# Undergraduate Prospectus 2027-2028



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

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## About Us

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

## Vision

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



Welcome to the Faculty of Education at The University of Hong Kong.

Building on our long-standing strengths in teaching, research, and knowledge exchange, our undergraduate programmes provide a dynamic and intellectually enriching learning experience. They span a broad range of disciplines, supporting diverse academic interests and career aspirations while nurturing personal growth and a commitment to lifelong learning.

Here, students learn alongside dedicated academics in a vibrant and supportive community that encourages curiosity, independent thought, and the open exchange of ideas. Through rigorous academic study and interdisciplinary learning, they develop critical and creative approaches to problem-solving, cultivate a strong sense of social responsibility, and gain the knowledge and skills needed for their future careers.

In today's interconnected world, education extends far beyond the classroom. Our students engage in experiential activities such as professional practicums, internships, clinical placements, and local and international immersion programmes. Supported by strong partnerships with schools and organisations in Hong Kong and around the world, these experiences enable students to apply their learning in authentic settings, broaden their perspectives, and cultivate the confidence and adaptability to thrive in a rapidly changing world.

We look forward to welcoming you to the Faculty as you begin the next stage of your academic journey.

**Professor Yang Rui**
**Dean of Education**

# Faculty At A Glance

## OUR HISTORY

**1911** — The University of Hong Kong was founded.

**1917** — Opening of the “Department for the Training of Teachers” in HKU Faculty of Arts.

**1976** — The Department of Education in the Faculty of Arts became an autonomous School of Education.

**1984** — The Faculty of Education was officially established.

## FACTS AND ACHIEVEMENTS

### WORLD UNIVERSITY RANKINGS FOR EDUCATION

| U.S. News & World Report | Quacquarelli Symonds (QS) | Times Higher Education (THE) |
|---|---|---|
| 2026-2027 | 2026 | 2026 |
| #2 | #5 | #7 |

### TOTAL NUMBER OF STUDENTS

2,900+

### ACADEMIC STAFF FROM ALL OVER THE WORLD

120+

### RESEARCH CENTRES AND CONSORTIA

4 + 3

BA&BEd(LangEd)–Eng JS6066

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

The BA&BEd(LangEd) in English has been jointly offered by the Faculty of Arts and the Faculty of Education since 2005. This five-year double degree integrates specialist studies in English language and linguistics and professional studies in English language education. The programme combines rigorous academic study with experiential learning and practical application. Graduates of the BA&BEd(LangEd) in English are qualified to meet the requirements for English language teachers in both primary and secondary schools as recommended by the HKSAR government.

**Find out more**



## 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



## PROGRAMME FEATURES

- The programme offers **two degrees**: a BA in English language and linguistics, and a BEd in English language education. It is equivalent to a BA plus a Postgraduate Diploma in Education, a professional teaching qualification recognised in Hong Kong schools.
- Students will develop in-depth knowledge of **English language and linguistics, literature, communication, and language acquisition**; they will critically explore issues in **language education specifically and education generally**, and develop personal strengths and a commitment to education.
- Students will have two professional practicums in which they spend a total of 20 weeks teaching in primary and secondary schools.
- Graduates are fully exempted from the Government's Language Proficiency Requirement (English Language).
- Students may take a range of **elective courses** within the Faculty of Education or in other faculties, and may combine elective courses to declare a minor subject.
- Students participate in an **overseas immersion programme** to increase global awareness, enhance language proficiency, and enrich professional development.
- Students have the option of doing an exchange in an overseas university in the second semester of Year 3.
- The curriculum also develops students' AI literacy, equipping future teachers with the knowledge and skills to use emerging AI tools effectively in language teaching.



## 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

**Limbu Hangmuk Laing Thuppoko Thebe**
Current Student



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

**Loo Hoi Kei, Ella**
Current Student



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

BA&BEd(LangEd)–Chin JS6080

# 文學士及教育學士（語文教育）— 中文教育

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

Find out more



## 課程特色

- 學員能深入研習**中國語言、文學及文化**，同時能掌握**知識建構理論與教學方法**。
- 學員可獲得**雙學士學位**，即是主修中國語言、文學及文化的「文學士學位」，及主修中文教育的「教育學士學位」，已具備等同於學位教師教育文憑（PGDE）的**認可教師專業資格**。
- 在五年學習過程中，學員將先後到本地小學及中學進行教學實習，鍛鍊課堂施教技能。學員畢業後將勝任由初小至高中的中文教學工作。
- 學員在二年級暑假會到**境外著名師範大學參加沉浸課程**，研習語言文學，探究傳統和當代文化，並與當地老師交流教學法。
- 學員可以在教育學院選修與「兒童文學教學」、「國際學校中文教學」、「非華語學生中文教學」等相關的科目。
- 學員也可以在文學院或其他學院選修各種主題的科目，或利用選修學分組成自己的副修學科。
- 學員可以參加**體驗式學習計劃**，在香港、內地或外國親自規劃教育活動，培養探究精神，增長視野。



## 修讀科目

- 中國語言、文學及文化
- 教學法及「教學內容知識」(Pedagogical Content Knowledge, PCK)
- 教學法、教育理論、教育心理學、教育社會學、教育研究法
- 大學核心課程
- 從教育學院或其他學院選修不同科目，或副修一門學科
- 體驗學習課程
- 境外沉浸課程
- 語文增潤課程
- 二十星期小學及中學實習
- 除課堂學習，學員還需要出席導修課、參與網上討論、教學實踐，並研讀參考資料，進行調查，撰寫書面課業。



## 就業前景

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

## 學生分享

**郭晴**
畢業生



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

**黃子傑**
畢業生



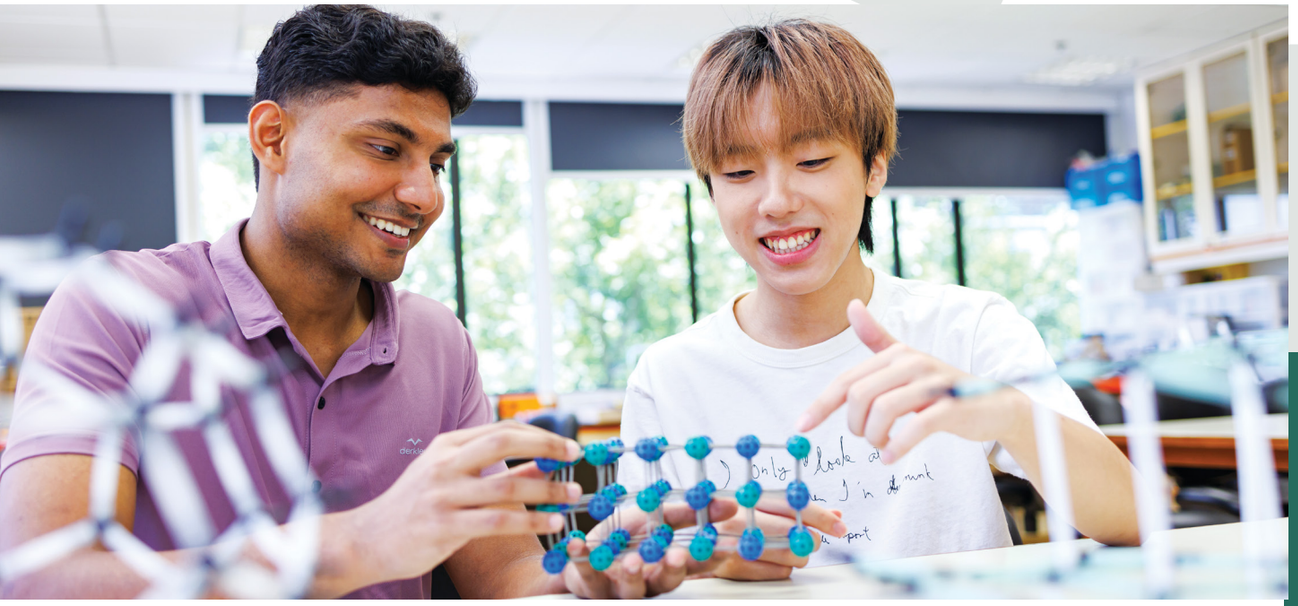
在教育中學習如何「教育」，無疑是世上其中一件最奇妙的事情。教育學院除了提供大量的實習和交流機會，也從社會、哲學、心理學、教學法、醫教社合作等角度裝備我們，培養我們的視野和信心。加上大量友善且熱心的教育界專家和教授，相信每一位「準教師」都能獲得最精彩的大學生活。

BEd&BSc JS6119

# Bachelor of Education and Bachelor of Science

The BEd&BSc is jointly offered by the Faculty of Education and the Faculty of Science. This five-year double degree integrates specialist studies in science and professional training in science education. Students will take introductory and advanced science courses of selected science majors from the Faculty of Science, and education Professional Core courses from the Faculty of Education. The programme offers students ample opportunities to acquire and consolidate their scientific knowledge as well as their professional knowledge for teaching science in authentic classrooms during professional practicum. The programme combines rigorous academic study with experiential learning and practical applications of knowledge in authentic settings. Graduates are qualified to be teachers of science subjects in Hong Kong primary and secondary schools.

**Find out more**



## PROGRAMME FEATURES

- Students will develop **expertise in teaching science or science-related subjects** and reflect critically upon contemporary issues in both science and education.
- The programme integrates **two degrees in one**:
  - a first degree majoring in science
  - a teacher training qualification in science teaching
- Upon graduation, it offers a qualification equivalent to a BSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognised among schools in Hong Kong. Students will pursue their interest in science from a broad range of science majors and develop personal strengths and professional commitment to education.
- Students may also take a range of **elective courses** within the Faculty of Education or in other Faculties, and may combine elective courses to declare a minor.





## COURSES

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

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

## CAREER PROSPECTS

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

## WHAT OUR STUDENTS SAY

**Lee Hoi Kiu Hilda**
Current Student



The BEd&BSc programme provides a rigorous integration of scientific knowledge and pedagogical practice, specifically designed for Hong Kong's educational context. Spanning the full range of professional competencies from curriculum design to frontline classroom teaching decisions, it systematically develops reflective pre-service teachers. Throughout my studies, I have engaged with both local curriculum frameworks and international trends in science education. The structured training in practical lesson planning, assessment design, and effective questioning techniques has been transformative. Ultimately, this programme has fundamentally shifted my perspective—from that of a student teacher to embracing the complexity and fulfilment of my future role as a science educator.

**Yeung Man Kin Kenneth**
Graduate



This programme provided a solid theoretical basis and practical teaching strategies that form the foundation of my classroom instruction and pedagogy. The lecturers and professors are wonderfully helpful, giving timely feedback and always ready to support me. The two professional practicums enabled me to apply university learning in real school settings and trained me to become a competent teacher ready for authentic contexts. Beyond education, experiences like overseas exchanges and science internships helped me explore different career paths and broadened my horizons and skills. The BEd&BSc programme has nurtured me into a competent educator, equipping me with the knowledge, skills, practical experience, and confidence needed to succeed in the profession.

BEd(ECE&SE) JS6092

# Bachelor of Education in Early Childhood Education and Special Education

The BEd(ECE&SE) programme prepares students for dual certification as both early childhood teachers and teachers of children with special educational needs in early childhood (birth to age 6). 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 age 6. Students will be guided by Faculty members who have extensive practical and research experience in local and international early childhood settings. They will be supported to gain the necessary knowledge, skills and attitudes to work in both integrated early childhood settings and special child care centres.

**Find out more**



## PROGRAMME FEATURES

- The BEd(ECE&SE) programme prepares graduates to nurture and teach children from birth to age 6 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, professional practicum, and academic research to earn a hands-on education across five years of study.

## 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



## 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






## 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

**Henry Tsang**
Graduate



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

**Aimee Wong**
Graduate



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

BSc(SLP) JS6157

# Bachelor of Science in Speech-Language Pathology

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

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

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

The programme has obtained full endorsement status from the Hong Kong Institute of Speech Therapists. Graduates are eligible to apply to be "Speech Therapist in Accredited Register". The degree is comparable to similar undergraduate degrees in Australia and New Zealand. Internationally, the degree is recognised as a qualification in speech therapy by the Allied Health Professions Council in Singapore.

Graduates are also highly suitable for postgraduate studies in this discipline and other allied disciplines.

**Find out more**



## PROGRAMME FEATURES

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





## COURSES

Examples of the professional core courses:

- 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

**Kwok Sheung Yu Jamie**
Current Student



Studying on the BSc(SLP) programme has been an enriching and rewarding experience. During my pre-clinical years, I have built a strong theoretical foundation in speech, language, and communication disorders. Applying evidence-based practice in my clinical placements this year, I am capable of delivering hands-on intervention to preschool and school-aged clients under the supervision of dedicated clinical educators. Beyond clinical training, the programme has offered me multiple research and volunteer opportunities, which have allowed me to broaden my horizons and explore diverse prospects as an academic scholar. Supported by an enthusiastic and welcoming community, I feel confident and equipped to contribute as a member of a multidisciplinary team in the healthcare system in the future.

**Lai Shun Fai Max**
Current Student



The programme teaches us the professional knowledge required for speech-language pathologists. During the pre-clinical years, we acquire essential theoretical concepts spanning both human development and communication disorders. Through my involvement with Speechians' Action, a student-run service group, I have been able to link my academic knowledge with real-life practices by engaging with elderly and child populations in various volunteer service contexts. Beyond the classroom, my internship at the programme's in-campus lab has cultivated research competencies vital for evidence-based practice while reinforcing my clinical skills. The programme equips me with the expertise to enhance the quality of life for those with communication impairments, fulfilling my passion for helping others.

BSc(IM) A201

# Bachelor of Science in Information Management

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

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

Successful applicants will be admitted directly to the first year of the two-year top-up programme.

**Find out more**



## COURSES

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

- Information organisation and content management
- Information retrieval
- Project management
- Multimedia information systems
- 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.







## PROGRAMME FEATURES

- **Partnership with Industry**

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

- **Final Year Project (FYP)**

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

  - iConference (Australia)
  - International Conference on Knowledge, Culture and Change in Organisations (Denmark)
  - International Society for Music Information Retrieval (United Arab Emirates)
  - Joint Conference on Digital Libraries (U.S.A.)
  - The World Conference on Educational Multimedia (Scotland)
  - The IEEE International Conference on Advanced Learning Technologies (Vietnam)
  - The Centre for Information Technology in Education Research Symposium (Hong Kong)

- **Exchange Programme**

  To foster students' international exposure and experience, 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, Finance and Marketing.

## 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

**Bonnie Chiu**
Graduate



The BSc(IM) programme at HKU has been instrumental in shaping my academic and professional journey. The programme not only provided me with valuable knowledge and analytical skills but also fostered lasting friendships and mentorships. I was honoured to serve as a Student Advisor during the 2023/24 academic year, supporting fellow students and contributing to the HKU community. The foundation built through the BSc(IM) programme allowed me to complete the Master of Science in Business Analytics at HKU, and I am now privileged to serve as a Teaching Assistant for my master's programme. I am deeply thankful to the BSc(IM) programme for its unwavering support of my studies, career development, and growth.

**Simon Dan**
Current Student



When I first joined the BSc(IM) programme, I thought it mainly prepared students for the library or information technology sector. The interdisciplinary curriculum of the programme gradually taught me how to organise and interpret information, turn data into meaningful insights, and manage projects with diverse stakeholders. These skills have empowered me to explore opportunities across different fields, such as banking, professional services, and manufacturing. Looking back, the BSc(IM) programme did not confine me to the narrow path that I first expected. Instead, it gave me the versatility to create value wherever information, technology and business come together.

BSc(ACD) A202

# Bachelor of Science in Applied Child Development

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

The BSc(ACD) programme is a two-year top-up degree for holders of Higher Diplomas or Associate Degrees in the field of early childhood education. Successful applicants will be admitted to the first year of the two-year top-up programme.

**Find out more**




## PROGRAMME FEATURES

- **Independent Project**

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

- **Field Experience**

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



## COURSES

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

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




## PROFESSIONAL QUALIFICATIONS

Graduates can:

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

## 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

**Chu Lok Yi**
Graduate



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

**Wu Sin Yan Chelsia**
Graduate



Studying the BSc(ACD) programme has been a valuable and enjoyable experience for me. It helped me understand child development more deeply and learn how to apply what I learned in real-life educational settings. Through different assignments, research projects and practical experiences, I improved my observation, critical-thinking and academic-writing skills. I also became more confident in analysing children's needs and thinking about how to support their learning and development. I especially appreciated the support from the professors in the programme. They were approachable, patient and always willing to answer my questions and provide useful guidance. The programme also encouraged me to continue my studies, explore future career opportunities in education and other child-related fields, and grow professionally as an educator. For me, the BSc(ACD) programme was not only a programme of study, but also the beginning of a meaningful journey in supporting children and families.

BASc(SDS) A203

# Bachelor of Arts and Sciences in Social Data Science

The curriculum of the BASc(SDS) is offered by the Faculty of Education, Faculty of Social Sciences, and School of Computing and Data Science. 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 programme 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 Faculty of Education, Faculty of Social Sciences, and School of Computing and Data Science, we are positioning the BASc(SDS) as a senior-year entry programme for sub-degree holders. Successful applicants will be admitted to the first year of the two-year top-up programme.

**Find out more**




## COURSES

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

- Social data science foundations
- Social computing: methods and applications
- Data processing and visualisation
- Data mining
- Introduction to statistics
- Advanced statistical modeling for social applications
- Geographic information systems
- Media and culture in modern societies
- Policy evaluation




## 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.



BASc | HKU Bachelor of Arts & Sciences
SDS Social Data Science

## 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

**Hermione Mai**
Current Student



Jumping into the BASc(SDS) programme pushed me to step out of my comfort zone, shifting my mindset from simply consuming information to questioning the underlying patterns behind it. Throughout the journey, I have learnt a lot of essential techniques such as data mining, machine learning, AI analysis and more, which are all closely related to our modern technological society. These skills are not just about building predictive models or rigorous data cleaning, but also about how I can make improvements and impact society, providing me with wider and new insights to spot opportunities in the world.

**Teresa Ng**
Current student



When I entered the BASc(SDS) programme, I knew nothing about data science. However, this interdisciplinary curriculum combines information science, computer science, mathematics, statistics, and social sciences. By exploring the intersection of different disciplines, I have learnt to apply tools and techniques to analyse, visualise, and model real-world datasets. Guided by supportive professors, I have developed critical thinking and problem-solving skills, enabling me to tackle complex social challenges with data-driven insights. If you aspire to create positive social impact using data but feel that you lack the necessary technical background, then social data science offers limitless possibilities for your future. Come and join us!

# Programme Highlights

## PROFESSIONAL PRACTICUM

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



### BA&BEd(LangEd) - Eng

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

### 文學士及教育學士（語文教育）— 中文教育

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







### BEd&BSc

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

### BEd(ECE&SE)

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





## IMMERSION

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

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





### BA&BEd(LangEd) - Eng

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

### 文學士及教育學士（語文教育）— 中文教育

二年級學生於暑假參與沉浸體驗課程

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






## CLINICAL PRACTICE

### BSc(SLP)

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





## INTERNSHIP OPPORTUNITIES

The internship opportunities provide students with a training platform to apply knowledge and skills acquired at the University to real-world workplace environments and situations. The experiences also encourage students to become more socially aware, develop as critical thinkers and equip themselves with analytical abilities 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.
- Previous internship hosts include Clifford Chance, Hospital Authority, HSBC, 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

### OPENING DOORS TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

This course offers student teachers an immersive introduction to Learning for Sustainability (LfS) and Education for Sustainable Development (ESD) through service learning, reflection and intercultural engagement. In collaboration with Service Civil International (SCI) Hong Kong, China, participants undertake semester-long preparation before joining a 13-day service-learning experience in Sri Lanka. They explore sustainability through engagement with local organisations and communities, considering how environmental care, social responsibility and community well-being are interconnected in everyday life.

Working alongside local partners, participants contribute to rural-school workshops and practical school-environment enhancement projects, such as improving facilities, building playground equipment, gardening and supporting maintenance work. They also design and facilitate learning activities responsive to local students' cultural, linguistic and educational contexts. Through daily reflection, peer dialogue and community exchange, student teachers develop adaptability, ethical awareness, empathy and a more student-centred approach to teaching. The course encourages participants to see sustainable development not simply as a topic to teach, but as a shared practice grounded in humility, reciprocity and meaningful relationships.



## HAPPINESS X 4RS MENTAL HEALTH SCHOOL PROJECT – ART-BASED EXPERIENTIAL LEARNING

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

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





## UNITY IN DIVERSITY: EXPLORING INTERCULTURAL EDUCATION IN VIETNAM

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

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







**Victor Leung**
Current Student

## MUSEUMS AS CLASSROOMS – EXPERIENTIAL LEARNING AT HONG KONG, GREATER BAY AREA AND SINGAPORE MUSEUMS





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

**Zita Ting**
Current Student

## EDUCATION ABOUT, IN AND FOR NATURE – OCEAN PARK EXPERIENTIAL LEARNING PROJECT

Looking back, my initial assumption was that content knowledge alone would be sufficient as an educator. I believed that if I memorised the facts about plastic pollution and sea turtle conservation, I could simply transmit that information to visitors. This assumption reflected a very traditional view of teaching — the idea that the educator's job is to deliver information and the learner's job is to receive it. However, my experience of learning in this project challenged this belief. I came to realise that effective education requires not only knowledge, but also empathy, meaningful engagement, and a commitment to continuous learning.





# 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)<br>• Education and pedagogy courses<br>• Professional practicum<br>• External experience* | Subject Major courses (78-96 credits)<br>**Faculty of Arts** - Major in English language and linguistics<br>**Faculty of Arts** - Major in Chinese language, literature and culture<br>**Faculty of Science** - An approved science major |

Language Enhancement courses (12 credits + a non-credit bearing course)

Common Core courses (24 credits)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (42-60 credits)

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

## SINGLE DEGREE PROGRAMMES

### BEd(ECE&SE) (300 CREDITS, 5 YEARS)

Major in Early Childhood Education and Special Education (246 credits)

- Early Childhood Education courses
- Early Childhood Special Education courses
- Professional Practicum
- Specialised electives
- Project

Language Enhancement courses (12 credits + a non-credit bearing course)

Common Core courses (36 credits)

Artificial Intelligence Literacy courses (6 credits)

### BSc(SLP) (300 CREDITS, 5 YEARS)

Professional Core Courses in Speech-Language Pathology (246 credits)

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

Language Enhancement courses (12 credits + a non-credit bearing course)

Common Core courses (36 credits)

Artificial Intelligence Literacy courses (6 credits)



## TOP-UP DEGREE PROGRAMMES
(FOR ASSOCIATE DEGREE OR HIGHER DIPLOMA HOLDERS)

### BSc(IM) (120 CREDITS, 2 YEARS)

Major in Information Management (72 credits)

- Data warehousing and data mining
- Information retrieval
- Project management
- Professional practices in information management
- Multimedia and human-computer interaction
- Final Year Project and more

Language Enhancement course (6 credits)

Common Core courses (12 credits)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (24 credits)

### BSc(ACD) (120 CREDITS, 2 YEARS)

Major in Applied Child Development (84 credits)

- Core courses (60 credits)
- Applied Child Development elective courses (12 credits)
- Independent Project (6 credits)
- Field Experience (6 credits)

Language Enhancement course (6 credits)

Common Core courses (12 credits)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (12 credits)

### BASc(SDS) (120 CREDITS, 2 YEARS)

Major in Social Data Science (72 credits)

- Introductory courses
- Advanced courses
- Capstone experience

Language Enhancement course (6 credits)

Common Core courses (12 credits)

Artificial Intelligence Literacy courses (6 credits)

Elective courses (24 credits)

# Application and Admissions Requirements

## JUPAS CANDIDATES

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

| | BA&BEd(LangEd)–Eng[1,2]<br>BA&BEd(LangEd)–Chin[2,3]<br>BEd(ECE&SE)[1,2] | BEd&BSc | BSc(SLP)[2,4] |
|---|---|---|---|
| **English Language** | Level **3** or above | Level **3** or above | Level **4** or above |
| **Chinese Language** | Level **3** or above | Level **3** or above | Level **3** or above |
| **Mathematics** | Level **2** or above | Level **2** or above | Level **2** or above |
| **Citizenship and Social Development** | Attained (A) | Attained (A) | Attained (A) |
| **Elective subjects** | Level **3** or above in two subjects | Level **3** or above in two subjects, with at least one in any of<br>• Biology<br>• Chemistry<br>• Physics | Level **3** or above in two subjects |

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

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

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

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

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



## NON-JUPAS CANDIDATES

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

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

**Find out more**

## DIRECT ADMISSIONS SCHEME TO SENIOR YEAR PLACES

Local candidates holding a recognised Associate Degree or Higher Diploma in specific disciplines are eligible to apply for the following programmes directly to the University's Direct Admissions Scheme to Senior Year Places via on-line application at https://admissions.hku.hk/apply/hong-kong-sub-degrees.

Sub-degree graduates will be admitted to the first year of the two-year top-up programme.

**Find out more**

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

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

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

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

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

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

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

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

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

# Contacts for Further Information

## DOUBLE DEGREE PROGRAMMES

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

| | | | |
|---|---|---|---|
| Programme Coordinator | Dr Rona Li | ronali@hku.hk | 3917 6105 |
| Enquiries | | babedeng@hku.hk | 3917 2280 |

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

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

### Bachelor of Education and Bachelor of Science JS6119

| | | | |
|---|---|---|---|
| Programme Coordinator | Prof Jessica Leung | leungscj@hku.hk | 3917 8608 |
| Enquiries | | bedbsc@hku.hk | 3917 4659 |

## SINGLE DEGREE PROGRAMMES

### Bachelor of Education in Early Childhood Education and Special Education JS6092

| | | | |
|---|---|---|---|
| Programme Director | Dr Diana Lee | ecese@hku.hk | 3917 8971 |
| Enquiries | | ecese@hku.hk | 3917 8971 |

### Bachelor of Science in Speech-Language Pathology JS6157

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

## TOP-UP DEGREE PROGRAMMES

### Bachelor of Science in Information Management A201

| | | | |
|---|---|---|---|
| Programme Director | Dr Jeremy Ng | jeremyng@hku.hk | 3917 3103 |
| Enquiries | | bsim@hku.hk | 3917 5413 |

### Bachelor of Science in Applied Child Development A202

| | | | |
|---|---|---|---|
| Programme Director | Dr Lilian Chau | bscacd@hku.hk | 3917 2545 |
| Enquiries | | bscacd@hku.hk | 3917 2545 |

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

| | | | |
|---|---|---|---|
| Programme Director | Prof Feng Shihui | shihuife@hku.hk | 3917 1956 |
| Enquiries | | bascsds@hku.hk | 3917 5413 |

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

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小紅書 香港大学教育学院

The information in this prospectus is accurate at the time of printing but may be subject to change at any time. The Faculty reserves the right at all times to withdraw or change the courses listed in this prospectus. Applicants should visit the Faculty's website at https://web.edu.hku.hk for further information, updates or changes. (Printed in October 2026)


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