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PART II: SUBJECT SYLLABUS

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. Please refer to the on-line version put up on the Student Intranet of the Department at <https://www2.polyu.edu.hk/apssstud/MA/MECP1617.htm> for updates.

Last updated in September 2016

1. General Information

Programme Title

Title in English	Title in Chinese
Master of Educational and Child Psychology	教育及兒童心理學碩士

Programme Code: 54054

Full time: 54054-FT

Part-time: 54054-PT

Host Department

Department of Applied Social Sciences

Award

Master of Educational and Child Psychology (MECP)

Mode of Attendance

Mixed (Full-time load/ Part-time load)

Total Credits Required for Graduation

1. Successful Completion of 15 Subjects	45 credits
2. Three Supervised Practicums:	6 credits
• 400 hours per 3 practicum and at least 1,200 hours (about 200 days)	
• 160-hour pre-practicum orientation	
Total: 1,360 hours	
3. One Research-based Dissertation	9 credits
• Dissertation Seminars, Proposal Development and Completion	
Total=	<hr/> 60 credits

Normal Duration of Study

Full-time load: 2 years

Part-time load: 3 years

Maximum Duration of Study

Full-time load: 4 years

Part-time load: 6 years

Teaching Medium

English

Implementation Date

1st September 2009

2. **Philosophy, Rationale, Aims and Intended Learning Outcomes of the Programme**

While the degree of Master award will subscribe to the aims and objectives of the existing programmes available at the Department of Applied Social Sciences (APSS), the overall philosophy, rationale, aims and outcomes are, as follows:

2.1 ***Programme Philosophy***

2.1.1 The educational philosophy of the Master of Educational and Child Psychology (MECP) programme is built on an essential and tightened linkage between research-based knowledge and professional competency in applied educational psychology. The ***‘Scientist-Practitioner’ model*** is employed to shape and chart the direction of academic and professional scholarship of the MECP programme, leading to a professional qualification for psychologists working in educational settings and organizations with a focus on child/adolescent development. The programme emphasizes scientific rigour and requirements in the building and dissemination of its body of knowledge.

2.1.2 In rising to such challenges, an inter-disciplinary team of scientist-practitioners within the Faculty of Health and Social Sciences (FHSS) of The Hong Kong Polytechnic University (HKPolyU) propose an integrative professional programme for training educational psychologists. The philosophy and ideas for implementing an integrative training model are advocated following review of contemporary trends and with reference to some leading professional educational (school) psychology programmes respectively in Canada, the United Kingdom and the United States of America. One of the exemplars is the School and Clinical Child Psychology (SCCP) Program of The Ontario Institute for Studies in Education (OISE) at the University of Toronto. The conviction is that the quality of the MECP programme should be greatly enriched and further strengthened as a result of cross-fertilization of knowledge and skills from inter-and-cross disciplinary team teaching. Within the FHSS, there is a wide range of human service professions including educational and child psychologists, clinical (child / adolescence) psychologists, school social work practitioners and educators, health care experts working with children and youngsters, rehabilitation scientists with research foci on school age populations, social policy and public administrators affiliated with educational settings/organizations providing services for children and adolescences.

2.2 ***Programme Rationale***

- i) As a growing profession at the turn of the 21st century, Psychology as a scientific and theoretical discipline has been increasingly popular, and also appealing to many university graduates who are interested in acquiring and applying psychological knowledge and relevant research skills. Such observations are evident both locally and globally.
- ii) The Hong Kong Special Administrative Region is a melting pot of East and West cultures. Local helping professionals have been meeting various challenges, particularly those arising from recent worldwide economic depression, psycho-social crises and resultant changing infra-structure. The MECP programme at HKPolyU is considered a ground-breaking and timely response to such changes and to the urgent shortage of educational and child psychologists for the school age population and associated stakeholders in Hong Kong.
- iii) The MECP programme is designed to provide instruction and training in both theories and practice of educational psychology, leading to a professional qualification for

psychologists who wish to work in educational settings and organizations relevant to child-adolescent development, either as staff members or as private practitioners. Graduates can apply for full membership of the Division of Educational Psychology (DEP) of The Hong Kong Psychological Society (HKPS); and/or for equivalent recognition by overseas professional/academic psychological societies. The programme aims to provide the necessary theoretical, conceptual and empirical knowledge of professional practice in educational psychology, and also the opportunity for Educational Psychologists-in-Training to develop relevant skills through supervised professional experience. Academic and professional studies with special attention to indigenous needs and issues will be integrated to allow for maximum flexibility. The mixed mode of the MECP programme will normally be undertaken over two years full-time or three years part-time.

2.3 *Programme Aims*

- 2.3.1 The MECP Programme is tailor-made for recognized/approved holders of honours degrees in psychology or equivalent, who aspire to become professionally-trained educational psychologists. Its curriculum design aims to provide instruction and training in both theories and practice of applied educational and child psychology. It leads to a professional qualification for psychologists who wish to work in educational settings and organizations relevant to child-adolescent development, including schools in primary, secondary and pre-school sectors, non-governmental organizations (NGOs) with a focus on children/youth services, either as staff members or as private practitioners.
- 2.3.2 The title for the MECP programme is in line with titles of similar programmes in leading universities such as The Institute of Education, and The University College of London University, the University of Manchester, and the University of Birmingham in the United Kingdom, and Melbourne University in Australia, etc. A broader connotation of “child” is also employed to refer to the school age population relevant to professional services of educational psychologists, to include students from preschool, primary, secondary schools and/or tertiary institutions. The title of the MECP programme is therefore considered to reflect significant training trends, the target clientele and contemporary developments in educational psychology.
- 2.3.3 Graduates of the MECP programme will have completed the compulsory and elective subjects, supervised practicum of at least 1,200 hours (about 200 days), and one evidence-based dissertation to fulfill the requirements of Core Competencies for full membership of the DEP of HKPS.
- 2.3.4 The “applied” niche of the MECP curriculum will be underscored by an emphasis on *cultural sensitivity and humanistic concern*. In order to realise the philosophy and goals of the ‘*Scientist-Practitioner model*’ and in line with the departmental missions and vision, The MECP programme is aimed at developing graduates into

Proactive, Reflective, Innovative, Constructive, Empirical (**PRICE**) educational psychologists who should endeavour to make valuable contribution for the benefit of the school-aged population and associated stakeholders. Such programme aims are achieved through demonstration of the following professional competence:

- i) Analyses and evidence-based interpretations of psycho-educational, social and ecological contexts;
- ii) Moral and ethical reflection;

- iii) Social and cultural sensitivity;
- iv) Capacity to innovate and work with uncertainty, ambiguity, and diversity in multi-professional settings;
- v) Managerial, communication and interpersonal effectiveness; and
- vi) Life-long learning and continuous improvement of professional practice.

2.4 *Intended Programme Learning Outcomes*

Upon completion of the MECP programme, the Educational-Psychologists-in-Training will benefit from three specific programme learning outcomes, as follows:

- a) **Professional Competence of Specialist/Leaders of a Profession:** Graduates of the MECP programme will possess state-of-art knowledge, skills and attitudes in the professional practice of educational and child psychology, and be able to apply them, and to contribute to strategy, plan and/or policy formulation. The graduates should develop into academically knowledgeable, professionally competent, ethically responsible, culturally sensitive and caring educational psychologists; and have the readiness for assuming a leadership role in their professional practice;
- b) **Strategic Thinking:** Graduates of the MECP programme will be able to think holistically and strategically in dealing with complex problems and situations pertinent to the professional practice of educational psychologists. The graduates should be versatile problem solvers with good mastery of intellectual creativity, critical thinking and skills of multi-disciplinary collaboration, who can generate practical and innovative solutions to diverse psycho-educational problems; and
- c) **Lifelong Learning Capability:** Graduates of the MECP programme will be committed to and capable of continual professional development through research-based inquiry and evidence-based reflection on professional practice.

3. Admission

3.1 *Minimum Entrance Requirement*

To be eligible for admission to the Master of Educational and Child Psychology programme, candidates should have:

- (1) A recognized degree of Bachelor with Honours in Psychology; **OR**
- (2) An approved equivalent qualification in Psychology, recognized by The Hong Kong Psychological Society; **AND**
- (3) Eligibility for Graduate Membership of The Hong Kong Psychological Society or equivalent.
- (4) If the applicant is not a native speaker of English, and his/her Bachelor's degree or equivalent qualification is awarded by institutions where the medium of instruction is not

English, he is expected to fulfill the following minimum English language requirement for admission purpose:

- a) A Test of English as a Foreign Language (**TOEFL**) score of 80 or above for the internet-based test, or 550 or above for the paper-based test; **OR**
- b) An overall Band Score of at least 6 in the International English Language Testing System (**IELTS**).

3.2 *Re-admission*

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

3.3 *Concurrent Enrolment*

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

4. Learning and Teaching Strategies

4.1 Curriculum Map

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

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

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

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

		Subject Code																	
Intended Learning Outcomes		APSS5010	APSS5011	APSS5012	APSS5013	APSS5014	APSS5015	APSS5016	APSS5017	APSS5018	APSS5019	APSS5020	APSS5021	APSS5023	APSS5024	APSS5025	APSS5026	APSS5027	APSS5028
1	Professional Competence of Specialist/Leaders of a Profession	I/A	I/A	I/A	I/A	I/A	I/A	I/A	I	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A
2	Strategic Thinking	I/A	I/A	I/A	I/A	I/A	R/A	R/A	R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R/A
3	Lifelong Learning Capability							I/A	I/R				R/A			I/A		R	R

4.2 *Alignment of Learning & Teaching Methods with Programme Outcomes*

Taking into consideration the nature of knowledge, the demands for professional competence, students' background and learning style that they come with, the programme outcomes, learning outcomes of individual subjects, the experience and expertise of APSS staff in teaching and learning, etc., the MECP Programme has designated a range of teaching and learning strategies and method of assessment that target at aligning with the learning outcomes of the programme.

4.3 *Learning and Teaching Strategies*

Having identified the learning outcomes, the Programme team has adopted the following range of teaching and learning strategies:

Teaching and Learning Strategies	Special Features
1. Interactive lecture	<ul style="list-style-type: none"> ❖ Two-way interactions are strongly encouraged through dialogical discussions between the EPiTs and teacher/ trainer, and among the EPiTs. ❖ The interactive lectures of MECP programme are prepared for small group teaching and learning. The aims are to consolidate both academic and professional knowledge base, enable intellectual rigour, critical and creative thinking, and also develop scholarly research and professional skills.
2. Small Group Seminar	<ul style="list-style-type: none"> ❖ Tutorial/ Small Group Seminars are used to bring about deeper understanding and further exploration of the concepts, theories and principles taught in lectures. ❖ It is also used to enable the EPiTs to actively participate in the exploration, analyses and evaluation of certain given topics through leading of group discussions, verbal presentations and written reports.
3. Problem-based Learning	<ul style="list-style-type: none"> ❖ This strategy invites the EPiTs to identify authentic (real-life) practice problems, to examine various issues, problems and responses arising from educational settings and/or organizations relevant to child-adolescent workforce development. ❖ The EPiTs are also invited to undertake explorations and investigations that would lead to learning of substantive knowledge, integrative practice skills, and reflective thinking of moral and ethical stances. ❖ The EPiTs should take up the pro-active learning role whereas the subject teachers should become supportive facilitators and play the catalyst role of mentoring the EPiTs.
4. Role Play	<ul style="list-style-type: none"> ❖ The EPiTs are invited to play a certain role in a simulated scenario as a way of experiencing, or effectively tuning in to that role as a means to obtain some first hand experiences.

	<ul style="list-style-type: none"> ❖ Other classmates are invited to be the observers whose role is to analyse or even evaluate the simulated practice in the role play. Peer review / evaluation are also used. ❖ Although the teachers' role is facilitative, pre-planning is necessary to make the exercise conducive to teaching and learning.
5. Experiential Learning	<ul style="list-style-type: none"> ❖ Different backgrounds and learning styles of the EPiTs are taken into consideration. Each of them may have a different starting point in the Four-stage Experiential Learning Cycle as reported in the literature. ❖ Irrespective of the starting points, the EPiTs are invited to make links between the 'thinking' and the 'doing' in the teaching and learning of professional practice in Educational Psychology.
6. Skills Laboratory	<ul style="list-style-type: none"> ❖ The EPiTs are invited to practice the skills necessary for carrying out the practical activities in laboratory and quasi-experimental settings. ❖ This mode of teaching and learning is mostly designed for subjects that have substantive problem-based learning components.
7. Field Visits / Attachment	<ul style="list-style-type: none"> ❖ This is an essential component of the professional education programmes in APSS. ❖ Through field visits and/or pre-practicum attachments, the EPiTs can shadow practicing Educational Psychologists and get to familiarise with their professional roles and work, such as observing real life situations of how to help school age clientele to resolve their psycho-educational-social problems.
8. Research Dissertation	<ul style="list-style-type: none"> ❖ Each EPiT is required to demonstrate their scholarship in research-practice through completing ONE research dissertation based on psycho-educational-social evidence, written in English language, and of 15,000 to 20,000 words in length. ❖ The EPiTs should attend dissertation seminars and regularly consult their dissertation supervisors who give continual and evaluative feedback. External dissertation supervisors may also be sought from other local and overseas institutions/organizations, which are prepared to collaborate with the MECP programme as strategic partners. Through such intensive mentoring and extensive network, the EPiTs should be guided to demonstrate their academic and intellectual rigor through preparing dissertation proposals, applying appropriate research methodologies, demonstrating scholarly investigation skills, and integrating theories into practice.
9. Audio-visual Teaching & Learning	<ul style="list-style-type: none"> ❖ This is a creative component of the professional education programmes in APSS. ❖ Audio-visual materials produced to reflect relevant issues and problems of local contexts and global trends are used for teaching

	<p>and learning of professional practice in Educational Psychology.</p> <p>❖ Digital recording and production are also encouraged to help EPiTs reflect on their professional performance and work.</p>
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5. Medium of Instruction and Assessment

5.1 *Medium of Instruction*

English is the medium of instruction of the programme

5.2 *Medium of Assessment*

Students are assessed in English in subjects they take.

6. Programme Structure and Contents

6.1 Study Plan and Subjects Offering Patterns of the MECP Programme

The normal period required to complete the MECP programme is two years (6 semesters/ terms, including summer terms) for full-time students, three years (9 semesters, including summer terms) for part-time students. The maximum period for the full-time load is 4 years, and for the part-time load is 6 years.

In summer term, students can choose to take an elective subject at a postgraduate level offered by other programmes of the Department.

6.1.1 45 Credits for Academic Studies

MECP Core Subjects (14 subjects, 42 credits)

Students are required to take **ALL compulsory** subjects, as follows:

	Subject Code	Subject Title	Credit
1.	APSS 5010	Psycho-Educational Assessment I	3
2.	APSS 5011	Exceptionality in Children and Adolescents: Diagnoses, Interventions and Prevention	3
3.	APSS 5012	Curriculum-Based Designs and Response to Instructional Strategies	3
4.	APSS 5013	Professional Skills Training Workshop I	3
5.	APSS 5014	Psycho-Educational Intervention I	3
6.	APSS 5015	Applied Developmental Science	3
7.	APSS 5016	Research Methodology and Statistics for Educational Psychology	3
8.	APSS 5019	Learning Processes and Problems	3
9.	APSS 5020	Psycho-Educational Assessment II	3
10.	APSS 5023	Professional Skills Training Workshop II	3
11.	APSS 5024	Psycho-Educational Intervention II	3
12.	APSS 5025	Positive Development in Children and Adolescents and Parenting	3
13.	APSS 5026	Integrative Seminars on Professional Ethics and Issues of Educational Psychology	3
14.	RS 538	Psychometric Theories and Practice	3

6.1.2 One Elective Subject (1 subject, = 3 credits)

The MECP programme allows flexibility for EPiTs to select **ONE** subject (3 credits) from a pool of professional *Elective Subjects* offered by the Postgraduate Scheme of APSS, which are offered in 3 semesters, to develop the cross disciplinary skills of the EPiTs.

	Subject Code	Subject Title	Credit
1.	APSS513	Brief Therapy	3
2.	APSS515	Family Violence	3
3.	APSS516	Delinquency and Family	3
4.	APSS526	Organization Theories and Analysis	3
5.	APSS534	Cognitive Behavioural Intervention	3
6.	APSS568	Guidance and Counselling for Students with Special Needs	3
7.	APSS5112	Community-based Family Intervention	3
8.	APSS5621	Counselling Assessment and Measurement	3
9.	APSS5622	Work Place Counselling	3
10.	APSS5630	Theories & Models of Counselling	3
11.	APSS5681	Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	3
12.	APSS5760	Evolution in family Therapy: Structural and Systemic Approaches	3
13.	APSS5766	Parenting, Intimacy and Family: Policy and Practice	3
14.	APSS5769	Marriage, Separation, Divorced & Reconstituted Families	3

6.1.3 **9 Credits for One Research-based Dissertation**

The dissertation comprises a single piece of applied research work with innovative insights to inform the professional practice of educational psychologists.

Subject Code	Subject Title	Credits
APSS 5021	Dissertation Research I, II, III	9

6.1.3.1 MECP Dissertation Research I, II, III (9 credits) should include the following:

- i) Dissertation Seminars, Proposal Development;
- ii) Student-Dissertation Supervisor Consultation;
- iii) Research Proposal, Data Collection and Analyses; and
- iv) Completion of Dissertation Chapters and Binding for Submission

6.1.3.2 The Dissertation component of the MECP programme is made compulsory, which worths 9 credits. The MECP dissertation comprises one single piece of work. This is equivalent, in terms of student's effort, to approximately 3 subjects at master's degree level.

6.1.3.3 The main aim of the dissertation is to further develop the intellectual independence necessary to justify the award of MECP.

6.1.3.4 On successful completion and submission of a dissertation, the EPiTs are expected to achieve the following objectives:

- a) to examine critically and in-depth a focused topic of interest arising, ideally, from the work done within the MECP programme, and/or in the practicum settings, and to make integrative linkages between classroom learning and professional experience of Educational Psychologists-in-Training;
- b) to demonstrate the use of relevant scientific and analytical methods and practical skills, including those acquired during the programme and supervised practicums, in the treatment of the chosen topic;
- c) to demonstrate an understanding of relevant research literature in the dissertation topic-area; and
- d) to demonstrate an ability to set the chosen topic in its wider context, to sustain an argument, and to present conclusions related to policies or practices in the field of professional educational psychology.

6.1.3.5 Each EPiT is required to submit one dissertation of approximately 15,000 to 20,000 words. The EPiT is expected to undertake field research or practice-based projects in connection with their MECP dissertation. Each EPiT should consult his/her Dissertation Supervisor to develop a proposal, discuss research methodology and implementation issues, and receive constructive feedback on completing the dissertation chapters.

6.1.3.6 The dissertation should reflect the knowledge and understanding of each EPiT on related literature and research methodology appropriate to the investigation. The work should be of a publishable standard. The MECP dissertation is also a viable demonstration of the ability of an EPiT to provide innovative insights into professional practice of educational psychologists, and to apply theoretical and practical knowledge to the solution of relevant

significant psycho-educational-social problem(s)/ issue(s) of relevance to the field.

- 6.1.3.7 The MECP dissertation will be classified and awarded with a subject grade, subject to recommendations of the dissertation supervisor(s), internal and/or external reviewers, to be endorsed by the Programme Committee, and be decided by the Board of Examiners.
- 6.1.3.8 By the end of the last semester of the MECP programme, each EPiT should submit one completed dissertation. However, if an EPiT, for one reason or another, does not satisfactorily complete the dissertation, he/she should apply to the Departmental Postgraduate Scheme Committee and be considered for appropriate action and advice.
- 6.1.3.9 Each EPiT must complete one MECP dissertation, as required by the dissertation supervisor(s). Under very exceptional circumstances, an oral examination and/ or guided study may be held as an additional form of examination for assessing the MECP dissertation.

6.1.4 **6 Credits for Supervised Practicums**

The supervised practicum comprises pre-practicum orientation/attachment (160 hours) and 3 periods of supervised practicum (400 hours each, at least 1,200 hours, about 200 days, with at least 600 hours in school settings). The practicum settings may range from educational settings to organizations relevant to child-adolescent workforce development, including primary, secondary and pre-school sectors, tertiary institutions, government and non-governmental organizations (NGOs) with children/youth focus, etc. Each EPiT should receive at least 80 hours of regular supervision with the practicum supervisors/Senior Practicum Coordinator at the PolyU or practicum settings. The EPiT should demonstrate scholarship in practice, the ability to integrate theory and practice, and innovative insights that can inform their professional practice.

	Subject Code	Subject Title	Credits
1.	APSS 5017	Pre-Practicum Orientation: 160 hours <i>(non-credit bearing)</i>	0
2.	APSS 5018	Practicum I (400 hours)	2
3.	APSS 5027	Practicum II (400 hours)	2
4.	APSS 5028	Practicum III (400 hours)	2

- 6.1.4.1 The practical work is an essential component of the MECP programme, a distinctive feature that differentiates the current programme from other existing academic and research-oriented educational psychology programmes. All EPiTs MUST undertake supervised fieldwork activities of not less than 1,200 hours (about 200 days) in three practicum periods and one pre-practicum orientation of 160 hours, some 20 days, overseen by programme staff or experienced agency-based educational psychologists, for one to three days per week within the two years full-time or three years part-time course of studies. Practical learning includes the essentials of psycho-educational-social assessment and intervention, programme planning, curriculum-based design; evaluation of the contexts of schooling and its effects on learning processes and problems of children and adolescents. The practicum settings range from pre-school, primary, secondary, special schools, the Educational Psychology Services of the Education Bureau of the Government of Hong Kong Special Administrative Region and/or Non-Government Organizations/educational settings/government departments relevant to child-adolescent workforce development.

Both multi-disciplinary team collaboration, and communication and interpersonal effectiveness are emphasized.

- 6.1.4.2 Satisfactory performance in the practical practicums is a necessary component of the overall professional qualification. The Department of Applied Social Sciences, through the Board of Examiners (BoE), makes the final decision for this MECP programme. The decision is based on the combination of the practicum evaluations and the BoE's recommendations.

TOTAL number of credits for the MECP Programme = 60 credits

6.2 Curriculum Structure of the MECP Programme

The programme will normally be undertaken over two years full-time, **OR** three years part-time, commencing in September and including summer terms. The curriculum consists of a total of 60 credits, made up of 45 credits for academic studies, together with three periods of supervised practicum of at least 1,200 hours (about 200 days) (totalling 6 credits), and a 160-hour pre-practicum orientation and one dissertation based on an evidence-oriented research project of 15,000 to 20,000 words (totalling 9 credits). The programme structure for the full-time and part-time modes of the MECP programme is shown as follows:

Year 1 (FULL-TIME Curriculum Structure for MECP Programme)

Teaching Department	Subject Title	Credit	Type*1
<u>Semester 1</u>			
APSS 5010	Psycho-Educational Assessment I	3	C
APSS 5011	Exceptionality in Children and Adolescents: Diagnoses, Interventions and Prevention	3	C
APSS 5012	Curriculum-Based Designs and Response to Instructional Strategies	3	C
APSS 5013	Professional Skills Training Workshop I	3	C
APSS 5014	Psycho-Educational Intervention I	3	C
APSS 5017	Pre-Practicum Orientation (<i>160 hours, non-credit bearing</i>)	0	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (<i>in any semester within 2 years</i>)*2	(3)	E
<u>Semester 2</u>			
APSS 5015	Applied Developmental Science	3	C
APSS 5016	Research Methodology and Statistics for Educational Psychology	3	C
APSS 5017	Pre-Practicum Orientation (<i>160 hours, non-credit bearing</i>)	0	C
APSS 5018	Practicum I (<i>400 hours</i>)	2	C
APSS 5019	Learning Processes and Problems	3	C
APSS 5020	Psycho-Educational Assessment II	3	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (<i>in any semester within 2 years</i>)*2	(3)	E
<u>Summer Term</u> *3			
APSS 5017	Pre-Practicum Orientation (<i>160 hours, non-credit bearing</i>)	0	C
APSS 5018	Practicum I (<i>400 hours</i>)	2	C
APSS 5021	Dissertation Research I, II, III	(9)	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (<i>in any semester within 2 years</i>)*2	(3)	E
Sub-total :		32 to 35	credits

Year 2

Teaching Department	Subject	Credit	Type*1
<u>Semester 1</u>			
APSS 5017	Pre-Practicum Orientation (160 hours, non-credit bearing)	0	C
APSS 5021	Dissertation Research I, II, III	(9)	C
APSS 5023	Professional Skills Training Workshop II	3	C
APSS 5024	Psycho-educational Intervention II	3	C
APSS 5025	Positive Development in Children and Adolescents and Parenting	3	C
APSS 5027	Practicum II (400 hours)	2	C
RS 538	Psychometric Theories and Practice	3	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (in any semester within 2 years) *2	(3)	E
<u>Semester 2</u>			
APSS 5017	Pre-Practicum Orientation (160 hours, non-credit bearing)	0	C
APSS 5021	Dissertation Research I, II, III	(9)	C
APSS 5025	Positive Development in Children and Adolescents and Parenting	3	C
APSS 5026	Integrative Seminars on Professional Ethics and Issues of Educational Psychology	3	C
APSS 5027	Practicum II (400 hours)	2	C
APSS 5028	Practicum III (400 hours)	2	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (in any semester within 2 years) *2	(3)	E
<u>Summer Term</u> *3			
APSS 5017	Pre-Practicum Orientation (160 hours, non-credit bearing)	0	C
APSS 5021	Dissertation Research I, II, III	(9)	C
APSS 5028	Practicum III (400 hours)	2	C
APSS	One Professional Elective Subject from APSS Postgraduate Scheme (in any semester within 2 years) *2	(3)	E
Sub-total :		25 to 28	credits
Aggregate Total :		60	credits

Notes:

*1 C denotes Compulsory subject ; E denotes Elective subject

*2 The MECP programme allows flexibility for t (EPiTs to select ONE subject from a pool of professional Elective Subjects offered by the Postgraduate Scheme of APSS. The Elective Subjects are offered in the 3 semesters, and therefore such an arrangement is regarded as efficient utilization of resources and expertise for developing cross-disciplinary skills of the EPiTs.

*3 Summer Electives may be offered by professors from Mainland China, Taiwan & overseas countries.

7. Programme Registration and Subject Registration

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

- 7.1.1 The maximum period of registration and completion of a programme is twice the normal duration of the programme, which must not exceed 4 years for full-time load and 6 years for part-time load.
- 7.1.2 A student's registration shall lapse if it is no longer possible for him/her to obtain an award within the maximum period of registration.
- 7.1.3 The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject. Credits earned from previous study should remain valid at the time when the student applies for credit transfer. For exceptional cases such as those stated in 7.1.3(i), 7.1.3(ii) and 7.1.3 (iii) below, subject-offering Departments shall have the discretion to approve the transfer of credits which have exceeded the validity period on a case-by-case basis. All such exceptional cases must be reported to the Faculty Board with full justification.

Exceptional cases

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

7.2 *Residential Requirement*

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

7.3 *Student Status*

Students will register on a specific academic programme. Each academic programme will be designated a mode of study, i.e. either full-time(FT), sandwich(SAND), part-time(PT), part-time evening(PTE), distance learning(DL), on-line(OL) or mixed-mode(MM).

Mixed-mode Students

Students enrolling on this mixed-mode MECP programme are classified as mixed-mode students. They may engage in a full-time or part-time study load and attend classes either in the evening, in the daytime, or a combination of both. If the mixed-mode students take

subjects with a study load reaching the minimum requirement of a full-time student, they will be given full-time status in that semester. If their study load does not reach this minimum of credits, they will be given part-time status (unless otherwise approved by the Department).

7.4 *Subject Registration*

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

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

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

7.5 *Subject Withdrawal*

7.5.1 Students may apply for withdrawal of their registration on a subject after the add/drop period if they have a genuine need to do so. The application should be made to the relevant programme-offering Department and will require the approval of both the subject lecturer and the host Department Programme Leader concerned (or an alternate academic staff authorised by the programme host Department).

7.5.2 Applications submitted after the commencement of the examination period will not be considered.

7.5.3 The withdrawal status of the subject will be shown in the assessment result notification and transcript of studies but will not be counted towards the calculation of GPA.

7.5.4 For approved cases, a handling fee will be charged, and the tuition fees paid for the withdrawn subject will be forfeited. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and the student is required to attend classes of the subject and complete its assessment(s) accordingly. A reinstatement fee will be charged if you wish to reinstate the approval for the withdrawn subject.

7.6 *Study Load*

7.6.1 For students following the progression pattern specified for their programme, they have to take the number of credits, as specified in the Definitive Programme Document, for each semester.

7.6.2 The normal study load is 15 credits in a semester. The maximum study load to be taken by a student in a semester is 21 credits, unless exceptional approval is given by the Head of the programme-offering Department. For such cases, students should be reminded that the study load approved should not be taken as grounds for academic appeal.

7.6.3 To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load. The maximum number of credits to be taken by the students varies according to the policies of individual Departments and will be subject to the approval of the authorities concerned.

Note: The maximum number of credits to be taken in a semester by students on academic probation will be decided by the Departments. The maximum number could be set on a departmental basis or programme basis, or even student-specific, as deemed appropriate. If the maximum number proposed is from 16 to 18 credits in a semester, approval by Faculty/School Deans is required. For students to be allowed to take more than 18 credits in a semester, approval by Quality Assurance Committee (Academic Departments) or its sub-committee set up for the purpose will be required.

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

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

7.6.6 Students enrolled on mixed-mode programmes are required to take 9 credits or more in a semester in order to retain full-time status. Otherwise, they will be given a part-time status.

7.7 *Subject Exemption*

Students may be exempted from taking any specified subjects if they have successfully completed similar subjects previously in another programme or have demonstrated the level of proficiency/ability to the satisfaction of the subject-offering Department. Subject exemption is normally decided by the subject-offering 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.

7.8 *Credit Transfer*

4.8.1 Students may be given credits for recognized previous studies and the credits will be counted towards meeting the requirements for award. Transferred credits may be counted towards more than one award.

4.8.2 The granting of credit transfer is a matter of academic judgement. In assessing the transferability of subjects previously taken, the syllabus of that subject should be carefully scrutinized to ascertain that it is comparable to the PolyU's curriculum. Whether the previous studies are from institutions on credit-based or non-credit-based system should not be a matter of concern, and the subject size needs not be a perfect match. To ascertain the academic standing of the institution offering the previous studies, the Department might need to request the institutions concerned to provide more relevant information.

- 7.8.3 Credit transfer may be done with or without the grade being carried over; the former should normally be used when the credits were gained from PolyU. Credit transfer with the grade being carried over may be granted for subjects taken from outside the University, if deemed appropriate, and with due consideration to the academic equivalence of the subjects concerned and the comparability of the grading systems adopted by the University and other approved institutions. Subject credit transfer is normally decided by the subject-offering Department.
- 7.8.4 Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University.
- 7.8.5 For transfer of credits from programmes offered by PolyU, normally not more than 67% of the credit requirement for the award can be transferred.
- 7.8.6 In cases where both types of credits are being transferred (i.e., from programmes offered by PolyU and from approved institutions outside PolyU), not more than 50% of the requirement for the award may be transferred.
- 7.8.7 All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or add/drop period for a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.
- 7.8.8 The validity period of subjects earned is eight years from the year of attainment, i.e., the year in which the subject is completed, unless otherwise specified by the department responsible for the content of the subject. Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.

7.9 *Deferment of Study*

- 7.9.1 Students may apply for deferment of study if they have a genuine need to do so such as illness or posting to work outside Hong Kong. Approval from the department is required. The deferment period will not be counted as part of the maximum period of registration.
- 7.9.2 Application for deferment of study will be entertained only in exceptional circumstances from students who have not yet completed the first year of a full-time programme.
- 7.9.3 Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made.
- 7.9.4 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

8. Participation in Co-curricular Activities

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

9. Assessment

9.1 *Principles of assessment*

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

9.2 Assessment Methods

Methods of Assessment	Special Features
1. Case Study	<ul style="list-style-type: none"> ❖ The EPiTs are given factual information/description of a problem or situation and are asked to conduct in-depth analyses followed by the formulation of an intervention plan. ❖ This method is commonly used in subjects that are practice-oriented.
2. Seminar Presentation, Discussion & Report	<ul style="list-style-type: none"> ❖ In most academic subjects, the EPiTs are expected to take initiative in structuring their own learning experiences around a given topic and for presenting them to a seminar group. ❖ Normally the EPiTs have to work in a team to discuss the problem formulation, conceptual tools to be used, information gathering and framework of their presentation, with facilitation from the seminar tutors/ instructors. ❖ The EPiTs are graded both individually and collectively, and evaluated ‘formatively’ and ‘summatively’ on the quality of their work.
3. Term paper	<ul style="list-style-type: none"> ❖ This is commonly used by many subject teachers and both structured and unstructured questions are given. ❖ In most term papers, the EPiTs are required to describe and analyse how theories are applied/ integrated into practice situation, and also to examine the relevance of the theories learned in respect to local cultures. ❖ The EPiTs are expected to critically assess principles and ideas relating to policy and practice in the associated professional areas. ❖ The EPiTs are often reinforced to reflect on their ethical stance, and personal and professional values when encountering moral and ethical dilemmas in practice.
4. Dissertation	<ul style="list-style-type: none"> ❖ Each EPiT is required to complete ONE research-oriented dissertation based on psycho-educational-social evidence, and of not less than 15,000 words. ❖ The EPiTs are expected to demonstrate their academic and intellectual rigor through applying appropriate research methodologies, and demonstrating scholarly and key investigation skills satisfactorily. ❖ Each dissertation is marked simultaneously by two internal examiners, who should mark independently of each other to ensure fairness and consistency in marking. For quality assurance, dissertation samples are also reviewed by external examiners whose comments are used for monitoring, evaluating and improving the MECF programme.
5. Reflective Journal	<ul style="list-style-type: none"> ❖ The EPiTs are invited to record thoughts and insights about their own learning experience after they have been exposed to a particular concept, theory, model of practice or a critical incident.

	<ul style="list-style-type: none"> ❖ In these journals, the EPiTs are also required to write about their reflective thoughts on their personal life experience, values and ethical stance, as well as how they resolve dilemmas and issues arising from practice scenarios relevant to the professional practice of Educational Psychologists.
6. Portfolio	<ul style="list-style-type: none"> ❖ The EPiTs are required to produce a portfolio which contains a collection of all the subject-related work performance. ❖ The reflective journal and other types of more formal written work or presentation materials may be included in the portfolio. ❖ For effective use of the portfolio, the EPiTs are strongly encouraged to continually discuss their performance, to reflect on their personal learning goals, and to share their experiences with the subject teachers during the course of study.
7. Practicum	<ul style="list-style-type: none"> ❖ In line with the required Professional Standards for the Training of Professional Educational Psychologists in Hong Kong (May, 2008), the EPiT must undertake at least 1,200 hours of supervised practicum. The field-based learning model on practicum should enable the EPiTs to develop a range of professional practice skills and explore the associated knowledge base and underpinning theories. ❖ The EPiTs should receive regular feedback from practicum supervisors/experienced senior practicum coordinators throughout the course of study. The continual feedback should be focused on the professional practice performance of the EPiTs. The areas of concern or suggestions for improvement should be brought up during the course of the practicum, or at least in the mid-term tripartite meeting rather than left only to appear in the written evaluation report. ❖ Both the EPiTs and supervisors/experienced senior practicum coordinators should keep records of all the work done in the course of each practicum. At the end of each practicum, these records will help the EPiT to write a SELF-evaluation report, and the supervisor to write an evaluation report on assessing professional practice performance of the EPiTs. The report contents should be mutually discussed between the EPiTs and supervisors for the purpose of enhancing professional growth and development. These reports are also helpful to the senior practicum coordinators and programme leader of the MECP programme in planning future practicums.

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

approach.

- 9.2.2 Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately and this can result in different grades being awarded to students in the same group.
- 9.2.3 Assessment methods and parameters of subjects shall be determined by the Department of Applied Social Sciences.
- 9.2.4 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 syllabus.
- 9.2.5 Assessment of Component

The performance of a student is assessed in most subjects by means of continuous assessment. However, formal examination is retained for a few essential subjects that cover core academic knowledge and skills of professional competencies. The examination may be taken in the form of unseen or open-book written format. Continuous assessment has been chosen for most subjects for two main reasons. Firstly, EPiTs are trusted as mature self-regulating adult learners, and therefore recognition should be given to the consistency of their efforts into the MECP programme. Secondly, the MECP programme team members hold a conviction that many varied learning and teaching strategies and assessment methods should be adopted as integral components of continuous assessment. In effect, the academic performance and professional competencies of EPiTs should be developed and evaluated more comprehensively.

S/N	Subject Code	Subject Title	Mode of Assessment	
			<i>Coursework</i>	<i>Examination</i>
1	APSS 5010	Psycho-educational Assessment I	100%	-
2	APSS 5011	Exceptionality in Children and Adolescents: Diagnoses, Interventions and Prevention	100%	-
3	APSS 5012	Curriculum-based Designs and Response to Instructional Strategies	100%	-
4	APSS 5013	Professional Skills Training Workshop I	100%	-
5	APSS 5014	Psycho-educational Intervention I	100%	-
6	APSS 5015	Applied Developmental Science	100%	-
7	APSS 5016	Research Methodology and Statistics in Educational Psychology	100%	-
8	APSS 5017	Pre-Practicum Orientation	100%	-
9	APSS 5018	Practicum I	100%	-
10	APSS 5019	Learning Processes and Problems	100%	-
11	APSS 5020	Psycho-educational Assessment II	100%	-
12	APSS 5021	Dissertation Research I, II, III	100%	-
13	APSS 5023	Professional Skills Training Workshop II	100%	-
14	APSS 5024	Psycho-educational Intervention II	100%	-
15	APSS 5025	Positive Development in Children and Adolescents and Parenting	100%	-
16	APSS 5026	Integrative Seminars on Professional Ethics and Issues in Educational Psychology	100%	-
17	APSS 5027	Practicum II	100%	-

18	APSS 5028	Practicum III	100%	-
19	RS 538	Psychometric Theories and Practice	100%	-
20	APSS	One Elective Subject from APSS Postgraduate Scheme	100%	-

Estimated Proportion of Different Modes of Assessment

Number of subjects with 100% Continuous Assessment:	20	Percentage:	100 %
Number of subjects with Examination:	0	Percentage:	0 %
Total Number of Subjects:	20	Total:	100 %

9.3 *Progression/Academic Probation/Deregistration*

9.3.1 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:

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

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

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

- a) the student has exceeded the maximum period of registration for this programme,
- b) the student’s GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
- c) the student’s GPA is lower than 2.0 for three consecutive semesters.

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

9.3.4 A student may be de-registered from the programme enrolled before the time frame specified in Sections 9.3.3b) or 9.3.3c) above if his/her 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 .

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

9.4 *Retaking of Subjects*

- 9.4.1 Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.
- 9.4.2 The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)
- 9.4.3 In cases where a student takes another subject to replace a failed subject, the failure grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

9.5 *Exceptional Circumstances*

9.5.1 Absence from an assessment component

If a student is unable to complete all the assessment components of a subject due to illness or to other circumstances which are beyond his/her control, and considered by the Subject Review Assessment 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 (except that for Summer Term, which may take place within 3 weeks from the finalization of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty Chairman shall decide on an appropriate time for completion of the late assessment.

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

9.5.3 Aegrotat Award

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

- (c) The acceptance of an aegrotat award by a student shall disqualify him/her from any subsequent assessment for the same award.
- (d) An aegrotat award shall normally not be classified and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified provided that they have adequate information on the students' academic performance.

9.5.4 Other Particular Circumstances

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

9.6 Grading

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

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

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

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

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

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

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

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

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

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

9.6.5 Subject which has been given an "S" code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and is capped at 4.0.

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

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

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

<i>Subject grades</i>	<i>Interpretation</i>
A+	Exceptionally Outstanding
A	Outstanding
B+	Very Good
B	Good
C+	Wholly Satisfactory
C	Satisfactory
D+	Barely Satisfactory
D	Barely Adequate
F	Inadequate

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

- * Entry of grades/codes for subject components is optional.
 - ^ For cases where students fail marginally in one of the components within a subject, the BoE can defer making a final decision until the students concerned have completed the necessary remedial work to the satisfaction of the subject examiner(s). The students can be assigned an ' I ' code in this circumstance. The remedial work must not take the form of re-examination.
 - Δ For GE subjects taken after the 2010/11 intake cohort, the 9 alpha grades system as for all other subjects will be used.
- Note: Subjects with the assigned codes I, N, P, U, M, L, W, Z and T (if the subject is without grade transferred) will be omitted in the calculation of the GPA. A subject assigned code S will be taken as zero in the calculation.

II. Codes for Final Assessment

The following are the codes for final assessment:

<i>Final assessment code</i>	<i>Interpretation</i>	
	<i>Honours Degree programmes</i>	<i>All other programmes</i>
A	1 st Class Hons	Pass with distinction
B	2 nd Class (Division 1) Hons	Pass with credit
C	2 nd Class (Division 2) Hons	----
D	3 rd Class Hons	----
K	Pass without Hons	Pass
E	Required to be deregistered from the programme because of failure to meet requirements.	
J	University award not applicable, e.g. exchange-in students.	
N	Suspension of study due to disciplinary action.	
T	Eligible to progress	
U	Expulsion due to disciplinary action.	
W	Required to be deregistered from the programme because of withdrawal/absence.	
X	Pending fulfilment of requirements for award.	

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

9.6.8 Different Types of GPA's

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

9.7 *Graduation Requirements*

9.7.1 A student would be eligible for award if he satisfies all the conditions listed below:

- a) accumulation of **60 credits (45 credits in 15 subjects, 9 credits in dissertation research and 6 credits in supervised practicum)**;
- b) satisfying the residential requirement for at least 1/3 of the credits to be completed for the award he is currently enrolled.
- c) satisfying all requirements as defined in this definitive programme document and as specified by the University; and
- d) having a GPA of 2.0 or above at the end of the programme.

9.7.2 A student is required to graduate as soon as he satisfies all the conditions for award stated in 9.7.1 (a) (b) (c) & (d). Subject to a maximum study load of 21 credits per semester, a student may take more credits than he needs to graduate on top of the prescribed credit requirements for his award in or before the semester within which he becomes eligible for award.

9.8 *Guidelines for Award Classification*

9.8.1 There should be **no automaticity** between the GPA and the award classification. The Board of Examiners shall exercise its judgment in coming to its conclusions as to the award for each student and where appropriate, may use other relevant information.

- 9.8.2 Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the GPA calculations for award classification. However, if a student attempts more elective subjects (or optional subjects) with a higher grade/contribution than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the GPA calculation (i.e., the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded).
- 9.8.3 The following are guidelines for Board of Examiners' reference in determining award classifications:-

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

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

9.9 Subject Results

- 9.9.1 Finalizing subject grades

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

9.10 Subject Assessment Review Panel (SARP)

- 9.10.1 Responsibility of SARP

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

9.10.2 Composition and operation of SARP

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

Department may develop their own models for operating SARP to make the process more efficient (e.g., by circulating relevant information and identifying problematic cases before meeting, involving staff on a need basis) but the mode of operation must not undermine the effectiveness and trustworthiness of SARP as a mechanism for safeguarding consistency and fairness of assessment and academic quality.

9.11 *The Board of Examiners*

9.11.1 Responsibility

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

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

These decisions are made by the full BoE at the end of each semester in the light of the standard of student achievement appropriate to the award, the aims of the programme, the performance on the programme in previous years, the general assessment regulations of the University and the specific programme regulations, and good practice established in the University and elsewhere.

9.11.2 Composition and Membership of BoE

- (a) The composition/membership of a BoE shall be decided by the Faculty Dean.
- (b) The Head of Department will propose the composition/membership for the Dean's approval.
- (c) The minimum number of a BoE's membership (including the Chairperson, but excluding the Secretary) should be five, and it should be composed of staff members associated with the programme/scheme concerned and some other senior staff members. The BoE Chairperson will normally be the Head of Department.
- (d) The Faculty Dean shall have the right to attend and to speak at meetings of the Board and to receive documents, but will not be members.

9.11.3 Operation of BoE

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

- (a) The performance of each individual student recommended for final award and deregistration.
- (b) Reports on any extenuating cases.
- (c) Any deviation from the programme regulations or the University's general assessment regulations. All deviations from the programme regulations or the University's general assessment regulations shall be referred to the Faculty/School Board and where appropriate, Academic Regulations Committee for ratification.
- (d) Any comments the Board may wish specifically to make to the relevant Departmental Programme Committee(s).
- (e) Any comments the Board may wish to make to the Faculty/School Board.

9.12 *Examination result announcements, transcripts, testimonials and references*

- 9.12.1 At the end of each semester, where appropriate, examination results are announced online for individual students' checking. It provides information on subjects taken and grades attained, the Grade Point Average (GPA) for all subjects, and the overall result for that semester. The announcement serves as an official notification of the student's academic performance.
- 9.12.2 A formal Transcript of Studies will be issued by the University, upon request, to any student registered on a programme offered by the University, and it will include the following information:
 - (i) name and student number;
 - (ii) title of the programme(s) on which enrolled, or from which graduated;
 - (iii) disciplinary action against students' misconducts will be recorded in students' records;
 - (iv) a full academic record, giving subjects taken and grades attained, and the Grade Point Average (GPA) for all subjects (this shall include any practical training undertaken, which fulfill the training credit requirement of the programme concerned);
 - (v) credit requirement of the student if different from the normal credit requirement of the programme; and
 - (vi) where relevant, the final award with classification and year of award.
 - (vii) information on the partner institution if the award is for a joint programme with another institution and leads to dual/ joint awards.

- 9.12.3 Students may request for a testimonial which is a certification of their studies at the University, but without details on subject results.
- 9.12.4 Students may also request for references direct from academic staff members concerned.
- 9.12.5 Recording of disciplinary actions in students' records
- (i) Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as well as the assessment result notification and the transcript of studies, until their leaving the University.
 - (ii) Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Disciplinary Committee.
- 9.12.6 The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters within the University, or subject to disciplinary action.

10. Programme Operations and Management

10.1 *Programme Leader and Programme Tutor*

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

10.2 *Programme Executive Group*

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

10.3 *Postgraduate Programme Committee*

The Postgraduate Programme Committee will exercise the overall academic and operational responsibility for all postgraduate programmes and their development within defined

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

10.4 *Practicum Co-ordination Team*

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

10.5 *Subject Panels*

Each discipline belongs to a Subject Panel with all the relevant subject teachers as members. The Subject Panel Chairperson is elected by all the academic staff of the respective Subject Panel. The Subject Panel members meet frequently during the year and ensure the quality of the subjects by identifying and discussing solutions to issues related to teaching and learning. Issues which affect other subjects and which require deliberations at the award level will be brought up in the Postgraduate Programme Committee meetings. In particular, the Subject Panel Chairperson's responsibilities are (a) to negotiate with the Head of Department about the allocation of appropriate staff for teaching and other duties required by the programme; (b) to develop good working relationships with the Head and relevant relevant senior staff of Department involved in the programme and with staff teaching on the programme; (c) to report to the Head of Department on the on-going requirements of staff and resources for the programme, as part of the preparation of departmental estimates.

10.6 *Student-Staff Consultative Group*

- 10.6.1 It is important that there are adequate and effective opportunities for discussion of the programme between students and staff, in a context which allows wide student participation. The nature and extent of student interaction and feedback is one of the issues covered in the annual programme report and the programme review report, to be considered in a Departmental Review exercise.
- 10.6.2 The department is required to set up a Student / Staff Consultative Group (SSCG) for all taught postgraduate programmes, and to use it as the formal channel for soliciting student feedback. The SSCG must meet at least once per semester, and the reports of SSCG will need to be included in the annual programme review documents.

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

Composition

- 10.6.4 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.
- 10.6.5 It is important that students do not perceive meetings of the Group as the only or main channel for dealing with student problems and complaints accumulated since the last meeting; such matters should have been dealt with when they occurred, through the Programme Leader or other appropriate staff. This would allow meetings of the Group to be used for constructive discussion of the programme in general, of the demands of the programme on students, and of possible improvements.

10.7 *Departmental Learning and Teaching Committee*

The Departmental Learning and Teaching Committee is a mechanism at departmental level to ensure that teaching and learning quality is being upheld in the department. The Chairman of Postgraduate Programme Committee, being a member of the Committee, is responsible for reporting the operation and effectiveness of the learning and teaching process of the postgraduate programmes to the Committee.

10.8 *Internal Moderators*

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

10.9 *Annual Review of the Programme*

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

PART II

Subject Syllabus

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