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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.



## 1. General Information

### Host Department

Department of Applied Social Sciences (應用社會科學系)

### Programme Title

Title in English	Title in Chinese
Master of Arts in Social Policy and Social Development (MASPSD)	社會政策及社會發展文學碩士

### Programme Code: 54055

Stream Code for Full-time Load: 54055-SDF

Stream Code for Part-time Load: 54055-SDP

### Award

Title in English	Title in Chinese
Master of Arts in Social Policy and Social Development	社會政策及社會發展文學碩士
Postgraduate Diploma in Social Policy and Social Development	社會政策及社會發展深造文憑
Postgraduate Certificate in Social Policy and Social Development	社會政策及社會發展深造證書

### Mode of Attendance

Mixed-mode

### Total Credits Required for Graduation

Title	Academic credits		
	MA Award	PgD Award	PgC Award
Social Policy and Social Development	30	21	12

### Teaching Medium

English

### Normal and Maximum Duration of Study

Title	Mode of Attendance		<u>Normal</u> Period for Exit with the Award in		
			MA	PgD	PgC
Social Policy and Social Development	Mixed-mode	(Full-time)	1 year (include summer term)	1 year	0.5 year
		(Part-time)	2 years (include summer terms)	1.5 years	1 year

Title	Mode of Attendance		<u>Maximum</u> Period for Exit with the Award in		
			MA	PgD	PgC
Social Policy and Social Development	Mixed-mode	(Full-time)	4 years		
		(Part-time)			

## 2. Programme Rationale, Aims and Objectives

Until the 1980s, traditionally, as part of the post-war conception of the 'welfare state', social policy has been considered as normative duty for government to provide all its citizens, in particular for those who are socially disadvantaged and in desperate need, literally from the cradle to the grave, social services in key social sectors such as health, education and housing to ensure they enjoy certain fundamental standards of living. However, the notion of the welfare state finally came under fire with the rise of neo-liberalism. The effectiveness of the role of the State in welfare provision was first questioned for its perpetuation, if not creation, of a permanently poor and dependent underclass. Serious doubts were also raised about the viability of the welfare state in its comprehensive provision of social welfare. As well, critics argued that public welfare spending must be contained and service recipients should share and shoulder part of the costs involved in the provision of these services. There was also the argument about individual freedom of choices when the welfare state was regarded as too paternalistic and repressive. These criticisms, based on the ideology of economic liberalization and deregulation, has led not only to the privatization and marketization of social services, and also a fundamental change in the conceptualization of social policy, transforming its practice to emphasize its role as intervention, and the creation of a safety net, not merely through government funding and management, but increasingly assisted by the private business and voluntary 'third' sector, or the civil society, as service providers.

While the enterprise approach to social policy continued to gain ground in the last two decades, it also became evident that problems of poverty, vulnerability, powerlessness and exclusion not only did not disappear, in fact, they were made worse by the economic paradigm. Social policy practitioners in recent times became more aware that despite interventions had become more targeted and tailored to meet the needs of specific diverse groups, there is a need to incorporate social analysis, and not economic costs alone, into the process of policy design and implementation. There is a growing consensus that social development is just as important a goal, if not more than economic growth, in making social policy. As Midgley (1995:25) aptly points out in his publication *Social Development*, "social development is a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development." This gives rise to the current notion that social policy should be concerned with a broader encompassing approach, not merely for alleviate immediate crisis, but more importantly, in providing collective interventions directly affecting transformations in social welfare, social institutions and social relations and access to adequate and secure livelihoods and income.

The MA in Social Policy and Social Development programme thus aims to provide students with a solid critical awareness, knowledge, and competence in appreciating not only economic options, but also opportunities to involve in researching, formulating, analyzing and delivering social policies and social development programmes that lead to effective, appropriate and sustainable social well being that uphold social justices, humanitarian and ethical principles, particularly through comparative research and understanding of policy and development issues and trends in local and global perspective.

The objective of this programme hence is to prepare students to develop the necessary core professional and personal competence required for engaging in the field of social policy and practice for social development.

It is concerned with enabling students to

- attain a greater level of critical familiarization of the tools and processes for developing social policy and social development programmes,
- apply with greater confidence in using of appropriate techniques for policy research,
- design and develop policies and social development programmes,
- implement and assess policy impacts on social development,
- gain the maturity and ability in making critical judgment, developing polished and effective communication skills, and
- have deeper understanding of ethical issues in social policy and social development.

To these ends, the programme is designed to highlight the interplay of theory, practical application of skills and experiential learning of programme participants.



### 3. Intended Learning Outcomes (ILOs)

The Hong Kong Polytechnic 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. They include:

- Professional competence of specialists/leaders of a discipline/profession
- Strategic thinking and
- Lifelong learning capability.

These graduate attributes can be developed through the curricular activities of this programme. Specifically, this programme will provide students with a solid foundation for engaging in social policy studies. In turn, the knowledge and competence can be adapted and applied not only in many fields of human service provision, social policy formulation and practices in social development, but also in lifelong learning. Graduates are expected to further develop their *professional* and *personal* attributes at the completion of this programme.

For professional attributes, they will be equipped with the special knowledge and professional skills to gain

- good interdisciplinary knowledge and skills for effective participation in social policy and social development processes,
- professional competence for conducting policy research for social development,
- ability and capacity identifying and analyzing local and global social needs and policy for social development, and
- effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development.

For personal attributes, they will obtain

- enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development,
- polished and effective communication skills at a level sufficient for communicating policy and social development, and
- greater understanding and appreciation of ethical issues in policy processes and social development.

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

## **4. Programme Structure and Contents**

### **4.1 Curriculum Structure of the Programme**

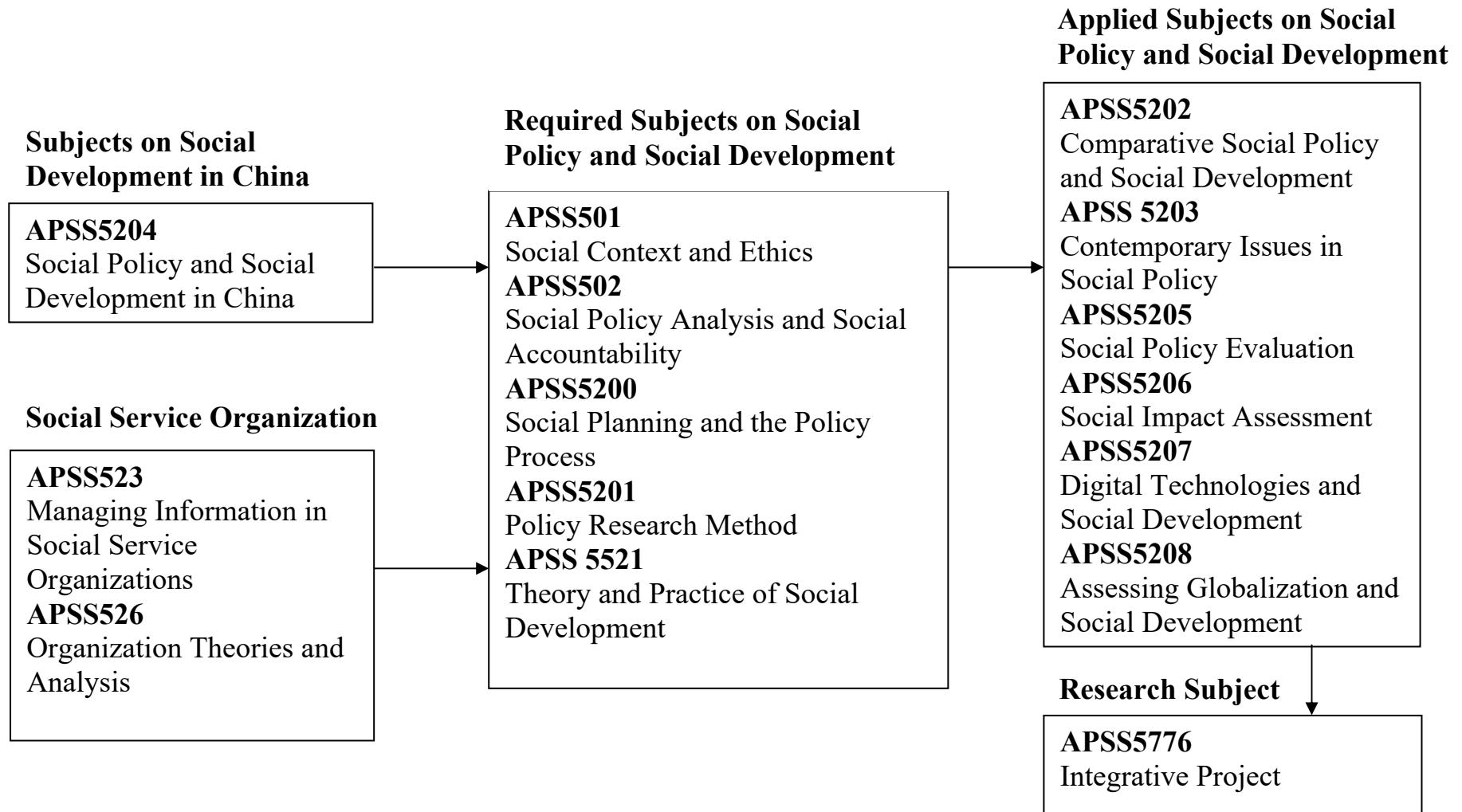
Students are required to take 30 credits (5 Required Subjects, 1 Integrative Project and 4 Elective Subjects) to earn an award of Master of Arts in Social Policy and Social Development.

Students who have successfully completed 21 credits (4 Required Subjects and 3 Elective Subjects) may exit the programme with a Postgraduate Diploma in Social Policy and Social Development.

Students who have successfully completed 12 credits (2 Required Subjects and 2 Elective Subjects) may exit the programme with a Postgraduate Certificate in Social Policy and Social Development.

The curriculum structure of the programme is illustrated by Figure 1.

**Figure 1: Curriculum Structure**



## 4.2 List of Subjects

Subject	Code	Credits	Status
Social Context and Ethics	APSS501	3	Required
Social Policy Analysis and Social Accountability	APSS502	3	Required
Social Planning and the Policy Process	APSS5200	3	Required
Policy Research Method	APSS5201	3	Required
Theory and Practice of Social Development	APSS5521	3	Required
Integrative Project *	APSS5776	3	Required
Comparative Social Policy and Social Development	APSS5202	3	Elective
Contemporary Issues in Social Policy	APSS5203	3	Elective
Social Policy and Social Development in China	APSS5204	3	Elective
Social Policy Evaluation	APSS5205	3	Elective
Social Impact Assessment	APSS5206	3	Elective
Digital Technologies and Social Development	APSS5207	3	Elective
Assessing Globalization and Social Development	APSS5208	3	Elective
Managing Information in Social Service Organizations	APSS523	3	Elective
Organization Theories and Analysis	APSS526	3	Elective

Note:

\* Required subject for award of MA only

### 4.3 Recommended Study Pattern

#### *Recommended Study Pattern for Mixed-mode (1 Year Full-time)*

##### *Semester 1*

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5201	Policy Research Method	3 credits
APSS5521	Theory and Practice of Social Development	3 credits
One Elective Subject		3 credits

##### *Semester 2*

APSS501	Social Context and Ethics	3 credits
APSS5200	Social Planning and the Policy Process	3 credits
Two Elective Subjects		6 credits

##### *Summer Term*

APSS5776	Integrative Project	3 credits
One Elective Subject		3 credits

**Total: 30 Credits**

***Recommended Study Pattern for Mixed-mode (2 Years Part-time)***

**Stage 1**

***Semester 1***

APSS502	Social Policy Analysis and Social Accountability	3 credits
APSS5521	Theory and Practice of Social Development	3 credits

***Semester 2***

APSS501	Social Context and Ethics	3 credits
One Elective Subject		3 credits

***Summer Term***

One Elective Subject		3 credits
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**Total: 15 credits**

**Stage 2**

***Semester 1***

APSS5201	Policy Research Method	3 credits
One Elective Subject		3 credits

***Semester 2***

APSS5200	Social Planning and the Policy Process	3 credits
One Elective Subject		3 credits

***Summer Term***

APSS5776	Integrative Project	3 credits
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**Total: 15 credits**

## **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 at postgraduate level. 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 postgraduate student on one subject is equivalent to a total of 105-135 hours. Most of the subjects are offered in the evenings and weekends.

### **5.2 Mode of Teaching and Learning**

#### **5.2.1 Integration of Theory and Practice**

In recent times, more and more policy experts have come to realize that although it is important for social policy practitioners to focus on finding and developing the best options to promote people's welfare, theoretical ideas are equally important as policy decisions have always been influenced and shaped by values, ideological assumptions and models of thinking. For this reason, the structure and curriculum of the programme is specially designed to seek a balanced integration of theory and practice. In addition, students enrolled in the programme will have ample opportunities to appreciate how theory and practice is integrated through problem-based and student-centred learning, particularly via their compulsory integrative projects which require them to engage with experienced academic and research staff who are currently involved in social policy research projects either through the major research centres located in the Department or independent public-funded policy research.

#### **5.2.2 Multidisciplinary and Holistic Approach**

Another major change in approaching social policy in recent years is the recognition that its goal should not be limited to address crisis situations through emergency solutions but to embrace a broader agenda of social development. This has necessitated practitioners in the field to adopt a multidisciplinary and holistic perspective in designing and developing sustainable policy options to ensure long-term social development typified by livelihood stability and security supported by multi-institutions incorporating processes and structures involving not only governments but also non-government organizations, grassroots community groups, as well as the private sector. The curriculum of this programme is specially designed to reflect this concern, preparing students to develop a solid foundation in appreciating the benefits and wisdom of gaining a wider holistic vision of social policy.

#### **5.2.3 Macro and Micro Analysis**

Conventionally social policy has been regarded as concerns that are found and based at macro, e.g., national or even global, level. Yet in gauging the effectiveness and impacts of policy implications, it is equally important to grasp the differential effects on individuals or groups who are frequently located at the micro level in order to understand clearly the fine nuances of policy impacts.

The scope of social policy studies thus require students to develop appropriate skills in social analysis on both macro and micro levels and to develop policy options that are multifaceted, embracing goals that are ambitious and idealistic for institutions without abandoning strategies that take account of needs expressed by individuals and groups. Specific required and elective subjects as well as class assignments provided in this programme will enable students to acquire these skills.

#### 5.2.4 Local and Global Perspective

It has been well acknowledged that globalization has made social development and policy making much more complicated and challenging as policy ideals and expectations have become more universally accepted (e.g., social justice, poverty alleviation, social protection, diversity and inclusion and conservation of the environment), yet policy solutions have to be locale-specific and locally compatible to reflect the social reality of affected groups. It is thus important for students in the programme to develop a broad comparative appreciation of local and international development and policy contexts, familiarity of international policy best practices and benchmarks in order to develop appropriate policy goals and options that are best suited to achieve social development. To these ends, international scholars and visitors will be invited to contribute to appropriate subjects such as Comparative Social Policy and Social Development, Contemporary Issues in Social Policy, Economic and Social Development of the Pan-Pearl Delta and Social Policy and Social Development in China, to promote knowledge diffusion, international dialogue and exchange. In addition, the key research centres and networks presently located in the Department (e.g., Centre for Social Policy Studies, Centre for Third Sector Studies, China Research and Development Network and Network for Health and Welfare Studies) as well as joint research centres the Department has established in Chinese Mainland with Peking University (China Social Work Research Centre) and Yunnan University (Design and Social Development Research Centre), are also platforms where students can meet and develop research and practice networks with overseas visitors from academic institutions, NGOs, the private sector, and Government departments.

### 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 award and the maximum registration period, students can freely select from a wide range of subjects.



## **6. Admission and Registration**

### **6.1 Entrance Requirement and Admission**

- 6.1.1 Applicants should possess a recognised Bachelor's degree. Preference will be given to applicants with background in social sciences and work experiences relevant to social policy and social development.
- 6.1.2 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**).
- 6.1.3 Once applications are received, they will be assessed by an Admission Committee. Short-listed applicants may be invited to interviews.

### **6.2 Registration, Deregistration and Subject Registration**

- 6.2.1 On admission to the programme, students will be registered with the University as a Mixed-mode student studying for a MA award.
- 6.2.2 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) the students Grade Point Average (GPA) is lower than 2.0 for two consecutive semesters and the Semester GPA in the 2<sup>nd</sup> semester is also lower than 2.0; or
  - (c) the student's Grade Point Average (GPA) is lower than 2.0 for three consecutive semesters.
- 6.2.3 Students need to register for the subjects at specified periods prior to the commencement of semester. Students are recommended to take required subjects and elective subjects according to the requirement in their own specialism of study.
- 6.2.4 An add/drop period will be scheduled for each semester/term. Students are not allowed to drop subjects after the add/drop period.
- 6.2.5 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, are classified as full-time students, 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.

- 6.2.6 Part-time students will normally be expected to take two subjects while full-time students will take three 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.
- 6.2.7 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.
- 6.2.8 Students who wish to change their study status (e.g. from full-time to part-time or from part-time to 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.

### **6.3 Re-admission**

Students who have been required to withdraw on grounds of academic failure or have been de-registered, 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.

### **6.4 Concurrent Enrolment**

- 6.4.1 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.
- 6.4.2 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.
- 6.4.3 The policy as stated in Sections 6.4.1 and 6.4.2 above is also applicable to programmes leading to PolyU awards offered through the School of Professional Education and Executive Development (SPEED).

### **6.5 Credit Transfer for Previous Study**

- 6.5.1 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 done with the grade carried or without the grade carried; the former should normally be used only when the credits to be transferred have been gained from within the University.
- 6.5.2 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.

- 6.5.3 Normally, not more than 50% of the required number of credits for the award requirement of the Programme may be transferable from approved institutions outside the University.
- 6.5.4 For transfer of credits from programmes within the University, normally not more than 67% of the required credits for the award requirement of the Programme can be transferred.
- 6.5.5 In the cases where both types of credits are transferred (i.e., from programmes within the University and from approved institutions outside the University), not more than 50% of the required number of credits for the award requirement of the Programme may be transferred.
- 6.5.6 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.
- 6.5.7 The validity period of subjects earned is eight years from the year of attainment, i.e., the year in which the subject is completed. Credits earned from previous study should remain valid at the time when the student applies for credit transfer.

## **6.6 Subject Exemptions**

Students may be exempted from taking any specified subjects if they have successfully completed similar subjects previously in another programme. 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 award requirement for the Programme.

## **6.7 Zero Subject Enrolment**

- 6.7.1 Zero subject enrolment is not allowed in any semester, including the mandatory summer term, unless students have obtained prior approval from the Department; otherwise they will be classified as having unofficially withdrawn from their study. 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.
- 6.7.2 All semesters in which the students are approved for zero subject enrolment will be counted towards the maximum period of registration. A fee for retention of study place will be charged.

## **6.8 Deferment of Study**

- 6.8.1 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.

- 6.8.2 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.
- 6.8.3 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.
- 6.8.4 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.
- 6.8.5 Students who have been approved for deferment are not entitled to enjoying any campus facilities during the deferment period.

## **6.9 Withdrawal from a Subject**

- 6.9.1 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.
- 6.9.2 For approved cases, a handling fee will be charged. The tuition fee paid for the withdrawn subject will be forfeited. The withdrawal subject will still be reported in the Assessment Result Notification and Transcript of Studies although they will not be counted in the GPA calculation.

## **7. Assessment and Examination**

### **7.1 Principles of Assessment**

- 7.1.1 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.
- 7.1.2 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.

### **7.2 Assessment Methods**

- 7.2.1 Students' performance in this programme shall be assessed by continuous assessment.
- 7.2.2 This includes term or research papers, case study, group projects, workbook/planning exercises, workshops, seminar presentations, self study 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 continuous assessment involving a group effort shall be determined and assessed separately.
- 7.2.3 Assessment methods and parameters of subjects shall be determined by the subject offering Department.
- 7.2.4 In order to pass a subject, the student must achieve a grade D or above in both the coursework and the examination (if any).
- 7.2.5 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 subject description form.

### **7.3 Progression/Academic Probation/Deregistration**

- 7.3.1 The Board of Examiners shall, at the end of each semester, determine whether each student is
- (i) eligible for progression towards the award; or

- (ii) eligible for the award; or
  - (iii) required to be deregistered from the programme.
- 7.3.2 When a student has a Grade Point Average (GPA) lower than 2.0, he/she will be put on academic probation in the following semester. If a student is able to pull the 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.
- 7.3.3 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 set on student-specific and subject to the approval of the Programme Leader.
- 7.3.4 A student will have ‘progressing’ status unless he/she falls within the following categories, either of which shall be regarded as grounds for deregistration from the programme:
- (i) the student has exceeded the maximum period of registration for the programme, which is 4 years;
  - (ii) the student’s GPA is lower than 2.0 for two consecutive semesters and his/her 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.

- 7.3.5 A student may be de-registered from the programme enrolled before the time frame specified in Sections 7.3.4 (ii) or 7.3.4 (iii) above if his academic performance is poor to the extent that 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.
- 7.3.6 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/Departments will be sought and made available to AAC for reference.

#### **7.4 Recording of Disciplinary Actions in Students’ Records**

- 7.4.1 With effect from Semester One of 2015/16, disciplinary actions against students’ misconducts will be recorded in students’ records.
- 7.4.2 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.

- 7.4.3 Students will have to RETAKE the subject during the following academic year to graduate from the programme with an MA if they do not manage to get enough credits without this disqualified subject (see 7.5). Given the tight planning of our MASPSD, students who plagiarise in one subject (which means the subject, i.e. the credits will not count) will find it almost impossible to study enough credit-bearing subjects to graduate.
- 7.4.4 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 Discipline Committee.
- 7.4.5 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.

## **7.5 Retaking of Subjects**

- 7.5.1 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.
- 7.5.2 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.)
- 7.5.3 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.

## **7.6 Exceptional Circumstances**

- 7.6.1 **Absence from an assessment component**

If a student is unable to complete all the assessment components of a subject due to illness or other circumstances beyond his/her control, and which are considered by the Subject Assessment Review Panel as legitimate, the Panel 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. In the case of assessments required to be completed after the Summer Term, the assessment may take place within 3 weeks following the finalisation 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.

#### 7.6.2 Aegrotat award

7.6.2.1 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.

7.6.2.2 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.

7.6.2.3 The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.

7.6.2.4 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.

#### 7.6.3 Other particular circumstances

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



## 7.7 Grading

7.7.1 Students will be informed of their level of performance in each subject in terms of the grade obtained. The following scheme will be used and subject to the University norms and criteria for the Board of Examiners' reference:

<u>Subject Grade</u>	<u>Interpretation</u>	<u>Elaboration on subject grading description</u>
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.

\* Overall GPA to be capped at "4"

7.7.2 '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.

7.7.3 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

## 7.8 Grade Point Average (GPA)

7.8.1 At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

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

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

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

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw (i.e. those with the grade 'W')

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

## 7.9 University Graduation Requirements

7.9.1 A student will be eligible for award of MA in Social Policy and Social Development if he/she satisfies all the conditions listed below:

- (i) Accumulation of 30 credits for the MASPSD award, as defined in this definitive programme document; and
- (ii) Satisfying all the 'required' and 'elective' requirements as defined in this definitive programme document; and
- (iii) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme.

7.9.2 A MA in Social Policy and Social Development student is required to graduate as soon as he/she satisfies all the conditions for award (see Section 7.9.1 above). Subject to the 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 becomes eligible for award.

- 7.9.3 Should a student choose the Postgraduate Diploma / Postgraduate Certificate exit option, he/she is eligible for this award if he/she satisfies all the conditions shown below:
- (i) Accumulation of 21 credits (7 subjects) for PgD exit or 12 credits (4 subjects) for PgC exit; and
  - (ii) Satisfying all the 'required' and 'elective' requirements as defined in this definitive programme document; and
  - (iii) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme.
- 7.9.4 If students opt to graduate with a PgD in Social Policy and Social Development when failing to complete the Integrative Project for the MA in Social Policy and Social Development award, the project will be excluded in the GPA calculation for award classification for the purpose of satisfying this condition.
- 7.9.5 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.

## 7.10 Guidelines for Award Classification

- 7.10.1 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.
- 7.10.2 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 grade point calculation for award classification. However, if a student attempts more elective subjects than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects with a higher grade/contribution shall be included in the grade point calculation for award classification (i.e. the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded).
- 7.10.3 The following are guidelines for Board of Examiners' reference in determining award classifications: -

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

7.10.4 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.

## **7.11 Role of Subject Assessment Review Panel**

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

7.11.2 SARP shall include the Head of the Department offering the subjects (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.

7.11.3 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.

## **7.12 Role of Boards of Examiners**

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

7.12.2 The Board is responsible to the Senate for making decisions on:

- (i) The classification of awards to be granted to each student on completion of the programme
- (ii) Deregistration cases
- (iii) Cases with extenuating circumstances

7.12.3 The Board will have to meet at the end of each semester.

7.12.4 This Board will not attempt to change grades for any student in any subject nor condone failures.

7.12.5 The composition and membership of a BoE shall be approved by the Faculty Dean. The Head will normally be the BoE Chairperson. The minimum number of a BoE's membership (including the Chairperson, but excluding the Secretary) should be five, and it should be composed of subject teachers of the MASPSD programme and some other senior staff members.

### **7.13 Role of Faculty Board**

- 7.13.1 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.
- 7.13.2 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.
- 7.13.3 The Faculty Board should be presented with statistical information on student performance in each programme.

## **8. Programme Operation and Management**

### **8.1 Programme Operation**

The day-to-day operations, quality assurance and improvement of the MASPSD Programme will be maintained at all levels, capitalizing on the infrastructure of the quality assurance mechanism set up within the Department and the University. The MASPSD programme will be monitored at both the subject and programme level. At the subject level, each subject leader will be responsible for facilitating effective quality learning. Different communication channels, including student/staff informal consultative groups and student feedback questionnaires, will be used to solicit feedback and opinions from students/staff to continuously improve subject delivery.

At the programme level, the MASPSD Programme Executive Group will be set up to monitor operations. The Chair of the MASPSD Programme Executive Group reports to the Departmental Postgraduate Programme Committee and then to the Departmental Learning and Teaching Committee. At the departmental level, APSS is responsible to the Faculty Board which will be accountable to the Quality Assurance Committee at the policy-making level of the University.

### **8.2 Membership Composition of the Programme Executive Group**

The programme will operate under the direction of a Programme Executive Group, following normal University procedures.

The Group should be organized by the Programme Leader and typically include the Assistant Programme Leader and staff with key programme responsibilities.

### **8.3 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 2016/17 is Dr Kaxton Siu. His contact details are as follows:

Office: GH411

Contact number: 3400 3692

E-mail: [kaxton.siu@polyu.edu.hk](mailto:kaxton.siu@polyu.edu.hk)

The Assistant Programme Leader for this academic year is Dr Stan Wong. His contact details are as follows:

Office: HJ435

Contact number: 2766 5737

E-mail: [shw.wong@polyu.edu.hk](mailto:shw.wong@polyu.edu.hk)

## 8.4 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.

## 8.5 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  
Contact number: 2766 4315  
Office: HJ402  
E-mail: [angel.shing@polyu.edu.hk](mailto:angel.shing@polyu.edu.hk)

Mr Ken Wan  
Clerical Officer  
Contact number: 2766 5784  
Office: HJ402  
E-mail: [ken.wan@polyu.edu.hk](mailto:ken.wan@polyu.edu.hk)

## 8.6 Student/Staff Consultative Group

8.6.1 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.

8.6.2 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.

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

8.6.4 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.

## 9. Prospective Career Pathways

There are four major career paths targeted for graduates of this programme:

1. as Administrative or Executive Officers in the various departments of the Government (and Central Policy Unit) responsible for planning and conducting policy research, public consultation, community engagement, policy analysis and policy option development; and as research and administrative officers or assistants assisting elected Councilors in Legislative or District Councils;
2. as policy, research and administrative personnel in non-government sector, including those international development organizations and agencies, international and local NGOs as well as local political parties working for social development and advocating better social policy making;
3. as Managers in private business and social enterprises responsible for developing and implementing and managing corporate social responsibility policies and programmes;
4. as research associate, officer and assistants for academics and key research centres in tertiary education institutions locally and overseas in charge of conducting policy research, evaluation and impact assessment.

Graduates are also eligible to work for local think tanks whose number and importance are expected to grow in the next few years as the Hong Kong Government's plan to implement a general election of Chief Executive of SAR is gathering pace. These positions and employment opportunities reflect that there is a growing need for training and education need in social policy and social development, particularly with a professional outlook and on a postgraduate level to meet the increasing demands for policy personnel with appropriate core knowledge and competence.



## 10. 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.

### b. Plagiarism and How to Avoid It

- **Student Handbook** (see *Academic Studies* in the *Regulations and Rules* section) <http://www.polyu.edu.hk/as/>
- 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](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](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/hsesc/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 Mainland and International Student Services Centre (MISS) at <http://www.polyu.edu.hk/miss/>
- See Important Notes for Non-local Students at Section 10 of the Student Handbook.

**e. Student Resources & Support**

[http://www.polyu.edu.hk/dso/student\\_resources.html](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**

Details of the procedures and grounds for appeals against de-registration decisions and appeals against decisions other than de-registration are accessible from Section 5-I of the Student Handbook.

**i. Policy on Sexual Harassment**

<https://www2.polyu.edu.hk/ethics/Polyu/sexhars/>

**j. 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*  
<http://www.polyu.edu.hk/fmo/useful/emg.html>

**k. Counselling Service**

<http://www.polyu.edu.hk/sao/cs/counselling/>

## Appendix 1 : Mapping of Subjects and Learning Outcomes

### Required Subjects

Learning Outcomes of the Programme	APSS501 Social Context and Ethics	APSS502 Social Policy Analysis and Social Accountability	APSS5200 Social Planning and the Policy Process	APSS5201 Policy Research Method	APSS5521 Theory and Practice of Social Development	APSS5776 Integrative Project
<b>Professional Attributes:</b>						
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	✓	✓	✓	✓	✓	✓
Professional competence for conducting policy research for social development		✓	✓	✓	✓	✓
Ability and capacity identifying and analyzing local and global social needs and policy for social development		✓	✓		✓	✓
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development	✓	✓		✓	✓	✓
<b>Personal Attributes:</b>						
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	✓	✓	✓	✓	✓	✓
Greater understanding and appreciation of ethical issues in policy processes and social development	✓	✓	✓	✓	✓	✓
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	✓	✓	✓	✓	✓	✓

## Elective Subjects

Learning Outcomes of the Programme	APSS5202 Comparative Social Policy and Social Development	APSS5203 Contemporary Issues in Social Policy	APSS5204 Social Policy and Social Development in China	APSS5205 Social Policy Evaluation	APSS5206 Social Impact Assessment	APSS5207 Digital Technologies and Social Development	APSS5208 Assessing Globalization and Social Development
<b>Professional Attributes:</b>							
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	✓	✓		✓	✓		✓
Professional competence for conducting policy research for social development			✓	✓	✓	✓	
Ability and capacity identifying and analyzing local and global social needs and policy for social development			✓	✓	✓		
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development	✓	✓	✓	✓	✓	✓	✓
<b>Personal Attributes:</b>							
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	✓	✓	✓	✓	✓	✓	✓
Polished and effective communication skills at a level sufficient for communicating policy and social development	✓	✓	✓	✓	✓	✓	✓
Greater understanding and appreciation of ethical issues in policy processes and social development	✓	✓	✓	✓	✓	✓	✓

## Elective Subjects (Continued)

Learning Outcomes of the Programme	APSS523 Managing Information in Social Service Organizations	APSS526 Organization Theories and Analysis	APSS5601 Economic and Social Development of the Pan-Pearl River Delta
<b>Professional Attributes:</b>			
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	✓	✓	
Professional competence for conducting policy research for social development			✓
Ability and capacity identifying and analyzing local and global social needs and policy for social development	✓	✓	✓
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development			✓
<b>Personal Attributes:</b>			
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	✓	✓	✓
Polished and effective communication skills at a level sufficient for communicating policy and social development	✓	✓	✓
Greater understanding and appreciation of ethical issues in policy processes and social development	✓	✓	✓

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

		Subject Codes															
<b>Programme Learning Outcomes</b> List programme outcomes in this column in the same order as in the outcomes section for easy referencing		APSS501	APSS502	APSS5200	APSS5201	APSS5521	APSS5776	APSS5202	APSS5203	APSS5204	APSS5205	APSS5206	APSS5207	APSS5208	APSS523	APSS526	APSS5601
<b>PROFESSIONAL ATTRIBUTES:</b>																	
1	Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	I/R	I/R	I/R	I/R	I/R	R/A	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R	I/R	I/R/A
2	Professional competence for conducting policy research for social development		I/R	I/R	I/R	I/R	R/A	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A		I	I/R	I/R/A
3	Ability and capacity identifying and analyzing local and global social needs and policy for social development		I/R	I/R	I/R	I/R	R/A	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A		I	I/R	I/R/A
4	Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development	I	I/R	I/R	I/R	I/R/A	I/R	R/A	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
<b>PERSONAL ATTRIBUTES:</b>																	
5	Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	I/R	I/R	I/R	R/A	R/A	I/R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A
6	Polished and effective communication skills at a level sufficient for communicating policy and social development	I/R	I/R	I/R	R/A	R/A	I/R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A
7	Greater understanding and appreciation of ethical issues in policy processes and social development	I/R	I/R	I/R	R/A	R/A	I/R	R/A	R/A	R/A	R/A	R/A	R/A	I/R/A	R/A	R/A	R/A

### Remarks:

- I (Introduced) – Learning objective and thus outcome is brought out through different teaching and learning strategies at an introductory level, implying that students have basic understanding or possess basic skills.
- R (Reinforced) – Learning objective and thus outcome has been introduced at previous subject (level). Emphasis is put on reinforcing it through different teaching and learning strategies, implying that students not only have basic, but also deeper or wider understanding or skills.
- A (Assessed) – Learning objectives and thus outcome has been introduced and reinforced in previous subject (level). Emphasis is put on assessing it through different teaching and learning strategies, implying that students not only have basic, deeper and wider understanding or skills, but also through reflection and critical thinking, develop personal critiques on theories, knowledge or skills.

### Appendix 3: Mapping of Assessment Methods and Learning Outcomes

#### Required Subjects

Learning Outcomes of the Programme	APSS501 Social Context and Ethics	APSS502 Social Policy Analysis and Social Accountability	APSS5200 Social Planning and the Policy Process	APSS5201 Policy Research Method	APSS5521 Theory and Practice of Social Development	APSS5776 Integrative Project
Knowledge and skills of field of study	<ul style="list-style-type: none"> <li>• Term Paper</li> <li>• Seminar Presentation &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Term Paper</li> <li>• Policy Presentation</li> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• Seminar Presentation</li> <li>• Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Class Exercises</li> <li>• Documentary Research Report</li> <li>• Group Project Report</li> <li>• Seminar Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Presentation</li> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Project Report as a result of Self Study</li> <li>• Workshops &amp; Supervision</li> </ul>
<b>Professional attributes:</b>						
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Professional competence for conducting policy research for social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Ability and capacity identifying and analyzing local and global social needs and policy for social development		Ditto	Ditto		Ditto	Ditto
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development	Ditto	Ditto		Ditto	Ditto	Ditto
<b>Personal attributes:</b>						
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Polished and effective communication skills at a level sufficient for communicating policy and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Greater understanding and appreciation of ethical issues in policy processes and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto

## Elective Subjects

Learning Outcomes of the Programme	APSS5202 Comparative Social Policy and Social Development	APSS5203 Contemporary Issues in Social Policy	APSS5204 Social Policy and Social Development in China	APSS5205 Social Policy Evaluation	APSS5206 Social Impact Assessment	APSS5207 Digital Technologies and Social Development	APSS5208 Assessing Globalization and Social Development
Knowledge and skills of field of study	<ul style="list-style-type: none"> <li>• Term Paper</li> <li>• Case Study</li> <li>• Seminar Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Term Paper</li> <li>• Case Study</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Seminar Report</li> <li>• Seminar Presentation &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Plan</li> <li>• Evaluation Workbook Exercise</li> <li>• Attendance &amp; Participation</li> <li>• Seminar Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Final Report</li> <li>• Presentation of Assigned Tasks</li> <li>• Attendance &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Group Project &amp; Presentation</li> <li>• Written Project Report</li> <li>• Attendance &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar Presentation</li> <li>• Continuous assessment, attendance and participation</li> <li>• Research Paper</li> </ul>
<b>Professional attributes:</b>							
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	Ditto	Ditto		Ditto	Ditto		
Professional competence for conducting policy research for social development			Ditto	Ditto	Ditto	Ditto	
Ability and capacity identifying and analyzing local and global social needs and policy for social development			Ditto	Ditto	Ditto		Ditto
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
<b>Personal attributes:</b>							
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Polished and effective communication skills at a level sufficient for communicating policy and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Greater understanding and appreciation of ethical issues in policy processes and social development	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto



## Elective Subjects (Continued)

Learning Outcomes of the Programme	APSS523 Managing Information in Social Service Organizations	APSS526 Organization Theories and Analysis	APSS5601 Economic and Social Development of the Pan-Pearl River Delta
Knowledge and skills of field of study	<ul style="list-style-type: none"> <li>• Term Essay</li> <li>• Information System Review</li> <li>• Seminar Presentation &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Seminar Presentation &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Term Paper</li> <li>• Seminar Presentation</li> <li>• Attendance &amp; Participation</li> </ul>
<b>Professional attributes:</b>			
Good interdisciplinary knowledge and skills for effective participation in social policy and social development processes	Ditto	Ditto	
Professional competence for conducting policy research for social development			Ditto
Ability and capacity identifying and analyzing local and global social needs and policy for social development	Ditto	Ditto	Ditto
Effective competence for development options and ascertain their potential impacts to ensure they respond responsibly to new challenges in social development			Ditto
<b>Personal attributes:</b>			
Enunciation of higher level of independent and critical thinking creativity sufficient for analyzing social policy and social development	Ditto	Ditto	Ditto
Polished and effective communication skills at a level sufficient for communicating policy and social development	Ditto	Ditto	Ditto
Greater understanding and appreciation of ethical issues in policy processes and social development	Ditto	Ditto	Ditto

# **Part II**

## **Subject Description Forms**

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