



香港教育大學

The Education University
of Hong Kong



Programme Handbook 2025/26

Master of Arts
in
Global Studies in Education
A1M107 (One-year Full-time)



Faculty of Education
and Human Development
教育及人類發展學院



Department of Education Policy
and Leadership
教育政策與領導學系

Every effort has been made to ensure that information contained in this Programme Handbook is correct. Changes to any aspects of the programmes may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained in this Programme Handbook without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information contained in this Programme Handbook.

Any aspect of the course and course offerings (including, without limitation, the content of the course and the manner in which the course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements, curriculum changes, and other factors caused by unforeseeable circumstances. Tuition fees, once paid, are non-refundable.

In the event of inconsistency between information contained in this Programme Handbook and any University or Programme policies and regulations or where an interpretation of this Programme Handbook is required, the decision of the University shall be final.

The information given in this handbook is accurate as of 2 September 2025. Please refer to the online version of this handbook¹ for any additions or alterations made after that date.

Please refer to the online version of the *Student Handbook 2025-2026*² and the *General Academic Regulations for Taught Postgraduate Programmes* (for students admitted in 2025/26 and thereafter)³ for any additions or alterations made beyond the production of this Programme Handbook.

¹<https://www.eduhk.hk/magsestudents>

²https://www.eduhk.hk/re/student_handbook/

³<https://www.eduhk.hk/gradsch/index.php/policies.html>

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1. Programme Aims and Objectives

Global studies in education are emphasizing the relationship to international education or comparative education (Peters and Besley, 2014, p. 851). The field of global studies itself draws on the literature of globalization and often includes older international studies programmes and even sometimes area studies with an emphasis on questions of global interconnectivity and interdependence and their implications for educational policy and governance; the cultural identities; neoliberalism and postcolonialism in education; gender, class, racial and ethnical inequalities; the political economy of knowledge production and management; development and education; and issues concerning the new global ecologies of learning.

Globalization has significantly changed the educational landscape. There is now a vital need for educators to understand and critically respond to the challenges and opportunities presented by processes related to globalization. The MA in Global Studies in Education (GSE) aims to equip students with academic and professional knowledge and skills related to the field of global studies in education. This programme also aims to help students develop academic thinking and communication skills that will be of value in a variety of future professional and academic contexts.

Upon successful completion of the programme, students will:

- Attain a systematic, interdisciplinary understanding of the field of global studies in education and major theories and ways of thinking associated with it;
- Identify and respond to global issues and challenges impacting education across subject areas and educational levels (from primary to higher education);
- Articulate the relationship between the global and the local and how global experiences shape local lives across diverse societies; and
- Reflect on the complexity of local and global educational histories and alternative futures through classroom-based and independent inquiry.

2. Medium of Instruction

The medium of instruction is English.

3. Programme Duration

1 year full-time or 2 years part-time

4. Programme Structure

Students are required to complete a total of eight courses (24 credit points) for graduation (3 credit points per course).

Course Title		Credits	Credit subtotal
Core Courses			
1	Research and Academic Writing in Global Studies in Education (PFS6055)	3	12
2	Local Education in a Globalized World (PFS6056)	3	
3	Contemporary Global Challenges (PFS6057)	3	
4	Key Issues in Education in Global Context (PFS6058)	3	
Elective Courses (choose 4 out of 6 courses) [#]			
5	Global Governance and Education Policy (PFS6059)	3	12
6	Inequality in Education (PFS6060)	3	
7	Higher Education and International Development (PFS6061)	3	
8	Education Futures (PFS6062)	3	
9	Histories of Modernization and Education Development (PFS6064)	3	
10	Independent Project in Global Studies in Education (PFS6063)	3	
Total credits			24

The Department has the discretion not to offer any elective courses.

5. Mode of Delivery

Students taking the full-time mode are expected to complete the programme in 1 year, while those studying part-time mode are expected to complete the programme in 2 years. Part-time mode is not offered in the 2025/26 intake.

6. Course Sequence

Course Sequence* for 1-year Full-time Students starting 2025/26

Year	Month	Semes-ter	Courses	Course Code & Course Title	Credits
2025	Sep - Dec	1	Core Courses	PFS6055 Research and Academic Writing in Global Studies in Education	3
				PFS6057 Contemporary Global Challenges	3
				PFS6058 Key Issues in Education in Global Context	3
			Elective Courses	PFS6060 Inequality in Education**	3
				PFS6064 Histories of Modernization and Education Development**	3
2026	Jan - Jun	2	Core Course	PFS6056 Local Education in a Globalized World	3
			Elective Courses	PFS6059 Global Governance and Education Policy**	3
				PFS6061 Higher Education and International Development**	3
				PFS6062 Education Futures**	3
				PFS6063 Independent Project in Global Studies in Education**	3

*The course offerings and sequence are tentative and subject to change if necessary. Announcements will be made in due course. Please see the next two pages for recommended course sequences.

**The Department has the discretion not to offer any elective courses.

7. Course Synopses

Course Code:	PFS6055
Course Title:	Research and Academic Writing in Global Studies in Education
Credit Points:	3
Pre-requisite(s):	Nil

Critically reading and evaluating educational research and communicating within the field through academic writing are essential capacities of students and scholars in global studies in education. This course aims to prepare and enable students as initiate thinkers and communicators in the field by enhancing their abilities to identify, understand and examine relevant educational research literature, and express themselves through scholarly writing in relation to key topics and issues. The course explores good practices in conducting academic research and writing, including how to identify and assess research literature and conduct literature reviews, how to develop scholarly voice in academic writing, how to cite references and use past research effectively, and how to assess and develop research claims based on different orientations to theory and methodology. This is a reading and writing-intensive course focused on skills for effectively engaging in academic study and communication. As such, it will benefit students in their coursework throughout the programme and in their future scholarly endeavors.

Course Code: PFS6056
Course Title: Local Education in a Globalized World
Credit Points: 3
Pre-requisite(s): Nil

In recent years, local education systems, policies and practices have increasingly been shaped by political, cultural and economic shifts taking place on a global scale. While globalization has sometimes been seen as a set of processes that would transcend political, economic, and cultural concerns of the state, history has instead demonstrated that the era of globalization has been marked by a complex negotiation between national and transnational interests. This course aims to enable students to understand and assess ways in which increasing global interconnectivity and interdependence has functioned to change education policy and practice in particular locations. Drawing on theories of globalization from a range of disciplinary perspectives, students will seek to understand varying conditions that have led to various forms of internationalization across the globe. Students will examine how and why local systems accept, adapt, resist, and transform global education designs. Through a focus on aspects of education ranging from local school practice to transnational policy imperatives, students will consider the ways in which national and global interests are negotiated and how the internationalization of education raises questions for the very notions of the local and global. While Hong Kong will serve as the primary context for understanding 'the local' in this course, other locales will also be explored in depth, for comparative and other purposes.

Course Code: PFS6057
Course Title: Contemporary Global Challenges
Credit Points: 3
Pre-requisite(s): Nil

This course considers key features, and the associated issues and challenges, of the contemporary global context in which education is situated, and some leading global and educational responses to these features and associated issues. The course aims to develop a critical perspective in students that is mindful of and responsive to the contemporary global context in which education is situated. Key global issues – frequently the consequence of globalization and its associated technologies – addressed in the course include: over-population, urbanization, consumerism, environmental destruction and climate change; neoliberalism, poverty and inequality; migration, refugees and resurgent nationalism; surveillance and authoritarian states; health and morbidity; and social media and its consequences. Among the leading global and educational responses considered are: the United Nations' Sustainable Development Goals; education for sustainable development, global citizenship and planetary stewardship; learning to live together, inclusion, and the ethics of care. Students will consider these and other responses as means to address the challenges discussed in the earlier part of the course, and the role that education can play in contributing to a better future. Through sustained engagement with these challenges that face educators today, the course aims to enable students to understand better the contemporary global context of education, and thence to be able to make more thoughtful, responsible and better informed decisions in their educational research and practice. A principal objective of the course is that students should develop a theoretical point of view informing their research and practice that is integrated, consistent, and morally and practically defensible.

Course Code: PFS6058
Course Title: Key Issues in Education in Global Context
Credit Points: 3
Pre-requisite(s): Nil

This course revisits several key issues in education in the light of the contemporary global context, characterized by accelerated rates of globalization, widening inequality, and increasingly multicultural societies. The nature, rate and extent of change across the globe suggests the importance of reconsidering some of the perennial issues in education in the context of these changes. These issues include: education aims and purposes in global context; education and society, or, schooling in its broader economic, social and cultural context; contemporary issues and debates in teaching and learning; knowledge, truth and the curriculum, and the teacher's role with respect to student learning; values and ethics in multicultural education contexts; change in education, and the role of education in development. Through a sustained and advanced level of engagement with these core educational issues, the course aims to enable students to understand better their import in the changing contemporary global context of education, and thence to be able to make more thoughtful, responsible and better informed decisions in their educational research and practice. A principal objective of the course is that students should develop a theoretical point of view informing their research and practice that is integrated, consistent, and morally and practically defensible.

Course Code: PFS6059
Course Title: Global Governance and Education Policy
Credit Points: 3
Pre-requisite(s): Nil

While the idea of global governance has a long history, international organizations and agendas have become increasingly entwined with the reform of education systems around the world, notably through processes of measurement and standardisation. This course aims to give students an in-depth understanding of key issues in the related fields of global governance and education policy. Drawing on readings from a variety of sources, students will develop their knowledge of the history of global governance, the roles and interactions of influential actors, contemporary agendas and the major theories used to interpret the dynamics of power, continuity and change. Questioning the portrayal of policymaking as a rational and evidence-based process, students will be encouraged to explore and evaluate relevant theories of the policy process, applying them to analyze reforms from multiple perspectives and with attention to global issues, agendas and discourses. Particular attention will be given to so-called global education policies, travelling reforms, and the growing role of private organizations in education governance. The course will explore these issues and more as we try to understand one of the most challenging educational endeavors of our time - *how can we organize a world of many worlds to create a better world for all* - offering an opportunity to apply and reflect on their knowledge of educational and social thought and contribute to debates regarding global issues in education, including where we are heading and how to get there.

Course Code: PFS6060
Course Title: Inequality in Education
Credit Points: 3
Pre-requisite(s): Nil

Educators often have as one of their aims to enhance society through positively impacting individual children's lives. In this context, equality is a common value of educators, as they want to give every young person an opportunity to succeed in life through meaningful, high-quality education. On the other hand, education often increases rather than decreases inequalities and inequities, within and across societies. While most school teachers and educational leaders aspire to enable equality and equity, through fair provision of school resources and equal treatment of students, educational processes and outcomes often mirror those of the larger society – where inequality remains commonplace based on characteristics such as gender, socioeconomic status, race, and ethnicity. This course focuses on inequality in education, by considering education as a cultural activity that engages issues of identity, difference, and power. It will examine different, sometimes contradictory theories on interculturalism, including assimilation, multicultural pluralism, the politics of recognition, and critical multiculturalism. Policies, practices, and challenges in multicultural education and education for social justice in Hong Kong and China will be compared with international experiences. The goal is to examine the extent and varied features of inequality faced by children and educators today and to imagine a more equitable system for all students.

Course Code: PFS6061
Course Title: Higher Education and International Development
Credit Points: 3
Pre-requisite(s): Nil

Recent decades have witnessed a rapid growth of global enrolments in higher education, driven by both demand and supply. On one hand, this expansion meets the needs of school leavers who aspire to upgrade their qualifications in the context of global economic transformation. On the other, governments are expanding higher education provision for the purposes of enhancing their national economic competitiveness, nurturing a highly educated workforce and fostering technological innovation. While government discourse on this global trend of massification typically emphasizes links between higher education and economic development, the United Nation's Sustainable Development Goals understand access to higher education in terms of a wider range of development goals. That said, numerous questions arise: How can higher education reduce poverty, improve people's health and well-being, foster gender equality, encourage a balance between social and economic values, protect the environment, and promote peace? Examining these assumptions about the links between higher education and development, this course explores different understandings of the roles and functions of higher education in development and associated ethical issues and practical barriers. For example, while higher education expansion is portrayed as an increase in investment in human capital, emphasizing economic competitiveness and social efficiency implies an acceptance of the structure of inequality at the heart of a society and massification in higher education also brings about quality issues. In the course, students are required to examine relevant policies, practices and challenges in different national and local contexts.

Course Code: PFS6062
Course Title: Education Futures
Credit Points: 3
Pre-requisite(s): Nil

What kind of future do we want, and what would education look like in such a world? While societies throughout history have often been preoccupied with the future, there is increasing interest among international organizations and policymakers in scholarship that engages critically with current trajectories and possible futures of education. While some focus on threats posed by climate change and a fragile and fracturing geopolitical order under contemporary processes of globalisation, others are buoyed by rapid advances in technology and visions of a digital transformation. In different ways, these diverse individuals and organizations draw on their knowledge of the past and present in the hope of envisaging and unfolding their own visions. In this course, students will approach these visions critically, comparing perspectives of key organizations and scholars engaging in the promotion of futures, and reflecting on their implications for global issues in education. Providing a grounding in foundational topics such as histories of the future and types of futurism, it will further encourage students to engage in the imaginative and constructive task of envisaging alternatives to the status quo, drawing on recent advances in social theory across a number of fields. Students will engage critically with conventional resources, such as policy reports and historical archives, as well as imaginative worlds of popular culture, science fiction and indigenous futurisms. Critical engagement will be extended with reference to scholarship that has sought to rearticulate the boundaries between 'real' and 'fictive' worlds in more expansive ways, a development that has been described as social science fiction. Combining empirical insights with speculative methodologies, students will step into a 'laboratory of virtual futures' to conduct experiments in world-building, reflecting on the implications for education and the future that we want.

Course Code: PFS6064
Course Title: Histories of Modernization and Education Development
Credit Points: 3
Pre-requisite(s): Nil

Education is frequently enmeshed with processes of modernization across the globe. The different forms of modernization that have emerged through history have shaped education policy and practice. Conversely, education has played an important role in advancing the modernization agendas of nation-states. This course considers the global history of modernization and its connections to education and development. It understands the trajectories of modernization in relation both to the dominant globalizing forces and to the particular histories of change and development in various regions and countries. Students will accordingly examine major theories of modernization and of development, and critically assess how these have been connected to education development at different times and in different locations. Students will be encouraged to understand the history of modernization as a contested field, taking into consideration different theories of development. In doing so, they will examine the politics of education development in the context of global targets for reducing inequality. The course thus traces the history of international education development from its initial focus on economic development, through its broader conceptualization in terms of human development – considered through the lens of Amartya Sen’s capability approach – to development as freedom. Major critiques of development, particularly as interpreted in neoliberal terms, are considered from post-colonial and other perspectives. Themes of social justice in and through education are examined historically through UNESCO’s Education for All (EFA) initiative, the United Nations’ Millennium Development Goals (MDGs), and the UN’s Sustainable Development Goals (SDGs), culminating in a key contemporary focus on learning quality, learning equity and on learning as development.

Course Code:	PFS6063
Course Title:	Independent Project in Global Studies in Education
Credit Points:	3
Pre-requisite(s):	Nil

At the ground level, there are many significant issues in global studies in education worthy of deep exploration and critical reflection. They include explorations of the challenges educators and other practitioners face and the value of potential interventions and innovations; grounded questioning about people's experiences and practices in ordinary contexts; and critical reviews of educational phenomena embedded within cultural or other localized contexts. While no programme can provide for the systematic exploration of all the important questions and topics arising in the field today, students have an opportunity to develop their skills to engage in independent projects in areas of personal and scholarly interest. This course aims to showcase the cumulative learning of soon-to-be-graduates with a strong understanding in thinking, research, and practice in the field of global studies in education. While guidance and continued formative support will be provided by the instructor in this course, students will conduct independent projects as the main component. Students will develop their own topics with scaffolding and peer review, and then implement projects which can be practice/practitioner-oriented, interventions, or literature-based. Alternative formats and approaches such as internship, observation, and expert interview, can also be undertaken as appropriate. Participants will work with the instructor and peers to plan and formulate the Independent Project and will be provided an opportunity to communicate their views and understandings based on their independent inquiries in a scholarly open setting.

8. Academic Calendar 2025-26

Last Update: 17 July 2025

THE EDUCATION UNIVERSITY OF HONG KONG Academic Calendar 2025/2026

Graduating Classes (15 weeks (Semester I) + 15 weeks (Semester II)) & Non-graduating Classes (15 weeks (Semester I) + 18 weeks (Semester II))

	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Events
JUNE 2025		1	2	3	4	5	6	7	Summer Semester 2025 (June Session) for FT undergraduate programmes[#] 9 Jun - 19 Jul: Teaching Period 23 Jun: Grade Submission Deadline from DAPs via Heads to Registry (non-grad class) [^] 25 Jun: Grade Release Date (non-grad class) [^] 25 Jun: Academic Board Meeting
	1	8	9	10	11	12	13	14	
	2	15	16	17	18	19	20	21	
	3	22	23	24	25	26	27	28	
	4	29	30						
JULY 2025	4			1	2	3	4	5	Summer Semester 2025 (July Session) for Programmes with Summer Semester⁺ 2 Jul - 5 Aug: Teaching Period 10 Jul: Last day of Board of Examiners' meeting for Semester II (non-grad class) [^] 19 Jul: Last day of teaching (Summer Semester (Jun session))
	5	6	7	8	9	10	11	12	
	6	13	14	15	16	17	18	19	
		20	21	22	23	24	25	26	
		27	28	29	30	31			
	1 Jul: HKSAR Establishment Day								
AUGUST 2025		3	4	5	6	7	8	9	5 Aug: Last day of teaching (Summer Semester (Jul session)) 12 - 13 Aug: Registration - New Students 13 - 31 Aug: New Student Orientation Weeks
		10	11	12	13	14	15	16	
		17	18	19	20	21	22	23	
		24	25	26	27	28	29	30	
		31							
SEPTEMBER 2025	1		1	2	3	4	5	6	Semester I commences* 1 Sep - 29 Nov: Teaching Period 1 - 13 Sep: Add / Drop Period for Semester I 10 Sep: Academic Board Meeting
	2	7	8	9	10	11	12	13	
	3	14	15	16	17	18	19	20	
	4	21	22	23	24	25	26	27	
	5	28	29	30					
OCTOBER 2025	5				1	2	3	4	10 Oct: Aquatic Meet** 15 Oct: Tuition payment due date for UGC-funded programmes 15 Oct: Academic Board Meeting 25 Oct: Information Day ^{##}
	6	5	6	7	8	9	10	11	
	7	12	13	14	15	16	17	18	
	8	19	20	21	22	23	24	25	
	9	26	27	28	29	30	31		
	1 Oct: National Day 7 Oct: The day following the Chinese Mid-Autumn Festival 29 Oct: Chung Yeung Festival								
NOVEMBER 2025	9							1	19 Nov: Academic Board Meeting 19 - 22 Nov: Graduation Ceremony (tentative) ^{##} 29 Nov: Last day of teaching for Semester I
	10	2	3	4	5	6	7	8	
	11	9	10	11	12	13	14	15	
	12	16	17	18	19	20	21	22	
	13	23	24	25	26	27	28	29	
	14	30							

Public Holidays
Important Dates to Note
 Examinations (for postgraduates and undergraduates)
 Classes Begin/End
Classes Begin/End for Optional Summer Semester

The academic calendar is subject to further review. The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes and other variations should be referred to the individual programme calendars provided by Graduate School/Faculties/Academies/Departments/Units.

- # Please refer to the announcements from programmes for the start and end dates of summer courses. Please refer to the Registry's website for the details of DAP and BoE schedules.
- ^ Applicable to non-graduating classes of full-time undergraduate programmes 2024/25. Please refer to the Registry's website for the details of DAP and BoE schedules.
- + For programmes with Summer Semester (e.g. Master programmes), please refer to the Registry's website for the details of DAP and BoE schedules.
- * An academic year normally begins with Semester I. Students are advised to refer to the programme-specific calendar for details including the Summer Semester, and check emails and messages from the University/programmes/course offering departments or lecturers regularly for any updates.
- ** Classes held between 8:30am and 6:20pm to be suspended, if applicable.
- ## All teaching activities to be conducted in online mode as far as possible.

THE EDUCATION UNIVERSITY OF HONG KONG
Academic Calendar 2025/2026

Graduating Classes (15 weeks (Semester I) + 15 weeks (Semester II)) & Non-graduating Classes (15 weeks (Semester I) + 18 weeks (Semester II))

	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Events
DECEMBER 2025	14		1	2	3	4	5	6	1 - 13 Dec: Examination Period 14 Dec - 4 Jan: Semester Break 17 Dec: Academic Board Meeting (TBC)
	15	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20		
	21	22	23	24	25	26	27		
	28	29	30	31					
	25 Dec: Christmas Day 26 Dec: The first weekday after Christmas Day								
JANUARY 2026	1	4	5	6	7	8	9	10	Semester II commences* 5 Jan - 11 Apr: Teaching Period (grad class)[@] 5 Jan - 18 May: Teaching Period (non-grad class)^{@@} 5 - 17 Jan: Add / Drop Period for Semester II 14 Jan: Grade Submission Deadline from DAPs via Heads to Registry [^] 16 Jan: Grade Release Date 16 Jan: Athletic Meet** 21 Jan: Academic Board Meeting
	2	11	12	13	14	15	16	17	
	3	18	19	20	21	22	23	24	
	4	25	26	27	28	29	30	31	
	1 Jan: The first day of January								
FEBRUARY 2026	5	1	2	3	4	5	6	7	2 Feb: Last day of Board of Examiners' meeting 10 Feb: Tuition payment due date for UGC-funded programmes 11 Feb: Academic Board Meeting (TBC) 17 Feb - 23 Feb: Lunar New Year Break
	6	8	9	10	11	12	13	14	
	7	15	16	17	18	19	20	21	
	7	22	23	24	25	26	27	28	
	17 - 19 Feb: Lunar New Year's Holidays								
MARCH 2026	8	1	2	3	4	5	6	7	18 Mar: Academic Board Meeting
	9	8	9	10	11	12	13	14	
	10	15	16	17	18	19	20	21	
	11	22	23	24	25	26	27	28	
	12	29	30	31					
APRIL 2026	12				1	2	3	4	11 Apr: Last day of teaching for Semester II (grad class) [@] 13 - 25 Apr: Examination Period (grad class) [@] 15 Apr: National Security Education Day 15 Apr: Academic Board Meeting
	13	5	6	7	8	9	10	11	
	14	12	13	14	15	16	17	18	
	15	19	20	21	22	23	24	25	
	16	26	27	28	29	30			
	3 - 7 Apr: Easter Public Holidays 6 Apr: The day following Ching Ming Festival								

Public Holidays
Examinations (for postgraduates and undergraduates)
Important Dates to Note
Classes Begin/End

The academic calendar is subject to further review. The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes and other variations should be referred to the individual programme calendars provided by Graduate School/Faculties/Academies/Departments/Units.

@ Applicable to graduating classes of full-time undergraduate programmes 2025/26.

@@ Applicable to non-graduating classes of full-time undergraduate programmes 2025/26.

[^] Grade submission deadline to the Registry via the Head of the course-offering unit is 14 January 2026. Please refer to the Registry's website for the details of DAP and BoE schedules.

** Classes held between 8:30am and 6:20pm to be suspended, if applicable.

THE EDUCATION UNIVERSITY OF HONG KONG
Academic Calendar 2025/2026

Graduating Classes (15 weeks (Semester I) + 15 weeks (Semester II)) & Non-graduating Classes (15 weeks (Semester I) + 18 weeks (Semester II))

	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Events
MAY 2026	16						1	2	2 May: Last day of teaching for Semester II (non-grad class) ^{@@} 4 - 16 May: Examination Period (non-grad class) ^{@@} 7 May: Grade Submission Deadline from DAPs via Heads to Registry (grad class) ^{@^} 11 May: Grade Release Date (grad class) [@] 20 May: Last day of Board of Examiners' meeting for Semester II (grad class) [@] 27 May: Academic Board Meeting
	17	3	4	5	6	7	8	9	
	18	10	11	12	13	14	15	16	
		17	18	19	20	21	22	23	
		24	25	26	27	28	29	30	
		31							
		1 May: Labour Day 25 May: The day following the Birthday of the Buddha							
JUNE 2026	1		1	2	3	4	5	6	Summer Semester 2026 (A)[#] 1 Jun - 4 Jul: Teaching Period 22 Jun: Grade Submission Deadline from DAPs via Heads to Registry (non-grad class) ^{@@^} 24 Jun: Grade Release Date (non-grad class) ^{@@} 24 Jun: Academic Board Meeting
	2	7	8	9	10	11	12	13	
	3	14	15	16	17	18	19	20	
	4	21	22	23	24	25	26	27	
	5	28	29	30					
		19 Jun: Tuen Ng Festival							
JULY 2026	5				1	2	3	4	Summer Semester 2026 (B)[#] 6 Jul - 8 Aug: Teaching Period 10 Jul: Last day of Board of Examiners' meeting for Semester II (non-grad class) ^{@@} 4 Jul: Last day of teaching (Summer Semester (A))
	1	5	6	7	8	9	10	11	
	2	12	13	14	15	16	17	18	
	3	19	20	21	22	23	24	25	
	4	26	27	28	29	30	31		
		1 Jul: HKSAR Establishment Day							
AUGUST 2026	4							1	8 Aug: Last day of teaching (Summer Semester (B))
	5	2	3	4	5	6	7	8	
		9	10	11	12	13	14	15	
		16	17	18	19	20	21	22	
		23	24	25	26	27	28	29	
		30	31						

 Public Holidays
 Examinations (for postgraduates and undergraduates)
 Important Dates to Note
 Classes Begin/End
 Classes Begin/End for Summer Semesters

The academic calendar is subject to further review. The academic calendar is generally applicable to all postgraduate, undergraduate and sub-degree programmes and other variations should be referred to the individual programme calendars provided by Graduate School/Faculties/Academies/Departments/Units.

@ Applicable to graduating classes of full-time undergraduate programmes 2025/26.

^ Grade submission deadline to the Registry via the Head of the course-offering unit for Graduating classes is 7 May 2026. Please refer to the Registry's website for the details of DAP and BoE schedules.

@@ Applicable to non-graduating classes of full-time undergraduate programmes 2025/26.

Please refer to the announcements from programmes for the start and end dates of summer courses. Please refer to the Registry's website for the details of DAP and BoE schedules.

^^ Grade submission deadline to the Registry via the Head of the course-offering unit for Non-Graduating classes is 22 June 2026. Please refer to the Registry's website for the details of DAP and BoE schedules.

9. Academic Regulations

Please refer to *Appendix I* for the details of the following items:

- 9.1 Admission
- 9.2 Registration
- 9.3 Fees
- 9.4 Course Enrolment
- 9.5 Change of Programme/Area/Strand or Mode of Study
- 9.6 Double Registration
- 9.7 Period of Study
- 9.8 Course Assessments and Grades
 - 9.8.1 Grading System
 - 9.8.2 Review of Course Grade
 - 9.8.3 Advanced Standing
 - 9.8.4 Credit Transfer
 - 9.8.5 Course Exemption
 - 9.8.6 Late Submission of Assignment
 - 9.8.7 Repeating Courses
 - 9.8.8 Academic Probation
 - 9.8.9 Field Experience
- 9.9 Research Project
- 9.10 Graduation Requirements
- 9.11 Award Classification
- 9.12 Discontinuation of Studies
- 9.13 Leave of Absence
- 9.14 Deferment and Withdrawal
- 9.15 Suspension of Student Activities
- 9.16 Review of Board of Examiners' Decisions on Discontinuation
- 9.17 Dismissal
- 9.18 Academic Honesty

10. Class/Examination Arrangements during Bad Weather

When Tropical Cyclone Signal No.3 or Amber/Red Rainstorm Warning Signal is in force, all classes and examinations will continue to be held as scheduled, unless otherwise announced by the University.

Announcements made by the Education Bureau (EDB) and Hong Kong Examinations and Assessment Authority (HKEAA) DO NOT apply to the University. You should check the University Announcements in The Portal of EdUHK for any special class/examination arrangements.

When Tropical Cyclone Signal No.8 (or above) is in force or will be issued within the next 2 hours (as announced by the Hong Kong Observatory), or "extreme conditions" announced by the Government after super typhoon are in force, or the Black Rainstorm Signal is in force, the following arrangements shall apply to all classes and examinations regardless of the mode of learning and teaching:

For Classes and Examinations Not Yet Started

Situation	Action to be taken
For Morning Classes and Examinations	
<ul style="list-style-type: none">When Tropical Cyclone (No.8 or above), "extreme conditions" or Black rainstorm warning is/are in force at or after 6:00 am	All morning classes and examinations commencing before 1:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
For Afternoon Classes and Examinations	
<ul style="list-style-type: none">When Tropical Cyclone (No.8 or above) is lowered without "extreme conditions" announcement; orWhen "extreme conditions" are cancelled; or	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be held as scheduled.

<ul style="list-style-type: none"> When Black rainstorm warning is cancelled between 6:01 am and 11:00 am 	
<ul style="list-style-type: none"> When Tropical Cyclone (No.8 or above), "extreme conditions" or Black rainstorm warning is/are in force at or after 11:00am 	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
For Evening Classes and Examinations	
<ul style="list-style-type: none"> When Tropical Cyclone (No.8 or above) is lowered without "extreme conditions" announcement; <u>or</u> When "extreme conditions" are cancelled; <u>or</u> When Black rainstorm warning is cancelled at or before 3:00pm 	All evening classes and examinations scheduled for 5:30pm and after will be held as scheduled.
<ul style="list-style-type: none"> When Tropical Cyclone (No.8 or above) is lowered without "extreme conditions" announcement; <u>or</u> When "extreme conditions" are cancelled; <u>or</u> When Black rainstorm warning is cancelled between 3:01pm and 4:00pm 	All evening classes and examinations scheduled for 6:30pm and after will be held as scheduled.

<ul style="list-style-type: none"> When Tropical Cyclone (No.8 or above), "extreme conditions" or Black rainstorm warning is/are in force at <u>or</u> after 4:00pm 	All evening classes and examinations will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
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For Classes and Examinations Already Started

Situation	Action to be taken
When Tropical Cyclone (No.8 or above) is issued	All classes will be suspended immediately. All examinations, except those held outdoors, will continue until the end of that session, unless the Chief Invigilator advises that the examination be suspended.
When Black rainstorm warning is issued	All classes and examinations, except those held outdoors, will continue until the end of that session, unless the lecturer or Chief Invigilator advises that the examination be suspended.

^Under certain "extreme conditions" caused by super typhoons, such as serious disruption of public transport services, extensive flooding, major landslides or large-scale power outage after super typhoons, the Government will review the situation (including public transportation and other aspects) and make announcement to the public.

Contingency Arrangement for Examinations during Bad Weather

If an examination administered by the Registry is cancelled because of bad weather, you may concurrently check the [Contingency Examination Schedule](#) which is posted on the Registry's website normally three weeks before the examination period. For examinations that are not administered by the Registry, you are requested to contact the lecturer(s) or the Department(s)/Centre(s) concerned for the contingency arrangements.

11. Programme Team 2025/26

Name	Office	Tel No.	Email Address
Programme Leader			
Dr Tina GAO Fang	D3-2/F-03	2948 8840	fgao@eduhk.hk
Associate Programme Leader			
Dr Euan AULD	D2-2/F-37	2948 8207	edauld@eduhk.hk
Programme Office			
Ms Vanessa WAN	D1-1/F-08	2948 8836	magse@eduhk.hk

12. Useful Telephone Directory and Websites

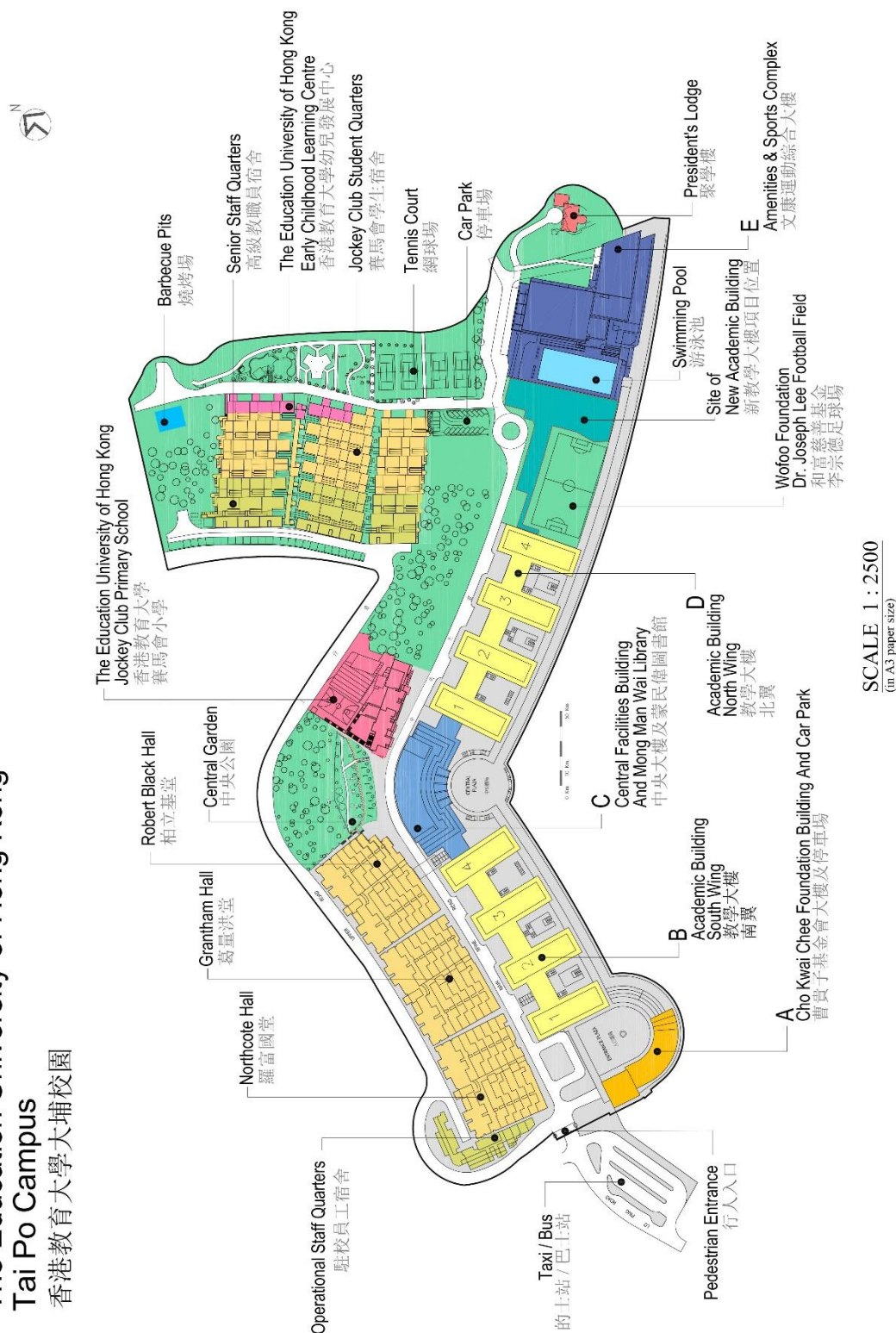
Departments/Centres/Units	Hotline/ Telephone Numbers	Websites [#]
Registry		
Information Centre (Student Records Service Desk)	2948 6177	https://www.eduhk.hk/re
Student Affairs Office		
Student Affairs Office (General Enquiries)	2948 6720	https://www.eduhk.hk/sao
Health Centre		
- Medical Appointment and Enquiry	2948 6262	
- Dental Appointment and Enquiry	2666 6661	
Career Development Services	2948 6246	
Counselling Services Centre	2948 6245	
Non-office-hour Counselling Hotline	8208 1155	
Faculty of Education and Human Development (FEHD)		
FEHD (General Enquiries)	2948 8576	https://www.eduhk.hk/fehd
Department of Education Policy and Leadership	2948 8008	https://www.eduhk.hk/epl
Centres / Units		
Global Affairs Office	2948 7654	https://www.eduhk.hk/gao
Office of the Chief Information Officer - IT Help Desk	2948 6601	https://www.eduhk.hk/ocio
Estates Office		
Estates Office (General Enquiries)	2948 6714	https://www.eduhk.hk/eo/
- Defects Reporting	2948 6269	
- Campus Emergency No. (24-Hour)	2948 8000	
- Lost and Found (24-Hour)	2948 8002	
Finance Office		
Finance Office (General Enquiries)	2948 6105	https://www.eduhk.hk/fo/
- Tuition Fees and Related Matters	2948 6096/ 2948 7440	
- Payroll of Student Helpers	2948 6101	

School Bus Service		
Jackson Coach Hire Service Ltd	5332 0372/ 2513 9325	https://www.eduhk.hk/eo/transportation/typestransport
Keung Kee Tours and Transportation Co., Ltd	2396 2088/ 2391 1926/ 2395 1120	
Catering Services		
The Cove View (Canteen)	2465 8398	https://www.eduhk.hk/catering
Coffee Corner	2881 5205	
Cafe	5107 9629	
Food Kiosk	2881 5205	
Tseung Kwan O Study Centre		
Study Centre Office	2190 8501	https://www.eduhk.hk/eo/study-centres/tseung-kwan-o-study-centre
Study Centre IT Help Desk	2190 8581	
Study Centre Library	2190 8521	https://www.lib.eduhk.hk/about/tkosc-library
North Point Study Centre Office		
Study Centre Office	2190 8601	https://www.eduhk.hk/eo/study-centres/north-point-study-centre
Study Centre IT Help Desk	2190 8660	
Others		
Library	2948 6653	https://www.lib.eduhk.hk
Hong Kong Museum of Education	2948 8073	https://www.eduhk.hk/eo
Amenities and Sports Complex Service Counter	2948 8844	https://www.eduhk.hk/eo/sports/general-information-user%E2%80%99s-guideline

#The URLs are subject to change.

13. Campus Maps

The Education University of Hong Kong Tai Po Campus 香港教育大學大埔校園



Location Map of EdUHK



Address: 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

Public Transport:

- KMB No. 74K from Tai Po Market MTR Station to Sam Mun Tsai via Tai Po Campus (before 12:00 n.n. the bus will call at Tai Po Campus and after 12:00 n.n. will go to Sam Mun Tsai first before calling at Tai Po Campus)
- Green Minibus No. 26 from Tai Po Campus to Bayshore Towers, Ma On Shan and vice versa
- Green Minibus No. 26A from Tai Po Campus to Yuen Chau Tsai, Tai Po circular service (7:30 am to 9:30 am & 5:30 pm to 8:30 pm, Monday through Friday)

Shuttle Bus Services:

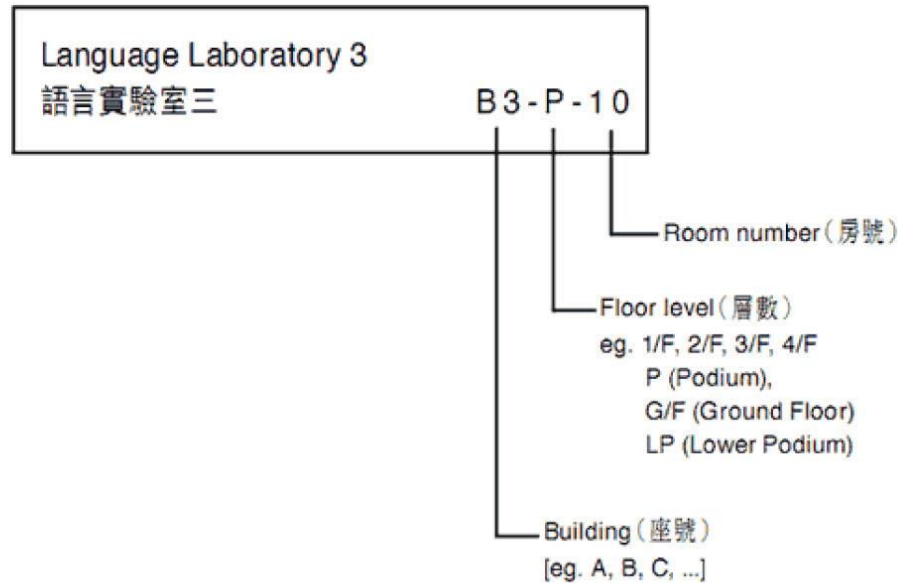
- Shuttle Bus from Tai Po Campus to EdUHK Sports Centre and vice versa
- Shuttle Bus from Tai Po Campus to Tseung Kwan O Study Centre
- Shuttle Bus from Tai Po Campus to University MTR Station and vice versa
- School Bus from Tai Po Campus to Tai Wai MTR Station and vice versa (during morning and evening peak hours only)

Please visit webpage of the Estate Office at <https://www.eduhk.hk/eo/> for details of transportation.

Signage System on Tai Po Campus

The room numbering system comprises a building code, a floor level code and a room number. The diagrams below illustrate how the system works:

- Directional Sign



- Door Sign

