Faculty of Education
The University of Hong Kong

Undergraduate Prospectus
2022-23

World University Rankings for Education

Times Higher
Education (THE) 2022

No. 6

Quacquarelli
Symonds (QS) 2021

No. 7

◢ Vision

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

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◢ Dean's Message

Faculty of Education
教育學院

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

Our vision is to nurture graduates who are dedicated to their professions and to the communities they serve. Each of the programmes described in this brochure – in education, in speech and hearing sciences, in information management, in applied child development, and in social data science – is designed to realise that vision and to provide students with the best possible preparation for their chosen professional pathways.
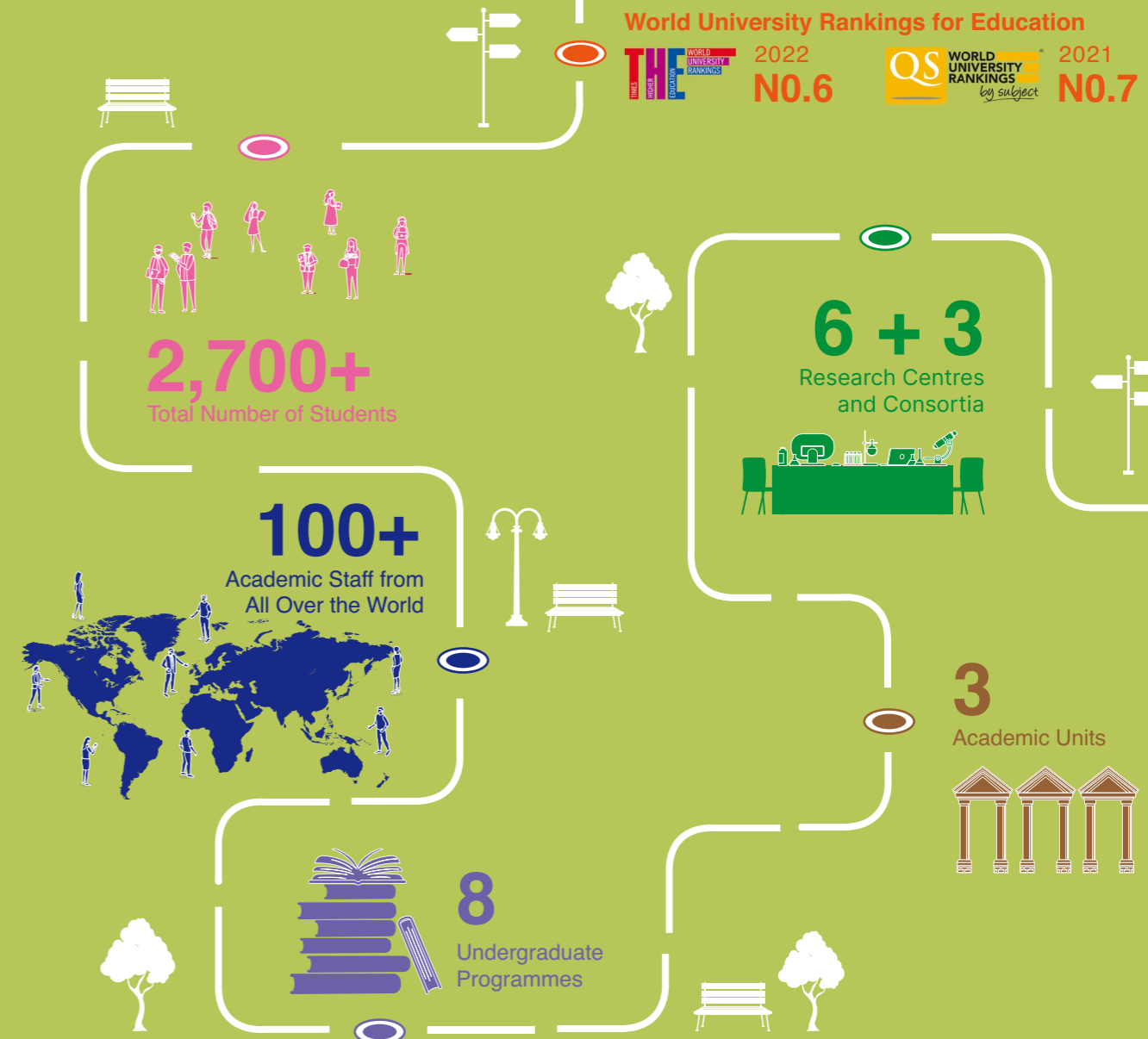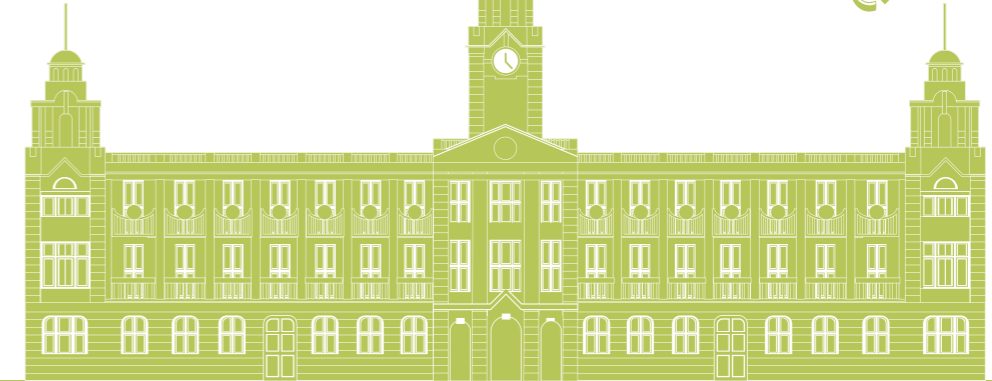
Not only do we offer a wide range of programmes, but we also ensure that experiences provided to students are meaningful and of excellent quality. The Faculty endeavours to bring innovative learning and teaching experiences to our students in the New Normal, such as e-immersion, e-teaching practicum, teleclinic, etc. Through these new experiences, our students are able to develop and demonstrate their professional skills and adaptability to changing contexts.

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

Professor A. Lin Goodwin
Dean of Education

Faculty at a Glance

World University Rankings for Education

THE WORLD UNIVERSITY RANKINGS by subject — 2022 **N0.6**

QS WORLD UNIVERSITY RANKINGS by subject* — 2021 **N0.7**

2,700+
Total Number of Students

6 + 3
Research Centres and Consortia

100+
Academic Staff from All Over the World

3
Academic Units

8
Undergraduate Programmes

Bachelor of Arts and Bachelor of Education in Language Education – English
[BA&BED(LangEd)-Eng] 6066

The BA&BEd(LangEd) in English has been jointly offered by the Faculty of Arts and the Faculty of Education since 2005. This five-year double degree integrates specialist studies in English language and linguistics and professional studies in English language education. The programme combines rigorous academic study with experiential learning and practical application. Graduates of the BA&BEd(LangEd) in English are 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.*

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

Courses

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

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 education 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.
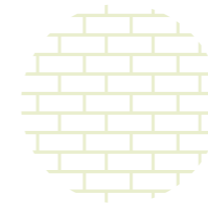
What Our Students Say

Nicholas Mo
[BA&BEd(LangEd)-Eng Current Student]

As a final year student of the programme, not only have I learnt principles and philosophies related to education, but more importantly, I have cultivated a sense of creativity in myself, which is of paramount importance to a teacher in the 21st century. The two-month immersion in Brisbane inspired me to think outside the box in terms of pedagogies. When integrated with theories taught during the small-class lectures, I am able to deliver, among the numerous hands-on practices, remarkable content that is both interesting and intellectually stimulating. I feel blessed to have my professors and lecturers witness my growth over the years.

Thapa Magar Arshu
[BA&BEd(LangEd)-Eng Current Student]

Despite having most of my learning activities online over the past two years, the BA&BEd(LangEd)-Eng programme has fulfilled both my learning and experiential needs as a future professional teacher. Our teachers have been more than well-equipped with an understanding of the changes necessary to make online learning work. Having a smaller cohort size also allows greater intimacy between the staff and students and enables an excellent interchange of feedback. Another thing I highly appreciate is the external teaching opportunities provided for first and second years, before the formal professional practicums begin in the fourth year.

Renee Wong
[BA&BEd(LangEd)-Eng Current Student]

The programme offers me both theoretical and practical skills that enable me to be a reflective teacher. Not only do we learn pedagogical skills specific to language education, but more importantly, we also delve into topics on social justice. I am grateful that ample support for students is provided, as we are able to first observe how lessons are taught and discuss lesson plans with our supervisors before trying them out for ourselves. What makes this programme special, however, is that it is such a tight-knit community that everyone, students and teachers alike, readily share teaching tips and tricks to cater for different students.

文學士及教育學士（語文教育）—中文教育
[BA&BED(LangEd)-Chin] 6080

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

*境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定

學生分享

萬嘉傑
[文學士及教育學士(語文教育)—中文教育 學生]

香港大學教育學院文學士及教育學士（語文教育）—中文教育課程涵蓋廣闊。我們透過課堂實踐，認識和應用不同的教學方法，裝備自己成為富有創意的中小學老師。我在學習的過程中曾經有不少疑惑，也遇上各種困難，幸得老師循循善誘。我更覺珍貴的是同儕之間互相勉勵的情誼，大家得以在愉快的學習氛圍裏，同步踏上教育人之路。

伍倩誼
[文學士及教育學士(語文教育)—中文教育 學生]

中國語文離不開文、史、哲。文學，求美；歷史，求真；哲學，求善。香港大學教育學院的文學士及教育學士（語文教育）—中文教育同學同時主修中文和教育，文學院的中文課程全面而深入，還可以再申請其他副修學科，讓我按照個人興趣，自由地探討各方面的知識。教育學院的師生關係密切，老師們都很關心我們的學習和成長。當我遇到學業和教學實習的問題，他們都會提供專業、貼心的建議。港大「中文教育人」既有深厚的語文造詣，也樂於鑽研教學方法，以學童能理解的方式，把中文知識傳承下去。

韓德光
[文學士及教育學士(語文教育)—中文教育 學生]

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

Bachelor of Education and Bachelor of Science
[BED&BSC] 6119

The BEd&BSc has been jointly offered by the Faculty of Education and the Faculty of Science since 2012. This five-year double degree integrates specialist studies in science and professional training in science education. Students will take 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 through practicum experience of teaching science in authentic classrooms. The programme combines rigorous academic study with experiential learning and practical applications of knowledge in authentic settings. Graduates 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 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 science courses, from selected science majors

- Pedagogy and Pedagogical Content Knowledge

- Integrated pedagogy, sociology and psychology courses

- Educational studies

- Electives, including educational studies electives and experiential learning locally or overseas

- Common Core courses

- Language enhancement

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

Career Prospects

- Teaching science or science-related 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

Boris Hong
[BEd&BSc Current Student]

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

Jonathan Kwok
[BEd&BSc Current Student]

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

Stella Ho
[BEd&BSc Graduate]

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

Bachelor of Education in Early Childhood Education and Special Education
[BED(ECE&SE)] 6092

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

Programme Features

- The BEd(ECE&SE) programme 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 included in the programme:

- Early Care and Education of Infants and Toddlers

- Physical and Social-Emotional Development, Guidance and Counselling of Young Children

- Supporting Children with Cognitive, Sensory and Physical Needs

- Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education

- Assessment and Intervention in Early Childhood Settings

- STEAM in Early Childhood Education

- Developmental Neuroscience

- Young Children, Family and the Changing World

- Planning, Management and Evaluation of Early Childhood Programmes

- Professional Practicum

- Introduction to Research Methods

- Early Childhood Education and Special Education Project

Career Prospects

- Teaching positions in kindergartens and child care centres; integrated kindergartens and child care centres; special child care centres and other educational settings

- Administrative positions in NGOs, family and children's agencies and other educational bodies

- Research opportunities in organisations such as tertiary institutions

Professional Qualifications

Graduates of the programme 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

Disney Chan
[BEd(ECE&SE) Current Student]

Amidst the chaos and uncertainties during the pandemic, it was indeed a blessing to have undertaken my professional practicum at a child care centre. My practicum experience was truly a precious and rewarding one. Having spent two weeks at a local child care centre, I have gained insight not only into the daily routines in a nursery classroom, but also the qualities a capable teacher should possess. Through observing and getting hands-on experience in multifarious tasks, from assisting in classroom activities, to preparing teaching materials, to changing diapers for toddlers, I have come to reflect upon what it takes to be a good teacher, as well as realise my own shortcomings as a teacher. What I have learnt is invaluable and will stay with me as I eventually become an educator.

Yoyo Wong
[BEd(ECE&SE) Current Student]

The BEd(ECE&SE) programme has not only helped me to establish a solid foundation of theoretical knowledge in the ECE field, but it has also allowed me to attain practical research experience early in my undergraduate studies. We have plenty of opportunities to expand our skills beyond the classroom. Engaging in research projects this summer was significant for me, particularly during the pandemic. Most kindergartens have had to suspend face-to-face classes for a prolonged period, and it is evident that children's language abilities have regressed. As a research assistant, it was a rewarding experience to make the most of Wordless Picture Books to help recalibrate and promote children's language learning during this critical period. It dawned on me that we are always empowered to have a positive impact on children. Thanks to the unconditional support of our Programme Director, I got to acquire basic research skills and broaden my career horizons via taking part in these worthwhile projects.

Wendy Jian
[BEd(ECE&SE) Current Student]

Having a lower score than expected in the HKDSE, I had to undertake an Associate Degree. Despite this setback, I bounced back, and with my firm determination and great efforts, I finally succeeded in winning a place on the BEd(ECE&SE) programme. Before studying at HKU, like every first-year student, I was worried that I might not adapt to this new learning environment. However, thanks to the generous support from my classmates, senior students, and teachers, I eventually overcame various challenges and have been doing very well in my first year of studies.

Bachelor of Science in Speech and Hearing Sciences
[BSC(SPEECH)] 6157

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

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

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

◤ Programme Features

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

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

- The medium of classwork is English with a strong emphasis on active participation, problem-solving and presentations in small discussion groups.

- In the final year, all students are required to complete a research project.

- During the five years of training, students are required to complete more than 300 hours of direct client contact under the supervision of an experienced clinical educator. The clinical programme is conducted predominantly in Cantonese.

- A strong emphasis is placed on students' ability to integrate knowledge and skills, apply theories and external research evidence in clinical practice, and develop necessary interpersonal, self-learning and basic research skills.

◤ Courses

Examples of the professional core courses:

- Anatomy and Physiology for Speech and Hearing

- Clinical Linguistics

- Human Development for Speech and Hearing Sciences

- Cognition and Language Processing

- Evidence-Based Practice in Speech-Language Therapy

- Neurology and Neuroscience

- Research Methods and Statistics for Speech and Hearing Sciences

- Audiology and Aural Rehabilitation

- Language Development and Language Disorders in the Pre-Primary School Years

- Speech Development and Speech Sound Disorders

- Aphasia, Dysphagia, Voice Disorders and Motor Speech Disorders

- Fluency, Laryngectomy and Craniofacial Disorders

- Paediatric and Adult Clinical Practicum

- Complex Cases: Paediatric and Adult

- Advanced Studies

- Research in Human Development and Communication Disorders

- 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
[BSc(Sp&HearSc) Current Student]

It has been a fruitful journey studying Speech and Hearing Sciences at HKU. This programme 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 this programme, thanks to the mutual support of our classmates and teachers. I am looking forward to working as a competent and passionate speech therapist upon my graduation, and to achieving my aspiration to restore people's confidence in communicating and help them express their ideas.

Kinny Yeung
[BSc(Sp&HearSc) Current Student]

Having been a Speechian for the fourth year, I am so thankful for what the BSc(Sp&HearSc) programme has brought me. Although COVID-19 has restricted us from having face-to-face lectures and close interactions with one another for nearly two years, my journey here has still been fruitful and memorable. Not only have I gained hands-on experiences, which allow me to apply learnt knowledge to actual situations, through clinical placements, but I have also received precious friendship across cohorts. Beyond the course curriculum, I am lucky to have had opportunities to participate in the social service group and organise voluntary services, to get involved in research projects, as well as 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 therapist in the future.

Michelle Lai
[BSc(Sp&HearSc) Current Student]

There is always something new to learn about the assessment and management of speech, language, swallowing, and voice for children and adults in the BSc(Sp&HearSc) programme. 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.

Bachelor of Science in Information Management
[BSC(IM)] A201

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

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

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

Subject to re-accreditation in October 2021

Programme Features

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

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

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

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

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

Courses

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

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

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

Career Prospects

- **Information and Library Management:** Information and library service manager, library project assistant and manager, records manager, archival officer, customer information manager, and knowledge management consultant in schools and other organisations

- **Data and Information Technology:** Data analyst, web developer and designer, database administrator, project manager and executive, service desk administrator, and information technology officer

- **System and Business Management:** Business risk information manager, business intelligence manager, business systems analyst, and other specialist roles in advertising, banking and finance, insurance, marketing, digital media industry, and publishing industries

What Our Students Say

Max Tang
[BSc(IM) Current Student]

The BSc(IM) programme is an amazing programme providing a lot of new insights and introducing valuable techniques including SQL, UML, Webpage Development, Information Retrieval. The aforementioned knowledge definitely helps me to interpret the information accurately in the business world. To acquire those skills effectively, you don't need to have a related foundation. I was a student studying an Associate Degree in marketing before and I had very little idea about information management. Now, after one year on the BSc(IM) programme, I have been able to develop competence in a wide range of professional techniques and I can perform well in reality.

Zita Leung
[BSc(IM) Current Student]

Studying at HKU is a precious opportunity for me to explore and open my mind. Besides gaining knowledge in the field of Information Management, I have definitely gained more than I expected. I am grateful for the opportunity of being a student representative (student ambassador) and student host at HKU as it has provided me with an invaluable chance to develop my interpersonal skills and make international friends. Also, the experience of participating in the internship programmes held by the Hong Kong Fire Services Department and Hong Kong Correctional Services Department is definitely unforgettable and has provided me with a direction for my future career path. Therefore, I would say that it is an amazing programme to have been able to join after my graduation from the Associate Degree in Financial Services. You can get more than you expect. Come and join us!

Bosco Chan
[BSc(IM) Graduate]

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

Bachelor of Science in Applied Child Development
[BSC(ACD)] A202

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

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

◢ Programme Features

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

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

◢ Courses

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

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

◢ Career Prospects

- Teaching positions in 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

Elke Tse
[BSc(ACD) Current Student]

Since joining the BSc(ACD) programme, I have been given the opportunity to enrich my knowledge in early childhood education and development. From theoretical knowledge to practical implementation, the teachers constantly encourage us to think critically and prepare us for the changes and challenges that may arise in the field. During the course of my study, I was also allocated to an NGO in my field placement and had the chance to assist my teacher as a student helper in her research. These invaluable experiences have enabled me to gain practical skills and apply the knowledge that I have acquired from my studies into practice and have truly opened my eyes to all the career opportunities available to me.

Erica Tai
[BSc(ACD) Current Student]

The learning experience at HKU is fruitful and amazing. I have gained valuable insights and I am ready for my career path!
The BSc(ACD) programme allows students to explore diverse topics like policy-making and neuroscience. It enriches our understanding of child development and allows us to explore our future career pathways to include possibilities beyond kindergarten teaching. We may work as researchers at the Faculty and administrators in NGOs in the future.
Besides, there are opportunities for students to participate in various activities, talks and cross-programme workshops with students of other programmes in the Faculty. Teachers are all passionate about teaching and always offer a helping hand. These elements have made this programme an eye-opener. I am very grateful to be a BSc(ACD) student.

Cora Wong
[BSc(ACD) Current Student]

After completing one year of study in the BSc(ACD) programme, I have already gained deeper knowledge and wider perspectives on early childhood development. Among various courses, I particularly find the topics in research methods and perspectives interesting. Furthermore, I am grateful for the arrangement of field experience placement in an NGO. It gives me opportunities to apply my knowledge and broaden my understanding in the field of Special Educational Needs (SEN). Time flies and this is my final year. I look forward to completing my final year project and experiencing an even more fruitful study this year.

Node Degree: Example
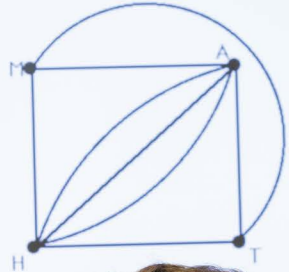
Vertex	Degree
M	3
A	5
T	3
H	5

Bachelor of Arts and Sciences in Social Data Science
[BASC(SDS)] A203

BASc
Bachelor of Arts & Sciences

SDS 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.

Programme Features

Partnerships with Industry

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

Final Year Project (FYP)

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

Exchange Programme

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

Courses

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

- Social data science foundations
- Social computing: methods and applications
- Data structure and algorithms
- Data mining
- Introductory statistics
- Application of big data analytics in social sciences
- Geographic information system
- 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 knowledge and skills of social data science include:

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

What Our Students Say

Millamena Kian Cedrick Hilario
[BASc(SDS) Graduate]

I joined the BASc(SDS) programme because it was a unique major. This multidisciplinary programme is offered by the Education, Science and Social Sciences Faculties. This collaboration interests me as I took courses such as programming, statistics, and psychology in my previous studies. Data has become a big part of our lives because of the rapid technological change in the 21st century. There are many career opportunities offered to graduates in various industries. After completing my studies, I joined Hong Kong Disneyland as a Technology Intern. This programme has enabled me to grow professionally and paved the way for my career in the field of technology.

Panlilio Nicolei Bautista
[BASc(SDS) Graduate]

I applied for the BASc(SDS) programme due to my great interest in how companies and many industries utilise the ever-growing data to its full potential. I am grateful that this programme has taught me how data analysis works, and introduced me to a range of important knowledge and skills, from understanding the underlying concepts of social data sciences to adopting programming and statistics to tackle real-life problems and have better data visualisation.
The programme also provided an internship experience that has opened my eyes to how valuable and applicable social data science is. Through this programme, I have graduated with an academic life like no other.

Henry Ma
[BASc(SDS) Current Student]

The BASc(SDS) programme offers me an insight into the data science field. It helps me to locate social issues and business issues in a totally new perspective with data analysis.
At the same time, there is no doubt that a well-structured curriculum and good teaching quality are the essential requirements of teaching and learning, and I can say this programme fulfils both of those requirements and makes me passionate about what I am doing in my university life!
If you want to be a part of this growing industry, this programme provides the best opportunity for you to develop innovative knowledge and make a contribution to the future tech environment.

◢ 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
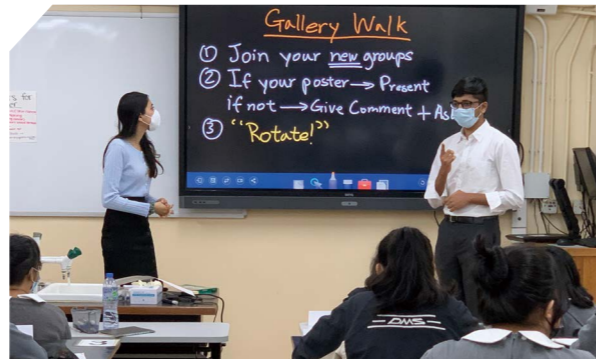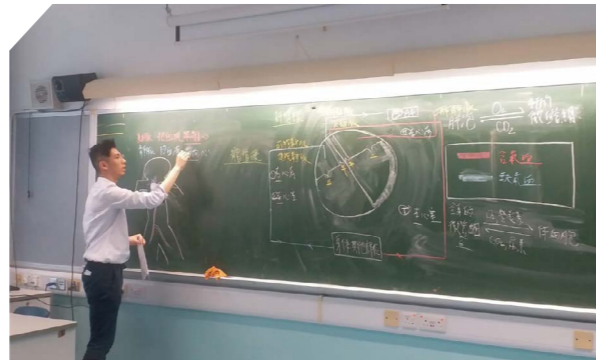
Immersion

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

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

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

◢ 文學士及教育學士（語文教育）— 中文教育

二年級學生於暑假參與沉浸體驗課程#

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

#境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定
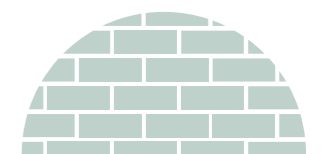
Clinical Practice

◢ BSc(Sp&HearSc)

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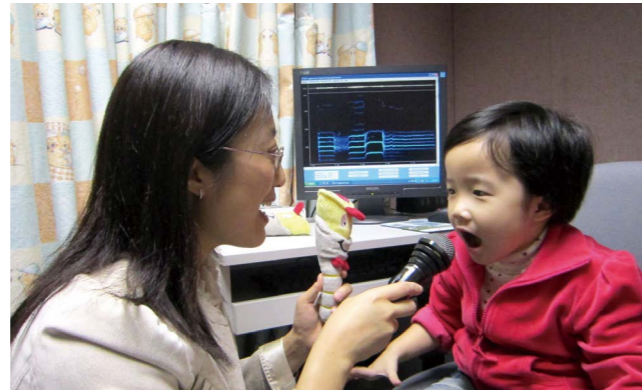
Internship Opportunities

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 National Taiwan University (Taiwan), the Hong Kong Monetary Authority, the Hong Kong Trade Development Council, the Hospital Authority, Latham and Watkins, Deloitte Touche Tohmatsu Limited and Deacons.

◢ BASc(SDS)

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

Experiential Learning

Experiential learning stands as an institutionalised curricular component in our Faculty, termed "Community-based Professional Practicum" (CPP) 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.
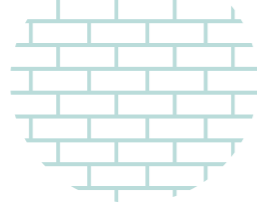
Some Examples of Experiential Learning Activities

◢ 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 SoInno", 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.

◢ Nurturing Gifted Individuals

The growing significance of psychosocial factors in talent development has highlighted the importance of addressing the social and emotional needs of gifted individuals in gifted education. Collaborating with our own CAISE (Centre for Advancement in Inclusive and Special Education), this course aims to develop student educators' awareness of the unique social and emotional needs of gifted individuals and their competence to respond to such needs. Student educators will first learn about the social and emotional needs of gifted individuals. Then they will work in cross-disciplinary teams to design and conduct workshops to strengthen the development of this important aspect among gifted individuals at primary school level as well as their parents. On-going feedback and reflection will be provided and facilitated.

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

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

Chiang Sung Hei, Enoch
BA&BEd(LangEd)-Eng, Current Student

EL Project: BBED6790
"Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups"

We form 3 teams with each team focusing on one aspect of resilience and design our own curriculum. Even though I am from Team Emotional Reactivity, I had an enhanced Sense of Mastery because I was initially trying not to be the host of the game. On the day before, Natalie was the one who led the game during the P4 session. I said that she should do it again during the P3 session because she was so good at it. However, she encouraged me to try hosting the game for the P3 kids. I hesitated a lot at first, but eventually decided to give it a try. As a result, I think that the experience redeveloped my Growth Mindset in the sense that I stepped out of my comfort zone and explored what the learning zone is like. There was also a lot of SUPPORT on that day because we saw my teammates help out and contribute – proving a lot of Sense of Relatedness coming in. It has been such a meaningful journey to notice how Emotional Reactivity, Sense of Mastery, and Sense of Relatedness can interact with one another to develop a person's resilience.

Leung Chun Fai, Louis
BEd&BSc, Current Student

EL Project: BBED6794
"Fostering 4Cs through Engaging STEM/STEAM-related Activities"

This course has helped me understand the importance of the "keep trying, keep failing, keep reflecting" attitude that draws on evidence-based methods in solving problems. These experiences could help me teach students science, but also teach them how to grow up as someone who can contribute to society. It is important that the students learn STEM for knowledge, attitudes and skills. What's more important is how these students are able to apply the learnt knowledge, attitudes and skills after discovering a problem on their own or engaging in STEM issues in daily life with a critical mindset.

Chan Wai Yu, Pat
BEd&BSocSc, Current Student

EL Project: BBED6787
"Ocean Park Experiential Learning Project"

This is my first time to do narration and storytelling with different props, and to focus on topics related to animals and conservation. This experience provided me with many practical teaching strategies. For instance, I found that the third narration was better than the first two narrations because we sat down to present at children's eye level and face the children more closely. Also, we used simpler wordings, put emphasis on some important words by repeating them, asked more questions and tried to make those questions relate to their lives. These strategies are really useful and allow me to learn more about educating young children, which I do not have any previous experience of. I am grateful to have a chance to be part of this course and I cannot wait to explore some other opportunities to enrich my experience as an educator in the future!

◢ Programme Structure

Double Degree Programmes (300 credits, 5 years)

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

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

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

Single Degree Programmes

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

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

· **BSc(Sp&HearSc) (300 credits, 5 years)**

Professional Core Courses in Speech and Hearing Sciences (246 credits)
• Foundation courses (e.g. Human Development, Clinical Linguistics, Anatomy & Physiology, Introduction to Communication Disorders, Neurology and Neuroscience, Research Methods, Evidence-based Practice, Speech Science)
• Core discipline courses (e.g. Speech Development & Speech Sound Disorders, Motor Speech Disorders, Voice Disorders, Audiology and Aural Rehabilitation, Complex Cases, Dysphagia, Aphasia, Inter-professional Practice, Advanced Clinical Practice)
• Research in Human Development and Communication Disorders (A capstone requirement) (18 credits)
• Clinical practicum (A capstone requirement) (60 credits)
Language Enhancement courses (18 credits)
Common Core courses (36 credits)

Top-up Degree Programmes (For Associate Degree or Higher Diploma Holders)

· **BSc(IM) (120 credits, 2 years)**

Major in Information Management (72 credits)	
• Data warehousing and data mining • 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)	
Elective courses (30 credits)	

· **BSc(ACD) (120 credits, 2 years)**

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

· **BASc(SDS) (120 credits, 2 years)**

Major in Social Data Science (72 credits)
• Introductory courses • Advanced courses • Capstone experience
Language Enhancement course (6 credits)
Common Core courses (12 credits)
Elective courses (30 credits)

◢ Application and Admissions Requirements

JUPAS Candidates

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

	BA&BEd(LangEd)-Eng[1], BA&BEd(LangEd)-Chin[2], BEd(ECE&SE)[1,3]	BEd&BSc	BSc(Sp&HearSc)*[1,4]
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
Liberal Studies	Level 2 or above	Level 2 or above	Level 2 or above
Elective subjects	Level 3 or above in two subjects	Level 3 or above in two subjects, with at least one in any of • Biology • Chemistry • Physics • Combined Science • Integrated Science	Level 3 or above in two subjects *subject to the University's approval

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

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

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

Non-JUPAS Candidates

Candidates from international schools, overseas 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 admission 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.

• 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

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

Double Degree Programmes

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

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

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

| Programme Clerk | Miss Yanas Wong | Email: babedchi@hku.hk | Tel: 3917 8971 |
| Programme Coordinator | Dr Chung-Pui Tai | Email: cptai@hku.hk | Tel: 3917 4259 |

Bachelor of Education and Bachelor of Science 6119

| Programme Clerk | Mr Steven Cheung | Email: bedbsc@hku.hk | Tel: 3917 4659 |
| Programme Coordinator | Dr Jessica Leung | Email: leungscj@hku.hk | Tel: 2241 5085 |

Single Degree Programmes

Bachelor of Education in Early Childhood Education and Special Education 6092

| Programme Clerk | Miss Yanas Wong | Email: ecese@hku.hk | Tel: 3917 8971 |
| Programme Director | Dr Diana Lee | Email: ecese@hku.hk | Tel: 3917 8971 |

Bachelor of Science in Speech and Hearing Sciences 6157

Programme Clerk	Mr Peter Chow	Email: bscshs@hku.hk	Tel: 3917 2357
Programme Director	Dr Karen Chan	Email: karencmk@hku.hk	Tel: 3917 2357
Admissions Tutor	Dr Estella Ma	Email: estella.ma@hku.hk	Tel: 3917 7625

Top-up Degree Programmes

Bachelor of Science in Information Management A201

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

Bachelor of Science in Applied Child Development A202

| Programme Clerk | Miss Yanas Wong | Email: bscacd@hku.hk | Tel: 3917 8971 |
| Programme Director | Dr Carrie Lau | Email: bscacd@hku.hk | Tel: 3917 8971 |

Bachelor of Arts and Sciences in Social Data Science A203

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

Faculty of Education
The University of Hong Kong

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