

TABLE OF CONTENTS

	<u>Page</u>
PART I: Programme Information	
1. General Information	1
2. Programme Rationale, Programme Aims and Intended Programme Outcomes	2
2.1 Background of Master Level Training in Psychology	2
2.2 Programme Rationale	2
2.3 Programme Aims	4
2.4 Intended Programme Learning Outcome	5
3. Admission	6
3.1 Minimum Entrance Requirements	6
3.2 Re-admission	6
3.3 Concurrent Enrolment	7
4. Alignment of Learning/ Teaching Methods with Subjects	8
4.1 Description of Teaching and Learning strategies	8
4.2 Alignment of Learning/ Teaching Strategies with Subjects	9
4.3 Alignment of Subject with Programme Outcomes	12
5. Programme Structure and Content	19
5.1 Programme Structure	19
6. Medium of Instruction and Assessment	21
6.1 Medium of Instruction	21
6.2 Medium of Assessment	21
7. Programme Registration and Subject Registration	21
7.1 Maximum Duration for Completion of Programme and Validity	

	Period of Subject Credits	21
7.2	Residential Requirement	22
7.3	Student Status	22
7.4	Subject Registration	22
7.5	Subject Withdrawal	22
7.6	Study Load	23
7.7	Subject Exemption	24
7.8	Credit Transfer	24
7.9	Deferment of Study	25
8.	Participation in Co-curricular Activities	25
9.	Assessment	26
9.1	Principles of Assessment	26
9.2	Assessment Methods	26
9.3	Progression/ Academic Probation/ Deregistration	30
9.4	Retaking of Subjects	30
9.5	Exceptional Circumstances	31
9.6	Grading	32
9.7	Graduation Requirements	37
9.8	Guidelines for Award Classification	38
9.9	Subject Result	39
9.10	Subject Assessment Review Panel (SARP)	39
9.11	The Board of Examiners	39
9.12	Examination result announcements, transcripts, testimonials and references	40
10.	Programme Operation and Management	42

10.1	Programme Leader and Assistant Programme Leader	42
10.2	Programme Executive Group	42
10.3	Postgraduate Programme Committee	42
10.4	Practicum Co-ordinators	43
10.5	Subject Panels	43
10.6	Student / Staff Consultative Group	43
10.7	Departmental Learning and Teaching Committee	44
10.8	Internal Moderators	44
10.9	Annual Programme Review	45
11.	Subject Description Forms	

PART I

Programme Information

This Definitive Programme Document is subject to review and changes that the programme offering Faculty/Department can decide to make from time to time. Students will be informed of the changes as and when appropriate. Please refer to the on-line version put up on the departmental website at http://www.apssweb.polyu.edu.hk/files/map_dln_1617.pdf

Last updated in September 2016

1. General Information

Programme Title

Title in English	Title in Chinese
<i>Master of Applied Psychology (Specialism in Diverse Learning Needs)</i>	應用心理學碩士(特殊學習需要)

Programme Code:

Full time: 54057-LNF

Part time: 54057-LNP

Host Department

Department of Applied Social Sciences

Award

Master of Applied Psychology (Specialism in Diverse Learning Needs)

Mode of Attendance

Mixed Mode

Total Credits Required for Graduation

Successful Completion of 9 Subjects

30 credits

Normal Duration of Study

Full-time load: 1 year

Part -time load: 2 year

Maximum Duration of Study

Full-time load: 2 years

Part-time load: 4 years

Teaching Medium

English

Implementation Date

2nd September 2013

2. Programme Rationale, Programme Aims and Intended Programme Outcomes

2.1 Background of master level training in psychology

For decades, opportunities in post-graduate education in advanced psychological studies have been limited by academic faculty resources in Hong Kong universities. The manpower situation in the supply of professional psychologists to work independently in education, health care, and community settings has always fallen short of the demand in the respective fields. The fact that the University Grants Committee (UGC) continues to support taught master degrees in clinical psychology and educational psychology further testify to such a demand, notwithstanding the relative higher level of training cost of these two master degree programmes.

To address this issue, one can either commit resources to the planning and provision of more places in the two existing professional psychology disciplines, i.e., the clinical and educational psychology, or venture into other applied fields of psychology, or both.

A potentially more profitable approach to address this chronic problem of manpower shortage in psychological services in Hong Kong is to provide advanced training at the post-graduate level ensuring a competency benchmark sufficiently higher than that of the psychology undergraduates and approaching the current two-year full-time master degree in clinical psychology and educational psychology. This will create for the first time in Hong Kong an advanced master degree in applied psychology whose graduates will be well-trained in psychological assessment and intervention services as well as in research and evaluation. This will allow them to contribute within a well-recognized yet limited service scope, i.e., the population requiring “low intensity” psychological care and educational services, under supervision of the more senior and experienced clinical or educational psychologists.

A long-standing system in the UK, known as the Stepped Care Model, has brought success in increasing efficiency of service provision through the adoption of briefer “minimal interventions”. Staff members employed as psychological programme development officers or client service officers are responsible for screening, carrying out routine training, conducting psycho-educational programmes and assisting in research. In Hong Kong, the Hospital Authority is beginning to appoint persons who have majored in psychology to fill similar positions in the hospitals. Concurrently, there is also an increasing demand for the application of psychological knowledge in schools as teacher assistants and also as program officers or research officers in the community and social welfare settings.

2.2 Programme rationale

As a university with a vision to excel in professional education and applied research, the Hong Kong Polytechnic University aspires to invest in the development of benchmarking of professional competencies at different levels of

training as informed by applied research and partnership with the community to be a major contribution to the above manpower shortage condition in HK.

The fundamental assumption of the current Master of Applied Psychology (MAP) programme is that competencies in professional psychology “be conceptualized as generic, holistic and developmental abilities” (Kaslow et al., 2007, p.443 from the American Psychological Association Task Force on the Assessment of Competence in Professional Psychology).

The curriculum, therefore, is composed of subjects designed to cover both foundational and functional competencies with an emphasis on competencies around psychological assessment, research and analysis, intervention and leadership, as well as supporting and cooperating (Bartram, 2005) in education, health care, and community contexts.

Thus, the MAP programme is seen both as an effort to positively respond to the welcome development in benchmarking of psychological competencies from the Hong Kong Psychological Society¹ and to meet the long-overdue needs for post-graduate education of the rapidly increasing number of undergraduates with a major in psychology from local, regional and overseas universities as well as other degree granting post-secondary institutions.

Under the existing framework of MAP programme, the specialism in Diverse Learning Needs (DLN) is an enhanced wing to address issues around diverse needs in educational, social services and health care settings.

Hong Kong education and health care system has been confronted by many critical issues which root in the dynamics between diversity and equality. Diversity in learning environments may stems from variations in personal learning abilities (e.g. physically or sensory impaired, intellectual disabilities, learning disorders, giftedness, etc.), familial (i.e. poverty, broken families, etc.), socio-cultural (e.g. new immigrants, ethnic minority, etc.) conditions. Managing diversity of learning has become a global trend, and addressing different learning characteristics is crucial to the enhancement of educational outcomes and developmental progress. The DLN specialism of the MAP programme intends to prepare participants with expertise and skills to proactively develop and manage works for addressing diverse learning needs in educational, social services and health care settings.

In relation to professional recognition by the Hong Kong Psychological Society, it is envisaged that graduates of the programme will be able to meet the requirements of the Registration Board as a Registered Psychologist if the graduate:

¹ The Hong Kong Psychological Society is the only professional body representing the profession and discipline of psychology in Hong Kong. The Society has a society-based registration system recognized by the Hong Kong SAR Government in terms of professional standard and academic qualification for appointment purposes for the civil service, the education sector and other non-governmental organizations.

1. Is a graduate member of the Society, AND
2. Normally possesses a higher degree in psychology obtained from an institution recognized by the Society, AND
3. Has at least one year of post qualification experience in a discipline of psychology deemed acceptable by the Council. (see www.hkps.org.hk for details on professional registration of psychologists in Hong Kong)

Yet, upon successful completion of the programme, students with an undergraduate major in psychology may consider applying for the registration upon gaining one-year of post-master's work in psychology. The final decision on registration is maintained by the Hong Kong Psychological Society (HKPS).

2.3 Programme Aims

The current MAP programme aims to provide a well-balanced training in foundational (relational) competencies and functional competencies in assessment, intervention, research and evaluation. Over a period of study, a solid identity as an applied psychologist with knowledge, skills, and attitudes² appropriate to an academic/ professional concentration will be built up. The aims of the MAP programme are:

1. To provide our students with advanced knowledge in the profession and discipline of applied psychology through state-of-the-art pedagogy and learning systems supported by the University.
2. To expose our students to a learning environment conducive to acquiring foundational competencies (including engaging human relationships, ethical and legal standards / policy issues, reflective practice / self-assessment etc.) and functional competencies (assessment, conceptualization, intervention, research and evaluation etc.)
3. To provide our students with opportunities for experiential learning through matching learning and teaching techniques (including laboratory and field observations, practicum and supervision etc.). In addition, the programme aims to facilitate students' acquisition of some key personal generic attributes in their pursuit of lifelong learning and continuous professional development

The DLN specialism is for graduates with major in Psychology or related disciplines and with substantial prior knowledge and work experiences in educational settings. The DLN specialism targets in-service teachers, teaching support personnel, social workers, rehabilitation-science professionals, health-care professionals and others who are addressing the diverse learning needs of their clients in their work settings. It aims to develop graduates with expertise in providing adaptive and effective support to individuals with diverse learning needs across community settings, such as schools, non-profit organizations (NGOs), social service agencies, hospitals, learning centers,

² The programme structure and delivery took reference from Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Rrhm, L., and Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional psychology: Research and Practice*, 36, P.350.

assessment and counseling services, and so on. It has the following specific aims:

1. To prepare the participants with the attitudes to embrace and the capacity to design and implement a wide range of evidence-based practices, as informed by psychological theories and principles, to address the multitude needs of children and adolescents with diverse learning needs in educational, social services and clinical settings.
2. To equip the participants with the situated knowledge of working with children and adolescents in need. The knowledge is not limited to any particular discipline, and effective intervention should adopt a multidisciplinary approach.
3. To empower the participants with the capacity to deliver support services and flexibly activate collective efforts from various stakeholders in the process.
4. To equip the participants to deliver context-specific assessments and interventions for children and adolescents with diverse learning needs.
5. To equip the participants with the capability to conduct quality research and critically review existing practices to inform the design of new interventional innovations.

2.4 Intended programme learning outcomes

Intended programme learning outcomes are expected to be reachable as and when a student progresses through the course of study. The DLN specialism shares the programme learning outcomes of the existing MAP Programme. The outcomes are categorized into four competency areas in applied psychology and a personal attribute domain.

2.4.1 Competency areas in applied psychology

a) Relational competence

- Understanding of interpersonal and intergenerational relationships in different social settings
- Maintenance of a sense of community and a relational perspective (i.e., perspective, openness to experience, empathy, boundaries, conflict, etc.)
- Ability to engage and develop relationships

b) Assessment competence

- Familiarity with models and techniques of different individual assessment methods
- Familiarity with models and techniques of different community assessment methods

- Ability to initiate, conduct, communicate and interpret assessment findings
- c) Intervention competence
- Ability to identify relevant data to formulate intervention plans
 - Maintenance of an attitude sensitive to community and individual needs in the planning of interventions
 - Display of an awareness and respect of community and individuals needs in the planning of interventions.
- d) Research and evaluation competence
- Familiarity with different research methodologies (e.g., qualitative, quantitative, mixed methods)
 - Foundation knowledge of psychometric theory and assessment tools
 - Ability to utilize different types of evidence in evaluation and applied decision making

2.4.2 Personal attributes

- Independent thinking & creativity
- Ability to make critical judgments
- Skills in effective communication
- Ethical and social understanding

3. Admission

3.1 Minimum Entrance Requirement

- (1) A recognized Bachelor's degree with in Psychology or related disciplines, and with substantial prior knowledge and work experiences in educational settings.
- (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 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**)

3.2 Re-admission

Students who have been required to withdraw on grounds of academic failure or have been deregistered or students 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.

3.3 Concurrent Enrolment

3.3.1 Students are not permitted to enroll concurrently on two full-time/sandwich programmes, whether or not one of the programmes is offered by other institution.

3.3.2 Except for programmes which do not lead to any formal award, students are not allowed to enroll 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 Head(s) of the Department concerned.

4. Alignment of Learning/ Teaching Methods with Subjects

4.1 Description of teaching and learning strategies

Teaching and Learning Strategies	Special Features
1. Lecture	<ul style="list-style-type: none"> ❖ The lectures are well-organized with understandable teaching materials and content. Knowledge from the global and local perspectives will be introduced and compared to stimulate students' interests. ❖ The aims of the lectures are to consolidate both an academic and a community knowledge base, enable intellectual rigour, critical and creative thinking, and also develop scholarly outreach research and relational skills. Two-way interactions are encouraged.
2. Small group Seminar	<ul style="list-style-type: none"> ❖ Tutorial/ Small Group Seminars are used to bring about deeper understanding and further exploration of the concepts, theories and principles taught in lectures. ❖ It is also used to enable the students to actively participate in the exploration, analyses and evaluation of certain given topics through leading group discussions, verbal presentations and written reports
3. Problem-based Learning	<ul style="list-style-type: none"> ❖ This strategy invites the students to identify real-life problems at practice, programme, service and policy levels, to examine various issues, problems and responses arising from community and service settings and/or organizations relevant to human development. ❖ The students are also invited to undertake explorations and investigations that would lead to the learning of substantive knowledge, integrative practice skills, and reflective thinking of moral and ethical stances. ❖ The students should take up the pro-active learning role in identifying key learning issues whereas the subject teachers should become supportive facilitators and play the catalyst role of mentoring the students.
4. Role Play	<ul style="list-style-type: none"> ❖ The students are invited to play a certain role in a simulated scenario as a way of experiencing, or effectively tuning in to that role as a means to obtain some firsthand experience. ❖ Other classmates are invited to be the observers whose role is to analyse or even evaluate the simulated practice in the role play. ❖ Although the teachers' role is facilitative, pre-planning is necessary to make the exercise conducive to teaching and learning.
5. Experiential Learning	<ul style="list-style-type: none"> ❖ Different backgrounds and learning styles of the students are taken into consideration. Each of them may have a different starting point in the Four-stage Experiential Learning Cycle as reported in the literature. ❖ Irrespective of the starting points, the students are invited to make links between the 'thinking' and the 'doing' in the teaching and learning of the subjects in the curriculum.

Teaching and Learning Strategies	Special Features
6. Skills Laboratory	<ul style="list-style-type: none"> ❖ The students are invited to practice the skills necessary for carrying out the practical activities in laboratory and quasi-experimental settings. ❖ This mode of teaching and learning is mostly designed for subjects that have substantive problem-based learning components.
7. Field Visit	<ul style="list-style-type: none"> ❖ This is an essential component of the professional and community education programmes in APSS. ❖ Through field visits, observation and reflective journals, the students can shadow different stakeholders in programmes and service, and get to familiarize themselves with the relational dimension.

4.2 Alignment of learning/teaching strategies with subjects

Taking into consideration the nature of knowledge, the demands and levels of professional competence, students' background and learning style, the learning outcomes of individual subjects, the experience and expertise of APSS staff in teaching and learning, etc., the Master of Applied Psychology (Diverse Learning Needs) Specialism has designated a range of teaching and learning strategies and methods of assessment outcomes of the programme. The mapping of each subject and teaching strategy is depicted in Table 1.

Table 1 Mapping of Subjects with Teaching and Assessment Strategies

Teaching and Learning strategies	Assessment Methods	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Small group seminar	Group Presentation	x		x			x		x	x	x	x		x	x
	Group seminar project						x		x						
	Peer assessment														
Field Visits	Field visit														
Experiential Learning	Reflective journal/ report														
	Portfolio		x												
Problem based learning	Performance based skills assessment		x												
	Project / programme proposal				x		x		x					x	
	Term paper/ report			x		x		x		x	x	x	x	x	x
	Case presentation	x	x			x	x		x						
	Case study report	x													
Skills laboratory	Laboratory participation		x					x							
Interactive lecture	Individual presentation		x			x	x	x	x				x		
	Quiz/ Test				x	x	x	x	x	x	x	x		x	
	Class participation				x		x		x	x	x	x	x		x
	Role play														

- Multimedia: students may visit relevant web-sites with multimedia contents taught in this curriculum, and we can provide them a reference list.
- Demonstration: students may use the assessment/ therapeutic tools and demonstrate their skills with their classmates
- Laboratory participation: students may be involved in the experiment and laboratory work.
- Online discussion: students may participate in online discussions through Blackboard.
- Self-reflection: students may put down their own reflections after activities and share through Blackboard.
- Individual case study: students are given factual information / description of a problem or situation and are asked to conduct in-depth analyses followed by the formulation of an intervention plan.

4.3 Alignment of Subject with Intened Programme Learning Outcome

4.3.1 Alignment of subjects with Intended Programme Learning Outcomes

Professional psychology education and teaching has increasingly focused on preparing and building the above competencies of psychology graduates. This Master of Applied Psychology programme took reference from the competency-based education for professional psychology published by the American Psychological Association in 2010. In order to align these programme learning outcomes with the subjects of learning as well as with their respective scope and depth, two curriculum mapping tables are appended below.

Alignment of Subjects with Intended Programme Learning Outcomes

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Relational competence														
Understanding of interpersonal and intergenerational relationship in different social settings		X		X	X	X	X	X	X	X	X			X
Maintenance of a sense of community and a relational perspective (i.e., perspective, openness to experience, empathy, boundary, conflict, etc.)	X	X		X	X	X		X	X	X	X	X		X
Ability to engage and develop relationship	X	X			X	X			X	X	X	X		X
Assessment competence														
Familiarity with models and techniques of different individual assessment methods	X	X	X	X	X	X	X		X	X	X	X	X	X
Familiarity with models and techniques of different community assessment methods	X	X		X	X			X	X	X	X			X

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Ability to initiate, conduct, communicate and interpret assessment findings	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Intervention competence														
Ability to identify relevant data to formulate intervention plans	x	x		x	x	x	x	x		x	x	x	x	x
Maintenance of an attitude sensitive to community and individual needs in the planning of intervention	x	x		x	x	x	x	x	x	x	x	x	x	x
Display of an awareness and respect to community/local settings and specific situations in intervention	x	x		x	x	x	x	x			x	x	x	x
Research and evaluation competence														
Familiarity with different research methodologies (e.g., qualitative, quantitative, mixed methods)		x	x	x		x	x	x	x	x	x	x		
Foundation knowledge of psychometric theory and assessment tools		x	x	x		x	x	x		x	x	x	x	x

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Ability to utilize different types of evidence in evaluation and applied decision making	x	x	x	x	x	x	x		x	x	x	x	x	x
Personal attributes														
Independent thinking & creativity	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ability in making critical judgments	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Skills in effective communication	x	x			x	x	x		x	x	x	x	x	x
Ethical and social understanding	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Mapping of scope and depth of Subjects and Competency area

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

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

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

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

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Relational competence														
Understanding interpersonal and intergenerational relationships in different social settings		R/A		I/R	I/R	I/R	I/R	I/R	I/R	R/A	I/R			I/R
Maintenance of a sense of community and a relational perspective (i.e., perspective, openness to experience, empathy, boundary, conflict, etc.)	I/R	R/A		I/R	I/R	I/R		I/R	R/A	I/R	I/R	I/R		I/R
Ability to engage and develop relationships	I/R	R/A			I/R	I/R			I/R	I/R	I/R	I/R		I/R
Assessment competence														
Familiarity with models and techniques of different individual assessment methods	I/R	R/A	I/R	I/R	I/R	I/R	I/R		I/R	I/R	I/R	R/A	R/A	R/A
Familiarity with models and techniques of different community assessment methods	I/R	R/A		I/R	I/R			I/R	I/R	I/R	I/R			I/R

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Ability to initiate, conduct, communicate and interpret assessment findings	I/R	R/A	R/A	I/R	I/R	I/R	I/R	I/R	I/R	I/R	I/R	I/R	I/R	R/A
Intervention competence														
Ability to identify relevant data to formulate intervention plans	R/A	R/A		I/R	I/R	R/A	I/R	R/A		I/R	I/R	R/A	R/A	R/A
Maintenance of an attitude sensitive to community and individual needs in the planning of interventions	R/A	R/A		I/R	I/R	R/A	I/R	R/A	R/A	R/A	I/R	R/A	R/A	I/R
Display of an awareness and respect to community/local settings and specific situations in intervention	R/A	R/A		I/R	I/R	R/A	I/R	R/A			I/R	R/A	I/R	I/R
Research and evaluation competence														
Familiarity with different research methodologies (e.g., qualitative, quantitative, mixed methods)		R/A	R/A	R/A	I/R	I/R	I/R	I/R	I/R	R/A	I/R	I/R		
Foundation knowledge of psychometric theory and assessment tools		R/A	R/A	R/A	I/R	I/R	I/R	I/R		I/R	I/R	R/A	I/R	I/R
Ability to utilize different types of evidence in evaluation and applied decision making	I/R	R/A	R/A	R/A	I/R	I/R	I/R	I/R	I/R	I/R	I/R	R/A	I/R	I/R

Intended Learning Outcomes	APSS534	APSS5040	APSS5041	APSS5044	APSS5046	APSS5049	APSS5052	APSS5053	APSS5055	APSS5056	APSS5057	APSS5622	APSS567	APSS5681
Personal attributes														
Independent thinking & creativity	I/R	R/A	R/A	R/A	I/R	I/R	R/A	R/A	I/R	R/A	R/A	R/A	R/A	R/A
Ability in making critical judgments	I/R	R/A	R/A	R/A	I/R	I/R	R/A	R/A	I/R	R/A	R/A	R/A	R/A	R/A
Skills in effective communication	I/R	R/A			I/R	I/R			I/R	R/A	R/A	I/R	I/R	R/A
Ethical and social understanding	I/R	R/A	R/A	R/A	I/R	I/R	R/A	R/A	I/R	R/A	R/A	I/R	I/R	R/A

5. Programme Structure and Content

5.1 Programme Structure

The DLN specialism intends to prepare participants with expertise and skills to proactively develop and manage works for addressing diverse learning needs in educational, social services and health care settings. Participants will be equipped with essential, evidence-based knowledge and skills on coordinating and delivering services for different types of learning needs. The programme will also provide practitioners with practical experiences through valuable case studies and research opportunities.

The specialism stresses on using multidisciplinary approach to cater appropriate service and support to the children and adolescents with diverse learning needs. This can be achieved through deliberately incorporating key learning elements from different professional disciplines into the subject curriculum

The programme is structured in such a way that students will be required to read two core subjects (common to all), five subjects from the five specialism core subjects and two elective subjects. This will allow all students to fulfill thirty-credit subject requirement for the master programme.

Subject List of the Specialism in Diverse Learning Needs

	Subject Code	COMMON CORE SUBJECTS (9 credits)	*Semester
1	APSS5040	Foundational Competencies (6 credits)	Semester 1-3
2	APSS5044	Advanced Research Methods: Mixed Methods in Research	Semester 1

	Subject Code	<u>DLN SPECIALISM SUBJECTS (15 credits)</u>	Semester
3	APSS5049	Nurturing the Gifted and Talented: Instructional Models and Professional Practices	Semester 2
4	APSS5055	Psychology of Exceptional Children	Semester 1
5	APSS5056	Advanced Practices in Learning Disorders and Language Minority	Semester 3
6	APSS5057	Attentional Control and Social Adaption	Semester 2
7	APSS5681	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	Semester 1

	Subject Code	<u>ELECTIVE SUBJECTS (6 credits, any 2 subjects)</u>	Semester
8	APSS534	Cognitive Behavioral Intervention	Semester 2
9	APSS5041	Psychometric Theory and Scale Construction	Semester 2
10	APSS5046	Parenting and Parent Development	Semester 2
11	APSS5052	Cognitive Neuroscience Method in Applied Settings	Semester 1
12	APSS5053	Psycho-socio-educational program development and evaluation	Semester 3
13	APSS5622@	Workplace Counselling	N.A.
14	APSS567@	Career Counselling: Theories and Practice	Semester 3

* The schedule may subject to changes. Student will be informed about any changes to the schedule through email at least 1 month before a semester commences.

@ This subject is offered in alternate years

6. Medium of Instruction and Assessment

6.1 Medium of Instruction

English is the medium of instruction of the programme.

6.2 Medium of Assessment

Students are assessed in English in subjects they take.

7. Programme Registration and Subject Registration

7.1 Maximum duration for completion of a programme and the validity period of subject credits

7.1.1 The maximum period of registration and completion of the programme is 4 years.

7.1.2 A student's registration shall lapse if it is no longer possible for him/her to obtain an award within the maximum period of registration.

7.1.3 The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed. Credits earned from previous study should remain valid at the time when the student applies for credit transfer. For exceptional cases such as those stated in 7.1.3(i), 7.1.3(ii) and 7.1.3(iii) below, subject offering Departments shall have the discretion to approve the transfer of credits which have exceeded the validity period on a case-by-case basis. All such exceptional cases must be reported to the Faculty/School Board with full justification.

Exceptional cases

- i) Mature learners whose previous studies were mostly completed a long time before their admission to this University, but who have working experience which would have kept them actively involved in the relevant area of study. The flexibility to be granted to these students based on academic comparability of subjects is in line with the policy of the University in promoting life-long learning.
- ii) Students for whom the expiry of validity of credits is beyond their control such as medical reasons.
- iii) Students have been approved for deferment of study, or approved for going beyond the maximum period of registration.

7.2 Residential requirement

In order to be considered for a PolyU award, a student must complete at least 1/3 of the normal credit requirement for the award s/he is currently enrolled, unless the professional bodies concerned stipulate otherwise. As the programme is subject to professional requirements, the Department will consult the relevant professional bodies and tighten up this residential requirement accordingly.

7.3 Student Status

Mixed-mode students

Students enrolling on mixed-mode programmes are classified as mixed-mode students. They may engage in a full-time or part-time study load and attend classes either in the daytime, in the evening, or a combination of both. If the mixed-mode students take subjects with a study load reaching the minimum requirement of a full-time student, they will be given full-time status in that semester. If their study load does not reach this minimum of 9 credits, they will be given part-time status (unless otherwise approved by the Department).

7.4 Subject Registration

7.4.1 In addition to programme registration, students need to register for the subjects at specified periods prior to the commencement of the semester. An add/drop period will also be scheduled for each semester/term.

7.4.2 The pre-requisite requirements of a subject must have been fulfilled before a student registers for that subject. However, the subject-offering Department has the discretion to waive the pre-requisite requirements of a subject, if deemed appropriate. If the pre-requisite subject concerned forms part of the requirements for award, the subject has to be passed in order to satisfy the graduation requirements for the programme concerned despite the waiving of the pre-requisite.

7.4.3 Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take the additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation.

7.5 Subject Withdrawal

7.5.1 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 relevant programme-offering Department and will require the approval of both the subject lecturer and the host Department Programme Leader concerned (or an alternate academic staff authorised by the programme host Department).

- 7.5.2 The application submitted after the commencement of the examination period will not be considered.
- 7.5.3 The withdrawal status of the subject will be shown in the assessment result notification and the transcript of studies but will not be counted towards the calculation of GPA.
- 7.5.4 For approved cases, a handling fee will be charged, and the tuition fees paid for the withdrawn subject will be forfeited. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and the student is required to attend classes of the subject and complete its assessment(s) accordingly. A reinstatement fee will be charged if you wish to reinstate the approval for the withdrawn subject.

7.6 Study Load

- 7.6.1 For students following the progression pattern specific for their programme, they have to take the number of credits as specified in the Definitive programme Document for each semester.
- 7.6.2 The normal study load is 15 credits in a semester. The maximum study load to be taken by a student in a semester is 21 credits, unless exceptional approval is given by the Head of the programme offering Department. For such cases, students should be reminded that the study load approved should not be taken as grounds for academic appeal.
- 7.6.3 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 students varies according to the policies of individual Departments and will be subject to the approval of the authorities concerned. *(Note: The maximum number of credits to be taken in a semester by students on academic probation will be decided by Departments. The maximum number could be set on a departmental basic or programme basic, or even student-specific, as deemed appropriate. If the maximum number proposed is from 16 to 18 credits in a semester, approval by Quality Assurance Committee (Academic Departments) or its sub-committee set up for the purpose will be required.*
- 7.6.4 Students are not allowed to take zero subject in any semester, except summer term, unless they have obtained prior approval from the programme-offering 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. Any semester in which the students are allowed to take zero subject will nevertheless be counted towards the maximum period of registration.

- 7.6.5 Students who have obtained approval to pace their studies and students on programmes without any specified progression pattern who wish to take more than the normal load of 15 credits in a semester should seek advice from the Department concerned before the selection of subjects.

7.7 Subject Exemption

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. 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 consult the programme-offering department and take another subject in order to satisfy the credit requirement for the award.

7.8 Credit Transfer

- 7.8.1 Students may be given credits for recognized previous studies and the credits will be counted towards meeting the requirements for award. Transferred credits may be counted towards more than one award.
- 7.8.2 The granting of credit transfer is a matter of academic judgement. In assessing the transferability of subjects previously taken, the syllabus of that subject should be carefully scrutinized to ascertain that it is comparable to the PolyU's curriculum. Whether the previous studies are from institutions on a credit-based or a non-credit-based system should not be a concern. Subject size needs not be a perfect match. To ascertain the academic standing of the institution offering the previous study, the Department might need to request the institutions concerned to provide more relevant information.
- 7.8.3 Credit transfer may be done with or without the grade being carried over; the former should normally be used when the credits were gained from PolyU. Credit transfer with the grade being carried over may be granted for subjects taken from outside the University, if deemed appropriate, and with due consideration to the academic equivalence of the subjects concerned and the comparability of the grading systems adopted by the University and other approved institutions. Subject credit transfer is normally decided by the subject-offering Department.
- 7.8.4 Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University.
- 7.8.5 For transfer of credits from programmes offered by PolyU, normally not more than 67% of the required credits for the award can be transferred.

- 7.8.6 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.
- 7.8.7 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.
- 7.8.8 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.

7.9 Deferment of Study

- 7.9.1 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 department is required. The deferment period will not be counted as part of the maximum period of registration.
- 7.9.2 Application for deferment of study will be entertained only in exceptional circumstances from students who have not yet completed the first year of the programme.
- 7.9.3 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.
- 7.9.4 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

8. Participation in Co-curricular Activities

The university aspires to develop all its students as all-round graduates with professional competence, and has identified a set of highly valued graduate attributes as the learning goals for students. While many of these graduate attributes can be developed through the curricular activities of this programme, some (including global outlook, interest in local and international affairs, problem solving, critical and creative thinking, communication and interpersonal skills, sense of social and national responsibility, cultural appreciation, lifelong learning, biliteracy and trilingualism, entrepreneurship, teamwork and leadership) are primarily addressed through co-curricular activities offered by faculties, departments, and various teaching and learning support units of the University. Students are encouraged to make full use of such opportunities to develop these attributes.

9. Assessment

9.1 Principles of assessment

- 9.1.1 Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes should be designed for this purpose. The assessment methods will also enable the teacher to differentiate students' different levels of performance within the subject. Assessment for learning is to engage students in productive learning activities through purposefully designed assessment tasks.
- 9.1.2 Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided should link to the criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.
- 9.1.3 The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty Board the authority to confirm the decisions of Boards of Examiner provided these are made within the framework of the General Assessment Regulations. Recommendations from Board of Examiners which fall outside these Regulations shall be ratified by the Academic Regulations Committee (ARC) and reported to the Senate as necessary.

9.2 Assessment Methods

Methods of Assessment	Special Features
1. Case Study	<ul style="list-style-type: none">❖ The students are given factual information/ description of a problem or situation and are asked to conduct in-depth analyses followed by the formulation of an intervention plan.❖ This method is commonly used in subjects that are practice-oriented.
2. Seminar Presentation, Discussion & Report	<ul style="list-style-type: none">❖ In most academic subjects, the students are expected to take initiative in structuring their own learning experiences around a given topic and for presenting them to a seminar group.

Methods of Assessment	Special Features
	<ul style="list-style-type: none"> ❖ Students may work individually or in a team to discuss the problem formulation, conceptual tools to be used, information gathering and framework of their presentation, with facilitation from the seminar tutors/ instructors. ❖ The students may be graded individually or collectively, and evaluated ‘formatively’ and ‘summatively’ on the quality of their work.
3. Term paper	<ul style="list-style-type: none"> ❖ This is commonly used by many subject teachers and both structured and unstructured questions are given. ❖ In most term papers, the students are required to describe and analyse how theories are applied/ integrated into practice situation, and also to examine the relevance of the theories learned in respect to local cultures. ❖ The students are expected to critically assess principles and ideas relating to policy and practice in the associated professional areas. ❖ The students are often reinforced to reflect on their ethical stance, and personal and professional values when encountering moral and ethical dilemmas in practice.
4. Reflective Journal	<ul style="list-style-type: none"> ❖ The students are invited to record thoughts and insights about their own learning experience after they have been exposed to a particular concept, theory, model of practice or a critical incident. ❖ In these journals, the students are also required to write about their reflective thoughts on their personal life experience, values and ethical stance, as well as how they resolve dilemmas and issues arising from practice scenarios relevant to the professional practice of Educational Psychologists.
5. quizzes / test	<ul style="list-style-type: none"> ❖ Although continuous assessment is adopted for most subjects of MAP programme, there is still value for administering quizzes/ tests for a few subjects that cover essential and substantive knowledge bases in applied psychology. ❖ The students are expected to demonstrate their academic and intellectual rigor as well as analytical and evaluative abilities in examinations. The formats

Methods of Assessment	Special Features
	may include unseen written, web-assisted, open-book or take-home examinations.
6. Portfolio	<ul style="list-style-type: none"> ❖ The students are required to produce a portfolio which contains a collection of all the subject-related work performance. ❖ The reflective journal and other types of more formal written work or presentation materials may be included in the portfolio. ❖ For effective use of the portfolio, the students are strongly encouraged to continually discuss their performance, to reflect on their personal learning goals, and to share their experiences with the subject teachers during the course of study.
7. Performance based skills assessment	❖ The students may be required to demonstrate the skills necessary for carrying out the practical activities (assessment, intervention or evaluation) in laboratory, quasi-experimental, therapeutic or community settings.

9.2.1 Students' performance in a subject shall be assessed by continuous assessment and/or examinations, at the discretion of the individual subject-offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in definitive programme document. The subject-offering Department can decide whether students are required to pass both the continuous assessment and examination components, or either components only, in order to obtain a subject pass, but this requirement (to pass both, or either, components) shall be specified in the Definitive Programme Document. Learning outcome should be assessed by continuous assessment and/ or examination appropriately, in line with the outcome-based approach.

9.2.2 Continuous assessment may include tests, assignments, projects, laboratory work, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

9.2.3 Assessment methods and parameters of subjects shall be determined by the Department.

9.2.4 At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessment to be used within the assessment framework as specified in the subject syllabus.

9.2.5 Assessment of Components

The performance of a student is assessed in all subjects by means of continuous assessment. Continuous assessment has been chosen for all subjects for two main reasons. Firstly, students are trusted as mature self-regulating adult learners, and therefore recognition should be given to the consistency of their efforts in the MAP programme. Secondly, the MAP programme team members hold a conviction that many varied learning and teaching strategies and assessment methods should be adopted as integral components of continuous assessment. In effect, the academic performance and professional competencies of students should be developed and evaluated more comprehensively.

S/N	Subject Code	Subject Title	Mode of Assessment	
			<i>Coursework</i>	<i>Examination</i>
1	APSS534	Cognitive behavioral intervention	100%	-
2	APSS5040	Foundational competencies	100%	-
3	APSS5041	Psychometric theory and scale construction	100%	-
4	APSS5044	Advanced research methods: Mixed methods in research	100%	-
5	APSS5046	Parenting and parent development	100%	-
6	APSS5049	Nurturing the gifted and talented: Instructional models and professional practices	100%	-
7	APSS5052	Cognitive neuroscience methods in applied settings	100%	-
8	APSS5053	Psycho-socio-educational programme development and evaluation	100%	-
9	APSS5055	Psychology of Exceptional Children	100%	-
10	APSS5056	Advanced Practices in Learning Disorders and Language Minority	100%	-
11	APSS5057	Attentional Control and Social Adaption	100%	-
12	APSS5622	Workplace Counselling	100%	-
13	APSS567	Career Counselling: Theories and Practice	100%	-
14	APSS5681	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	100%	-

Proportion of Different Modes of Assessment

Number of subjects with 100% Continuous Assessment:	14	Percentage:	100 %
Number of subjects with Examination:	0	Percentage:	0 %
Total Number of Subjects:	14	Total:	14

9.3 Progression/Academic Probation/Deregistration

9.3.1 The Board of Examiners shall, at the end of each semester, including Summer Term, determine whether each student is:

- a) eligible for progression towards an award; or
- b) eligible for an award; or
- c) required to be deregistered from the programme.

9.3.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once 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 examination result notification but not in the transcript of studies.

9.3.3 A student will have ‘progressing’ status unless he falls within any one of the following categories which may be regarded as grounds for deregistration from the programme:

- a) the student has exceeded the maximum period of registration for this programme;
- b) 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
- c) 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.

9.3.4 A student may be de-registered from the programme enrolled before the time frame specific in the Sections 9.3.3b) or 9.3.3c) above if his/her academic performance is poor to the extent that in the Board of Examiners considers that there is not much of a chance for him to attain a GPA of 2.0 at the end of the programme.

9.3.5 If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision. Views of Faculties/Schools/Departments will be sought and made available to AAC for reference.

9.4 Retaking of Subjects

9.4.1 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.

- 9.4.2 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 the transcript of studies.)
- 9.4.3 In cases where a student takes another subject to replace a failed subject, the failure grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

9.5 Exceptional Circumstances

- 9.5.1 Absence from an assessment component

If a student is unable to complete all the assessment components of a subject due to illness or to other circumstances which are beyond his/her control, and considered by the Subject offering department as legitimate, the Department will determine whether the student will have to complete the 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 from the finalization of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty Board Chairman shall decide on an appropriate time for completion of the late assessment.

- 9.5.2 The student concerned is required to submit his/her application for late assessment in writing to the Head of Department offering the subject, within five working days from the date of the examination, together with any supporting documents. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Lecturer concerned, in consultation with the Programme Leader.

9.5.3 Aegrotat Award

- a) If a student is unable to complete the requirements of the programme for the award due to very serious illness, or other very special circumstances which are beyond his/her 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.
- b) 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.
- c) The acceptance of an aegrotat award by a student shall disqualify him/her from any subsequent assessment for the same award.
- d) 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.

9.5.4 Other Particular Circumstances

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

9.6 Grading

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

“F” is a subject failure grade and all others (“D” to “A+”) are subject passing grades. No credit will be earned if a subject is failed.

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
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.

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
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 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.

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

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

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

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

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term, but for subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation

9.6.4 In addition, the following subjects will be excluded from the GPA calculation:

- a) Exempted subjects
- b) Ungraded subjects
- c) Incomplete subjects
- d) Subjects for which credit transfer has been approved without any grade assigned[^]
- e) Subjects from which a student has been allowed to withdraw (i.e. those with the grade 'W')

9.6.5 A subject which has been given an "S"code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus 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.

[^] Subject taken in PolyU or elsewhere and with grades assigned, and for which credit transfer has been approved, will be included in the GPA calculation.

9.6.6 The grades and codes for the subject and final assessments are included in the tables below:

I. Grades/Codes to Denote Overall Subject Assessments (and subject components*, if deemed appropriate)

<i>Subject grades</i>	<i>Interpretation</i>
A+	Exceptionally Outstanding
A	Outstanding
B+	Very Good

B	Good
C+	Wholly Satisfactory
C	Satisfactory
D+	Barely Satisfactory
D	Barely Adequate
F	Inadequate

<i>Other codes</i>	<i>Interpretation</i>	<i>Remarks</i>
I ^	Assessment to be completed	An incomplete grade must be converted to a regular grade normally in the following academic year at the latest.
N	Assessment is not required	—
P	Pass on an ungraded subject	This code applies to an ungraded subject, such as industrial training.
U	Fail on an ungraded subject	This code applies to an ungraded subject, such as industrial training.
M	Pass with Merit	This code applies to all General Education subjects for intake cohorts before 2010/11 ^A . The adoption or otherwise of this code to other subjects adopting a "Pass/Fail" grading system would be subject to the decision of individual Departments. The grade "Pass with Merit" can be awarded when the student's work exceeds the subject learning outcomes in the majority of regards.
L	Subject to be continued in the following semester	This code applies to subjects like "Project" which may consist of more than 1 part (denoted by the same subject code) and for which continuous assessment is deemed appropriate.
S	Absent from assessment	—
W	Withdrawn from subject	Dropping of subjects after the add/drop period is normally not allowed. Requests for withdrawal from subjects after the add/drop period and prior to examination will only be considered under exceptional circumstances. This code is given when a student has obtained exceptional approval from Department to withdraw from the subject after the "add/drop" period and prior to examination; otherwise, a failure grade (grade F) should be

<i>Other codes</i>	<i>Interpretation</i>	<i>Remarks</i>
		awarded.
Z	Exempted	—
T	Transfer of Credit	----
#	Disqualification of result due to academic dishonesty	This code applies to failure (i.e. F and U grades) arising from disqualification of subject result due to academic dishonesty. The code will be removed subsequently when the student leaves the University.

* Entry of grades/codes for subject components is optional.

^ For cases where students fail marginally in one of the components within a subject, the BoE 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 students can be assigned an 'I' code in this circumstance. The remedial work must not take the form of re-examination.

Δ For GE subjects taken after 2010/11 intake cohort, the 9 alpha grades system as for all other subjects will be used.

Note: Subjects with the assigned codes I, N, P, U, M, L, W, Z and T (if the subject is without grade transferred) will be omitted in the calculation of the GPA. A subject assigned code S will be taken as zero in the calculation.

II. Codes for Final Assessment

<i>Final assessment code</i>	<i>Interpretation</i>	
	<i>Honours Degree programmes</i>	<i>All other programmes</i>
A	First Class Honours	Pass with distinction
B	Second Class (Division 1) Honours	Pass with credit
C	Second Class (Division 2) Honours	----
D	Third Class Honours	----
K	Pass without Honours	Pass
E	Required to be de-registered from the programme because of failure to meet requirements.	
J	University award not applicable, e.g. exchange-in students.	
N	Suspension of study due to disciplinary action.	

<i>Final assessment code</i>	<i>Interpretation</i>	
	<i>Honours Degree programmes</i>	<i>All other programmes</i>
T	Eligible to progress	
U	Expulsion due to disciplinary action.	
W	Required to be de-registered from the programme because of withdrawal/absence.	
X	Pending fulfilment of requirements for award.	

9.6.7 In the event that a grade is awarded to subject components, a grade point with the decimal value may be generated for the overall result of the subject. This grade point with decimal value will be converted to a grade according to the conversion methodology for deriving the subject overall grades. The corresponding grade point for the subject overall grade, instead of the actual grade points obtained by students, will be used for GPA calculation. This methodology for deriving subject overall grades only serves as an aid to subject assessors. As assessment should be a matter of judgement, not merely a result of computation, the subject lecturer will have the discretion to assign a grade which is considered to reflect more appropriately the overall performance of the student in a subject to override the grade derived by the computer.

9.6.8 Different Types of GPA's

- a) GPA's will be calculated for each Semester including the Summer term. This Semester GPA will be used to determine students' eligibility to progress to the next Semester alongside with the 'cumulative GPA'. However, the Semester GPA calculated for the Summer Term will not be used for this purpose, unless the Summer Term study is mandatory for all students of the programme concerned and constitutes part of the graduation requirements.
- b) The GPA calculated after the second Semester of the students' study is therefore a 'cumulative' GPA of all the subjects taken so far by students, and without applying any level weighting.
- c) When a student has satisfied the requirements for award, an award GPA will be calculated to determine his award classification.

9.7 Graduation Requirements

- 9.7.1 A student is eligible for award if he/ she satisfies all the conditions listed below:
- a) accumulation of 30 credits (24 credits in 7 core subjects, 6 credits 2 elective subjects);
 - b) satisfying the residential requirement for at least 1/3 of the credits to be completed for the award he/ she is currently enrolled;
 - c) satisfying all requirements as defined in this definitive programme document and as specified by the University; and
 - d) having a GPA of 2.0 or above at the end of the programme.
- 9.7.2 A student is required to graduate as soon as he/ she satisfies all the conditions for award stated in 9.7.1 (a) (b) (c) & (d). 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.

9.8 Guidelines for Award Classification

- 9.8.1 There should be **no automaticity** between the GPA and the award classification. The Board of Examiners shall exercise its judgment in coming to its conclusions as to the award for each student and where appropriate, may use other relevant information.
- 9.8.2 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) with a higher grade/contribution than those required for graduation in or before the semester in which he/ she 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)
- 9.8.3 The following are guidelines for Board of Examiners' reference in determining award classifications:

<i>Classification</i>	<i>Guidelines</i>
Distinction	The student's standard of performance/attainment is Outstanding, and identifies him/her as exceptionally able in the field covered by the programme in question.

<i>Classification</i>	<i>Guidelines</i>
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.

9.8.4 Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. For the undergraduate students who should be awarded a Third class Honours degree, they will be downgraded to a Pass-without-Honours. The minimum of downgraded overall result will be kept a Pass. In rare circumstances where both the Students 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.

9.9 Subject Results

9.9.1 Finalizing subject grades

Subject grades shall be reviewed and finalized by SARP before being formally released to students and submitted to the Board of Examiners.

9.10 Subject Assessment Review Panel (SARP)

9.10.1 Responsibility of SARP

Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject grades. The Panel will review the distribution of grades within a subject and finalize the grades at the end of each Semester or Summer Term before submission to the Board of Examiners, if appropriate. The Board of Examiners will not attempt to change any grades.

9.10.2 Composition and operation of SARP

SARP shall include the Head of the Department offering the subject. It shall include the Head of the Department offering the subject as the Chairman, the relevant subject examiners and where appropriate, the Programme Leader.

Department may develop their own models for operating SARP to make the process more efficient (e.g., by circulating relevant information and identifying problematic cases before meeting, involving staff on a need basis) but the mode of operation must not

undermine the effectiveness and trustworthiness of SARP as a mechanism for safeguarding consistency and fairness of assessment and academic quality.

9.11 The Board of Examiners

9.11.1 Responsibility

The Board of Examiners (BoE) will meet at the end of each Semester and Summer Term to make the decisions on:

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

9.11.2 Composition and Membership of BoE

- (a) The composition/membership of a BoE shall be decided by the Faculty Dean.
- (b) The Head of Department will propose the composition/membership for the Dean's approval.
- (c) The minimum number of a BoE's membership (including the Chairperson, but excluding the Secretary) should be five, and it should be composed of staff members associated with the programme/scheme concerned and some other senior staff members. The BoE Chairperson will normally be the Head of Department.
- (d) 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.

9.11.3 Operation of BoE

In considering the examination results of the programme, the BoE shall consider the following issues:

- (a) The performance of each individual student recommended for final award and deregistration.
- (b) Reports on any extenuating cases.
- (c) Any deviation from the programme regulations or the University's general assessment regulations. All deviations from the programme regulations or the University's general

assessment regulations shall be referred to the Faculty/School Board and where appropriate, the Academic Regulations Committee for ratification.

- (d) Any comments the Board may wish specifically to make to the relevant Departmental Programme Committee(s).
- (e) Any comments the Board may wish to make to the Faculty/School Board

9.12 Examination result announcements, transcripts, testimonials and references

- 9.12.1 At the end of each semester, where appropriate, examination results are announced online for individual students' checking. It provides information on subjects taken and grades attained, the Grade Point Average (GPA) for all subjects, and the overall result for that semester. The announcement serves as an official notification of the student's academic performance.
- 9.12.2 A formal Transcript of Studies will be issued by the University, upon request, to any student registered on a programme offered by the University, and it will include the following information:
 - (i) name and student number;
 - (ii) title of the programme(s) on which enrolled, or from which graduated;
 - (iii) a full academic record, giving subjects taken and grades attained, and the Grade Point Average (GPA) for all subjects (this shall include any practical training undertaken, which fulfill the training credit requirement of the programme concerned);
 - (iv) credit requirement of the student if different from the normal credit requirement of the programme; and
 - (v) where relevant, the final award with classification and year of award.
 - (vi) information on the partner institution if the award is for a joint programme with another institution and leads to dual/joint awards.
- 9.12.3 Students may request for a testimonial which is a certification of their studies at the University, but without details on subjects and subject results.

- 9.12.4 Students may also request for references direct from academic staff members concerned.
- 9.12.5 Recording of disciplinary actions in students' records
- (i) Disciplinary actions against students' misconducts will be recorded in students' record;
 - (ii) 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 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 the transcript of studies, until their leaving the University.
 - (iii) 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 their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Disciplinary Committee.
- 9.12.6 The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters within the University, or subject to disciplinary action.

10. Programme Operations and Management

10.1 Programme Leader and Assistant Programme Leader

With the assistance of Assistant Programme Leader, the Programme Leader / Specialism Leader will provide the academic and organizational leadership for the programme. In particular, the Programme Leader's responsibilities are (a) to ensure the effective conduct and organization of the programme within policies and regulations; (b) to keep in close touch with the academic welfare and progress of students on the programme and to be closely aware of students' views about the programme; (c) to coordinate any necessary interaction with professional bodies; (d) to lead the development of the programme and the implementation of the Programme Learning Outcomes Assessment Plan; (e) to coordinate the inputs to and the debate of the Postgraduate Programme Committee leading to the annual programme review reports (including the programme learning outcomes assessment results) which form part of the Annual QA Report and Business Plan, and other periodic programme reviews; and (f) to take executive action as agreed by the Postgraduate Programme Committee.

10.2 Programme Executive Group

The Programme Executive Group, will normally manage the day-to-day operation of the programme within the agreed scheme. The Group will operate informally, be organized by the Programme Leader and typically include staff with key programme responsibilities.

10.3 Postgraduate Programme Committee

The Postgraduate Programme Committee will exercise the overall academic and operational responsibility for all postgraduate programmes and their development within defined policies, procedures and regulations. The Committee will be specifically responsible for (a) the effective conduct, organization and development of the programme; (b) stimulation of the development of teaching methods and programme materials; (c) review of academic regulations, admission policy, assessment and examination methods; (d) formal submissions to appropriate professional bodies; (e) the continuing critical review of the rational, aims, intended learning outcomes (ILOs) and the alignment of teaching, learning and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme; (f) the definition and maintenance of the academic standard of the programme; (g) ensuring that the views of students and other key stakeholders on the programme are known and taken into account; and (h) the evaluation of the operation, health and progress of the programme as defined in the University's programme review procedures. Major issues affecting the quality of the programmes are deliberated and decided in the regular meetings of the Committee

10.4 Practicum Co-ordinators

The Practicum Co-ordinators are responsible for the planning, liaison, development, and coordination of professional attachments. Practicum is monitored through the Practicum Co-ordinators who are mainly responsible for ensuring appropriate matching of practicum, and for effective liaison with colleagues offering practicum to our students. On-going monitoring process in practicum is achieved through frequent and direct contacts between the Practicum Co-ordinators and the practicum supervisors. Pressing problems, concerns and complaints arising from practicum are quickly identified and addressed.

10.5 Subject Panels

Each discipline belongs to a Subject Panel with all the relevant subject teachers as members. The Subject Panel Chairperson is elected by all the academic staff of the respective Subject Panel. The Subject Panel members meet frequently during the year and ensure the quality of the subjects by identifying and discussing solutions to issues related to teaching and learning. Issues which affect other subjects and which require deliberations at the award level will be brought up in the Postgraduate Programme Committee meetings. In particular, the Subject Panel Chairperson's responsibilities are (a) to negotiate with the Head of Department about the allocation of appropriate staff for teaching and

other duties required by the programme; (b) to develop good working relationships with the Head and relevant senior staff of Department involved in the programme and with staff teaching on the programme; (c) to report to the Head of Department on the on-going requirements of staff and resources for the programme, as part of the preparation of departmental estimates.

10.6 Student-Staff Consultative Group

10.6.1 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.

10.6.2 The department is required to set up a Student-Staff Consultative Group (SSCG) for all taught postgraduate programmes, and to use it as the formal channel for soliciting student feedback. The SSCG must meet at least once per semester, and the reports of SSCG will need to be included in the annual programme review documents.

10.6.3 The Departmental Programme Committee may consider whether to use other means of collecting student feedback, in addition to the SSCG.

10.6.4 Composition

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.

10.6.5 It is important that students do not perceive meetings of the Group as the only or main channel for dealing with student problems and complaints accumulated since the last meeting; such matters should have been dealt with when they occurred, through the Programme Leader or other appropriate staff. This would allow meetings of the Group to be used for constructive discussion of the programme in general, of the demands of the programme on students, and of possible improvements.

10.7 Departmental Learning and Teaching Committee

The Departmental Learning and Teaching Committee is a mechanism at departmental level to ensure that teaching and learning quality is being upheld in the department. The Chairman of Postgraduate Programme Committee,

being a member of the Committee, is responsible for reporting the operation and effectiveness of the learning and teaching process of the postgraduate programmes to the Committee.

10.8 Internal Moderators

The internal moderators assess the quality of learning and teaching of the Programmes through examining the examination questions, reading the scripts of the examinations and term papers. They will give comments on the quality of learning and teaching, particularly on the accuracy and standard of assessment of students' performance. Feedback and suggestions from the internal moderators would be acted upon accordingly.

10.9 Annual Review of the Programme

Each programme is expected to be reviewed on an annual basis and the review report (including the programme learning outcomes assessment results) will form part of a Department's Annual Operation Plan to be submitted to the Faculty Dean concerned. The process makes provision for the Department, on a systematic basis, to analyse the evidence available on the operation, progress and learning outcomes of the programme, and to amend and refine the programme in the light of that evidence. It also provides a mechanism whereby the Department can carry out their respective responsibilities to ascertain the satisfactory operation of the programme on a year-to-year basis.

11. Subject Description Forms

Please refer to the on-line version available on the web page of the Department at <http://www.polyu.edu.hk/apss/subject/> for updates.

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