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Part I

Programme Information

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

1. General Information

Host Department

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

Contributing Departments

School of Nursing

Department of Rehabilitation Sciences

Programme Title

Title in English	Title in Chinese
Master of Social Work	社會工作碩士

Programme Code

54047-MSW

Award

Master of Social Work (MSW)

Mode of Attendance

Part-time

Total Credits Required for Graduation

36 credits = 28 academic credits + 8 fieldwork credits
(11 subjects) (800 hours of fieldwork &
about 100 hours of preparation)

Normal Duration

3 Years

Maximum Duration

6 Years

2. Programme Philosophy, Aims, and Objectives

2.1 The Need for Advanced Generic Social Work Practitioners

The focus of the MSW Programme is to develop students as competent professional social workers with a commitment to upholding social work values. As social problems are becoming more complex in Hong Kong, professional social workers need to have a broad foundation of knowledge and a professional education in order to deal effectively with complex social problems within changing cultural and socio-political contexts. In addition, they have to work flexibly and realistically within various organisational contexts and be able to provide quality professional services to service users amidst a range of constraints and limitations.

2.2 Philosophy

The educational philosophy of the MSW Programme is to nurture students to become 'reflective practitioners' in the social work profession with a strong commitment to pursuing 'scholarship in practice'. Facing uncertain and indeterminate practice contexts, reflective practitioners are expected to be able to go beyond existing theories and skills by developing new practices and a theoretical understanding to improve problematic practice situations. The Programme values the following:

- ❖ **Contextual reflection:** reflecting on the unique features of the social, cultural, and political contexts of human service practice and their implications for both theory and practice.
- ❖ **Relationship between theory and practice:** testing and reflecting on theories and to develop these into personalized theories-in-use in specific practice domains.
- ❖ **The inter-connectedness of problems and issues:** relating one's knowledge and skills to the context of professional practice, the local community, the Chinese mainland, and the international community as a whole as well as to appreciate the ethical and value considerations underlying professional practice.
- ❖ **Personalized styles and frameworks of practice:** continually reflecting on and integrating one's professional self, personal values, and life experiences, and hence transforming practice theories into new ideas and methods which are congruent with one's personal style of practice and within the evolving practice context.

2.3 Overall Aim

The MSW Programme aims to develop students' competence and resilience as professional social work practitioners. Students will learn to respond proactively to the challenges and changes in society in general and in the social work field in particular. Students will be encouraged to integrate theories and practice, to generate new insights to improve practice, and to evolve a personalised approach to practice. The emphasis of the teaching and learning is to cultivate generic scholarship in social work practice for the development of competent and reflective practitioners. To integrate theories and practice in social work practice with a broad knowledge base does

not imply direct technical solutions to practical situations. Instead, it implies a systematic process to facilitate awareness among social workers of the issues and problems confronting them and to enable them to develop the ability to relate these issues to a holistic understanding of social work practice. The essence of this kind of development is to create reflective social workers who are able to think about, articulate, be self-critical of, and constantly evaluate their application of theories and knowledge in different contexts, and to evolve their own personal perspectives and approaches to professional practice.

2.4 Intended Learning Outcomes of the Programme

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

- a. acquire a contextualized understanding of social work practice in the political, economic, and social contexts of Hong Kong and China Mainland.
- b. develop the humanistic value commitment of professional workers in order to acquire both the qualities and the ability to deal with the competing values and ethical dimensions of decision making and also the capacity to address the tensions, uncertainties, and conflicts arising from the decision-making process.
- c. integrate a broad foundation of knowledge with the professional knowledge and skills of social work practice in order to resolve problems with clients in specific service settings.
- d. develop the attitudes and methods required to continue to learn, change, and grow as a person and as a professional.

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

2.5 The Niche and Special Features of the MSW Programme

The Department has extensive experience in offering postgraduate social work training programmes for mature learners. The Programme has the following key features:

a. Advanced Generic Social Work Practice as the Training Focus

The main focus of our MSW Programme is on training advanced generic practitioners. We aim to facilitate practitioners' mastery of generic competences in order to promote the holistic well-being of individuals, families, groups, and communities with reference to the social work values, knowledge, and skills in any field of practice (e.g., hospitals, schools, government departments, business firms, and non-government organizations). The goal of the Programme is not to educate professionals as specialists, but professionals who are able to work with clients of different backgrounds despite challenges and uncertainties. This requires professionals to be capable of taking a generic knowledge base and converting it into professional practices that are tailored to the unique requirements of the client system.

b. Multidisciplinary Approach to Social Work Practice

Professional education with an emphasis on a multi-disciplinary approach to social work practice is our response to the common criticism that postgraduate programmes are often so specialized that the professionals have become unresponsive to social problems that require a multi-disciplinary and inter-professional perspective. Since most practice situations are indeterminate and complex in nature, students need to acquire different perspectives in order to understand uncertain practice situations. APSS has a multi-disciplinary faculty consisting of staff with sociology, psychology, philosophy, education, policy, administration, counselling, and social work backgrounds who are committed to educating students to become competent working in complex environments.

c. Generic Social Work Practice with Focused Integration

In order to enable students to develop personalized styles and frameworks of practice, many of our teaching and learning activities are designed to help students reflect on their professional self, personal values, and life experiences. The required subject MSW Integrative Seminar in Social Work Studies in the final year of the programme particularly serves to provide students with an opportunity to wrap up their insights and knowledge developed on the programme, and enable them to transform these resources into ideas which are congruent with their personal styles of practice in focused contexts.

3. Structure and Content

3.1 Curriculum Structure of the Programme

Since this Programme is intended to provide professional education for general degree holders to become professional social workers, it needs to fulfil the accreditation requirements stipulated by the Social Workers Registration Board. According to the Principles, Criteria & Standards for Accrediting Qualifications in Social Work as stipulated by the Registration Board, the curriculum should include the following five components:

- a. human behaviour and social environment
- b. social welfare systems and social policies
- c. social work practice and theories
- d. social sciences/liberal arts knowledge
- e. field practicum

Taking into account these requirements, the needs of our society, and the expertise of our Department's teaching staff, the curriculum of the MSW Programme is designed to include the following six components:

- a. social work theory and practice
- b. human behaviour, social sciences, and social environment

- c. social welfare systems and social policies
- d. research
- e. integration
- f. field practicum

The conceptualization of the respective curriculum components is as follows:

a. Social Work Theory and Practice

- APSS5780 Advanced Social Work Theory and Practice I (3 credits)
- APSS5781 Advanced Social Work Theory and Practice II (3 credits)
- APSS5790 Social Work Practice Workshop (3 credits)
- APSS5792 Critical Introduction to Social Work (2 credits)

These four core subjects provide the students with basic social work values, knowledge, skills, and processes relating to social work practice at different levels, with different groups, and in different settings. Efforts will also be made to facilitate our students to practice social work in a culturally sensitive manner in the Chinese cultural context.

b. Human Behaviour, Social Sciences and Social Environment

- APSS5782 Advanced Human Behaviour and Social Environment (3 credits)
- APSS5788 Law and Social Work (2 credits)

The aim of these subjects is to provide the students with foundation knowledge on human behaviour from a psychological and social sciences perspective so as to equip them with the knowledge required to critically understand and analyse human behaviours and related social environments.

c. Social Welfare Systems and Social Policies

- APSS5789 Principles & Methods of Social Service Administration (2 credits)
- APSS5793 Social Problem, Policy Analysis & Accountability (3 credits)

The aim of these subjects is to provide the students with a basic knowledge and understanding of social policy and social service administration, and to acquire the ability to analyse and critically reflect on social policies and practices in context.

d. Research

- APSS5791 Practice Research in Social Work (2 credits)

The aim of this research subject is to provide the students with the knowledge and skills to appreciate, conduct, and analyse research studies in context.

e. Integration

APSS5785 MSW Integrative Seminar in Social Work Studies (2 credits)

Elective One elective subject (3 credits) from a pool of elective subjects (see **Appendix 3** for the list of subjects offered)

The aim of the elective subject and the MSW Integrative Seminar is to provide opportunities for students to reflect upon ethical issues and their practice experiences and to integrate the substantive knowledge which they have acquired during their course of study with actual practice experiences.

f. Field Practicum Subjects

APSS5783 MSW Fieldwork I (4 credits)

APSS5784 MSW Fieldwork II (4 credits)

The two fieldwork placements provide opportunities for the students to apply classroom knowledge in real-life practice under the supervision of well-qualified fieldwork supervisors. While Fieldwork I provides an opportunity for the students to try out basic social work skills and to develop beginning competencies as social work professionals, Fieldwork II aims to help them develop practice competencies at an advanced generic level and to actualise critical reflection in practice.

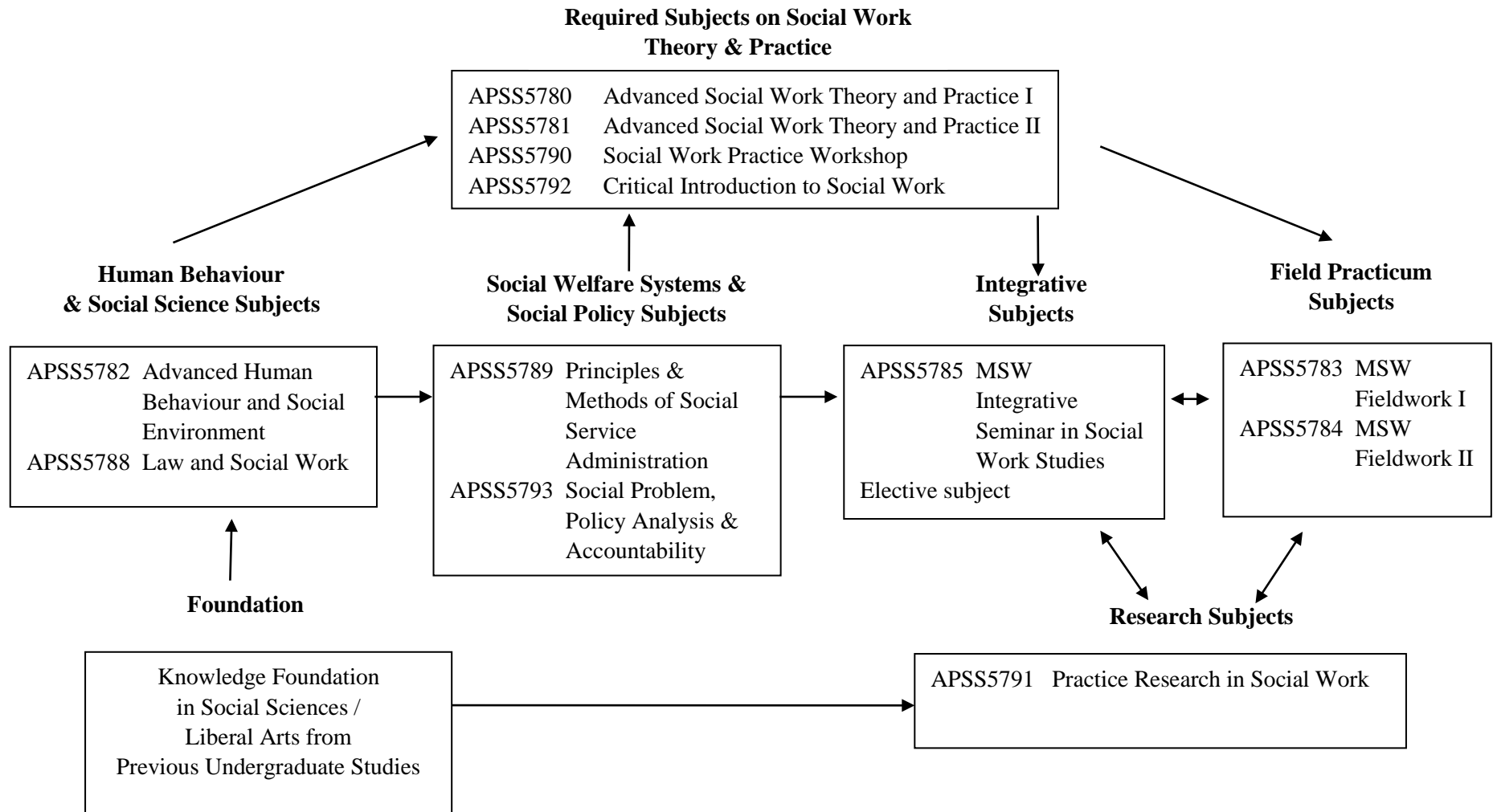
Some subjects may require students to complete pre-requisites/co-requisites before enrolment. For details on pre-requisite/co-requisite requirements for individual subjects, please refer to Table 1 shown on page 7.

Figure 1 on page 8 is a diagram of the curriculum structure.

Table 1: Pre-requisite/Co-requisite Requirements for MSW Required Subjects

Code	Subject	Credits	Pre-requisites	Co-requisites
APSS5780	Advanced Social Work Theory and Practice I	3	APSS5792	Nil
APSS5781	Advanced Social Work Theory and Practice II	3	APSS5780, APSS5790 & APSS5792	Nil
APSS5782	Advanced Human Behaviour and Social Environment	3	Nil	Nil
APSS5785	MSW Integrative Seminar in Social Work Studies	2	APSS5780, APSS5781, APSS5783, APSS5790 & APSS5792	APSS5784
APSS5788	Law and Social Work	2	Nil	Nil
APSS5789	Principles & Methods of Social Service Administration	2	Nil	Nil
APSS5790	Social Work Practice Workshop	3	APSS5780 & APSS5792	Nil
APSS5791	Practice Research in Social Work	2	Nil	Nil
APSS5792	Critical Introduction to Social Work	2	Nil	Nil
APSS5793	Social Problem, Policy Analysis & Accountability	3	Nil	Nil
APSS5783	MSW Fieldwork I (concurrent placement, 5 sessions in each week)	4	APSS5780, APSS5790 & APSS5792 Attendance of 24 hours of Preparatory Workshops and 15 hours of Self Understanding & Induction Workshops	Nil
APSS5784	MSW Fieldwork II (concurrent placement, 5 sessions in each week)	4	APSS5780, APSS5781, APSS5783, APSS5790 & APSS5792 In addition to the Preparatory Workshops attended before and during FW I, attendance of 33 further hours of Preparatory Workshops	Nil

Figure 1: Curriculum Structure



3.2 Recommended Study Pattern

Students enrolled on the MSW Programme are expected to follow the recommended study pattern as specified in this section. Students who wish to study at their own pace, instead of following the specified study pattern, are required to seek prior approval from the Department. Please refer to the Application Form in **Appendix 4**.

Stage One

Semester 1

APSS5782	Advanced Human Behaviour and Social Environment	3 credits
APSS5788	Law and Social Work	2 credits
APSS5792	Critical Introduction to Social Work	2 credits
	Sub-total:	7 credits

Semester 2

APSS5780	Advanced Social Work Theory and Practice I	3 credits
APSS5793	Social Problem, Policy Analysis & Accountability	3 credits
	One elective subject* (Optional)	3 credits
	Sub-total:	6-9 credits

Summer term

APSS5790	Social Work Practice Workshop	3 credits
	Sub-total:	3 credits

Stage Two

Semester 1

APSS5783	MSW Fieldwork I (concurrent placement, 5 sessions in each week)	4 credits
	Sub-total:	4 credits

Semester 2

APSS5783	MSW Fieldwork I (continued until end of 4 th week of Semester 2)	
APSS5781	Advanced Social Work Theory and Practice II	3 credits
APSS5791	Practice Research in Social Work	2 credits
	Sub-total:	5 credits

Summer term

	One elective subject* (Optional)	3 credits
	Sub-total:	0 – 3 credits

Stage Three

Semester 1

APSS5784	MSW Fieldwork II (concurrent placement, 5 sessions in each week)	4 credits
	Sub-total:	4 credits

Semester 2

APSS5784	MSW Fieldwork II (continued until end of 4 th week of Semester 2)	
APSS5785	MSW Integrative Seminar in Social Work Studies	2 credits
APSS5789	Principles & Methods of Social Service Administration	2 credits
	Sub-total:	4 credits

Total: 36 credits

- * *Students are required to complete **one** elective subject and can register the elective anytime during their MSW studies.*

4. Admissions and Registration

4.1 Entrance Requirements and Admission

- a. General degree holders can apply for admission to the MSW Programme.
- b. 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:
 - (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**).
- c. Once applications are received, they will be assessed by an Admissions Committee. Short-listed applicants will be invited for an interview.

4.2 Registration/De-registration and Subject Registration

- a. On admission to the Programme, students will be registered with the University as a **part-time student** studying for an MSW award.
- b. A student will **cease to be registered (de-registered)** for the award without exception if he/she falls within any one of following categories:
 - (i) he/she exceeds the maximum period of registration;
 - (ii) his/her Grade Point Average (GPA) is lower than 2.0 for two consecutive semesters and his/her Semester GPA in the 2nd semester is also lower than 2.0;
 - (iii) his/her GPA is lower than 2.0 for three consecutive semesters.
- c. Students need to register for the subjects during specified periods prior to the commencement of the semester. Students are recommended to take required subjects and elective subjects according to the requirement in their own specialism of study.
- d. An add/drop period will be scheduled for each semester/term. Students are not allowed to drop subjects after the add/drop period.
- e. Pre- and co-requisite knowledge may be required for some subjects, and certain students may even be required to audit subjects at Bachelor degree level if, in the judgement of the Programme Leader, this can make up for shortcomings in their previous education.
- f. Part-time students will normally be expected to take two or three taught subjects (**6 to 9 credits**) in one semester. However, the speed of study can be determined by the student himself/herself, subject to certain regulations regarding registration and assessment.

4.3 Re-admission

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 appropriate procedures for official withdrawal, shall not be considered for re-admission to the same programme in the following academic year.

4.4 Concurrent Enrolment

- a. 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.
- b. 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 programme, including those offered by another institution, without permission from the Head(s) of Department concerned.
- c. The policy as stated in Sections 4.4.a and 4.4.b above is also applicable to programmes leading to PolyU awards offered through the School of Professional Education and Executive Development (SPEED).

4.5 Credit Transfer

- a. Students may be given credits for recognised previous study, and these credits will count towards meeting the requirements of the award. Transferred credits may be counted towards more than one award. Credit transfers can be made with or without the grade being carried forward; the former should normally be used only when the credits to be transferred have been gained within the University.
- b. Applications will be considered from students with grade 'C+' or above. Students may refer to the Departmental Policy for Credit Transfer for further details.
- c. Normally, no more than 50% of the credits required for the MSW award may be transferred from approved institutions outside the University.
- d. Normally, no more than 67% of the credits required for the MSW award can be transferred from programmes within the University.
- e. In cases where both types of credits are transferred (i.e., from programmes within the University and from approved institutions outside the University), no more than 50% of the credits required for the MSW award may be transferred.
- f. All approved credit transfers will take effect only in the semester for which they are approved. A student who applies for a transfer of credits during the re-enrolment or add/drop periods of a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer immediately enables the student to satisfy the total credit requirement for the award.

- g. The validity period of subject credits earned is eight years from the year of attainment (i.e., the year in which the subject is completed). Credits earned from previous study should be valid at the time the student applies for credit transfer.
- h. For credit transfer of retaken subjects, the grade attained in the last attempt should be taken in the case of credit transfer with the grade being carried over. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in previous attempts.
- i. Students should not be granted credit transfer for a subject which they have attempted and failed in their current study.

4.6 Subject Exemptions

- a. Students may be exempted from taking any of the specified subjects if they have previously successfully completed similar subjects in another programme.
- b. Subject exemption is normally decided by the Department.
- c. If students are exempted from taking a specified subject, the credits associated with the exempted subject will **not** be counted towards the award requirement. It will therefore be necessary for the students to take another subject in order to satisfy the award requirement for the Programme.

4.7 Zero Subject Enrolment

- a. Zero subject enrolment is not allowed in any semester unless a student has obtained prior approval from the Department; otherwise, he/she will be classified as having unofficially withdrawn from his/her studies. Students who have been approved for zero subject enrolment (i.e., taking no subjects in a semester) are allowed to retain their student status and to continue using campus and library facilities.
- b. All semesters in which a student has gained approval for zero subject enrolment will be counted towards the maximum period of registration. A fee for the retention of a study place will be charged.

4.8 Deferment of Study

- a. Students may apply for a deferment of study if they have a genuine need to do so, such as illness or a posting for work outside Hong Kong.
- b. 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, applications should be submitted before the commencement of that academic year/semester and applications will only be considered after the

finalisation of examination results of the current semester.

- c. Approval from the Head of the Department is required for a deferment of study.
- d. The deferment period will not be counted as part of the maximum period of registration.
- e. No deferment of study will be permitted unless it remains possible for the student to obtain the relevant award within the maximum period of registration.
- f. 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.
- g. Students whose deferment has been approved are not entitled to use any campus facilities during the deferment period.

4.9 Withdrawal from a Subject

- a. Students may apply to withdraw their registration for 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.
- b. For approved cases, a handling fee will be charged. The tuition fee paid for the withdrawn subject will be forfeited. The withdrawn subject will still be reported in the Assessment Result Notification and Transcript of Studies although they will not be counted in the GPA calculation.

5. Teaching and Learning

5.1 Mode of Study

A student progresses by accumulating credits for each subject passed. The syllabus and the level of teaching of all subjects in the Programme are 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 content, the professional qualification of the lecturers, and teaching and learning approaches. The effort required of an MSW student in one subject (3-credits) is equivalent to a total of 105-135 hours.

5.2 Mode of Teaching

In this Programme, emphasis is placed on student-centred learning. The mode of teaching stresses mutual reflection between teachers and students. Apart from lectures and seminars, a wide range of teaching and learning methods are adopted to enhance students' reflective learning and scholarship in practice.

As the aims of the Programme explicitly state, students are expected to:

- a. take a humanistic stance grounded in the profession's values and ethical positions
- b. have an intense interest in and a fervent compassion for human affairs
- c. have a solid grasp of professional knowledge built upon a strong foundation in social sciences
- d. have a comprehensive repertoire of professional competencies and skills that will enable the implementation of a wide range of professional social work activities.

The range of teaching and learning activities on the programme has been designed to accomplish the following tasks:

- a. to expose students to the reality of professional social work practice
- b. to educate students in the wide spectrum of knowledge that underpins the professional practice of social work
- c. to develop students' critical, analytical, and reflective abilities
- d. to cultivate a sense of passion for understanding human predicaments and social problems
- e. to develop a sense of vocation in professional social work.

Taking into consideration factors such as the nature of knowledge, the demands for professional competence, students' backgrounds and learning styles on entering the programme, and the experience and expertise of our teachers, the MSW Programme has designated a range of teaching and learning strategies and methods of assessment

that aim to facilitate the alignment between student attainment and the learning outcomes of the Programme. These strategies include interactive lectures, small group tutorials/seminars, problem/project-based learning, simulation exercises, role play, experiential learning, and fieldwork (See **Appendix 5** for details of the teaching and learning strategies).

5.3 The Credit-Based System

The credit-based system allows students the flexibility to choose their own learning paths according to their learning needs, pace, and interests. Within 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 lectures (the exceptions being a small number of subjects that, due to their nature and objectives, have been given special approval to be taught and examined in Chinese). Chinese should only be used sparingly and in cases of absolute necessity (e.g., to facilitate the illustration of a technical point).
- b. English should be used extensively in group tutorials, seminars, and laboratory work.
- c. In the presence of non-Cantonese-speaking students, English should be used at all times.

5.5 Medium of Assessment

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

6. Assessment

6.1 Philosophy and Approach

The assessment of students' performance is based on the following principles:

- a. The assessment is consistent with the teaching and learning approach which recognizes the learning process as one in which self-directed learners interact with their learning environment. It gives them feedback and encourages them to exercise judgement and autonomy in setting learning goals and devising learning strategies, and to constantly review these in the light of feedback on their performance.
- b. Reflective learners learn through critical reflection of experiences and theories, and attempt to integrate them. Achievements are measured in terms of what students gain from this intellectual process. The programme aims to facilitate students' engagement in the process of reflecting on the dialectical and emergent nature of their learning process.
- c. This Programme adopts a wide range of assessment methods that are in alignment with its learning outcomes and teaching and learning strategies. These include case studies, projects, reflective journals, seminar presentations, practicums, and portfolios (see **Appendix 6** for details of the special features of the assessment methods).

6.2 General Principles and Guidelines

- a. Subjects are assessed upon completion of their academic work requirements. The extent to which a student has met the aims of a particular subject is assessed and recorded immediately upon its completion. The 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.
- b. Coursework may include tests, assignments, projects, laboratory work, field exercises, presentations, and other forms of classroom participation. The contribution made by each student to coursework involving a group effort will be determined and assessed separately.
- c. In order to pass an academic subject, the student must achieve a grade D or above in both the coursework and the examination (if any).
- d. For MSW Fieldwork I and II (APSS5783 and APSS5784), the student must achieve at least **Grade C** for graduation with the award and meeting the requirements for application for registration as a Registered Social Worker with the Social Workers Registration Board (SWRB) in Hong Kong.
- e. At the beginning of each semester, the subject teacher should inform students of the details of the assessment methods to be used within the assessment framework.

6.3 Progression/Academic Probation/De-registration

- a. The Board of Examiners will, at the end of each semester (except for the Summer Term, unless there are students who are eligible to graduate after the 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 de-registered from the programme.
- b. When a student has a GPA lower than 2.0, he/she will be put on academic probation in the following semester. If a student is able to raise his/her GPA up to 2.0 or above at the end of the semester, the status of academic probation will be lifted. The status of academic probation will be reflected in the assessment results notification but not in the transcript of studies.
- c. 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 by and subject to the approval of the Programme Leader.
- d. A student will have 'progressing' status unless he/she falls within any of the following categories, any of which shall be regarded as grounds for de-registration from the programme:
 - (i) the student has exceeded the maximum period of registration for the Programme (6 years)
 - (ii) the student's GPA is lower than 2.0 for two consecutive semesters and his/her Semester GPA in the second semester is also lower than 2.0
 - (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.

- e. A student may be de-registered from the programme enrolled on before the time frame specified in Sections 6.3d (ii) or 6.3d (iii) above if his/her academic performance is poor to the extent that the Board of Examiners deems that his/her possibility of attaining a GPA of 2.0 at the end of the programme is slim or impossible.
- f. The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless the Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation, and is so specified in the Definitive Programme Document.
- g. 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 the Academic Appeals Committee (AAC) for a final decision. The views of Faculties/Departments will be sought and made available to AAC for reference.

6.4 Recording of Disciplinary Action in Students' Records

- a. With effect from Semester One of 2015/16, disciplinary action against students' misconduct will be recorded in students' records.
- b. 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' records as well as the assessment result notification and transcript of studies, until leaving the University.
- c. 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' records as well as the assessment result notification, transcript of studies and testimonial during the probation period, until leaving the University. Disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee.
- d. 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 is subject to disciplinary action.

6.5 Plagiarism and Online Tutorial on Academic Integrity

- a. The University views plagiarism, whether committed intentionally or because of ignorance or negligence, as a serious disciplinary offence. Excuses such as "not knowing that this is required" or "not knowing how to do it" are not accepted. It is the student's responsibility to understand what plagiarism is, and take action to avoid plagiarism in their academic work. The golden rule is: 'if in doubt, acknowledge'.
- b. Students are required to submit original work and avoid any possible suggestion of plagiarism in the work they submit for grading or credit.
- c. To help students understand the importance of academic honesty and learn ways to ensure that their work and behaviour at PolyU are acceptable in this regard, students are required to complete the Online Tutorial on Academic Integrity before the end of the first-year /first-semester (see Appendix 6 for details of the Online Tutorial on Academic Integrity).
- d. The Online Tutorial on Academic Integrity is a programme requirement in order to graduate.

6.6 Grading

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

<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.

'F' is a failure grade, no credit will be earned if a subject is failed.

- b. 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

6.7 Grade Point Average (GPA)

- a. At the end of each semester, a student's 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; however, for subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation.

- b. The following will be excluded from the GPA calculation: exempted and ungraded subjects; subjects not completed; subjects for which credit transfer has been approved without a grade assigned to it; and subjects that a student has been allowed to withdraw from (i.e., those with grade 'W').
- c. The GPA is therefore a student's un-weighted cumulative average for a student, for all relevant subjects taken from the start of the programme to a particular point of time. The GPA is an indicator of overall performance, and is capped at 4.0.

6.8 University Graduation Requirements

- a. A student is eligible for the award of an MSW if he/she satisfies all the conditions shown below:
- (i) has accumulated **36 credits (28 credits in six 3-credit subjects and five 2-credit subjects, and 8 credits in fieldwork placements)**
 - (ii) has satisfied all of the compulsory and elective subject requirements in the Programme
 - (iii) has a GPA of 2.0 or above at the end of his/her studies
 - (iv) has completed the Online Tutorial on Academic Integrity and obtained a satisfactory score (over 75%).
- b. A student enrolled on the Programme is required to graduate as soon as he/she satisfies all four conditions stated in 6.8 a.(i), (ii), and (iii). 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 the award.
- c. The University reserves the right to withhold the issuance of an award parchment to a student who has unsettled matters with the University, or is subject to disciplinary action.

6.9 Guidelines for Award Classification

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

<u>Classification</u>	<u>Guidelines</u>
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 .

- d. 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.

6.10 Retaking of Subjects

- a. Students **may** retake any subject for the purpose of improving their grade without having to seek approval, but they **must** retake a compulsory subject they have failed (i.e., obtained an F grade). It is a condition of retaking subjects 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 will only be able to do so if places are available.
- b. The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if this grade is lower than the first grade for an 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, the credits accumulated for passing the subject in a previous attempt will remain

valid for satisfying the credit requirements for award. (The grades obtained in previous attempts will only be reflected in the transcript of studies.)

- c. 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.

6.11 Exceptional Circumstances

- a. Absence from an assessment component

A student may be unable to complete all the assessment components of a subject due to illness or to other circumstances beyond his/her control which the Subject Review Assessment Panel (SARP) considers legitimate. If the Subject Review Assessment Panel has sufficient evidence of the student's overall performance in that subject, it may make a decision based on that evidence. If it does not have sufficient evidence, it may seek additional evidence by means of an assessment; in such cases, the student will retain the actual grade attained at the assessment. This late assessment shall take place at the earliest opportunity, and before the commencement of the following academic year (except that for the Summer Term, which may take place within 3 weeks after the finalisation of the Summer Term results).

- b. Assessment to be completed

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

- c. Aegrotat Award

- (i) A student who would otherwise have completed the award requirements of the programme in question, but was unable to do so due to illness or to other circumstances beyond his/her control which the Board of Examiners considers legitimate, the Faculty Board will determine whether the student will be granted an aegrotat award. Aegrotat awards will be granted only under very exceptional circumstances.
- (ii) A student who is offered an aegrotat award will 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 will be irrevocable.
- (iii) The acceptance of an aegrotat award by a student will disqualify him/her from any subsequent assessment for the same award.
- (iv) Normally, an aegrotat award will not be classified and the award parchment will not state that it is an aegrotat award. However, provided that they have adequate information on the students' academic performance, the Board of Examiners may determine whether the award should be classified.

d. Other Particular Circumstances

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

6.12 The Subject Assessment Review Panel

- a. The Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standards and the quality of subjects and for ratifying subject grades. The SARP will review the distribution of grades within a subject and finalize the grades at the end of each semester before submitting them to the Board of Examiners, if appropriate.
- b. The SARP will include the Head of the Department offering the subject (as Chairperson), the Chair of Departmental Learning and Teaching Committee, the relevant Subject Panel Chairperson, and where appropriate, the Internal Subject Examiners and the Programme Leader.
- c. 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.

6.13 The Board of Examiners

- a. The major role of the Board of Examiners (BoE) is to maintain the standards of the Programme. The Board will consider the following:
 - (i) students' award classifications;
 - (v) deregistration cases; and
 - (ii) cases with extenuating circumstances.
- b. The composition of the Board of Examiners of the Programme will be:
Chairperson: Head of the Department
Ex-officio: Postgraduate Programme Leader, Chairperson of Departmental Postgraduate Programme Committee
Programme Leader, Master of Social Work
Members: Two Subject Teachers

6.14 The Faculty Board of Examiners

- a. 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.
- b. 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.
- c. The Faculty Board should be presented with statistical information on student

performance in each programme.

6.15 Procedures for Appeal

a. Appeals against De-registration Decisions

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

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

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

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

b. Appeals against Decisions other than De-registration

A student should make his/her appeal in writing to his/her Head of Department within seven working days upon the public announcement of the overall results. (This refers to the date when results are announced to students via the web.) The Head of Department then deals with the appeal if the student is studying in a Department-based programme/scheme. If the student is studying in other types of programmes/schemes, then the Head of Department will refer the appeal to the Scheme Committee Chairman for Postgraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.

Appeals may lead to a change in the subject grade, which may go upward as well as downward, upon completion of reviewing the appeal case. Departments should inform the student concerned of the appeal result within seven working days after either the announcement of the student’s overall result or receipt of the letter of appeal, whichever is later.

If the appellant is dissatisfied with the decision, he/she may then appeal in writing to the Academic Secretary within seven working days from the date of the post-mark of the Department’s reply letter. He/she should provide the following information together with other relevant documents in support of the appeal:

- name in English and Chinese;
- student number;

- programme title, year and class of study;
- examination/subject results appealing against; and
- grounds for appeal.

The Academic Secretary will then refer the case to the Academic Appeals Committee, who will determine whether there are *prima facie* grounds for a reconsideration of the Subject Lecturer's/SARP's/BoE's decision.

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

7. Programme Operations and Management

7.1 Departmental Postgraduate Programme Committee

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

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

Membership Composition of the Departmental Postgraduate Programme Committee

Chairperson	:	Postgraduate Programme Leader
Members	:	Programme Leader, Doctor of Social Work Programme Leader, Master of Applied Psychology Programme Leader, Master of Applied Psychology (Diverse Learning Needs) Programme Leader, MA in Guidance and Counselling Programme Leader, MA in Social Policy and Social Development

Programme Leader, MA in Social Work (Family-centred Practice and Family Therapy)
Programme Leader, MA in Social Work (Mental Health)
Programme Leader, Master of Education and Child Psychology
Programme Leader, Master of Social Work

7.2 The Programme Executive Group

The Programme Leader is responsible to the Departmental Postgraduate Programme Committee for the day-to-day management of the Programme. The Programme Leader will have the support of a small team of colleagues, including the Integrative Project Coordinator and the Fieldwork Coordinator.

7.3 Programme Leader and Assistant Programme Leaders

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

The Programme Leader in this current academic year 2017/18 is Dr CHAN Chitat. His contact details are as follows:

Office: GH418
Contact number: 3400 3682
E-mail: chitat.chan@polyu.edu.hk

The Assistant Programme Leaders for this academic year and their contact details are as follows:

For Year One and Three Students

Dr CHAN Fung Yi, Pauline
Office: GH343
Contact Number: 2766 5705
E-mail: ssfychan@polyu.edu.hk

For Year Two Students

Ms IP Ka Po, Eliza
Office: GH340
Contact number: 2766 5786
E-mail: eliza.ip@polyu.edu.hk

Academic Counselling Team

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

7.4 Fieldwork Coordination Team

The APSS, through its Fieldwork Coordinating Team, is responsible for the planning, liaison, development, and coordination of fieldwork placements for various courses. Liaison work with agencies is conducted on a “one-coordinator-for-one-agency” basis.

The Team, composed of the Fieldwork Director and a number of Fieldwork Coordinators, carries out these duties.

Director of Fieldwork Education

Ms IP Ka Po, Eliza
Office: GH340
Contact number: 2766 5786
E-mail: eliza.ip@polyu.edu.hk

Fieldwork Coordinator of
MSW Fieldwork I

Dr WONG Sau Kuen, Stella
Contact Number: 3400 3683
Office: EF709
E-mail: sswsk@polyu.edu.hk

Fieldwork Coordinator of
MSW Fieldwork II

Ms CHOW Kit Yee, Ella
Contact Number: 2766 5707
Office: EF733
E-mail: ella.chow@polyu.edu.hk

Fieldwork Coordinator of
Preparatory Workshops

Ms CHUNG Lai Pong, Joanna
Contact Number: 3400 3492
Office: FJ508
E-mail: joanna.chung@polyu.edu.hk

7.5 Programme Administration Team

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

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

Ms Lee Suk Wai
Clerical Officer
Contact number: 2766 5714
Office: HJ402
E-mail: ssswlee@polyu.edu.hk

7.6 Student/Staff Consultative Group

- 7.6.1 It is important that there are adequate and effective opportunities for discussion of the programme between students and staff, in a context which allows for wider 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.
- 7.6.2 A mechanism should be established to provide a formal channel through which student views can be obtained. This may be by means of a Student/Staff Consultative Group (SSCG). In this connection, Departments are required to set up a SSCG for all taught postgraduate programmes, and to use it as the formal channel for soliciting student feedback. Departments may decide to set up the SSCG on a 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 the SSCG will need to be included in the annual programme review documents.

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

7.6.4 It is suggested, as general guidelines, that the SSCG 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 SSCG and a student act as the secretary. The SSCG should meet whenever felt necessary by its members.

7.7 Programme Seminars

To foster the learning culture of the programme and build the identity of the MSW programme, the MSW Programme Executive Group will organize regular seminars, inviting students, staff, and professionals from the welfare field to give presentations on issues of interest to students.

8. Quality Assurance Mechanism

There is a rigorous quality assurance mechanism to monitor education quality in terms of the curriculum design, pedagogical design, implementation of quality teaching, outcome assessment, and resource allocation in the programme by the Departmental Learning and Teaching Committee (DLTC).

8.1 Curriculum Design

Syllabus updates and proposals for curriculum changes are mainly made by the Departmental Postgraduate Programme Committee and the Programme Executive Group. Endorsed changes in the curriculum are further discussed and sanctioned in the Departmental Learning and Teaching Committee.

8.2 Pedagogical Design

The pedagogical design was carefully deliberated with consideration of the learning needs of postgraduate students. The Departmental Postgraduate Programme Committee and the Programme Executive Group are the venues where revisions and changes are discussed and decided. Endorsed changes in the pedagogical design of any subject are further examined in the Departmental Learning and Teaching Committee.

8.3 Implementation of Quality Teaching

Each subject teacher follows the Subject Description Form and makes appropriate modifications based on their experience and feedback from students and internal examiners. The Programme Leader is responsible for liaising with the Programme's subject teachers. The Integrative Project Coordinator is responsible for monitoring the research projects.

8.4 Outcome Assessment

The outcomes of this programme are reflected by the students' assessment results, which are carefully monitored by the Board of Examiners. Students' feedback is collected through various channels, such as student feedback questionnaires, discussion sessions with students/graduates and informal discussions between students and teachers.

9. Other Important Information

a. Communication Channels

- **PolyU Connect email account:** The use of a PolyU Connect account is for life which can therefore 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 various study-related matters provided by the Academic Secretariat via eStudent including the information for Subject Registration Exercise, the academic calendar and application forms for study related changes. Notices on important upcoming activities related to a student's studies will also be posted on this page. See <http://www.polyu.edu.hk/student>
- **Student Handbook:** The Student Handbook contains essential information concerning general academic matters, general regulations and procedures, services and facilities for students and various communication channels. This is accessible from eStudent or at the University Portal. See <http://www.polyu.edu.hk/as/webpage/for-student/student-handbook>

b. Plagiarism and How to Avoid It

- **Student Handbook** (see *Academic Studies* in the *Regulations and Rules* section)
- The **Online Tutorial on Academic Integrity** has been developed to help students understand the importance of honest behaviours in academic pursuits and how to avoid plagiarism in a student's work. It is available at LEARN@PolyU (理學網). For more information on the Online Tutorial, students can refer to the Online Tutorial on Academic Integrity: A Student Guide. http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf
- The **English Language Centre (ELC)** in Core A provides resources and services for students.
 - 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 students can refer to the book *English for Academic Purposes* (available in CILL) for advice and examples.
 - Referencing Guides provide detailed explanations on the methods of citation for 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 students: <http://elc.polyu.edu.hk/CILL/referenceMachine.aspx>.
 - The Writing Assistance Programme offers students individual help with their writing: <http://elc.polyu.edu.hk/WAP/>.

- The **Pao Yue-kong Library** provides courses for students. Module 4, Managing Information, in the online Information Literacy Programme, will help students learn how to avoid plagiarism, http://edc.polyu.edu.hk/psp/plagiarism_booklet.pdf .

c. Ethical Clearance to Research involving Human Subjects

All research projects involving human subjects are required to 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 any fieldwork can commence. For details of the guidelines and application procedures, students should access <http://www.polyu.edu.hk/hsesc/index.html> to submit an application, students should login to the Human Subjects Ethics Application Review System (HSEARS) at <http://www.polyu.edu.hk/ro/rohsears>.

d. Assistance to Mainland and International Students

- Students can visit the Non-local Student Services Team of the Office of Student Development at <http://www.polyu.edu.hk/miss/>.
- Students should review the Important Notes for Non-local Students in Section 10 of the Student Handbook.

e. Student Resources & Support

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

f. Services for Students with Special Needs

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

g. Policy on Assessment

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

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

The details of the procedures for appeals are in the Student Handbook.

i. Appeals against De-registration Decisions

The details of the procedures for appeals are in the Student Handbook.

j. Policy on Sexual Harassment

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

k. Emergency Services

- *Emergency Care*
During office hours:
Call the University Health Service (UHS) at 2766 5433 for advice; OR

Call the Facilities Management Office (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 Procedures on Campus*
<http://www.polyu.edu.hk/fmo/useful/emg.html>

1. Counselling Service

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

Appendices

Mapping of Subjects and Learning Outcomes

Required Subjects

Learning Outcomes of the Programme	APSS5780 Advanced Social Work Theory and Practice I	APSS5781 Advanced Social Work Theory and Practice II	APSS5782 Advanced Human Behaviour and Social Environment	APSS5785 MSW Integrative Seminar in Social Work Studies	APSS5788 Law and Social Work	APSS5789 Principles & Methods of Social Service Administration
To acquire a contextualized understanding of social work practice in the political, economic, and social contexts of Hong Kong and the Chinese Mainland.	✓	✓	✓	✓	✓	✓
To develop the humanistic value commitment of professional workers in order to acquire the qualities and ability to deal with the competing values and ethical dimensions in decision making, and also to develop the capacity to address the tensions, uncertainties, and conflicts arising from the decision-making process.	✓	✓	✓	✓	✓	
To integrate the broad foundation of knowledge with the professional knowledge and skills of social work practice in resolving problems with clients in specific service settings.	✓	✓	✓	✓	✓	✓
To develop the required attitudes and methods to continue to learn, change, and grow as a person and as a professional.	✓	✓		✓	✓	

Required Subjects

Learning Outcomes of the Programme	APSS5790 Social Work Practice Workshop	APSS5791 Practice Research in Social Work	APSS5792 Critical Introduction to Social Work	APSS5793 Social Problem, Policy Analysis & Accountability	APSS5783 MSW Fieldwork I	APSS5784 MSW Fieldwork II	Elective Subject
To acquire a contextualized understanding of social work practice in the political, economic, and social contexts of Hong Kong and the Chinese Mainland.			✓	✓	✓	✓	
To develop the humanistic value commitment of professional workers in order to acquire the qualities and ability to deal with the competing values and ethical dimensions in decision making, and also to develop the capacity to address the tensions, uncertainties, and conflicts arising from the decision-making process.	✓		✓	✓	✓	✓	
To integrate the broad foundation of knowledge with the professional knowledge and skills of social work practice in resolving problems with clients in specific service settings.	✓	✓			✓	✓	✓
To develop the required attitudes and methods to continue to learn, change, and grow as a person and as a professional.	✓				✓	✓	

Mapping the Scope and Depth of Subjects and Programme Learning Outcomes

Programme Learning Outcomes List programme outcomes in this column in the same order as in the outcomes section for easy referencing	Subject Codes												
	APSS5780	APSS5781	APSS5782	APSS5785	APSS5788	APSS5789	APSS5790	APSS5791	APSS5792	APSS5793	APSS5783	APSS5784	Elective Subject
1. To acquire a contextualized understanding of social work practice in the political, economic, and social contexts of Hong Kong and the Chinese Mainland.	I	I/R	I	R/A	I/A	I/R			I	I	R/A	R/A	
2. To develop the humanistic value commitment of professional workers in order to acquire the qualities and ability to deal with the competing values and ethical dimensions in decision making, and also to develop the capacity to address the tensions, uncertainties, and conflicts arising from the decision-making process.	I	I/R	I	R/A	R		R/A		I	I	R/A	R/A	
3. To integrate the broad foundation of knowledge with the professional knowledge and skills of social work practice in resolving problems with clients in specific service settings.	I	I/R	I	R/A	I/A	I/R	R/A	R/A			R/A	R/A	I/R
4. To develop the required attitudes and methods to continue to learn, change, and grow as a person and as a professional.	I	I/R		R/A	R		R/A				R/A	R/A	

Remarks:

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

List of Elective Subjects

APSS501	Social Context and Ethics (3 credits)
APSS5111	Contemporary Family Issues and Problems in Marriage and Family Therapy (3 credits)
APSS513	Advanced Practice Methods: Brief Therapy (3 credits)
APSS515	Family Violence (3 credits)
APSS523	Managing Information in Social Service Organizations (3 credits)
APSS524	Social Service Programme Evaluation (3 credits)
APSS526	Organization Theories and Analysis (3 credits)
APSS529	Supervision and Professional Development (3 credits)
APSS531	Mental Health Practice (3 credits)
APSS533	Mental Health and the Aged (3 credits)
APSS534	Advanced Practice Methods: Cognitive Behavioural Intervention (3 credits)
APSS535	Pathological Gambling (3 credits)
APSS5521	Theory and Practice of Social Development (3 credits)
APSS5630	Theories & Models of Counselling (3 credits)
APSS5769	Marriage, Separation, Divorce and Reconstituted Families (3 credits)
APSS5776	Integrative Project (3 credits)
APSS5779	Narrative Therapy (3 credits)
APSS5787	Advanced Macro Social Work Intervention (3 credits)

THE HONG KONG POLYTECHNIC UNIVERSITY
Department of Applied Social Sciences

Application to Change Study Plan

The information you provide on this form and subsequently in the event of this form will be used for the purposes of processing this application. The information you provide in this form may be disclosed to other departments or units within the University for processing the application. You have the right to request a copy of your personal data held by the University and to request the correction of any inaccuracy in the copy of personal data that is provided to you in accordance with the Personal Data (Privacy) Ordinance and subject to the data privacy policy and administrative requirements of the University. Any such enquiry should be made to Department Personal Data Officer, Department of Applied Social Sciences, The Hong Kong Polytechnic University, Hung Hom, Kowloon.

Please read the notes overleaf before completing this form.

I. PARTICULARS OF STUDENT

Name _____ Student No.

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Programme Title Master of Social Work

Programme Code									Stream			Year
5	4	0	4	7	-	M	S	W	-			

Day-time _____ No. of Credits _____
Contact Number _____ to be Taken _____

II. PROPOSED STUDY PLAN

Students should note that a change of study plan may result in taking zero subjects in a semester. A fee for retention of a study place will be charged (see Student Handbook for details).

Academic Year /				
Subject Code	Subject Title	Credit Value		
		S1	S2	S3
	Total			
Academic Year /				
Subject Code	Subject Title	Credit Value		
		S1	S2	S3
	Total			

NOTES TO STUDENTS

1. Students enrolled on the Master of Social Work programme are expected to follow the recommended study pattern specified by the Department in the definitive programme document, including the preparatory workshops and fieldwork. Students who wish to study at their own pace instead of following the specified study pattern are required to seek prior approval from the Department.
2. To apply to change a study plan, students are required to submit this form **one week before** the University's Subject Registration Period for the semester concerned. Late applications may not be accepted. Students should note that the **change of study plan may result in taking zero subjects** in a semester. A fee for retention of a study place will be charged (*see Student Handbook for details*).
3. Normally, the Fieldwork Team of the Department has to project the student numbers and solicit suitable placement opportunities for students in local/overseas organizations one year in advance. If the revised study plan involves the changing of the schedule for fieldwork training subjects, the application should be submitted to the Department for re-approval **at least 9 months** before the proposed commencement date of the fieldwork training.
4. In approving the application, the Programme Executive Group will carefully review the proposed study plan submitted by a student and provide academic counselling to the student as appropriate. Students should note that their applications, once approved, are only on probationary basis, and subject to the review of the relevant Programme Executive Group each semester.
5. After the Board of Examiners meetings are conducted at the end of each semester, the Programme Executive Group will review the overall GPA of students and their subject registration records for the forthcoming semester to ensure that any student's academic performance maintains a satisfactory level in order to proceed on to any follow-on subjects.
6. Students are expected to follow the approved study plan for the rest of their studies on the programme. Under certain conditions, the Programme Executive Group has the discretion to revise the study plan and request students to follow a revised study pattern recommended by the Department.
7. Students should **NOT** assume that subjects will be offered according to their proposed study plan. Students are responsible for checking the timetable of the subjects available in the on-line Student Registration System at <http://www.polyu.edu.hk/student>. To avoid any timetable clash, students are advised to check their personal subject registration record before and after performing subject registration for the semester concerned.

Teaching and Learning Strategies

Teaching & Learning Strategies	Special Features
Interactive lectures	<ul style="list-style-type: none"> ❖ These generate interaction between a teacher and students and among students. ❖ They foster a deeper understanding of the knowledge through dialogic discussion. ❖ They are often used with large classes.
Small group tutorials/seminars	<ul style="list-style-type: none"> ❖ Tutorials/seminars are used to bring about a deeper understanding and further exploration of the concepts, theories, and principles outlined in lectures. ❖ They enable students to explore given topics by making presentations and leading group discussions.
Problem/project-based learning	<ul style="list-style-type: none"> ❖ This strategy invites students to identify real-life problems and to examine the various issues that arise and their own responses to these issues. ❖ Students are also invited to make inquiries and explorations that lead to substantive knowledge acquisition and practice the skills and reflective thinking relating to moral and ethical issues. ❖ Students take an active role in their learning while the teacher's role is mainly supportive.
Simulation exercises	<ul style="list-style-type: none"> ❖ As a means of preparing students for real-life professional situations, students are given prior practice using simulated practice scenarios. ❖ Going through these simulated practise scenarios, students are invited to formulate solutions to hypothetical problems and to practice possible intervention strategies in an experimental setting.
Role play	<ul style="list-style-type: none"> ❖ Students are invited to play a specific role in a simulated scenario as a way of experiencing, or affectively tuning into the role as a means of obtaining some first-hand experience. ❖ Other students are invited to be observers whose role is to analyse or evaluate the simulated practice in the role play. ❖ The teacher's role is facilitative and pre-planning makes the exercise conducive to learning.

Teaching & Learning Strategies	Special Features
Experiential learning	<ul style="list-style-type: none"> ❖ Since the different backgrounds of students, including their learning styles, will be taken into consideration, each of them may have a different starting point. Irrespective of their starting point, students are invited to make links between thinking and doing in professional teaching and learning.
Skills laboratory	<ul style="list-style-type: none"> ❖ In a laboratory setting, students are invited to practice the skills necessary for carrying out practical activities.
Fieldwork	<ul style="list-style-type: none"> ❖ This is a required component. ❖ Through fieldwork/practicums/attachments, students take up real-life practice under the guidance and supervision of qualified supervisors assigned by the Department.
Web-based learning	<ul style="list-style-type: none"> ❖ The use of information technology and an e-learning platform can supplement face-to-face classroom teaching and learning.

Special Features of the Assessment Methods

Methods of Assessment	Special Features
1. Objective test	<ul style="list-style-type: none"> ❖ This is used to test the students' ability to remember facts and figures as well as their understanding of the materials taught. ❖ This means this type of assessment is not very commonly adopted and is normally a component part of a range of other assessments.
2. Case study	<ul style="list-style-type: none"> ❖ Students are given factual information/descriptions of a problem or situation and are asked to conduct an analysis followed by the formulation of an intervention plan. ❖ This method is commonly used in subjects that are more practice-oriented.
3. Essay question	<ul style="list-style-type: none"> ❖ This is commonly used by many subject teachers, and both structured and unstructured questions are set. ❖ For most questions, students are expected to describe how a theory is used in a practice situation, and, based on this experience, to reflect on the relevance of the theories studied.
4. Project	<ul style="list-style-type: none"> ❖ Students are invited to work in groups to conduct project work around real problems of various kinds. Upon completion, students give a presentation as well as submitting written reports. ❖ Project work requires students to work in teams to develop their own hypotheses and to conduct real-life or participant observation for data gathering purposes. ❖ In project work, students are required to demonstrate the application of a particular theory in order to analyse, synthesise, evaluate, generalise, and even theorise from a particular real-life problem/context.
5. Reflective journal	<ul style="list-style-type: none"> ❖ Students are invited to record their thoughts and insights about their own learning experiences after they have been exposed to a particular concept, theory, model of practice, or critical incident. ❖ In these journals, students also write their reflective thoughts on their personal life experiences, values, and ethical stance, as well as about how they would resolve the dilemmas and issues arising from a practice situation.
6. Seminar presentation	<ul style="list-style-type: none"> ❖ In most subjects, students will have to be responsible for taking the initiative in structuring their own learning experiences around a given topic and presenting these to the seminar group. ❖ Normally, students have to work in a team to discuss problem formulation, the conceptual tools to be used,

Methods of Assessment	Special Features
	<p>information gathering, and the framework of presentation with assistance from the seminar teacher.</p> <ul style="list-style-type: none"> ❖ Students will be graded, both individually and collectively on the quality of their work.
7. Practicum	<ul style="list-style-type: none"> ❖ Students are required to undertake fieldwork placements. ❖ Students will receive on-going feedback from their fieldwork supervisors throughout the practicum. ❖ A final summative performance evaluation is given at the end of the practicum.
8. Portfolio	<ul style="list-style-type: none"> ❖ Some subject teachers invite students to produce a portfolio containing a collection of all of their course-related work. ❖ A reflective journal and other types of more formal written work or presentation materials are included in the portfolio.
9. Examination	<ul style="list-style-type: none"> ❖ In some subjects, students are examined on their substantive knowledge at the end of the semester. ❖ The results at the end of the semester examination count for no more than 50% of the students' overall assessment.

Online Tutorial on Academic Integrity

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

To access the Tutorial, simply:

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

For more information on the Online Tutorial, please refer to *Online Tutorial on Academic Integrity : A Student Guide*

(http://www.polyu.edu.hk/ogur/academic_integrity/Student_Guide.pdf). Detailed instructions are available in the Online Tutorial.

Suggested schedule for students

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

PART II

Subject Description Forms

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