

## Subject Description Form

<b>Subject Code</b>	APSS5822
<b>Subject Title</b>	Seminar/Conference Attendance III – Social Sciences Reflection & Learning
<b>Credit Value</b>	1
<b>Level</b>	6
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The primary purpose of this subject is to ensure students enrolled in the higher research degree programme in APSS to</p> <ul style="list-style-type: none"> <li>a) develop a broader academic/professional horizon beyond their specialized field as part of their training for becoming a well-rounded academic/professional in tertiary education institutions or industry</li> <li>b) gain wider academic/professional exposure outside of their own discipline and develop networks and contacts for promoting academic/professional exchange and possible collaboration through seminar and conference attendance</li> <li>c) learn to observe and improve on skills relating to communicating research ideas and findings to a wider academic/professional community</li> </ul>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) synthesize ideas and inputs from cross-disciplinary sources</li> <li>b) articulate a broad, multidisciplinary framework in developing their research and professional endeavours</li> <li>c) enhance their communication skills for delivering academic and professional presentation</li> <li>d) expand their academic/professional network</li> <li>e) gain comfort and confidence in embarking on their academic/professional career.</li> </ul>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<p>The University requires full-time students mandatory attendance in at least 10 research seminars per academic year each of at least an hour duration <b>in addition</b> to workshops/conferences, per year and submission of a report, to the Chief Supervisor, of no less than 1,500 words (excluding references) on one of the attended seminars every year. The requirement is halved for part-time students – i.e., attendance of at least 10 seminars and submission of a report once every TWO years.</p> <p>The research seminars/workshops/conferences may or may not be organized by the host department and are expected to last not less than an hour each. The topic of the seminar reported on should not be related directly to the thesis title of the student.</p> <p>Full-time students will receive one credit per academic year or per two years for part-time students for completing the above-mentioned requirement, with an overall assessment grade of Pass or Fail.</p>																																														
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>Students are expected to complete a brief seminar/conference attendance report and submit it to DRC for each of the seminar/conference in which they have participated, providing both the information of the seminars (title, speakers, dates and venues) and reflection on the insights and learning they have gained from the seminar/conference attended. This is independent of the 1,500 report they are expected to hand in to their Chief Supervisor.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="443 1122 1473 1585"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. 1,500 word report</td> <td>100%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Specific assessment methods/tasks will be devised by the Chief Supervisor on a personal basis and assessment will be graded on a Pass/Fail basis. The assessment methods will have to align with the intended learning outcomes as highlighted above and will be clearly stated in the Personal Training Programme.</p> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> </ul>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. 1,500 word report	100%	✓	✓	✓	✓	✓		2.																<b>Total</b>	<b>100%</b>						
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2.																																															
<b>Total</b>	<b>100%</b>																																														

	<ul style="list-style-type: none"> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Not applicable	Hrs.
	Other student study effort:	
	▪ Attendance of 10 seminars x 1.5 hours each	15 Hrs.
	▪ Preparation of reflective report: 10 x 1 hour	10 Hrs.
	▪ Preparation of 1,500 word report	10 Hrs.
	Total student study effort	35 Hrs.
<b>Reading List and References</b>	To be provided by Chief Supervisor(s).	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.