-based learning strategy, the courses are well-designed to integrate theoretical knowledge with clinical practice. In addition to local clinical placements, there are abundant overseas learning opportunities. With heartfelt gratitude, I participated in an experiential learning trip to Singapore this summer, where we visited daycare centres for adults with multiple disabilities and special schools for autistic children. This experience not only broadened my clinical exposure, but also compelled me to reflect on how I can enhance the lives of those in need through my profession.



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

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.



iSchools

CILIP The library and information association

Find out more



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.



- 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



Bonnie Chiu
Graduate

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 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

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

I was admitted to the Big 4 as an IT Risk Advisory Analyst after graduating from the BSc(IM) programme. 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

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.



Find out more



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
- Developmental Neuroscience



- 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

Professional Qualifications

Graduates of the programme can:

- register as Child Care Workers and Child Care Supervisors under the Child Care Services Regulations
- meet the BEd(ECE) requirement for new kindergarten principals appointment

WHAT OUR STUDENTS SAY



Chu Lok Yi
Graduate

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
Graduate

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
Graduate

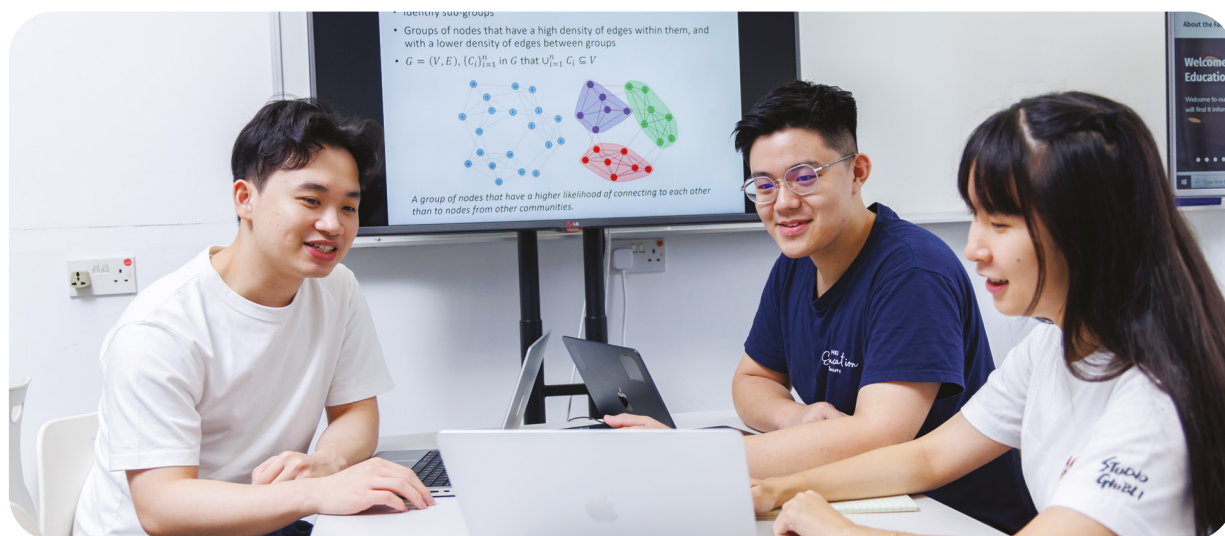
Choosing the BSc(ACD) programme has been an excellent choice. My first-year journey has been filled with countless opportunities to grow, learn, and explore within a nurturing environment that is filled with passionate, like-minded individuals — early childhood researchers and future educators. I find 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

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.



Find out more



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.

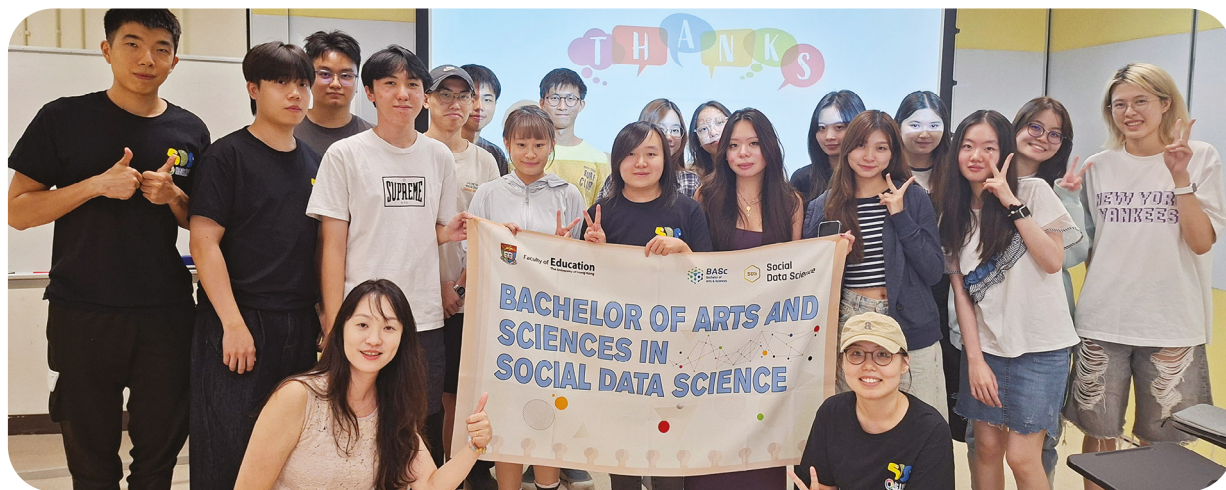
Exchange Programme

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
- Advanced statistical modeling for social applications
- 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

WHAT OUR STUDENTS SAY



Kenny Chow
Current Student

Studying social data science has truly transformed me. Working on practical projects with real datasets has improved my ability to ask focused questions, create strong models, and share results that lead to action. Helpful mentors and extensive resources have further expanded my horizon, changing my focus from just finding answers to making well-informed decisions. The active social data science community has encouraged my development and provided opportunities. I believe social data science offers countless possibilities, and I am eager to help build that future.



Nagi Poon
Current Student

Although I entered the programme with no prior knowledge in social data science, I have developed critical thinking and essential skills to tackle real-world challenges using data analytics. The programme's flexibility has allowed me to explore diverse areas and discover my passions. It also equips students with skillsets to thrive in the fast-growing data science industry. Even beginners will find the academic journey accessible and inspiring, thanks to passionate faculty offering unwavering support. This transformative experience has empowered me to address complex issues with confidence and data-driven insights.

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



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, 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

Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo

This course will offer the chance for students to undertake an experiential learning project in Ningbo, China. By participating in this project, students will develop skills and knowledge in curriculum and professional development, while gaining a greater understanding of their roles as education professionals and the need as professionals to share their knowledge and skills in the wider educational community. They will also gain a deeper understanding of English teaching in the Chinese Mainland and the needs of the students there. Participants will have the chance to work alongside teachers in the Chinese Mainland in a primary school setting and apply the knowledge and skills that they have learned from education courses at HKU. The project is supported by The Fan Family Charitable Trust, which covers flights and accommodation for students, and is closely supervised under the guidance of Faculty members. Students' performance in the course will be evaluated through a variety of means, including continuous assessment, online reflections, an end-of-course presentation and project sharing.



Happiness x 4Rs Mental Health School Project – Art-based Experiential Learning

This course aims to equip student teachers with practical skills and strategies to promote happiness and well-being in schools. In response to the growing concerns about students' happiness, mental health and well-being, especially in the post-Covid era, schools are prioritising mental health as a primary concern. Through EDB-funded well-being campaigns, schools are collaborating with various stakeholders to enhance happiness of students, teachers and parents. The 4Rs framework - Rest, Relationship, Relaxation and Resilience - has been implemented in schools, highlighting the importance of promoting happiness among students.

Partnering with an experienced NGO specialising in art therapy, student teachers would assist the facilitator(s) in conducting activities using various art forms such as photography (for self-image and relationship building), art and craft making (for mindfulness, reconciliation, counseling, etc.) They would also design and lead their own sessions.



Unity in Diversity: Exploring Intercultural Education in Vietnam

This course explores the conceptual and ethical issues of intercultural education within service trips. A key component involves practical volunteering at Maison Chance, a non-profit organisation in Vietnam, where participants will serve beneficiaries at the Maison Chance Social Center in Dak Nong Province. The goal is to make a tangible impact on individuals facing disabilities and socio-economic challenges.

Participants will engage in hands-on service by organising and leading interactive workshops for local students studying in Maison Chance, many from whom are from ethnic minorities. These workshops aim to foster diversity, intercultural awareness, and social inclusion among young learners. Throughout this experience, participants will apply intercultural and multicultural education strategies, promoting respect and understanding.





Saahib Ahmad

Current student

EL Project

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

The project itself made me realise that the world is so vast and everyone has to go through a different upbringing, but we can still relate to one another no matter how different we may be. The students at the school did not share the same facilities as those in Hong Kong. However, it would be a bit extreme to say that the quality of education there is worse. I believe that the quality of education does not depend on the school, but on the willingness of the students to learn. Through this experience, I realised that kids around the world can learn with anything. It does not matter whether they have iPads or iPhones, etc., as long as the students are enjoying their time at school and paying attention, the true aspect of education can be seen.



Leung Yat Long

Current student

EL Project

Museums as Classrooms – Experiential Learning at Hong Kong, Greater Bay Area and Singapore Museums



As an aspiring science educator, this course made me realise how underused and undervalued museum education is in teaching science. For instance, the visit to Hong Kong Heritage Museum showed us the “Behind the scenes” science preservation methods. If I had this experience when I was still a secondary school student, I would definitely be amazed and much more interested in science. Apart from just scientific theories in textbooks, I firmly believe that it is also very important to show students real-life practices in using science, and to “show off” fancy equipment to allow students to be amazed at the wonders of science. In the future, I would surely advocate for these types of scientific visits to museums.



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)	Subject Major courses (78-96 credits)
- Education and pedagogy courses - Professional practicum - External experience*	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 (12 credits + a non-credit bearing course)	
Common Core courses (24 credits)	
Artificial Intelligence Literacy courses (6 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 (12 credits + a non-credit bearing course)	
Common Core courses (36 credits)	
Artificial Intelligence Literacy courses (6 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 (12 credits + a non-credit bearing course)	
Common Core courses (36 credits)	
Artificial Intelligence Literacy courses (6 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
- Information retrieval
- Project management
- Professional practices in information management
- Information society issues and policy
- Final Year Project... and more.

Language Enhancement course (6 credits)

Common Core courses (12 credits)

Artificial Intelligence Literacy Courses (6 credits)

Elective courses (24 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)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (12 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)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (24 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.

Find out more



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.

Find out more



◦ 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.

CONTACTS FOR FURTHER INFORMATION

Double Degree Programmes

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

Programme Coordinator	Dr Ruby Yang	✉ rccyang@hku.hk	☎ 3917 4557
Enquiries		✉ babedeng@hku.hk	☎ 3917 2280

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

Programme Coordinator	Prof Tai Chung Pui	✉ cptai@hku.hk	☎ 3917 4259
Enquiries		✉ babedchi@hku.hk	☎ 3917 2545

Bachelor of Education and Bachelor of Science JS6119

Programme Coordinator	Prof Jessica Leung	✉ leungscj@hku.hk	☎ 3917 8608
Enquiries		✉ bedbsc@hku.hk	☎ 3917 4659

Single Degree Programmes

Bachelor of Education in Early Childhood Education and Special Education JS6092

Programme Director	Dr Diana Lee	✉ ecese@hku.hk	☎ 3917 8971
Enquiries		✉ ecese@hku.hk	☎ 3917 8971

Bachelor of Science in Speech-Language Pathology JS6157

Programme Director	Prof Karen Chan	✉ bscslp@hku.hk	☎ 3917 2357
Admissions Tutor	Prof William Choi	✉ bscslp@hku.hk	☎ 3917 2357
Enquiries		✉ bscslp@hku.hk	☎ 3917 2357

Top-up Degree Programmes

Bachelor of Science in Information Management A201

Programme Director	Prof Gary Wong	✉ wongkgw@hku.hk	☎ 3917 5082
Enquiries		✉ bsim@hku.hk	☎ 3917 5413

Bachelor of Science in Applied Child Development A202

Programme Director	Dr Lilian Chau	✉ bscacd@hku.hk	☎ 3917 2545
Enquiries		✉ bscacd@hku.hk	☎ 3917 2545

Bachelor of Arts and Sciences in Social Data Science A203

Programme Director	Prof Shihui Feng	✉ shihuiife@hku.hk	☎ 3917 1956
Acting Programme Director (January 5 to July 4, 2026)	Dr Kelvin Lo	✉ mflo@hku.hk	☎ 3917 8397
Enquiries		✉ bascsds@hku.hk	☎ 3917 5413

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



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