



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

Undergraduate Prospectus 2024–25

World University Rankings for Education

U.S. News &
World Report

No.1 (22-23)

Times Higher
Education (THE)

No.5 (2023)

Quacquarelli
Symonds (QS)

No.8 (2023)



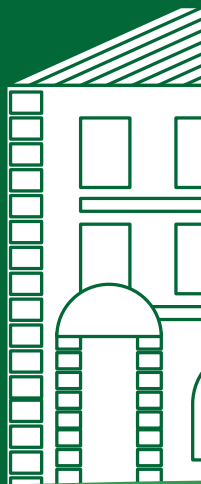
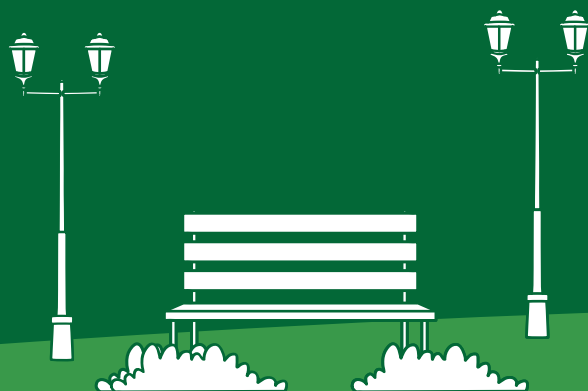


About Us

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, The University of Hong Kong. As a highly-regarded faculty, we are dedicated to providing learning experiences of the highest quality to our students. It is my immense pleasure to introduce you to a range of undergraduate programmes offered by our Faculty.

With the vision to nurture graduates who are committed to their professions and to the communities they serve, the Faculty endeavours to break new ground in curriculum and pedagogy. Every programme introduced in this prospectus is meticulously designed to equip 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 occupational areas.

Apart from offering cutting-edge courses customised for each programme, the Faculty strives to implement inspiring and innovative teaching approaches to meet the demands of the constantly-evolving environment. Our close ties to the local communities also empower us to consolidate students' professional practice and enrich their learning experiences through diversified activities. With these valuable experiences, our students are able to thrive and excel in the ever-changing times, while demonstrating their professional skills and incredible adaptability.

You are invited to discover the exciting programmes and activities that await you at the Faculty of Education. We hope you will consider our Faculty for your undergraduate study and start your academic journey at HKU. I sincerely wish you much success as you embark on a new chapter in your education and look forward to welcoming you to our Faculty in the near future.

Professor Yang Rui
Dean of Education

Faculty at a Glance

World University Ranking for Education

U.S. News &
World Report

22-23
N0.1



2023
N0.5



2023
N0.8

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&BE(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&BE(LangEd) in English are able 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.



What Our Students Say



Jack Chan
[Current Student]

The programme has offered me ample opportunities to develop and showcase my pedagogical skills. The professional core courses deepened my understanding on various theoretical approaches of language teaching, while the experiential learning curriculum enabled me to put principles and philosophies into practice, by connecting me with learners from diverse backgrounds. What I appreciate most about this programme is that it forges a community striving for collective achievement. Through project-based learning and close collaboration with my brilliant cohort, I have witnessed my growth to becoming a future language educator, and I am so grateful to have my dearest teachers and classmates supporting me through this journey.



Mckeown, Matthew Mark
[Current Student]

Choosing this double degree was certainly one of the best choices of my life. Being an undergrad at HKU opens doors, especially when you are part of a programme that polishes your fundamental understanding of language mechanics, gives you in-depth exposure to the most spoken language in the world, and grants you the experience of teaching it to primary school and secondary school students. Given the fact that in the Education courses, you learn how to learn, never would I have expected my studies to come in handy outside of the classroom to the extent that they have.

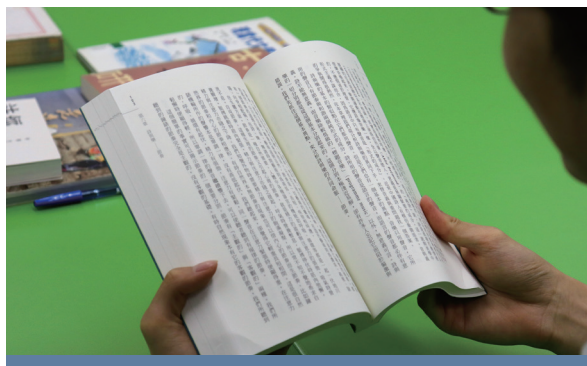


Wong Lok Chi
[Current Student]

Studying in this programme has been a wonderful journey of exploration, trial and error and exercising creativity, preparing me to become an English teacher. One distinctive strength of the programme is its array of teaching pedagogical tools that keep me abreast of updated teaching strategies, especially face-to-face and online teaching tools. Most importantly, it has answered one of my long-standing questions - how to make English learning for second language learners more enjoyable amid the grammar-oriented curriculum. Through lectures, small-class discussions, hands-on practices in creating lesson plans and peer feedback, I learnt to develop more personal, interactive and enjoyable materials for second language learners.



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



學生分享



林陶傑
[學生]

香港大學中文教育課程靈活、多元。我能自由選修感興趣的文學、歷史或文化課程，討論教育政策與哲學，以及在課堂與實習中實踐不同教學法。教育學院致力提供本地及境外學習機會，除了本地實習及內地語文沉浸體驗，我還參加交換生計劃，在三年級到英國愛丁堡修讀漢學。當地老師和同學嶄新的視角和觀點，讓我對中國文學與歷史有更深入思考。這些寶貴的經驗讓我更好地裝備自己，將來成為一位專業的老師。



盧沅蔚
[學生]

我們的課程規劃完備，有專業的教學團隊及豐厚資源。我們從課堂中學習理論，再加入自己的構思、嘗試實踐，繼而於中小學實習，從回饋中提升教學法。港大中文教育課程以學生為本，循序漸進栽培我們專業知識、教學信念和實踐的成長，未來成為教導有方、能言傳身教的教師。



徐碧榆
[學生]

時至今日，我仍然記得當初進入教育學院時忐忑不安的心情，幸而在學習過程中遇見多位良師益友，一路同行。感謝教育學院的老師對我們循循善誘，教會我們專業的教學知識和技能，支持我們獲得不同的學習機會，讓我對教育生出無限的熱誠，在「教學育人」的道路上勇往直前。

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 from selected science majors from the Faculty of Science, and education Professional Core courses from the Faculty of Education. The programme offers students ample opportunities to acquire and consolidate their scientific knowledge as well as their professional knowledge for teaching 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 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 secondary schools.

Career Prospects

- Teaching science or science-related subjects in mainstream Hong Kong 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



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 learn 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.



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



What Our Students Say



Wendy Jian

[Current Student]

I am honored to have been awarded the HSBC Hong Kong Scholarship for the 2022-2023 academic year. This esteemed scholarship not only acknowledges my exceptional academic accomplishments but also recognises my significant involvement in community service. Through my active participation in various social service initiatives, including voluntary teaching programmes and the development of training programmes, I have demonstrated my commitment to nurturing compassionate educators among young adults.

During my study in the BEd(ECE&SE) programme, I have gained valuable skills that are essential for meeting the diverse needs of children with special educational needs (SEN). These skills include task differentiation and the use of visual reminders. By acquiring these competencies, I am better prepared to educate children with SEN and implement inclusive teaching strategies that foster their holistic development.



Tsang Kwan Lok Henry

[Current Student]

Completing my professional practicum at a special child care centre of the Spastics Association of Hong Kong last semester was an incredibly rewarding experience for me. During our six-week placement, we had the chance to put our academic knowledge into practice and collaborate with professionals from diverse areas. This experience enabled us to acquire a broad range of skills to better assist children with special educational needs. The 240-hour practicum was beneficial for us in multiple ways. It aided in clarifying our interest in special education and also provided tools for individuals interested in mainstream education to create a more inclusive and supportive classroom.



Tsang Laam

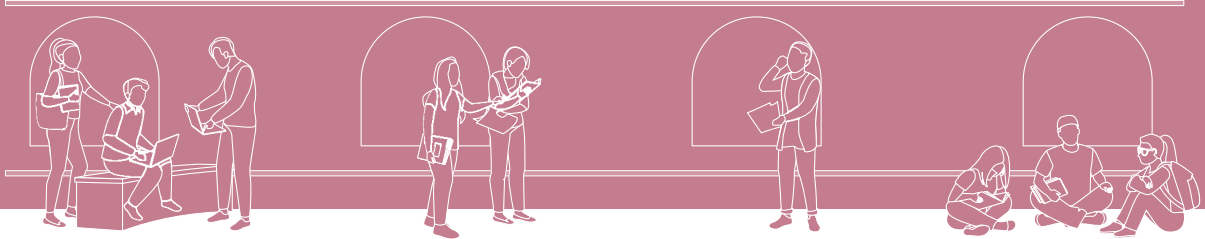
[Current Student]

The programme has provided me with opportunities for not only visiting childcare centres but also being part of a team that supports children with exceptional needs. My experience at the Child Development Centre gave me the opportunity to explore and observe approaches discussed in lectures, which combined theoretical and practical knowledge to strengthen our professional skills. Furthermore, I have received great support from experienced practitioners who provide guidance and scaffolding on my story-telling, prompting, and decision-making skills. By participating in the internship programme, we have gained experience interacting with children and developing our pedagogical knowledge to create a more inclusive and positive learning environment with a multidisciplinary team.

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.

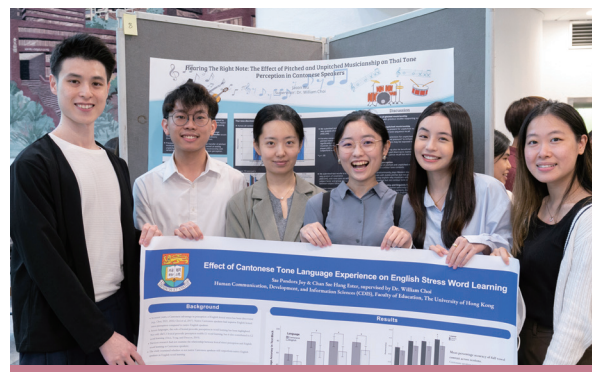
The comprehensive curriculum and mentored clinical practice prepare students to serve people with a wide range of communication, speech, language and swallowing disorders across the lifespan in various settings such as hospitals, schools, pre-school centres, private clinics and nursing homes.

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

What Our Students Say



Anson Kwan

[Current Student]

It has been a fruitful journey studying in this programme at HKU. It not only equips students with professional knowledge but also provides plenty of fruitful discussions and hands-on experience to enlighten our thoughts and sharpen our clinical skills. Although studying in this programme is challenging, I have never regretted choosing it, thanks to the mutual support of our classmates and the guidance of our teachers. I am looking forward to working as a competent and passionate speech language pathologist upon my graduation, and to achieving my aspiration to restore people's confidence in communicating and help them express their ideas.



Michelle Lai

[Graduate]

There is always something new to learn in the programme about the assessment and management of speech, language, swallowing, and voice for children and adults. Through lectures, discussions and practicums, I have not only been equipped with the academic knowledge required for understanding various speech and language pathologies, but also the interpersonal skills needed for collaborating with different personnel when we enter the workforce. The programme also offers us ample opportunities to learn skills and knowledge beyond the syllabus through research internships and overseas summer programmes, allowing us to explore more deeply into academic areas that are not touched upon in class.



Kinny Yeung

[Graduate]

Having been a Speechian for five years, I am so thankful for what the programme has brought me. My journey here is fruitful and memorable. I have gained hands-on experiences, allowing me to apply learnt knowledge to actual situations through clinical placements and also received precious friendship across cohorts. I am lucky to have had opportunities to participate in the social service group and organise voluntary services, to get involved in research projects and to go abroad for short-term programmes. They have broadened my horizons while deepening my understanding towards this profession, hence equipping me to be a more competent speech language pathologist in future.





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 Presentation Day. Students have also presented their FYPs at international and local conferences such as:

- The International Conference on Knowledge
- Culture and Change in Organisations (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)

What Our Students Say

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



Chiu Ka Yu Kelly

[Current Student]

I am grateful that I could have a chance to study on the BSc(IM) programme at HKU because I have been able to explore practical knowledge in information management and equip myself well in the information management industries. Moreover, I have been chosen to become a student advisor in my final year, which will enable me to provide academic support to the Year 3 BSc(IM) students. Furthermore, joining the internship programmes offered by the Department of Geography at HKU has broadened my horizons and helped me to gain a lot of practical knowledge about academic library operations. Therefore, it has provided me with real-world working practice and enabled me to make a clear decision on my future career path.



Chiu Bonnie Won Duen

[Current Student]

Studying at HKU not only enhances my expertise in Information Management but also fosters invaluable connections with peers. Being chosen as a student advisor for the programme is a privilege that allows me to assist and support my classmates. Moreover, the internship offered by Storius Limited has made a lasting impact, providing valuable insights into my future career.

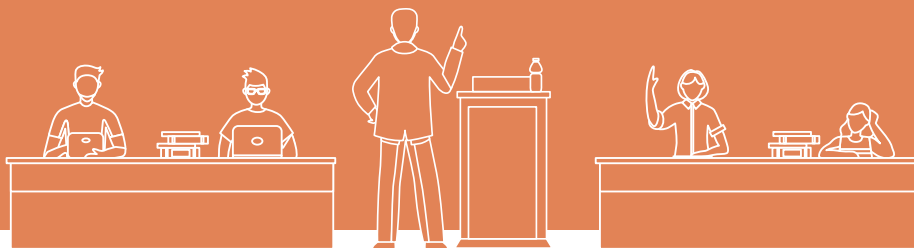
This programme has equipped me with a wealth of knowledge and prepared me well for my professional journey. HKU is an exceptional university where one can surpass expectations. I am so grateful for this opportunity to grow and thrive here.



Tse Wui Ling Mabel

[Current Student]

The BSc(IM) programme teaches students how to manage information properly in several ways. Even if you have no previous experience of studying anything related to information management, you can follow the courses easily as they start with the basics. Furthermore, the programme provides plenty of self-learning materials to facilitate students' learning and professors are always here to answer your questions. This programme provides a wide range of job opportunities because almost all of the industries require information management. You may define your future career path by taking part in internships. Do not hesitate to join the programme and start your university life at HKU.



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

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



What Our Students Say



Maryam Amir

[Current Student]

The BSc(ACD) programme empowers students to become professional practitioners in child development. It provides a comprehensive platform to enhance understanding, knowledge, and proficiency in this field, covering both theory and practice. Students delve into diverse domains, honing their observation skills and acquiring various perspectives in the realm of children's learning and development. This learning experience enables students to deepen their comprehension and expertise. Furthermore, the programme facilitates the application of theories and skills in real-world settings through valuable practical experience. The field experience nurtures students' development as reflective practitioners, as they learn and gain valuable insights from their collaborations with NGOs and kindergartens. Lastly, the programme offers flexibility in selecting ACD electives for a tailored educational experience aligned with specific interests and goals.



Akina Kwok

[Current Student]

After taking the elective BSCD6001, which is about children's play and learning, I believe that my knowledge of children's play was enriched, as I learnt the important ways in which play affects different domains of children's development. Besides the theoretical knowledge taught by our professor, the school visit was the most impressive for me in this elective. I was given the opportunity to learn and understand first-hand the "Story Approach to Integrated Learning and Play-based Learning Approach" which was used in the kindergarten we visited. That is a precious experience I have never had.



Kyle Pang

[Current Student]

The BSc(ACD) Programme has ignited my passion for exploring early childhood development. During my time on the programme, I've had the opportunity to engage with various research projects at HKU, spanning areas like linguistics and psychology. I've also begun to establish my own cross-regional volunteer education team, with invaluable support and encouragement from my professors. These experiences have not only deepened my interest but also boosted my confidence significantly.



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 structure and algorithms
- 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



What Our Students Say



Tim Lee

[Current Student]

Joining the BASc(SDS) led to a remarkable educational odyssey. From day one, the programme immersed me in the world of data science with a practical approach. Engaging courses equipped me with skills to analyse the nuances of data and extract meaningful insights. Collaborating with peers from diverse fields enhanced my problem-solving abilities, as we tackled real-world challenges together. Beyond the classroom, internships and projects provided hands-on experience, solidifying my understanding. The BASc(SDS) is not just about learning theories; it is about applying them to create tangible impact. This journey nurtured my passion for data and positioned me to excel in a data-driven world.



Daniel Tsang

[Current Student]

Being a student of the BASc(SDS) has enabled me to learn several statistical methods and programming languages. The courses of social data science are well-designed, which enables us to apply the knowledge learnt from the lectures. The assessment and the presentation of the group project are the best practices for us to apply what we have learnt. After finishing my associate degree in statistics and data science, I can still get the new and exciting information from the courses. You would not regret joining the programme!



Sunny Wong

[Current Student]

My journey in the BASc(SDS) programme has been incredibly rewarding. The interdisciplinary curriculum has equipped me with data science skills to tackle real challenges. The well-structured courses have built a strong foundation in data analytics and machine learning in a social context. I have developed critical thinking, problem-solving and communication skills through the supportive faculty and engaging environment. With experiential opportunities and guidance, the programme has prepared me for diverse careers in business, research and social sectors. The interdisciplinary experience equips graduates with the skills needed to drive positive change with data.

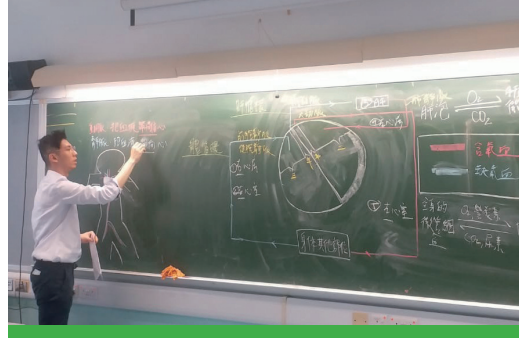
Programme Highlights

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



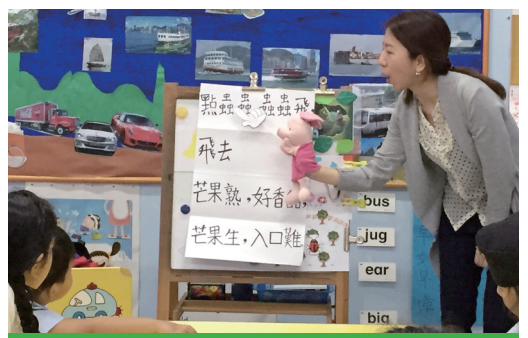
► BEd&BSc

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

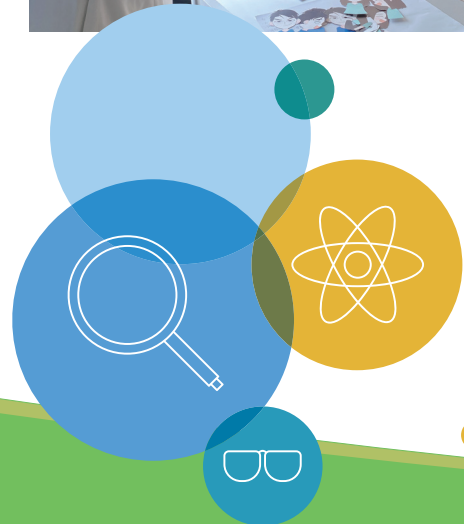
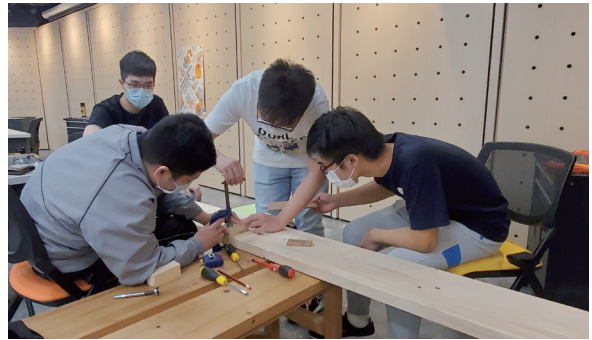
Experiential learning stands as an institutionalised curricular component in our Faculty, termed “Community-based Professional Practicum” on our UG syllabus. All the courses offered under this umbrella aim at pushing students out of their comfort zones and fostering skills and values that are relevant 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

► Design Thinking in Action

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



► Outdoor Environmental Education Experiential Learning Project

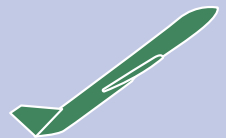
According to the fifth assessment report of the Intergovernmental Panel on Climate Change, rapid and far-reaching actions that would effect unprecedented changes at all levels of society are essential for preventing global climate disasters resulting from climate change. Thus, a proper understanding 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.



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.



Lam Tim Yan

Current student

EL Project: BBED6798

Design Thinking in Action

It was a pleasure and a privilege to have been part of the Design Thinking experiential learning course. Not only did I pick up the useful tools of design thinking and reflection, which will undoubtedly be part of my teaching arsenal, but I also received the precious opportunity of utilising these tools in a real-life classroom while serving as a facilitator of the Jockey Club Solnno programme, figuring out the concepts through first-hand experience and valuable reflections used to evaluate my plans and final implementation.

One thing I have learnt from the course which will definitely stay with me throughout my teaching career is the difference between a “facilitator” and an “educator”. Prior to this experience, I have always taught my students with the mindset of an “educator”. However, this course made me step out of my comfort zone by making me facilitate a Chinese writing course. This was to me, as a prospective teacher, a perfect reminder that modern teachers should not be “educators” who dictate the entire learning experience by only teaching what they know and restrict students’ knowledge input with the teachers’ own limitations. Instead, we teachers should always remember that we are also learners with the need to broaden our horizons by keeping up with the latest trends and remaining open to new information that students introduce us to.



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) <ul style="list-style-type: none"> • Education and pedagogy courses • Professional practicum • External experience* 	Subject Major courses (78-96 credits) <p>Faculty of Arts: Major in English language and linguistics</p> <p>Faculty of Arts: Major in Chinese language, literature and culture</p> <p>Faculty of Science: An approved science major</p>
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)	
<ul style="list-style-type: none"> • Early Childhood Education courses • Early Childhood Special Education courses • Professional Practicum 	<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • 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)	
<ul style="list-style-type: none"> • Data warehousing and data mining • Information retrieval • Project management 	<ul style="list-style-type: none"> • 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)	
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)

• BSc(SDS) (120 credits, 2 years)

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

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) ^{1,2,4}	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 <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Combined Science • Integrated Science 	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.



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	Dr Tai Chung Pui	Email: cptai@hku.hk	Tel: 3917 4259

Bachelor of Education and Bachelor of Science JS6119

Programme Clerk	Mr Steven Cheung	Email: bedbsc@hku.hk	Tel: 3917 4659
Programme Coordinator	Dr Valerie Yip	Email: valyip@hku.hk	Tel: 2241 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 Peter Chow	Email: bscslp@hku.hk	Tel: 3917 2357
Programme Director	Dr Karen Chan	Email: karencmk@hku.hk	Tel: 3917 2357
Admissions Tutor	Dr William Choi	Email: willchoi@hku.hk	Tel: 3917 1587

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	Dr Gary Wong	Email: wongkgw@hku.hk	Tel: 2241 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	Dr Shihui Feng	Email: shihuiife@hku.hk	Tel: 2219 4310

Faculty of Education

The University of Hong Kong

📍 Pokfulam Road, Hong Kong

☎ (852) 3917 6044

✉ edfac@hku.hk

📘 Faculty of Education, HKU

📷/📺 hku_education

🌐 <https://web.edu.hku.hk>

👤 <https://weibo.com/hkueducation>

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