

Department of Applied Social Sciences

Master of Arts in Guidance and Counselling

諮商與輔導文學碩士學位

DEFINITIVE PROGRAMME DOCUMENT FOR COHORT 2017/2018



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PART I

Programme Information

This Definitive Programme Document is subject to review and changes which the Programme offering Faculty/Department can decide to make from time to time. Students will be informed of the changes as when appropriate.

General Information of the Programme

Title of the Programme:	Master of Arts in Guidance and Counselling (MAGC)
Programme Code:	54047-GCF for MA (Full-time) / 54047-GCP for MA (Part-time)
Host Department:	Department of Applied Social Sciences (APSS), The Hong Kong Polytechnic University
Mode of Attendance:	Mixed-mode
Normal Duration:	1.5 years for MA (Full-time) 3 years for MA (Part-time)
Maximum Duration:	6 years for MA
History:	MAGC began as Master of Arts in School Guidance and Counselling (MASGC) in 2001/02 housed under the Post-graduate Programme in Social Sciences. It was changed to the current title in 2008.
Exit Awards:	Master of Arts in Guidance and Counselling (30 credits) Postgraduate Diploma in Guidance and Counselling (21 credits)

Programme Description:

The MA in Guidance and Counselling is a mixed-mode post-graduate programme for teachers, social workers, counsellors and human resources management personnel involved in guidance work or working in relevant areas. Students are allowed to choose a free and flexible learning path from a pool of subjects.

To earn a MA award, students need to complete 30 credits including 5 Required Core Subjects, 3 Elective Subjects, and pursue either the Practicum Option or the Research Option.

Students who successfully complete 7 subjects including 5 Required Core Subjects and 2 Elective Subjects may apply for a Postgraduate Diploma in Guidance and Counselling depending on their path of study and their first-degree qualification.

1. Programme Rationale, Aims and Objectives

1.1 *The Need for Advanced Training in Guidance and Counselling*

The focus of the MA in Guidance and Counselling Programme is to develop students' competence as "advanced generalist". As social problems are becoming more and more complex in Hong Kong, basic counselling training seems to be inadequate for guidance personnel in daily practice. In addition, they have to work flexibly and realistically within changing cultural, socio-political, and organisational contexts and be able to provide high quality professional service amidst constraints and limitations.

1.2 *Philosophy*

The educational philosophy of the programme is to educate helping professionals to be "reflective practitioners". Facing uncertain and indeterminate practice contexts, the reflective practitioners are able to go beyond existing theories and skills by innovating new practice and theoretical understanding to respond to evolving situations. The programme endeavours to nurture graduates who command the following capacities and qualities:

- ❖ **Contextual reflection:** the ability to recognize the unique features in the social, cultural, and political contexts of human service practice and the implications that these have for both theories and practice;
- ❖ **Relating theory to practice:** the ability to not just possessing 'espoused theories' but systematically testing, reflecting and developing these into personalized 'theories-in-use' in a specific practice domain (Casson, P., 1982, *Social Work Courses Their Structure and Content*, CCETSW, p.141);
- ❖ **Recognizing the complexity and inter-connectedness of problems and issues:** the ability to relate one's specialism to the context of professional practice and to the Hong Kong community as a whole, and to appreciate the ethical and value considerations underlying their practice;
- ❖ **Evolving personalized styles and framework of practice:** the ability to continually reflect on one's professional self and to transform practice theories into new ideas and methods which are congruent with one's personal style of practice and with the evolving practice context.

1.3 Overall Aim of Postgraduate Programmes in Social Sciences

The programme aims to develop students' competence and resilience as professional practitioners. Students will learn to proactively respond to the challenges and changes in society in general. Students will be facilitated to integrate theories and practice, to generate new theoretical and practice insights for improving practice, and to evolve a personalised approach to practice. The emphasis of teaching/learning is on “Scholarship in Practice” and on the development of competent and reflective practitioners. “Scholarship in Practice” is a spontaneous process to integrate theories and practice in advanced guidance personnel practice, which does not imply direct application of technical solutions to practical situations. Instead, it implies a systematic process to facilitate self-awareness and develop a holistic understanding of guidance and counselling practice. The essence of “Scholarship in Practice” is thus the development of reflective guidance personnel who are able to think, to articulate, to be self-critical, and to constantly evaluate their use of theories and knowledge in different contexts, and to evolve their own personal perspectives and approaches through professional practice.

1.4 Aim of Master of Arts in Guidance and Counselling Programme

The aim of the award is to prepare competent and committed professional practitioners who are competent in addressing the needs and problems of a range of clients with varying backgrounds in Hong Kong. The course will adopt a macro-micro link perspective and endeavours to develop advanced guidance and counselling practitioners who are competent, critical and are able to design and implement effective and high quality guidance programmes for preventive, remedial and developmental purposes.

1.5 Programme Intended Learning Outcomes (PILOs)

- a. Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process.
- b. Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations.
- c. Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems;
- d. Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice.
- e. Ability to articulate a coherent personal perspective of and approach to guidance and counselling practice in the Chinese context.
- f. Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation.
- g. Development to critical and creative thinking and lifelong learning.

The contributions of subjects, both required and elective, to learning outcomes in this programme are indicated in Appendix 1 and 2.

2. The Structure and Content of the Programme

Students need to complete 30 credits including 5 Required Core Subjects, 3 Elective Subjects and pursue the Practicum Option or the Research Option in order to apply for graduation with a MA in Guidance and Counselling award. Students who wish to exit with a PgD in Guidance and Counselling need to complete 21 credits, including 5 Required Core Subjects and 2 Elective Subjects.

For reference on the learning path of MA in Guidance & Counselling programme, please refer to Figure 1 shown on page 10.

For reference on the knowledge base of subjects of MA in Guidance & Counselling, please refer to Figure 2 shown on page 11.

2.1 List of Subjects

Required Core Subjects (5 subjects – 15 credits)			
APSS501	Social Context and Ethics		
APSS502	Social Policy Analysis and Social Accountability		
APSS5620	Individual and Group Counselling Skills Workshop (<i>Pre-requisite: APSS5630</i>)		
APSS5630	Theories and Models of Counselling		
APSS5782	Advanced Human Behaviour and Social Environment		
Practicum Option (1 subject – 6 credits)		Research Option (2 subjects – 6 credits)	
APSS5624	Counselling Practicum (6 credits) (<i>Pre-requisite: APSS5620, APSS5630 & APSS5782</i>)	APSS5775	Practice Research (3 credits)
		APSS5776	Integrative Project (3 credits) (<i>Pre-requisite: 5 Required Subjects</i>)
Elective Subjects (any 3 subjects – 9 credits)			
APSS513	Advanced Practice Methods: Brief Therapy		
APSS515	Family Violence		
APSS516	Delinquency and Family		
APSS534	Advanced Practice Methods: Cognitive Behavioural Intervention		
APSS567	Career Counselling: Theories and Practice		
APSS568	Guidance and Counselling for Students with Special Needs		
APSS5621	Counselling Assessment and Measurement		
APSS5622	Workplace Counselling (<i>Pre-requisite: APSS5630</i>)		
APSS5681	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities		
APSS5760	Evolution in Family Therapy: Structural and Systemic Approaches		
APSS5771	Psychopathology: Holistic and Humanistic Orientations		
APSS5775	Practice Research		
APSS5779	Narrative Therapy		

2.2 *Recommended Study Pattern (Fast Track)*

Students can choose either the Research Option or Practicum Option. Some subjects may require students to complete pre-requisite requirements before enrolment. Students should strictly follow the recommended study pattern if they wish to take the fast track route.

Recommended Study Pattern for Mixed-Mode (Full-time)

Practicum Option

Stage 1

Semester 1

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5630	Theories and Models of Counselling	3 credits
APSS5782	Advanced Human Behaviour and Social Environment	3 credits
Sub-Total:		9 credits

Semester 2

APSS501	Social Context and Ethics	3 credits
APSS5620	Individual and Group Counselling Skills Workshop	3 credits
One Elective Subject		3 credits
Sub-Total:		9 credits

<u><i>Either</i></u>	<u><i>Or</i></u>
<i>Summer Term</i>	<i>Summer Term</i>
APSS5624 Counselling Practicum 6 credits	APSS5624 Counselling Practicum 6 credits
Sub-Total: 6 credits	One Elective Subject 3 credits
	Sub-Total: 9 credits
<u><i>Stage 2</i></u>	<u><i>Stage 2</i></u>
<i>Semester 1</i>	<i>Semester 1</i>
APSS5624 Counselling Practicum (cont') Two Elective Subjects* 6 credits	APSS5624 Counselling Practicum (cont') One Elective Subject 3 credits
Sub-Total: 6 credits	Sub-Total: 3 credits

Total: 30 credits

Notes:

* The programme offers a limited number of elective subjects in Semester 1.

Recommended Study Pattern for Mixed-Mode (Full-time)

Research Option

Semester 1

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5630	Theories and Models of Counselling	3 credits
APSS5775	Practice Research	3 credits
APSS5782	Advanced Human Behaviour and Social Environment	3 credits
Sub-Total:		12 credits

Semester 2

APSS501	Social Context and Ethics	3 credits
APSS5620	Individual and Group Counselling Skills Workshop	3 credits
APSS5776	Integrative Project	3 credits
One Elective Subject		3 credits
Sub-Total:		12 credits

Summer Term

Two Elective Subjects		6 credits
Sub-Total:		6 credits
Total:		30 credits

Recommended Study Pattern for Mixed-Mode (Part-time)

Practicum Option

Stage 1

Semester 1

APSS5630	Theories and Models of Counselling	3 credits
APSS5782	Advanced Human Behaviour and Social Environment	3 credits
Sub-Total:		6 credits

Semester 2

APSS501	Social Context and Ethics	3 credits
APSS5620	Individual and Group Counselling Skills Workshop	3 credits
Sub-Total:		6 credits

Summer Term

One Elective Subject	3 credits
Sub-Total:	3 credits

Stage 2

Semester 1

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5624	Counselling Practicum	6 credits
Sub-Total:		9 credits

Semester 2

APSS5624	Counselling Practicum (cont')	3 credits
One Elective Subject	3 credits	
Sub-Total:		3 credits

Summer Term

One Elective Subject	3 credits
Sub-Total:	3 credits

Total: 30 credits

Recommended Study Pattern for Mixed-Mode (Part-time)

Research Option

Stage 1

Semester 1

APSS5630	Theories and Models of Counselling	3 credits
APSS5782	Advanced Human Behaviour and Social Environment	3 credits
Sub-Total:		6 credits

Semester 2

APSS501	Social Context and Ethics	3 credits
APSS5620	Individual and Group Counselling Skills Workshop	3 credits
Sub-Total:		6 credits

Summer Term

One Elective Subject	3 credits
Sub-Total:	3 credits

Stage 2

Semester 1

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5775	Practice Research	3 credits
Sub-Total:		6 credits

Semester 2

APSS5776	Integrative Project	3 credits
One Elective Subject	3 credits	
Sub-Total:		6 credits

Summer Term

One Elective Subject	3 credits
Sub-Total:	3 credits

Total: 30 credits

Figure 1: Learning Path of MA in Guidance & Counselling

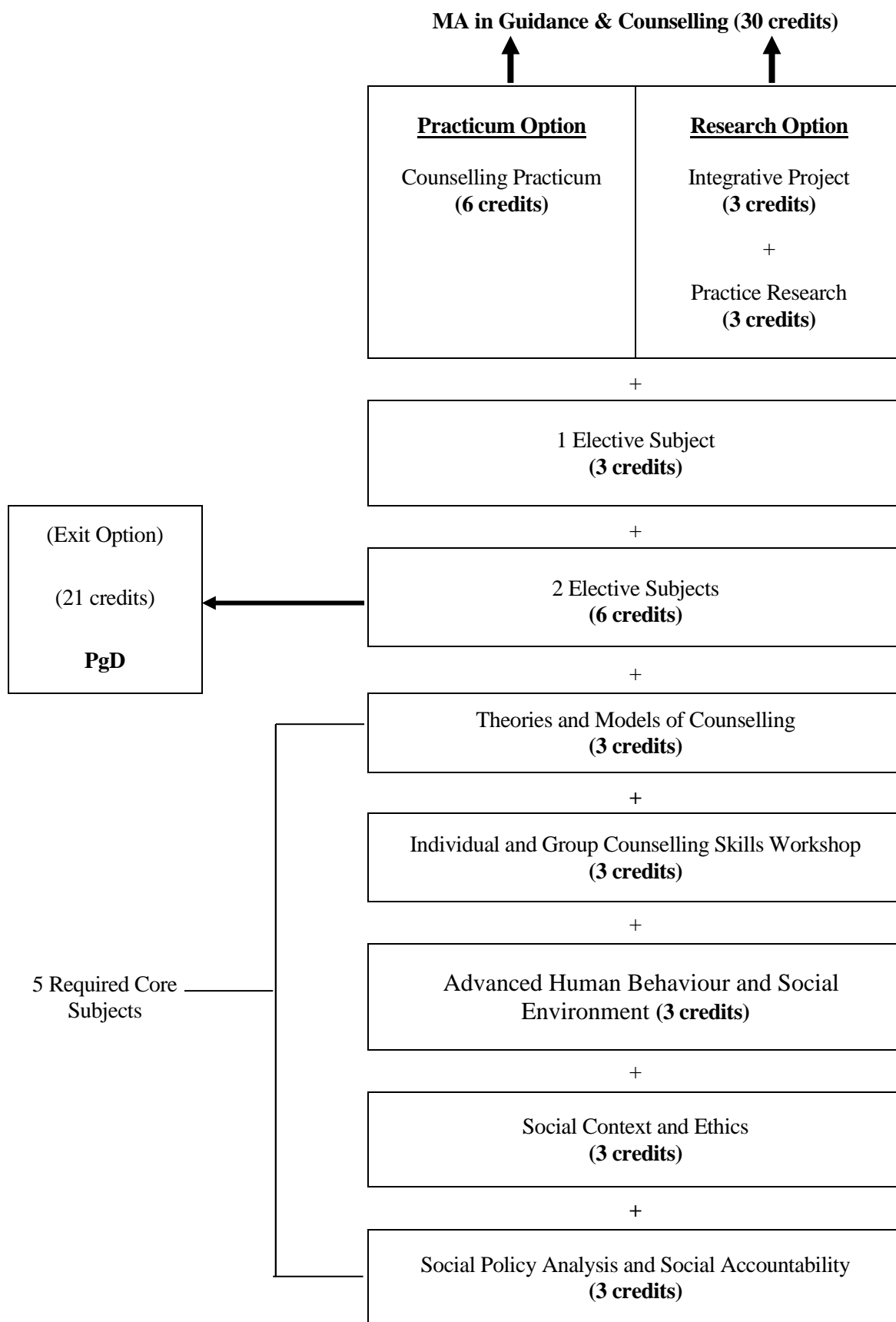
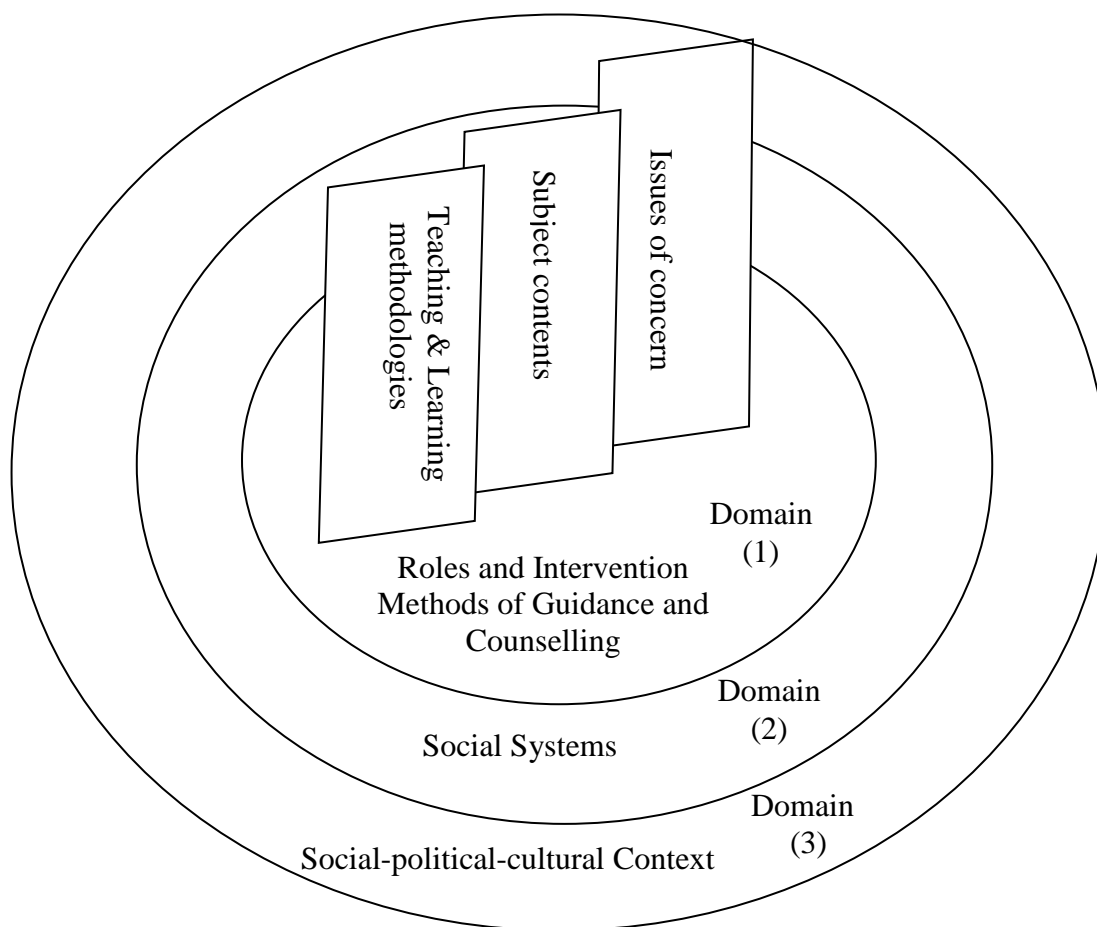


Figure 2: Knowledge Base of Subjects of MA in Guidance & Counselling



Subjects to be offered within each domain:

Domain	Subjects
1	Individual and Group Counselling Skills Workshop (R) Practice Research (R/E) Theories and Models of Counselling (R) Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities (E) Brief Therapy (E) Career Counselling: Theories and Practice (E) Cognitive Behavioural Intervention (E) Counselling Assessment and Measurement (E) Counselling Practicum (E) Evolution in Family Therapy: Structural and Systemic Approaches (E) Narrative Therapy (E) Guidance and Counselling for Students with Special Needs (E) Workplace Counselling (E)
2	Advanced Human Behaviour and Social Environment (R) Delinquency and Family (E) Family Violence (E) Psychopathology: Holistic and Humanistic Orientations (E)
3	Social Context and Ethics (R) Social Policy Analysis and Social Accountability (R)

3. Admission and Registration

3.1 *Entrance Requirement and Admission*

- 3.1.1 Applicants should possess a recognised Bachelor's degree or its equivalent. Preference will be given to applicants who are teachers, social workers, counsellors or human resources management personnel and who are involved in guidance work or working in relevant areas.
- 3.1.2 If the applicant is not a native speaker of English and his/her Bachelor's degree or equivalent qualification is awarded by institutions where the medium of instruction is not English, he/she is expected to fulfil the following minimum English language requirement for admission purpose:
- a) A Test of English as a Foreign Language (**TOEFL**) score of 80 for the Internet-based test, or 550 or above for the paper-based test; **OR**
 - b) An overall Band Score of at least 6 in the International English Language Testing System (**IELTS**).
- 3.1.3 Once applications are received, they will be assessed by an Admission Committee.

For an applicant who intends to pursue the MA award, he/she will be required to submit, along with his/her application, (a) a statement reflecting on his/her recent work experience; and (b) a short piece of writing on a problem or issue that is of interest to him/her and on how he/she deals with the issue. The above statement/write-up should be in English of not more than 1,000 words. Shortlisted applicants may be invited to interviews.

3.2 *Registration, Deregistration and Subject Registration*

- 3.2.1 On admission to the programme, students will be registered with the University as a Mixed-mode student studying for a MA award.
- 3.2.2 A student will **cease to be registered (Deregistration)** for the award without exception if he/she falls within any one of following categories:
- (a) he/she exceeds the maximum period of registration; or
 - (b) his/her Integrative Project proposal is rejected three times and he/she has passed seven designated subjects (21 credits) (in which case he/she graduates with a PgD); or
 - (c) the students Grade Point Average (GPA) is lower than 2.0 for two consecutive semesters and the Semester GPA in the 2nd semester is also lower than 2.0; or
 - (d) the student's Grade Point Average (GPA) is lower than 2.0 for three consecutive semesters.
- 3.2.3 Students need to register for the subjects at specified periods prior to the commencement of the semester. Students are recommended to take compulsory subjects and elective subjects according to the requirement in their

own award of study.

- 3.2.4 An add/drop period will be scheduled for each semester/term. Students are not allowed to drop subjects after the add/drop period.
- 3.2.5 Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation. Students can only take additional subjects from the curriculum of the programme which they have enrolled. Tuition fee will be charged according to the number of credits taken.
- 3.2.6 Pre- and co-requisite knowledge may be required for some subjects and certain students may even be required to audit subjects at Bachelor's degree level if in the judgement of the Programme Leader this can make up for what was lacking in their previous education.
- 3.2.7 Mixed-mode students may engage in a full-time or part-time study load. If the mixed-mode students take subjects with a study load of 9 credits or more in a semester, they will be given full-time status in that semester. Students with a study load less than 9 credits in a semester, are classified as part-time students.
- 3.2.8 Students taking part-time study load will normally be expected to take 6 credits (or two 3-credit subjects) while students taking full-time study load will take 9 credits (or three 3-credit subjects) in one semester. However, the speed of study can be determined by the student himself/herself subject to certain regulations on registration and assessment.
- 3.2.9 Students who wish to change their study status (e.g. from mixed-mode full-time to mixed-mode part-time or from mixed-mode part-time to mixed-mode full-time) or registration status (e.g. deferment of study or zero subject enrolment), will have to seek prior approval from the Department. As for non-local students, they will have to seek prior approval from both the Department and the Director of Immigration.

3.3 *Re-admission*

- 3.3.1 Students who have been required to withdraw on grounds of academic failure or have been deregistered, and those who have discontinued their studies without completing the proper procedures for official withdrawal, shall not be considered for re-admission to the same programme/stream in the following academic year.

3.4 *Concurrent Enrolment*

- 3.4.1 Students are not permitted to enrol concurrently on two full-time/sandwich programmes, whether or not one of the programmes is offered by another institution.
- 3.4.2 Except for programmes which do not lead to any formal award, students are not allowed to enrol concurrently on a full-time/sandwich programme and a part-time programme, or on more than one part-time programmes, including those offered by another institution, without permission from the Head(s) of Department concerned.

- 3.4.3 The policy as stated in Sections 3.4.1 and 3.4.2 above is also applicable to programmes leading to PolyU awards offered through the School of Professional Education and Executive Development (SPEED).

3.5 Credit Transfer

- 3.5.1 Students may be given credits for recognised previous study and the credits will be counted towards meeting the requirements of the award. Transferred credits may be counted towards more than one award. Credit transfer may be possible with the grade carried or without the grade carried; the former should normally be applicable only when the credits to be transferred have been gained from within the University.
- 3.5.2 Application will only be considered for subjects with the grade of C+ or above. Students may refer to the Departmental Policy for Credit Transfer for details.
- 3.5.3 Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University.
- 3.5.4 For transfer of credits from programmes within the University, normally not more than 67% of the required credits for the award can be transferred.
- 3.5.5 In cases where both types of credits are being transferred (i.e., from programmes offered by the University and from approved institutions outside the University), not more than 50% of the normal credit requirement for the academic award may be transferred.
- 3.5.6 All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or add/drop period for a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.
- 3.5.7 The validity period of subjects earned is eight years from the year of attainment, i.e., the year in which the subject is completed, unless otherwise specified by the department responsible for the content of the subject. Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.
- 3.5.8 For credit transfer of retaken subjects, the grade attained in the last attempt should be taken in the case of credit transfer with grade being carried over. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in the earlier attempts.
- 3.5.9 Students should not be granted credit transfer for a subject which they have attempted and failed in their current study.

3.6 *Subject Exemption*

- 3.6.1 Students may be exempted from taking any specified subjects if they have successfully completed similar subjects previously in another programme or have demonstrated the level of proficiency/ ability to the satisfaction of the subject offering department.
- 3.6.2 Subject exemption is normally decided by the Department. If students are exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards the award requirement. It will therefore be necessary for the students to take another subject in order to satisfy the credit requirement for the award.

3.7 *Zero Subject Enrolment*

- 3.7.1 Students are not allowed to take zero subject in any semester unless they have obtained prior approval from the Department, otherwise they will be classified as having unofficially withdrawn from their programme. Students who have been approved for zero subject enrolment (i.e. taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities.
- 3.7.2 Any semester in which the students are allowed to take zero subject will nevertheless be counted towards the maximum period of registration. A fee for retention of study place will be charged.

3.8 *Deferment of Study*

- 3.8.1 Students may apply for deferment of study if they have a genuine need to do so such as illness or posting to work outside Hong Kong. Approval from the Head of the Department is required. The deferment period will not be counted as part of the maximum period of registration.
- 3.8.2 Application for deferment of study for the current academic year/semester must be submitted before the commencement of PolyU's scheduled examination period. Applications submitted after the commencement of the examination period will not be processed. For deferment of study for the following academic year/semester, application should be submitted before the commencement of that academic year/semester and application will only be considered after finalization of examination result of the current semester.
- 3.8.3 No deferment of studies will be permitted unless it remains possible for the student to obtain the relevant award within the maximum period of registration.
- 3.8.4 Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made.
- 3.8.5 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

3.9 *Withdrawal from a Subject*

- 3.9.1 Students may apply for withdrawal of their registration on a subject after the add/drop period if they have a genuine need to do so. The application should be made to the Department and will require the approval of both the subject lecturer and the Programme Leader concerned. Applications submitted after the commencement of the examination period will not be considered.
- 3.9.2 For approved cases, a handling fee will be charged. The tuition fee paid for the withdrawn subject will be forfeited. The withdrawn subjects will still be reported in the Assessment Result Notification and Transcript of Studies although they will not be counted in GPA calculation.

4. Assessment

4.1 *Philosophy and Approach*

- 4.1.1 The programme relies essentially on spontaneous assessment of students' performance in term papers, seminars and other assignments in the process of learning, based on the following recognitions:
- 4.1.2 Learning process is one in which the self-directed learner is in spontaneous interaction with his/her learning environment. It gives him/her spontaneous feedback and encourages him/her to exercise judgement and autonomy in setting learning goals, devising learning strategies, and constantly reviewing these in the light of feedback on his/her performance.
- 4.1.3 The reflective learner learns through critical reflection, and attempts to integrate experience and theory. His/her achievement is measured in terms of what he/she makes out of this intellectual process. It aims to facilitate student's engagement in the process of reflecting the dialectical and emergent nature of his or her learning process.

4.2 *General Principles and Guidelines*

- 4.2.1 Subjects are assessed upon completion of the required academic work. The extent to which a student meets the aims of a particular module is assessed and recorded immediately upon its completion. Assessment of students takes place exclusively within subjects. This allows students to assess their position and make informed choices and decisions on their continuing programme of study.
- 4.2.2 Subject description specifies how a subject will be assessed. The basis on which grades are to be awarded is linked with the subject objectives.
- 4.2.3 Coursework may include tests, assignments, projects, laboratory work, field exercises, presentations, and other forms of classroom participation. The alignment of these assessment methods and learning outcomes of subjects are indicated in Appendix 3. The contribution made by each student in coursework involving a group effort shall be determined and assessed separately.
- 4.2.4 In order to pass a subject, the student must achieve a grade D or above in both the course-work and the examination (if any).
- 4.2.5 At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used within the assessment framework as specified in the Definitive Programme Document.

4.3 *Progression/Academic Probation/Deregistration*

- 4.3.1 The Board of Examiners shall, at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects), determine whether each student is
 - (i) eligible for progression towards an award; or

- (ii) eligible for an award; or
 - (iii) required to be deregistered from the programme.
- 4.3.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. If a student is able to pull his GPA up to 2.0 or above at the end of the semester, the status of “academic probation” will be lifted. The status of “academic probation” will be reflected in the assessment result notification but not in transcript of studies.
- 4.3.3 To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load. The maximum number of credits to be taken by the students will be student-specific and subject to the approval of the Programme Leader.
- 4.3.4 A student will have ‘progressing’ status unless he falls within any one of the following categories, which shall be regarded as grounds for deregistration from the programme:
- (i) the student has exceeded the maximum period of registration for this programme, which is 6 years; or
 - (ii) the student’s GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
 - (iii) the student’s GPA is lower than 2.0 for three consecutive semesters.

When a student falls within the categories as stipulated above, the Board of Examiners shall de-register the student from the programme without exception.

- 4.3.5 A student may be de-registered from the programme enrolled before the time frame specified in Sections 4.3.4 (ii) or 4.3.4 (iii) above if his academic performance is poor to the extent that the Board of Examiners deems that his chance of attaining a GPA of 2.0 at the end of the programme is slim or impossible.
- 4.3.6 The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation, and is so specified in the Definitive Programme Document.
- 4.3.7 If the student is not satisfied with the de-registration decision of the Board of Examiners, he can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision. Views of Faculties/Departments will be sought and made available to AAC for reference.

4.4 *Recording of Disciplinary Actions in Students’ Records*

- 4.4.1 With effect from Semester One of 2015/16, disciplinary actions against students’ misconducts will be recorded in students’ records.
- 4.4.2 Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting ‘Disqualification of result due to academic dishonesty’. The remark will be shown in the students’ record as well

as the assessment result notification and transcript of studies, until their leaving the University.

- 4.4.3 Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on ‘disciplinary probation’. The status of ‘disciplinary probation’ will be shown in the students’ record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until they leave the University. The Disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee.
- 4.4.4 The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the University, or subject to disciplinary action.

4.5 *Plagiarism and Online Tutorial on Academic Integrity*

- 4.5.1 The University views plagiarism, whether committed intentionally or because of ignorance or negligence, as a serious disciplinary offence. Excuses such as “not knowing that this is required” or “not knowing how to do it” are not accepted. It is the student’s responsibility to understand what plagiarism is, and take action steps to avoid plagiarism in their academic work. The golden rule is: “if in doubt, acknowledge”.
- 4.5.2 Students are required to submit their original work and avoid any possible suggestion of plagiarism in the work they submit for grading or credit.
- 4.5.3 To help students understand the importance of academic honesty and learn ways to ensure that their work and behaviour at PolyU are acceptable in this regard, students are required to complete the Online Tutorial on Academic Integrity before the end of the first-year first-semester (see Appendix 4 for details of the Online Tutorial on Academic Integrity).
- 4.5.4 The Online Tutorial on Academic Integrity forms part of the programme graduation requirements.

4.6 *Grading*

- 4.6.1 Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows:

Subject Grade	Interpretation	Elaboration on subject grading description
A+	Exceptionally Outstanding	The student’s work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	Outstanding	The student’s work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	Very Good	The student’s work is very good. It exceeds the intended subject learning outcomes in most regards.

B	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.
C+	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.
C	Satisfactory	The student's work is wholly satisfactory. It largely meets the intended subject learning outcomes.
D+	Barely Satisfactory	The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	Barely Adequate	The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	Inadequate	The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.

4.6.2 'F' is a subject failure grade, whilst all others ('D' to 'A +') are subject passing grades. No credit will be earned if a subject is failed.

4.6.3 A numeral grade point is assigned to each subject grade, as follows:

Grade	Grade Point
A+	4.5
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1
F	0

4.7 **Grade Point Average (GPA)**

4.7.1 At the end of each semester, a Grade Point Average (GPA) will be computed as follows

$$GPA = \frac{\sum_n \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects taken by the student up to and including the latest semester, inclusive of failed subjects

4.7.2 Exempted, ungraded and incomplete subjects, and subjects for which credit transfer has been approved without a grade assigned to it, will be excluded from the GPA calculation. In addition, subjects from which a student has been allowed to withdraw (i.e. those with grade 'W') will be excluded.

4.7.3 For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation.

- 4.7.4 The GPA is therefore the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, and is capped at 4.0.

4.8 University Graduation Requirements

- 4.8.1 A student would be eligible for award of MA in Guidance and Counselling if he satisfies all the conditions listed below:
- (a) Accumulation of the requisite number of credits for the award, as defined in the definitive programme document, i.e. **30 credits**; and
 - (b) Satisfying all the ‘compulsory’ and ‘elective’ requirements as defined in the definitive programme document and as specified by the University; and
 - (c) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme; and
 - (d) Completing the Online Tutorial on Academic Integrity and obtain a satisfactory score (over 75%).
- 4.8.2 A MA in Guidance and Counselling student is required to graduate as soon as he satisfies all the conditions for award (see Section 4.8.1 above). Subject to a maximum study load of 21 credits per semester, a student may take more credits than he/she needs to graduate on top of the prescribed credit requirements for his/her award in or before the semester within which he/she becomes eligible for award.
- 4.8.3 Should a student choose the PgD exit option, he is eligible for this award if he satisfies all the conditions listed below:
- (a) Accumulation of the requisite number of credits for the award, as defined in the definitive programme document, i.e. **21 credits**; and
 - (b) Satisfying all the ‘compulsory’ and ‘elective’ requirements as defined in the definitive programme document and as specified by the University; and
 - (c) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme.
 - (d) Completing the Online Tutorial on Academic Integrity and obtain a satisfactory score (over 75%).
- 4.8.4 If students opt to graduate with a PgD in Guidance and Counselling when failing to complete the Integrative Project for the MA in Guidance and Counselling award, the project will be excluded in the GPA calculation for the purpose of satisfying this condition.
- 4.8.5 For both the PgD and MA awards, a student must satisfy the residential requirement whereby he must complete at least 1/3 of the normal credit

requirement for the award he is currently enrolled, unless the professional bodies stipulate otherwise.

- 4.8.6 The University reserves the right to withhold the issuance of an award parchment to a student who has unsettled matters with the University, or subject to disciplinary action.

4.9 *Guidelines for Award Classification*

- 4.9.1 There should be no automaticity between the GPA and the award classification. The Board of Examiners shall exercise its judgement on an individual basis and come to its conclusions as to the award for each student on the basis of assessment documents presented, on the basis of the judgement of members of the Board of Examiners and, where appropriate, on other relevant information.
- 4.9.2 Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the GPA calculations for award classification. However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the GPA calculation (i.e. the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded).
- 4.9.3 The following are guidelines for Board of Examiners' reference in determining award classifications:

Classification	Guidelines
Distinction	The student's performance/attainment is Outstanding , and identifies him/her as exceptionally able in the field covered by the programme in question.
Credit	The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding .
Pass	The student has reached a standard of performance/attainment ranging from just adequate to satisfactory .

- 4.9.4 Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass. In rare circumstances where both the Student Discipline Committee and Board of Examiners of a Department consider that there are strong justifications showing the offence be less serious, the requirement for lowering the award classification can be waived.

4.10 *Retaking of Subject*

- 4.10.1 Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a

lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.

- 4.10.2 The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)
- 4.10.3 In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

4.11 *Exceptional Circumstances*

Absence from an assessment component

- 4.11.1 If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his control and considered by the Subject Review Assessment Panel as legitimate. The Panel will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results).

Assessment to be completed

- 4.11.2 For cases where students fail marginally in one of the components within a subject, the Subject Assessment Review Panel can defer making a final decision until the students concerned have completed the necessary remedial work to the satisfaction of the subject examiner(s). The remedial work must not take the form of re-examination.

Aegrotat Award

- 4.11.3 If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances which are beyond his control, and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.
- 4.11.4 A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.
- 4.11.5 The acceptance of an aegrotat award by a student shall disqualify him/her from any subsequent assessment for the same award.

4.11.6 An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified provided that they have adequate information on the students' academic performance.

Other Particular Circumstances

4.11.7 A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

4.12 The Subject Assessment Review Panel

4.12.1 Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject grades. The SARP will review the distribution of grades within a subject and finalize the grades at the end of each Semester and Summer Term before submission to the Board of Examiners, if appropriate.

4.12.2 SARP shall include the Head of the Department (as Chairperson), the Chair of Departmental Learning and Teaching Committee, the relevant Subject Panel Chairperson, and where appropriate, the Internal Subject Examiners and the Programme Leader.

4.12.3 The Chairman will take Chairman's action in most straightforward cases. To speed up the process, subject examiners will only be involved in problematic cases.

4.13 The Board of Examiners

4.13.1 The major role of the Board of Examiners (BoE) is maintaining programme standards.

4.13.2 The Board will meet at the end of each semester and Summer Term and is responsible to the Senate for making decisions on:

- a) The classification of awards to be granted to each student on completion of the programme;
- b) Deregistration cases; and
- c) Cases with extenuating circumstances.

4.13.3 The Board will not attempt to change the grades for any student in any subject nor condone failures.

4.13.4 The composition of the Board of Examiners of the Programme will be proposed by the Head of Department and submitted to the Faculty Dean for approval.

- Head of the Department (Chairperson)
- Postgraduate Programme Leader (ex-officio)
- Programme Leaders
- Subject Examiners
- Secretary

4.13.5 The minimum number of the Board of Examiners (including the

Chairperson, but excluding the Secretary) should be five. It should be composed of staff members associated with the Programme concerned and some other senior staff members. The BoE Chairperson will normally be the Head of Department.

4.13.6 The Faculty Dean shall have the right to attend and to speak at meetings of the Board and to receive documents, but will not be members.

4.14 *The Faculty Board of Examiners*

4.14.1 The Faculty Board will ratify the decisions made by the BoE without duplicating the effort of the latter. It should deal with individual cases outside programme regulations but within the general assessment regulations of the University.

4.14.2 For cases outside the provision of programme requirements and University regulations, the decisions of the Faculty Board (in accordance with the existing terms of reference) will be referred to the Academic Regulations Committee for ratification.

4.14.3 The Faculty Board should be presented with statistical information on student performance in each programme.

4.15 *Procedures for Appeal*

Appeals against De-registration Decisions

4.15.1 A student should complete and submit form AS149 “Appeal against the Decision of BoE on De-registration” to the General Office of the Department within one Calendar Week upon the official announcement of the overall results, i.e. the date when the results are announced to students via the web. When submitting the form, the appellant has the responsibility to make known to the Academic Appeals Committee full details and evidence that would support his appeal.

4.15.2 The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The fee shall be refunded if the appeal is upheld.

4.15.3 The appeal by the students will be considered by the Academic Appeals Committee, which will deliberate the appeal cases making reference to the recommendations of the programme-hosting Department/Faculty and the Faculty Dean/School Board Chairman.

4.15.4 The decisions of the Academic Appeals Committee shall be final within the University.

Appeals against Decisions other than De-registration

4.15.5 A student should make his appeal in writing to his Head of Department within 7 working days upon the public announcement of the overall results. (This refers to the date when results are announced to students via the web.) The Head of Department then deals with the appeal if the student is studying in a Department-based programme/scheme. If the student is studying in

other types of programmes/schemes, then the Head of Department shall refer the appeal to the Scheme Committee Chairman for Postgraduate Schemes.

- 4.15.6 The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.
- 4.15.7 Appeal may lead to a change in the subject grade, which may go upward as well as downward, upon completion of reviewing the appeal case. Departments should inform the student concerned of the appeal result within 7 working days after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later.
- 4.15.8 If the appellant is dissatisfied with the decision, he may then appeal in writing to the Academic Secretary within 7 working days from the date of the post-mark of the Department's reply letter. He should provide the following information together with other relevant documents in support of the appeal:
- name in English and Chinese;
 - student number;
 - programme title, year and class of study;
 - examination/subject results appealing against; and
 - grounds for appeal
- 4.15.9 The Academic Secretary shall then refer the case to the Academic Appeals Committee, who shall determine whether there are prima facie grounds for a reconsideration of the Subject Lecturer's/SARP's/BoE's decision.
- 4.15.10 The decisions of the Academic Appeals Committee shall be final within the University.

5. Teaching and Learning

5.1 *Mode of Study*

A student progresses by accumulating credits for each subject passed. The syllabus and level of treatment for all subjects in the programme is postgraduate in standard. Each subject offered is subject to a process of review and validation, which strives for a standard of excellence in terms of subject contents, professional qualification of the lecturers, and teaching and learning approaches. The effort required of a student on one subject (3 credits) is equivalent to a total of 105-135 hours. Most of the subjects are offered in the evenings for a thirteen-week period.

5.2 *Mode of Teaching*

In this programme, the mode of teaching stresses on mutual reflection between teachers and students and student-centered. Apart from lectures and seminars, a wide range of teaching and learning methods are adopted to enhance students' reflective learning and students' scholarship in practice. For the subjects with an emphasis on developing students' practice competence, live demonstration, case analysis, simulation exercises are adopted professional competence. For some subjects, students are encouraged to make use of portfolio as a learning tool to increase their critical and contextual reflectivity in guidance and counselling practice.

5.3 *The Credit-Based System*

The advantage of a credit-based system at post-graduate level is that it allows students the flexibility to choose their own individualised learning paths according to their learning needs, pace and interests. According to the requirement of each programme and the maximum registration period, students can freely select from a wide range of subjects.

5.4 *Medium of Instruction*

- (a) English is the main medium of instruction in the lectures (the only exceptions are for a small number of subjects which have got special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned). Chinese should only be used sparingly, and in cases of absolute necessity, e.g. to facilitate the illustration of a point of technicality.
- (b) English should be used extensively in group tutorials, seminars and laboratory work.

In the presence of non-Cantonese-speaking students, English should be used all the time.

5.5 *Medium of Assessment*

Unless specified otherwise, MA students are assessed in English in subjects they take.

6. Programme Operations and Management

6.1 *Departmental Postgraduate Programme Committee:*

(a) Terms of reference

The Departmental Postgraduate Programme Committee will exercise the overall academic and operational responsibility for the programmes and their development within defined policies, procedures and regulations. The Committee will be specifically responsible for the following:

- (i) the effective conduct, organization and development of the programmes, including
 - a. ensuring that the programmes are staffed and resourced to agreed levels through recommendations from programme leaders and panel chairs;
 - b. ensuring that appropriate procedures are followed when subjects are to be added or deleted from the subject pool for respective programmes;
 - c. The implementation of policies for monitoring student progress, student counselling, placements, etc.
- (ii) the review and implementation of academic regulations and policies as they are exercised in the respective programmes;
- (iii) formal submissions to appropriate professional bodies, normally via the Head of Department and in accord with the University's established procedures;
- (iv) the definition and maintenance of the academic standard of the programmes;
- (v) the evaluation of the operation, health and progress of the programmes as defined in the University's programme review procedures.
- (vi) ensuring that University policies and procedures are respectfully followed in the management and operation of the programmes.

(b) Composition

- Postgraduate Programme Leader (Chairperson)
- Leaders of all postgraduate programmes
- Secretary

6.2 *The Programme Executive Group*

(a) Terms of reference

One Programme Executive Group will be set up for each programme offered to responsible for:

- i. managing the day-to-day operation of the programme to ensure that it is conducted, organized and developed effectively;
- ii. reviewing academic regulations, admission policy, assessment and

- examination methods;
- iii. making formal submissions to appropriate professional bodies via the relevant Prograduate Programme Committee;
- iv. reviewing critically the aims, objectives and development of the programme;
- v. ensuring that the views of staff and students on the programme are handled appropriately; and
- vi. evaluating the operation, health and progress of the programme and making report to the Departmental Postgraduate Programme Committee on the issue.

(b) Composition

The Group would operate informally, be organised by the programme leader. It typically includes the Assistant Programme Leader and staff with key programme responsibilities. The group can co-opt additional member(s) as and when necessary.

6.3 *Programme Leader and Assistant Programme Leader*

The Programme Leader and Assistant Programme Leader are responsible for overseeing and coordinating all matters relating to issues of teaching and learning in the programme, including complaints and feedback on quality of teaching, timing of assignments, resources, workloads and learning outcomes. They are also expected to keep close contact with students and act as a bridge between the department and students.

The Programme Leader in this current academic year 2017/18 is Dr Lam Yeung Kit Sum, Syrine. Her contact details are as follow:

Office: HJ434
Contact number: 2766 5729
E-mail: sssyrene@polyu.edu.hk

The Assistant Programme Leader for this academic year is Dr Wu Ka Yu, Florence. Her contact details are as follow:

Dr Wu Ka Yu, Florence
Office: HJ428
Contact number: 3400 3675
E-mail: kyflowu@polyu.edu.hk

6.4 *Academic Counselling Team*

The Academic Counselling Team, comprising of the Programme Leader and Assistant Programme Leader as front-line advisors to students, are responsible for providing students with relevant and current information about curriculum and programme requirements, advising students of the suitable combination of subjects before subject registration in each semester, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other helping resources for further information.

6.5 Programme Administration Team

The Programme Administration Team is responsible for matters relating to course administration, such as credit transfer, deferment and problems in registration.

Ms Angel Shing
Executive Officer
Office: HJ402
Contact number: 2766 4315
E-mail: angel.shing@polyu.edu.hk

Ms Phoebe Chan
Clerical Officer
Office: HJ402
Contact number: 2766 5761
E-mail: hcchan@polyu.edu.hk

6.6 Student/Staff Consultative Group

- 6.6.1 It is important that there are adequate and effective opportunities for discussion of the programme between students and staff, in a context which allows wide student participation. The nature and extent of student interaction and feedback is one of the issues covered in the annual programme report and the programme review report, to be considered in a Departmental Review exercise.
- 6.6.2 A mechanism should be established to provide a formal channel through which student views can be obtained. This may be by means of a Student/Staff Consultative Group (SSCG). In this connection, Departments are required to set up a SSCG for all taught postgraduate programmes, and to use it as the formal channel for soliciting student feedback. Departments may decide to set up the SSCG on departmental, programme, scheme or subject basis (in the case of servicing Departments). The SSCG must meet at least once per semester, and the report of SSCG will need to be included in the annual programme review documents.
- 6.6.3 The Departmental Programme Committee should consider whether to use other means of collecting student feedback, in addition to the SSCG.
- 6.6.4 It is suggested, as general guidelines, that the Group should have equal numbers of students and staff, that student membership should include all years of study under the normal progression pattern and other major student groupings, and that staff membership should cover all the main subject areas and activities of the programme. A member of staff may chair the Group and a student act as the secretary. The Group should meet whenever felt necessary by its members.

6.7 Programme Seminars

To foster course culture, build identity and stimulate exchange, the Programme Executive Group will promote academic as well as professional seminars open to all students on the MA Programme.

7. Quality Assurance Mechanism

There is a rigorous quality assurance mechanism for quality education in curriculum design, pedagogical design, implementation of quality teaching, outcome assessment and resource allocation in the programme.

7.1 Curriculum Design

The Programme Executive Group and the Departmental Postgraduate Programme Committee are the main venues for constantly updating syllabus, making proposal for curriculum changes. Endorsed changes in curriculum are further discussed and sanctioned in the Departmental Learning and Teaching Committee.

7.2 Pedagogical Design

The pedagogical design had been carefully debated in the validation process taking into the consideration of the learning needs of post-graduate students. The Programme Executive Group and the Departmental Postgraduate Programme Committee are responsible in making the necessary revision and changes. Endorsed changes in pedagogical design of any modules are further discussed and sanctioned in the Departmental Learning and Teaching Committee.

7.3 Implementation of Quality Teaching

Each Subject teacher follows the Subject Description Form and makes appropriate modification based on experience and feedback from students and External Examiners. The Subject Coordinator is responsible to liaise with the subject teachers teaching modules in that Programme, while the Programme Leader is responsible for those teaching the common and core subjects.

7.4 Outcome Assessment

The outcome is first reflected by the assessment results of students which are carefully monitored by the Board of Examiners. Students' feedback through various channels such as 'Students Reaction to Instructions' and discussion session with graduates. Informal discussion between students and the Programme, Programme Leaders also provide feedback on the quality of teaching as perceived by the students.

7.5 Resource Allocation

The Head of Department decides on the allocation of resources in terms of teaching staff, staff development resources and administrative support in consultation with the Programme Leaders. The Head of Department and Programme Leaders are responsible in constantly reviewing the utilization of relevant resources.

8. Other Important Information

a. Communication Channel

- **PolyU Connect email account:** The PolyU Connect account is for life time use which can be retained after graduation. It is also the main communication channel between the University and Students. See <http://www.polyu.edu.hk/connect>
- **eStudent:** Students can access to the various study-related matters provided by the Academic Secretariat via the eStudent including the information for Subject Registration Exercise, Academic Calendar and Application forms for Study Related Changes. Notices on important upcoming activities related to study will also be posted on this page. See <http://www.polyu.edu.hk/student>
- **Student Handbook:** It contains essential information concerning general academic matters, general regulations and procedures, services and facilities for students and various communication channels. This is accessible from eStudent or at the University Portal. See <http://www.polyu.edu.hk/as/webpage/for-student/student-handbook>

b. Plagiarism and How to Avoid It

- **Student Handbook** (see *Academic Studies* in the *Regulations and Rules* section)
- The **Online Tutorial on Academic Integrity** has been developed to help you understand the importance of honest behaviours in academic pursuits and how to avoid plagiarism in your work. It is available at LEARN@PolyU(理學網). For more information on the Online Tutorial, refer to the *Online Tutorial on Academic Integrity: A Student Guide*. http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf
- The **English Language Centre (ELC)** in A core provides resources and services.
 - The Centre for Independent Language Learning (CILL) provides information about in-text referencing, quoting, summarising, paraphrasing, and how to write a bibliography: <http://elc.polyu.edu.hk/CILL/reference.aspx>. Also read “English for Academic Purposes” (book available in CILL) for advice and examples.
 - The Referencing Guides provide detailed explanations on citation mechanics of different referencing styles as well as examples on referring to different types of sources: <http://elc.polyu.edu.hk/referencing/>
 - The Reference Machine formats references for you: <http://elc.polyu.edu.hk/CILL/referenceMachine.aspx>
 - The Writing Assistance Programme offers individual help with your writing: <http://elc.polyu.edu.hk/WAP/>
- **Pao Yue-kong Library** has courses. Module 4, Managing Information, in the online Information Literacy Programme, will help you learn how to avoid plagiarism, http://edc.polyu.edu.hk/psp/plagiarism_booklet.pdf

c. Ethical Clearance to Research involving Human Subjects

It is a requirement for all research projects involving human subjects be reviewed for ethical appropriateness in accordance with the guidelines of the Human Subjects Ethics Sub-committee (HSESC). Human Ethics Approval MUST be sought before the fieldwork could be commenced. For details of the guidelines and application procedures, please access <http://www.polyu.edu.hk/hsec/index.html>. For application, please login the Human Subjects Ethics Application Review System (HSEARS) at <http://www.polyu.edu.hk/ro/rohsears>.

d. Assistance to Mainland and International Students

- Visit the Non-local Student Services Team of Office of Student Development at <http://www.polyu.edu.hk/miss/>
- See Important Notes for Non-local Students from the Student Handbook.

e. Student Resources & Support

http://www.polyu.edu.hk/dso/student_resources.html

f. Services for Students with Special Needs

<http://www.polyu.edu.hk/stars/services-for-students-with-specialneeds/>

g. Policy on Assessment

The University has adopted criterion-referenced assessment associated with outcome-based approach in all curriculum design and student assessment. See <http://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterionReferencedAssessment.pdf>

h. Appeal against Assessment Results (other than de-registration decisions)

Details of the procedures for appeal are accessible from the Student Handbook.

i. Appeal against De-registration Decisions

Details of the procedures for appeal are accessible from the Student Handbook.

j. Policy on Sexual Harassment

<https://www.polyu.edu.hk/sao/CSP1/files/SH1.pdf>

k. Emergency Service

- *Emergency Care*

<u>During office hours:</u> Call UHS at 2766 5433 for advice; OR Call FMO Security control at 2766 7999; OR Dial 999 for serious conditions without delay	<u>After office hours:</u> Call FMO Security control at 2766 7999; OR Dial 999 for serious conditions without delay
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- *Emergency Procedure at Campus*
<https://www.polyu.edu.hk/uhs/en/ourservices/emergency-service>

l. Counselling Service

<http://www.polyu.edu.hk/stars/counselling/>

Appendix 1: Mapping of Subjects and Learning Outcomes

Required Core Subjects

	Learning Outcomes of the Programme	APSS501 Social Context and Ethics	APSS502 Social Policy Analysis and Social Accountability	APSS5782 Advanced Human Behaviour and Social Environment	APSS5620 Individual and Group Counselling Skills Workshop	APSS5630 Theories and Models of Counselling	Research Option		Practicum Option
							APSS5775 Practice Research	APSS5776 Integrative Project	APSS5624 Counselling Practicum
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	✓	✓	✓	✓	✓		✓	✓
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓		✓	✓
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems		✓		✓	✓		✓	✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	✓	✓	✓	✓	✓	✓	✓	✓
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	✓	✓	✓	✓	✓		✓	✓
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation						✓		
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓	✓	✓	✓	✓	✓

Elective Subjects

	Learning Outcomes of the Programme	APSS513 Advanced Practice Methods: Brief Therapy	APSS515 Family Violence	APSS516 Delinquency and Family	APSS534 Advanced Practice Methods: Cognitive Behavioural Intervention	APSS567 Career Counselling: Theories and Practice	APSS568 Guidance and Counselling for Students with Special Needs
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	✓	✓	✓	✓	✓	✓
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓	✓
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems	✓	✓	✓	✓	✓	✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	✓	✓	✓	✓	✓	✓
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	✓	✓	✓	✓	✓	✓
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation		✓	✓	✓	✓	✓
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓	✓	✓	✓

Elective Subjects (Continued)

	Learning Outcomes of the Programme	APSS5621 Counselling Assessment and Measurement	APSS5622 Workplace Counselling	APSS5681 Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	APSS5760 Evolution in Family Therapy: Structural and Systemic Approaches	APSS5771 Psychopathology: Holistic and Humanistic Orientations	APSS5775 Practice Research	APSS5779 Narrative Therapy
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	✓	✓	✓	✓	✓		✓
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓		✓
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems	✓	✓	✓	✓	✓		✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	✓	✓	✓	✓	✓	✓	✓
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	✓	✓		✓	✓		✓
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation	✓	✓	✓		✓	✓	
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓	✓	✓	✓	✓

Appendix 2: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes

This curriculum map gives a holistic view of the degree to which each intended learning outcome will be taught and assessed in the MAGC programme.

The following indicators (I,R,A) show the treatment of the programme outcome in a subject:

I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject.

R (Reinforced) That the learning leading to the particular intended outcome is reinforced in that subject.

A (Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject.

		Subject Codes																			
Programme Learning Outcomes List programme outcomes in this column in the same order as in the outcomes section for easy referencing		APSS501	APSS502	APSS5782	APSS5620	APSS5630	APSS5775	APSS5776	APSS5624	APSS513	APSS515	APSS516	APSS534	APSS567	APSS568	APSS5621	APSS5622	APSS5681	APSS5760	APSS5771	APSS5779
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	I/R/A	I/R/A	I/R/A	I/R/A	I/R		I/R/A	I/R/A	I/R	I/R/A	I/R/A	I/R	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R/A	I/R
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems		I/R		I/R/A	I/R		I/R/A	I/R/A	I/R/A	I	I	I/R/A	I/R	I/R/A	I/R	I/R/A	I/R	I/R/A	I/R/A	I/R/A

		Subject Codes																			
Programme Learning Outcomes List programme outcomes in this column in the same order as in the outcomes section for easy referencing		APSS501	APSS502	APSS5782	APSS5620	APSS5630	APSS5775	APSS5776	APSS5624	APSS513	APSS515	APSS516	APSS534	APSS567	APSS568	APSS5621	APSS5622	APSS5681	APSS5760	APSS5771	APSS5779
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R/A
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	I/R/A	I/R	I/R/A	I/R	I/R/A		I/R/A	I/R	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R	I/R	I/R		I/R/A	I/R	I/R/A
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation		I			I					I/R	I	I	I/R/A	I/R	I/R/A	I/R	I/R/A		I	
7	Development to critical and creative thinking and lifelong learning	I/R/A	I/R/A	I/R/A	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I	I/R/A

Appendix 3: Mapping of Assessment Methods and Learning Outcomes

Required Core Subjects

	Learning Outcomes of the Programme	APSS501 Social Context and Ethics	APSS502 Social Policy Analysis and Social Accountability	APSS5782 Advanced Human Behaviour and Social Environment	APSS5620 Individual and Group Counselling Skills Workshop	APSS5630 Theories and Models of Counselling	Research Option		Practicum Option
							APSS5775 Practice Research	APSS5776 Integrative Project	APSS5624 Counselling Practicum
	Knowledge and skills of field of study	Term Paper Seminar Presentation & Participation	Term Paper Policy Presentation & Participation	Term Paper Seminar Presentation & Quiz	Reflection Paper Skills Demonstration Participation in Workshops	Term Paper Class Quiz Seminar Presentation	Seminar Participation Seminar Group Presentation Individual term paper	Integrative Project Report	Term Paper Direct Practice
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	✓	✓	✓	✓			✓	✓
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓		✓	✓
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems				✓			✓	✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice		✓	✓	✓	✓		✓	✓

	Learning Outcomes of the Programme	APSS501 Social Context and Ethics	APSS502 Social Policy Analysis and Social Accountability	APSS5782 Advanced Human Behaviour and Social Environment	APSS5620 Individual and Group Counselling Skills Workshop	APSS5630 Theories and Models of Counselling	Research Option		Practicum Option
							APSS5775 Practice Research	APSS5776 Integrative Project	APSS5624 Counselling Practicum
	Knowledge and skills of field of study	Term Paper Seminar Presentation & Participation	Term Paper Policy Presentation & Participation	Term Paper Seminar Presentation & Quiz	Reflection Paper Skills Demonstration Participation in Workshops	Term Paper Class Quiz Seminar Presentation	Seminar Participation Seminar Group Presentation Individual term paper	Integrative Project Report	Term Paper Direct Practice
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	✓		✓		✓		✓	
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation								
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓		✓	✓	✓	✓

Elective Subjects

	Learning Outcomes of the Programme	APSS513 Advanced Practice Methods: Brief Therapy	APSS515 Family Violence	APSS516 Delinquency and Family	APSS534 Advanced Practice Methods: Cognitive Behavioural Intervention	APSS567 Career Counselling: Theories and Practice	APSS568 Guidance and Counselling for Students with Special Needs
	Knowledge and skills of field of study	Practice Assignment Seminar Presentation & Reflection Paper Class Participation	Term Paper Seminar Presentation Participation in class and seminar	Term Paper Group Presentation Participation in class	Seminar /Case presentation Quiz Written report	Term Paper Seminar Presentation and Practice-based Project Participation	Term Paper Seminar Presentation & Participation
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process		✓	✓			✓
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓	✓
3	Equip advanced skills for working competently and reflectively with various clienteles facing interpersonal and intrapersonal problems	✓			✓		✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	✓	✓	✓	✓	✓	✓
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context	✓	✓	✓			
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation					✓	
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓	✓	✓	✓

Elective Subjects (Continued)

	Learning Outcomes of the Programme	APSS5621 Counselling Assessment and Measurement	APSS5622 Workplace Counselling	APSS5681 Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	APSS5760 Evolution in Family Therapy: Structural and Systemic Approaches	APSS5771 Psychopathology : Holistic and Humanistic Orientations	APSS5775 Practice Research	APSS5779 Narrative Therapy
	Knowledge and skills of field of study	Term Paper Quiz Seminar Presentation and Project	Term Paper Seminar Presentation & Participation	Individual Written Assignment Seminar Presentation Participation	Case Report or Portfolio Group Presentation & Case Powerpoint Report Participation & Quiz	Term Paper Book Report Seminar Presentation Short Quiz	Seminar Participation Seminar Group Presentation Individual term paper	Term Paper Case Presentation Practice
1	Ability to deal with the competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process	✓	✓	✓		✓		
2	Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations	✓	✓	✓	✓	✓		✓
3	Equip advanced skills for working competently and reflectively with various clientele facing interpersonal and intrapersonal problems		✓		✓	✓		✓
4	Ability to acquire the learning to learn knowledge in order to ensure continual development as reflective practitioners in guidance and counselling practice	✓	✓	✓	✓			✓
5	Ability to articulate a coherent personal perspective of an approach to guidance and counselling practice in the Chinese context				✓			✓
6	Competence in understanding psychological assessment and measurement instruments to the analysis of problems and to articulate the process and results of investigation	✓		✓				
7	Development to critical and creative thinking and lifelong learning	✓	✓	✓	✓		✓	✓

Appendix 4: Online Tutorial on Academic Integrity

To help you understand the importance of academic honest and learn ways to ensure that your work and behaviour at PolyU are acceptable in this regard, you are required to complete the Online Tutorial on Academic Integrity available to you on LEARN@POLYU (理學網).

To access the Tutorial, simply:

1. Log in to LEARN@POLYU (理學網) using your NetID and password.
2. Go to “My Course” and click on the link to **PolyU1001: Online Tutorial on Academic Integrity (Compulsory Completion)**.

For more information on the Online Tutorial, please refer to *Online Tutorial on Academic Integrity : A Student Guide* (http://www.polyu.edu.hk/ogur/academic_integrity/Student_Guide.pdf). Detailed instructions are available in the Online Tutorial.

Suggested schedule for students

Week 1	Introduction to the Online Tutorial, the completion requirements and the assignment schedule
Weeks 1-4	Completion of the Online Tutorial (All five steps must be completed) <ul style="list-style-type: none">• Attempting the pre-test• Learning from the modules and exercises• Completing the post-test and obtain a satisfactory score (over 75%)• Submitting the Honour Declaration• Receiving the eCertificate via your PolyU Connect Email Account
Week 5	Tutorial completion due date (2 December 2017)

PART II

Subject Syllabuses

Please refer to <http://www.polyu.edu.hk/apss/subject/>

