

## Table of Contents

	<u>Page</u>
<b>Part I: Programme Information</b>	
<b>General Information of the Programme.....</b>	<b>1</b>
<b>1. Programme Philosophy, Aims and Learning Outcomes.....</b>	<b>2</b>
1.1 Philosophy of the Award .....	2
1.2 Aim of the Award .....	3
1.3 Intended Learning Outcomes of the Award .....	3
1.4 Teaching and Learning Strategies .....	4
1.5 Methods of Assessment.....	4
1.6 Work-integrated Education .....	4
<b>2. Curriculum Design for the Programmes .....</b>	<b>5</b>
2.1 Curriculum Structure for the Programmes.....	5
2.2 Intended Learning Outcomes of the Programme .....	5
2.3 Structure and Contents of the Programme .....	5
2.4 List of Subjects.....	7
<b>3. Admission and Registration .....</b>	<b>9</b>
3.1 Entrance Requirement and Admission.....	9
3.2 Registration, Deregistration and Subject Registration.....	9
3.3 Re-admission.....	10
3.4 Concurrent Enrolment.....	10
3.5 Credit Transfer .....	11
3.6 Subject Exemptions.....	11
3.7 Zero Subject Enrolment .....	11
3.8 Deferment of Study .....	12
3.9 Withdrawal from a Subject .....	12
<b>4. Assessment .....</b>	<b>13</b>
4.1 Philosophy and Approach .....	13
4.2. General Principles and Guidelines .....	13
4.3 Progression/Academic Probation/Deregistration.....	13
4.4 Recording of Disciplinary Actions in Students' Records.....	14
4.5 Grading.....	15
4.6 Grade Point Average (GPA) .....	16
4.7 University Graduation Requirement .....	16
4.8 Guidelines for Award Classification .....	17
4.9 Retaking of Subject.....	18
4.10 Exceptional Circumstances .....	18
4.11 The Subject Assessment Review Panel.....	19
4.12 The Board of Examiners .....	20
4.13 The Faculty Board of Examiners .....	20
<b>5. Teaching and Learning .....</b>	<b>21</b>
5.1 Mode of Study.....	21
5.2 Mode of Teaching .....	21
5.3 The Credit-Based System.....	21
5.4 Medium of Instruction .....	21
5.5 Medium of Assessment .....	21
<b>6. Programme Operations and Management .....</b>	<b>22</b>

6.1	Membership Composition of the Departmental Postgraduate Programme Committee:.....	22
6.2	The Programme Executive Group .....	22
6.3	Programme Leader and Assistant Programme Leader.....	23
6.4	Academic Counselling Team .....	23
6.5	Clinical Training Coordination Team .....	23
6.6	Programme Administration Team .....	24
6.7	Student/Staff Consultative Group.....	24
6.8	Programme Seminars .....	24
<b>7.</b>	<b>Quality Assurance Mechanism .....</b>	<b>25</b>
7.1	Curriculum Design .....	25
7.2	Pedagogical Design.....	25
7.3	Implementation of Quality Teaching .....	25
7.4	Outcome Assessment .....	25
7.5	Resource Allocation .....	25
<b>8.</b>	<b>Other Important Information.....</b>	<b>26</b>
	Appendix 1: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes .....	29
<b>Part II: Subject Description Forms</b>		

# **Part I**

## **Programme Information**

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



## General Information of the Programme

### Host Department

Department of Applied Social Sciences

### Programme Title

Title in English	Title in Chinese
MA in Social Work (Family-centred Practice and Family Therapy)	社會工作文學碩士 (家庭本位實務及家庭治療)

### Exit Awards

MA/PgD in Social Work (Family-centred Practice and Family Therapy)

### Mode(s) of Attendance, Normal Duration and Maximum Duration

Title	Mode of Attendance		Normal Period for Exit with		Maximum Period for Exit with	
			MA Award	PgD Award	MA Award	PgD Award
Family-centred Practice and Family Therapy	Mixed-mode	(full-time)	1.5 years	1 year	6 years	
		(part-time)	3 years	1.5 years		

The Department will offer some subjects in the summer terms. If students make use of the summer term for their study, the duration for their study may be shortened.

### Total Credit Requirements for Graduation

Title	Academic credits (PgD exit)	Clinical Credits
Family-centred Practice and Family Therapy (30 credits)	30 (21)	--
Family-centred Practice and Family Therapy (44 credits)*	36	8

Note:

- \* Students who intend to apply for Clinical Membership in the American Association for Marriage and Family Therapy must complete an additional 14 credits (6 credits in course work and 8 credits in Clinical Training, equivalent to 500 direct practice hours with 100 hours of group supervision). Upon completion of the Programme, students should have fulfilled the coursework requirement and half of the clinical training for clinical membership in the American Association for Marriage and Family Therapy.

# 1. Programme Philosophy, Aims and Learning Outcomes

## 1.1 Philosophy of the Award

The educational philosophy of the Programme is to educate helping professionals to become “reflective practitioners”, with a strong commitment in pursuing “scholarship in practice”. Facing the uncertain and indeterminate practice contexts, the reflective practitioners are able to go beyond existing theories and skills by developing new practice and theoretical understanding to improve the problematic practice situations.

### *Advanced practitioner*

As social problems in modern society are becoming more and more complicated, marriage and family therapists and other mental health practitioners need to receive advanced training in order to effectively deal with highly complicated social problems within changing cultural and socio-political contexts. In addition, they have to work flexibly, creatively and realistically within various organizational contexts and be able to provide high quality professional service amidst constraints and limitations.

The key feature of an advanced practitioner is her/his ability to reflect in, on and for practice. Contrary to the positivist conception of professional competence, reflective practitioners are not regarded as problem-solvers whose competence rests on mere systematic application of knowledge derived from scientific research to different contexts. Moving beyond this applied approach to theory and practice integration, the reflective practitioner is capable of going beyond existing theories and skills by inventing new practice and theoretical understanding to improve problematic and indeterminate practice situations. A reflective practitioner is able to think, to articulate, to be self-critical, and to constantly evaluate use of theories and knowledge in different contexts, and to evolve personal perspectives and approaches through reflective practice.

The Award endeavours to nurture graduates to develop the following qualities:

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

## ***Scholarship in Practice***

The tradition of practical scholarship indicates that best results are not achieved through scientific research in the controlled setting of a laboratory or in a protected environment of academic study. Practitioners can produce a different kind of scholarship grounded in practice, conducted in unprotected and uncontrolled settings. In order to cultivate this kind of scholarship, the practitioner must assume the role of a researcher whose mission is to make direct practice an experimental inquiry. Through this process, the practitioner can actively experiment with existing knowledge and may generate new knowledge, not only to understand a social problem, but also to change the circumstances that cause it. The philosophy of our Scheme is to develop professionals' competence in order to allow them to solve puzzling problems arising from the complex practice world, and to construct useful knowledge from the process of solving these problems. Our Scheme strives to nurture our students to develop dual focus in their professional identity, that is, practitioner cum researcher.

Marriage and family therapy knowledge is not static and is being constantly evolved and constructed through reflective practice in the different socio-political cultural contexts in which they are embedded. The Program thus aims to train reflective marriage and family practitioners who are able to sensitively appraise the needs and pulses of contemporary Chinese; to constantly engage in critical reflection of self, others and the environment; and to be interested in and committed to evolving local practice knowledge which is congruent with the socio-political cultural milieu of Hong Kong.

### **1.2 Aim of the Award**

The overall aim of the MASW Award is to prepare reflective marriage and family practitioners via a mixed-mode programme of study which enables participants to develop specialized practice knowledge and, on this basis, to also experience an intellectually challenging experience.

### **1.3 Intended Learning Outcomes of the Award**

Grounded on the above assumptions, it is expected that the graduates of the MASW Award will possess the following qualities:

- a. Contextualized understanding of Hong Kong social work practice;
- b. Ability to deal with competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process;
- c. Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations;
- d. Ability to articulate a coherent personal perspective of and approach to marriage and family therapy or related human service professional practice in the Chinese context;
- e. Ability to use knowledge about learning to learn so as to ensure continual development as reflective practitioners cum researchers in marriage and family

- therapy;
- f. Ability to contribute to the continuing professional development of personnel in social work or related human service organizations;
  - g. Commitment in taking up greater responsibilities in their professional career, such as senior practitioners, human service administrators, and planners;
  - h. Competence in employing appropriate research methods to the analysis of problems and to articulate the process and results of investigation.

#### **1.4 Teaching and Learning Strategies**

The MASW award adopts a set of teaching and learning strategies that is based on careful consideration on the nature of knowledge, demand for professional competence, students' learning styles, programme outcomes, specialism outcomes, learning outcomes of individual subjects, and teaching experience and expertise of APSS staff. These strategies include interactive lecture, small group tutorial/seminar, problem/project-based learning, simulation exercise, role play, experiential learning and fieldwork.

#### **1.5 Methods of Assessment**

Another key component in curriculum design is the choice of appropriate methods for assessment. The MASW award adopts a wide range of assessment methods in alignment with the award's learning outcomes, subject learning outcomes and teaching and learning strategies. These include case study, project, reflective journal, seminar presentation, practicum and portfolio.

#### **1.6 Work-integrated Education**

It has long been established among educational theorists that real life work experiences contribute significantly to the enhancement of the integration of knowledge and practice. Moreover, students' participation in the work place helps cultivate the desirable professional behaviours. The curriculum design of the MASW Award is underscored by the belief that students' continuous participation in professional practice is of the utmost importance in professional education. Being a mixed-mode programme, students normally have full-time engagement in a particular professional practice context. In addition, students who want to pursue clinical membership in Hong Kong Marriage and Family Therapy Association, Hong Kong Professional Counselling Association, and American Association for Marriage and Family Therapy Association need to take part in supervised marriage and family therapy practice with couple and family therapy during their period of study.



## 2. Curriculum Design for the Programmes

### 2.1 Curriculum Structure for the Programmes

Programme	Required Subjects	Elective Subjects	Integrative Project
MA in Social Work (Family-centred Practice and Family Therapy) (30 credits)	5	4	1
MA in Social Work (Family-centred Practice and Family Therapy) (44 credits)	8	6	1

### 2.2 Intended Learning Outcomes of the Programme

Upon completion of the programme, the students will be able to:

- a. Reflect upon the changing philosophical and theoretical paradigms of working with families;
- b. Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;
- c. Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;
- d. Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;
- e. Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and
- f. Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.

### 2.3 Structure and Contents of the Programme

Students are required to take 30 credits (5 required subjects, 1 required subject on Integrative Project and 4 elective subjects) to earn an award of Master of Arts in Social Work (Family-centred Practice and Family Therapy). Students who have successfully completed 21 credits (5 required subjects and 2 elective subjects) may exit the Programme with a Postgraduate Diploma in Social Work (Family-centred Practice and Family Therapy).

#### Hong Kong Marriage and Family Therapy Association (HKMFTA)

For students who plan to become Certified Marriage and Family Therapists with Hong Kong Marriage and Family Therapy Association, they are required to take a list of specified subjects and an additional 5 credits in clinical training (Practicum and Internship I).

The Hong Kong Professional Counselling Association (HKPCA)

For students who plan to apply for Certified Counsellor qualifications of the Hong Kong Professional Counselling Association (HKPCA), they are required to take a list of specified subjects and an additional 2 credits in the Practicum course. Please refer to Section 2.4.2 shown on page 8.

The American Association for Marriage and Family Therapy (AAMFT)

For students who plan to apply for Clinical Membership in the American Association for Marriage and Family Therapy (AAMFT), they can continue their study and take an additional 14 credits (6 in course work and 8 in clinical internship). Upon completion of their study, these students should have taken a total of 44 credits (5 required subjects, 1 required subject on Integrative Project, 6 elective subjects, and 8 credits in clinical training). The clinical training consists of 300 practicum hours and 500 hours of clinical internship. For each Clinical Internship period, students undergo 250 direct practice hours with 50 hours of group supervision.

To apply for AAMFT clinical membership, students are advised to refer to current courses requirements laid down by the AAMFT by browsing the Associations' website.

## 2.4 List of Subjects

### *Family-centred Practice and Family Therapy (30 credits)*

<b>Subject</b>	<b>Code</b>	<b>Credits</b>	<b>Status</b>
Evolution in Family Therapy: Structural and Systemic Approaches	APSS5760	3	Required
Postmodern Family Therapy: Feminist, Social Constructionist & Collaborative Practice Approaches	APSS5113	3	Required
Marriage, Separation, Divorced & Reconstituted Families	APSS5769	3	Required
Practice Research	APSS5775	3	Required
Professional Identity and Ethics	APSS5777	3	Required
Integrative Project	APSS5776	3	Required
Brief Therapy	APSS513	3	Elective
Cognitive Behavioural Intervention	APSS534	3	Elective
Child and Family Psychopathology: Theory, Practice & Research	APSS5110	3	Elective
Couple Therapy Processes and Techniques	APSS5114	3	Elective
Family Systems and Adolescent Development	APSS5740	3	Elective
Family Violence	APSS515	3	Elective
Contemporary Family Issues and problems in Marriage and Family Therapy	APSS5111	3	Elective
Parenting, Intimacy and Family: Policy & Practice	APSS5766	3	Elective
Narrative Therapy	APSS5779	3	Elective
Psychopathology: Holistic and Humanistic Orientations	APSS5771	3	Elective
Practicum	APSS576	2	Elective

***Family-centred Practice and Family Therapy (44 credits)***

<b>Area of Study</b>	<b>Subject</b>	<b>Code</b>	<b>Credits</b>	<b>Status</b>	<b>For applying HKPCA</b>
Marriage and Family Therapy	Postmodern Family Therapy: Feminist, Social Constructionist & Collaborative Practice Approaches	APSS5113	3	Required	✓
	Brief Therapy	APSS513	3	Elective	Select One
	Cognitive Behavioural Intervention	APSS534	3	Elective	
	Couple Therapy Processes and Techniques	APSS5114	3	Elective	
	Narrative Therapy	APSS5779	3	Elective	
Marriage and Family Studies	Evolution in Family Therapy: Structural & Systemic Approaches	APSS5760	3	Required	✓
	Family Violence	APSS515	3	Elective	
	Contemporary Family Issues and Problems in Marriage and Family Therapy	APSS5111	3	Elective	
	Parenting, Intimacy and Family: Policy & Practice	APSS5766	3	Elective	✓
Human Development	Marriage, Separation, Divorced and Reconstituted Families	APSS5769	3	Required	✓
	Child and Family Psychopathology: Theory, Practice & Research	APSS5110	3	Elective	✓
	Family Systems and Adolescent Development	APSS5740	3	Elective	
	Psychopathology: Holistic and Humanistic Orientations	APSS5771	3	Elective	
Professional Identity & Ethics	Professional Identity and Ethics	APSS5777	3	Required	✓
Research	Practice Research	APSS5775	3	Required	✓
Integrative Studies	Integrative Project	APSS5776	3	Required	✓
Clinical Training	Practicum	APSS576	2	Required	✓
	Clinical Internship I	APSS5767	3	Required	
	Clinical Internship II	APSS5768	3	Required	

Remarks:

\* The offering of subjects is subject to Department's minimum enrolment requirement.

# Not all elective subjects will be offered every year and enrolment is subject to the availability of class quota.

### **3. Admission and Registration**

#### **3.1 Entrance Requirement and Admission**

- 3.1.1 A bachelor's degree in social work, social sciences, and nursing (with psychiatric nursing experience). Relevant work experience is desirable.
- 3.1.2 If the applicant is not a native speaker of English and his/her Bachelor's degree or equivalent qualification is awarded by institutions where the medium of instruction is not English, he/she is expected to fulfil the following minimum English language requirement for admission purpose:
- a) A Test of English as a Foreign Language (**TOEFL**) score of 80 for the Internet-based test, or 550 or above for the paper-based test; **OR**
  - b) An overall Band Score of at least 6 in the International English Language Testing System (**IELTS**).
- 3.1.3 Once applications are received, they will be assessed by an Admission Committee. Shortlisted applicants will be invited to interviews.

#### **3.2 Registration, Deregistration and Subject Registration**

- 3.2.1 On admission to the programme, students will be registered with the University as a **Mixed-mode student** studying for an MA award.
- 3.2.2 A student will **cease to be registered (Deregistration)** for the award without exception if he/she falls within any one of following categories:
- (a) he/she exceeds the maximum period of registration; or
  - (b) his/her Integrative Project proposal is rejected three times and he/she has passed seven designated subjects (21 credits) (in which case he/she will graduate with a PgD); or
  - (c) the student's 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
  - (d) the student's Grade Point Average (GPA) is lower than 2.0 for three consecutive semesters.
- 3.2.3 Students need to register for the subjects at specified periods prior to the commencement of semester. Students are recommended to take required subjects and elective subjects according to the requirement in their own specialism of study.
- 3.2.4 An add/drop period will be scheduled for each semester/term. Students are not allowed to drop subjects after the add/drop period.
- 3.2.5 Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation. Students can only take additional subjects from the curriculum of the programme which they have enrolled. Tuition fee will be charged according to the number of credits taken.

- 3.2.6 Pre- and co-requisite knowledge may be required for some subjects and certain students may even be required to audit subjects at Bachelor's degree level if in the judgement of the Programme Leader this can make up for what was lacking in their previous education.
- 3.2.7 Mixed-mode students may engage in a full-time or part-time study load. If the mixed-mode students take subjects with a study load of 9 credits or more in a semester, they will be given full-time status in that semester. Students with a study load less than 9 credits in a semester, are classified as part-time students.
- 3.2.8 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.
- 3.2.9 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.
- 3.2.10 It is understood from the University that students engaging in the programme will be regarded as having withdrawn from the programme once they withdraw from the subject of Integrative Project. The students, if eligible, will then be recommended to graduate with a PgD Award.

### **3.3 Re-admission**

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

### **3.4 Concurrent Enrolment**

- 3.4.1 Students are not permitted to enrol concurrently on two full-time/sandwich programmes, whether or not one of the programmes is offered by another institution.
- 3.4.2 Except for programmes which do not lead to any formal award, students are not allowed to enrol concurrently on a full-time/sandwich programme and a part-time programme, or on more than one part-time programmes, including those offered by another institution, without permission from the Head(s) of Department concerned.
- 3.4.3 The policy as stated in Sections 3.4.1 and 3.4.2 above is also applicable to programmes leading to PolyU awards offered through the School of Professional Education and Executive Development (SPEED).

### **3.5 Credit Transfer**

- 3.5.1 Students may be given credits for recognised previous study and the credits will be counted towards meeting the requirements of the award. Transferred credits may be counted towards more than one award. Credit transfer may be 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.
- 3.5.2 Application will only be considered for subjects with the grade of C+ or above. Students may refer to the Departmental Policy for Credit Transfer for details.
- 3.5.3 Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University
- 3.5.4 For transfer of credits from programmes within the University, normally not more than 67% of the required credits for the award can be transferred
- 3.5.5 In the cases where both types of credits are being transferred (i.e., from programmes offered by PolyU and from approved institutions outside the University), not more than 50% of the normal credit requirement for the academic award may be transferred.
- 3.5.6 All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or add/drop period for a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.
- 3.5.7 The validity period of subjects earned is eight years from the year of attainment, i.e., the year in which the subject is completed. Unless otherwise specified by the department responsible for the content of the subject. Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.

### **3.6 Subject Exemptions**

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

### **3.7 Zero Subject Enrolment**

- 3.7.1 Students are not allowed to take zero subject in any semester unless they have obtained prior approval from the Department; otherwise they will be classified as having unofficially withdrawn from their programme. Students who have been approved for zero subject

enrolment (i.e., taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities.

- 3.7.2 All semesters in which the students are allowed to take zero subject will nevertheless be counted towards the maximum period of registration. A fee for retention of study place will be charged.

### **3.8 Deferment of Study**

- 3.8.1 Students may apply for deferment of study if they have a genuine need to do so such as illness or posting to work outside Hong Kong. Approval from the Head of the Department is required for deferment of study. The deferment period will not be counted as part of the maximum period of registration.

- 3.8.2 Application for deferment of study for the current academic year/semester must be submitted before the commencement of PolyU's scheduled examination period. Applications submitted **after** the commencement of the examination period will not be processed. For deferment of study for the following academic year/semester, application should be submitted before the commencement of that academic year/semester and application will only be considered after finalization of examination result of the current semester.

- 3.8.3 No deferment of studies will be permitted unless it remains possible for the student to obtain the relevant award within the maximum period of registration.

- 3.8.4 Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made.

- 3.8.5 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

### **3.9 Withdrawal from a Subject**

- 3.9.1 Students may apply for withdrawal of their registration on a subject after the add/drop period if they have a genuine need to do so. The application should be made to the Department and will require the approval of both the subject lecturer and the Programme Leader concerned. Applications submitted after the commencement of the examination period will **not** be considered.

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



## **4. Assessment**

### **4.1 Philosophy and Approach**

The Programme relies essentially on spontaneous assessment of students' performance in term papers, seminars and other assignments in the process of learning, based on the following recognitions:

- 4.1.1 It is consistent with an approach to teaching and learning which recognizes the learning process as one in which the self-directed learner is in spontaneous interaction with his/her learning environment. It gives him/her spontaneous feedback and encourages him/her to exercise judgement and autonomy in setting learning goals, devising learning strategies, and constantly reviewing these in the light of feedback on his performance.
- 4.1.2 The reflective learner learns through critical reflection of and attempts to integrate experience and theory. His/her achievement is measured in terms of what he/she makes out of this intellectual process. It aims to facilitate student's engagement in the process of reflecting the dialectical and emergent nature of his or her learning process.

### **4.2. General Principles and Guidelines**

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

### **4.3 Progression/Academic Probation/Deregistration**

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

- (ii) eligible for an award; or
- (iii) required to be deregistered from the programme.

4.3.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once when 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 transcript of studies.

4.3.3 To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load. The maximum number of credits to be taken by the students will be set on student-specific and subject to the approval of the Programme Leader

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

- (i) the student has exceeded the maximum period of registration for this programme, which is 6 years; or
- (ii) the student’s GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
- (iii) the student’s GPA is lower than 2.0 for three consecutive semesters.

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

4.3.5 A student may be de-registered from the programme enrolled before the time frame specified in Sections 4.3.4 (ii) or 4.3.4 (iii) above if his academic performance is poor to the extent that the Board of Examiners considers that there is not much of a chance for him to attain a GPA of 2.0 at the end of the programme.

4.3.6 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.

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

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

4.4.2 Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting ‘Disqualification of result due to academic dishonesty’. The remark will be shown in the students’ record as well as the assessment result notification and transcript of studies, until their leaving the University.

4.4.3 Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on ‘disciplinary probation’. The status of

‘disciplinary probation’ will be shown in the students’ record as well as the assessment result notification, transcript of studies and testimonial during the probation period, which is normally one year unless otherwise decided by the Student Discipline Committee.

4.4.4 The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the University, or subject to disciplinary action.

## 4.5 Grading

4.5.1 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:

<b>Subject Grade</b>	<b>Interpretation</b>	<b>Elaboration on subject grading description</b>
A+	Exceptionally Outstanding	The student’s work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	Outstanding	The student’s work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	Very Good	The student’s work is very good. It exceeds the intended subject learning outcomes in most regards.
B	Good	The student’s work is good. It exceeds the intended subject learning outcomes in some regards.
C+	Wholly Satisfactory	The student’s work is wholly satisfactory. It fully meets the intended subject learning outcomes.
C	Satisfactory	The student’s work is wholly satisfactory. It largely meets the intended subject learning outcomes.
D+	Barely Satisfactory	The student’s work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	Barely Adequate	The student’s work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	Inadequate	The student’s work is inadequate. It fails to meet many of the intended subject learning outcomes.

4.5.2 “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.

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

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

#### 4.6 Grade Point Average (GPA)

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

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

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

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

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

4.6.4 The GPA is therefore the unweighted cumulative average calculated for all subjects, including failed subjects, taken by a student from the start of the programme to a particular reference point of time. GPA is an indicator of overall performance. The GPA is capped at 4.0.

#### 4.7 University Graduation Requirement

4.7.1 A student would be eligible for award of an MA in Social Work degree if he/she satisfies all

the conditions listed below:

- (a) Accumulation of **30 credits (27 credits in 9 subjects and 3 credits in the Integrative Project)** for MA in Social Work award or **44 credits (33 credits in 11 subjects, 3 credits in the Integrative Project and 8 credits in Clinical Training subjects)** for MA in Social Work (Family-centred Practice and Family Therapy),
  - (b) Satisfying all the required and elective subject requirements in each specialism/award of study,
  - (c) Having a GPA of 2.0 or above at the end of the programme.
- 4.7.2 A MA in Social Work student is required to graduate as soon as he/she satisfies all the conditions for award (stated in 4.7.1) (c). Subject to a maximum study load of 21 credits per semester, a student may take more credits than he/she needs to graduate on top of the prescribed credit requirements for his/her award in or before the semester within which he/she becomes eligible for award.
- 4.7.3 For both the PgD and MA awards, a student must satisfy the residential requirement whereby he must complete at least 1/3 of the normal credit requirement for the award he is currently enrolled, unless the professional bodies stipulate otherwise.
- 4.7.4 Should a student choose the PgD exit option, he/she is eligible for this award if he/she satisfies all the conditions listed below.
- (a) Accumulation of **21 credits (7 subjects)**,
  - (b) Satisfying all the required and elective subjects requirements in each specialism of study,
  - (c) Having a GPA of 2.0 or above at the end of the programme.
- 4.7.5 If students opt to graduate with a PgD in Social Work when failing to complete the Integrative Project for the MA in Social Work award, the Project will be excluded in the GPA calculation for the purpose of satisfying this condition.
- 4.7.6 The University reserves the right to withhold the issuance of an award parchment to a student who has unsettled matters with the University, or subject to disciplinary action

#### **4.8 Guidelines for Award Classification**

- 4.8.1 There should be no automaticity between the GPA and the award classification. The Board of Examiners shall exercise its judgement on an individual basis and come to its conclusions as to the award for each student on the basis of assessment documents presented, on the basis of the judgement of members of the Board of Examiners and, where appropriate, on other relevant information.
- 4.8.2 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) 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).

4.8.3 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 covered by the programme in question.
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> .

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

#### **4.9 Retaking of Subject**

4.9.1 Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.

4.9.2 The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)

4.9.3 In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

#### **4.10 Exceptional Circumstances**

##### **Absence from an assessment component**

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

### **Aegrotat Award**

4.10.2 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/her control and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat. Aegrotat award will be granted under very exceptional circumstances.

4.10.3 A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.

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

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

### **Other particular circumstances**

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

## **4.11 The Subject Assessment Review Panel**

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

4.11.2 SARP shall include the Head of the Department offering the subject (as Chairman), the Chair of Departmental Learning and Teaching Committee, the relevant Subject Panel Chairperson, and where appropriate, the Internal Subject Examiners and the programme leader.

4.11.3 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.

#### **4.12 The Board of Examiners**

- 4.12.1 The major role of the Board of Examiners (BoE) is maintaining programme standards.
- 4.12.2 The BoE will meet at the end of each semester or Summer Term to make the decisions on:
- (i) the classification of awards to be granted to each student on completion of the programme;
  - (ii) deregistration cases; and
  - (iv) cases with extenuating circumstance.
- 4.12.3 The BoE will not attempt to change the grades for any student in any subject nor condone failures.
- 4.12.4 The composition of the BoE of the Programme will be proposed by the Head of department and submitted to the Faculty Dean for approval.
- Head of the Department (Chairperson)  
Postgraduate Programme Leader (ex-officio)  
Programme/Award/Specialism Leaders  
Subject Examiners  
Secretary
- 4.12.5 The minimum number of a BoE's membership (including the Chairperson, but excluding the Secretary) should be five. It should be composed of staff members associated with the Programme concerned and some other senior staff members. The BoE Chairperson will normally be the Head of Department.
- 4.12.6 The Faculty Dean shall have the right to attend and to speak at meetings of the Board and to receive documents, but will not be members.

#### **4.13 The Faculty Board of Examiners**

- 4.13.1 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.
- 4.13.2 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.
- 4.13.3 The Faculty Board should be presented with statistical information on student performance in each programme.



## **5. Teaching and Learning**

### **5.1 Mode of Study**

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

### **5.2 Mode of Teaching**

In this programme, the mode of teaching stresses on mutual reflection between teachers and students and student-centred. Apart from lectures and seminars, a wide range of teaching and learning methods are adopted to enhance students' reflective learning and students' scholarship in practice. For the subjects with an emphasis on developing students' practice competence, (e.g. Narrative Therapy, Couples Therapy, Brief Therapy) live demonstration, case analysis, simulation exercise are adopted.

### **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 path 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.

### **5.4 Medium of Instruction**

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

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

### **5.5 Medium of Assessment**

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

## **6. Programme Operations and Management**

The Departmental Postgraduate Programme Committee will be responsible for the academic standards, content, delivery, assessment, review and development of the modules and awards within its purview and assure the standards of all aspects of dissertations in its area.

It is responsible for the admission of students to subjects within the programme and for admission of students wishing to undertake programmes of study leading to awards.

It is responsible for the effective conduct, organisation and development of the programme including:

- (a) ensuring the programme is staffed and resourced to agreed levels;
- (b) ensuring the mechanics of operation are organized and effective;
- (c) co-ordinating teaching and other inputs;
- (d) implementing policies for monitoring student progress, student counselling etc.;
- (e) reviewing and evaluating the academic standard of the operation, health and progress of the programme;
- (f) determining and reviewing of regulations of the programme;
- (g) submitting proposals and responses to appropriate external validating bodies;
- (h) stimulating and developing teaching methods and materials;
- (i) providing an annual review of the programme.

### **6.1 Membership Composition of the Departmental Postgraduate Programme Committee:**

- Postgraduate Programme Leader (Chairperson)
- Leaders of all postgraduate programmes
- A Representative of Each Subject Panel that Makes a Significant Contribution to the Subjects within the Postgraduate Programme (if deemed appropriate)
- Secretary

### **6.2 The Programme Executive Group**

- (a) Terms of reference  
One Programme Executive Group will be set up for each Programme offered within the MASW Award to responsible for:
  - i. managing the day-to-day operation of the relevant Programme to ensure that it is conducted, organized and developed effectively;
  - ii. reviewing academic regulations, admission policy, assessment and examination methods;
  - iii. making formal submissions to appropriate professional bodies via the Departmental Postgraduate Programme Committee;
  - iv. reviewing critically the aims, objectives and development of the Programme;
  - v. ensuring that the views of staff and students on the Programme are handled appropriately; and
  - vi. evaluating the operation, health and progress of the Programmes and making report to the Departmental Postgraduate Programme Committee on the issue.

(b) Composition

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

### **6.3 Programme Leader and Assistant Programme Leader**

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

The Programme Leader and her contact details are as follows:

Dr So-Wa NGAI  
Office: GH326  
Contact number: 3400 3685  
E-mail: [sowa.ngai@polyu.edu.hk](mailto:sowa.ngai@polyu.edu.hk)

The Assistant Programme Leader and her contact details are as follows:

Ms Eliza IP  
Office: GH340  
Contact number: 2766 5786  
E-mail: [eliza.ip@polyu.edu.hk](mailto:eliza.ip@polyu.edu.hk)

### **6.4 Academic Counselling Team**

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

### **6.5 Clinical Training Coordination Team**

Ms Josephine Tam  
Office: GH332  
Contact number: 3400 3020  
E-mail: [wing-yin.tam@polyu.edu.hk](mailto:wing-yin.tam@polyu.edu.hk)

## 6.6 Programme Administration Team

The 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)

Ms Carol CHAN  
Clerical Officer  
Contact number: 2766 5715  
Office: HJ402  
E-mail: [mscarol.chan@polyu.edu.hk](mailto:mscarol.chan@polyu.edu.hk)

## 6.7 Student/Staff Consultative Group

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

## 6.8 Programme Seminars

To foster course culture, build identity and stimulate exchange, the Programme Executive Group will organize regular seminars open to all students on the MA Programme inviting students, staff, and professionals from the field to give presentations on issues that interest them.

## **7. Quality Assurance Mechanism**

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

### **7.1 Curriculum Design**

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

### **7.2 Pedagogical Design**

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

### **7.3 Implementation of Quality Teaching**

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

### **7.4 Outcome Assessment**

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

### **7.5 Resource Allocation**

The Head of Department decides on the allocation of resources in terms of teaching staff, staff development resources and administrative support in consultation with the Programme Leaders. The Head of Department and Programme Leaders keep looking at how such resources are utilized.

## 8. Other Important Information

### a. Communication Channel

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

### 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/hseasc/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 from 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/GuidelinesforImplementationOnCriterion\\_eferencedAssessment.pdf](http://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf)

**h. Appeal against Assessment Results**

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

**i. Policy on Sexual Harassment**

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

**j. Emergency Service**

- *Emergency Care*  
During office hours:  
Call UHS at 2766 5433 for advice; OR  
Call FMO Security control at 2766 7999; OR  
Dial 999 for serious conditions without delay  
  
After office hours:  
Call FMO Security control at 2766 7999; OR  
Dial 999 for serious conditions without delay

- *Emergency Procedure at Campus*  
<http://www.polyu.edu.hk/fmo/useful/emg.html>

**k. Counselling Service**

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



## Appendix 1: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes

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

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

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

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

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

Intended Learning Outcome		Subject code (Required)					
		APSS5113	APSS5760	APSS5769	APSS5775	APSS5776	APSS5777
a.	Reflect upon the changing philosophical and theoretical paradigms of working with families;	I/R/A	I/R/A	I/R/A	I/R	I/R/A	I
b.	Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;	I/R/A	I/R/A	I/R	I/R/A	I/R/A	I
c.	Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;	I/R	I/R	I/R	I/R	I/R	I/R
d.	Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;	I	I	I	I	I/R	I/R
e.	Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and	I/R/A	I/R/A	I	I/R	I/R	I
f.	Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.	I	I	I/R/A	I/R	I/R	I/R/A

Intended Learning Outcome		Subject code (elective)												
		APSS5110	APSS5111	APSS5114	APSS513	APSS515	APSS534	APSS5740	APSS576	APSS5766	APSS5771	APSS5779	APSS5767	APSS5768
a.	Reflect upon the changing philosophical and theoretical paradigms of working with families;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
b.	Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R	I/R	I/R	I/R
c.	Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;	I	I	R/A	I/R	I/R	I/R/A	I/R/A	I/R	I	I/R/A	I/R	I/R	I/R
d.	Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;	I/R	I	I/R	I/R	I/R	I/R	I/R	I/R	I/R	I/R/A	I/R	I/R	I/R
e.	Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and	I	I/R	R/A	I/R/A	I	I/R/A	I/R	I/R/A	I	I/R/A	I/R/A	I/R/A	I/R/A
f.	Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.	I	I/R	I/R/A	I/R	I/R/A	I/R	I/R/A	I/R	I/R/A	I/R	I/R	I/R	I/R



# **Part II**

## **Subject Description Forms**

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