



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學

**Bachelor of Arts (Honours) in  
Applied Ageing Studies and Service Management  
應用老年學及服務管理（榮譽）文學士學位**

**Programme Code: 54458**

**Programme Requirement Document  
2020 Cohort**

**Department of Applied Social Sciences**

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*This Programme Requirement 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 and when appropriate. Please refer to the on-line version put up on the Student Intranet of the Department at [https://www.polyu.edu.hk/apss/images/Programmes/dpd\\_ba\\_aassm\\_2021.pdf](https://www.polyu.edu.hk/apss/images/Programmes/dpd_ba_aassm_2021.pdf) for updates.*

August 2020

## 1. GENERAL INFORMATION

- 1.1 Programme and Award Title : Bachelor of Arts (Honours) in Applied Ageing Studies and Service Management  
應用老年學及服務管理 (榮譽)文學士學位
- 1.2 Programme Offering Department : Department of Applied Social Sciences
- The contributing departments include School of Design (SD), School of Nursing (SN), and Department of Rehabilitation Sciences (RS).
- 1.3 Programme Code : 54458
- 1.4 Mode of Attendance : Full-time
- 1.5 Fund Type : UGC-Funded
- 1.6 Entry Route : Associate Degree or Higher Diploma in a relevant discipline
- 1.7 Total Credits Required for the Programme : 63 – 72 credits
- 1.8 Normal Duration : 2 years
- 1.9 Start Date of the Cohort Year : 7 September 2020

## 2. RATIONALE, AIMS AND INTENDED LEARNING OUTCOMES OF THE PROGRAMME

### 2.1 Rationale

According to the Hong Kong Population Projection for 2015 to 2064, the proportion of Hong Kong residents aged 65 and over will reach 30% by 2040, and life expectancy will rise to 85.2 years for men and 90.8 for women by 2044. As the fastest growing segment of the population, older adults nowadays tend to be better educated, more health-conscious and financially independent. Compared with earlier generations of older adults, they have greater demand and higher expectations for more diverse and tailored programmes, services, products and care that can enable them to achieve active ageing and lead a fulfilling later life. The experimentation of the voucher system in acquiring services and the shift from the supply approach to demand side approach by adopting the concept of “money-follow-the-client” will drastically change the future landscape of social service provision. It is anticipated that more competition between

the service providers will happen and self-financed services for older adults will expand. It is essential for institutions in Hong Kong to establish professional paths and frameworks that enable more committed and enthusiastic people to access learning and training opportunities necessary for a career working with older adults and their families, and to provide them with an appropriate entry point into these career paths.

The Bachelor of Arts (Hons) in Applied Ageing Studies and Service Management is grounded on the observation that the fast-expanding and increasingly diverse ageing populations, worsening manpower shortage in ageing services, and the new policy initiatives are re-shaping the landscape of ageing service and product provision by the public, non-profit and private sectors, and that there are great potentials of the emerging “silver market”. The design of this programme is guided by the belief that we should move beyond the traditional medical model with a “burden” view when addressing ageing issues, to a more active ageing model. Thereby, the programme adopts a broad-based and multi-disciplinary approach - drawing together a group of experts from various disciplines including gerontology, service management and administration, social policy, psychology, social work, sociology, nursing, rehabilitation science, design, hotel and tourism management, financial management and technology - to train a new fleet of workforce who are well equipped with knowledge, skills and competence to address existing and emerging needs of the ageing society.

## 2.2 Aims

The BA (Hons) in Applied Ageing Studies and Service Management programme is designed to develop and prepare students with multi-disciplinary competence, and the capacity of social innovation and entrepreneurship to work with the increasingly diverse ageing populations; to equip students with a full scope of knowledge, skills and abilities to plan, deliver, manage, evaluate and coordinate active ageing and care services across social and health care settings and in the growing “silver market”, and to meet the emerging needs of the ageing society. In addition to the professional knowledge and competence in applied ageing and service management, students of this programme are provided with opportunities to develop generic attributes including independent and critical thinking, communication skills, innovative problem-solving skills, ethical leadership, life-long learning and socially responsible global citizenship.

## 2.3 Intended Learning Outcomes

PolyU has strived to develop all-round graduates who are competent professionals (ILO1), critical thinkers (ILO2), effective communicators (ILO3), innovative problem solvers and lifelong learners (ILO4), and ethical leaders and socially responsible global citizen (ILO5). The design of this programme aligns well with these expected institutional learning outcomes, and many of these generic attributes and transferable skills can be developed through the curricular activities of this programme. Students are also encouraged to make full use of co-curricular activities/service learning opportunities offered by the departments, faculties, and various teaching and learning support units of the University to further develop these attributes. Upon successful completion of study, students of this programme should be able to:

### PILO1 - Develop Professional Knowledge and Competence

1. gain an in-depth understanding and an interdisciplinary perspective on physical, psychological, social and policy-related aspects of ageing (PILO1a);
2. understand the challenges faced by older adults, and their implications for the individual, family, and society (PILO1b);
3. be equipped with the most up-to-date theoretical frameworks and practice on active ageing and health promotion, ageing service management, and social innovation (PILO1c);

### PILO2 - Become Critical Thinkers

4. assess and identify existing and emerging needs of the growing and increasingly diverse ageing populations (PILO2a);
5. demonstrate critical and independent thinking in social policy and social care for an ageing society (PILO2b);

### PILO3 - Become Effective Communicators

6. communicate effectively in oral, written, numerical and graphic forms to present well-reasoned argument (PILO3a);
7. apply knowledge and skills of communication with older adults in a variety of health/social care and “silver market” settings (PILO3b);

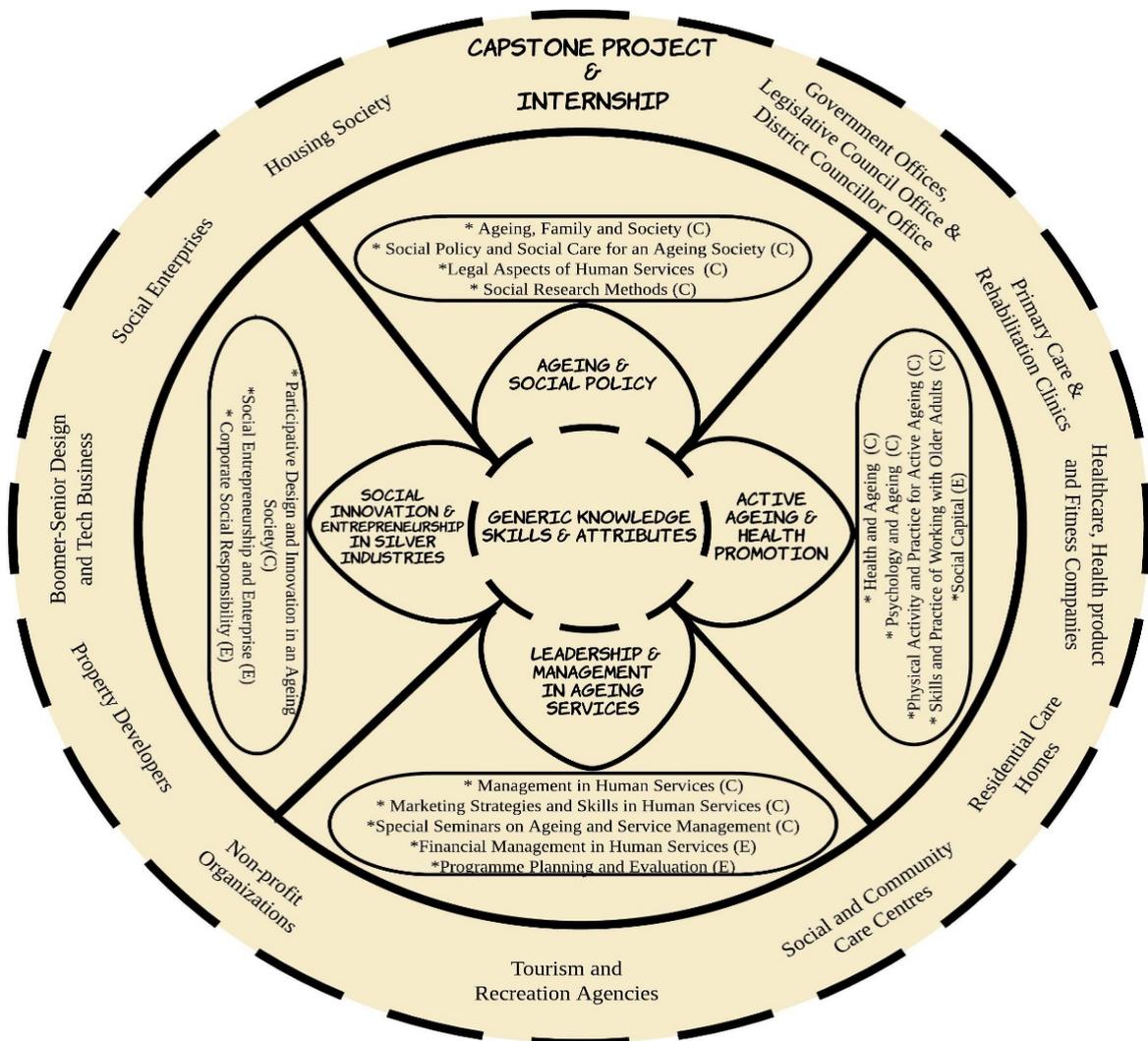
### PILO4 - Become Innovative Problem Solvers and Lifelong Learners

8. search, integrate and apply multiple research and practical knowledge and skills required for planning, delivering, evaluating and coordinating active ageing and long-term care services across social and health care settings and in wider “silver markets” (PILO4a);
9. develop capacity of social innovation and entrepreneurship to address the needs and improve the lives of older adults (PILO4b);
10. display self-directed life-long learning abilities and global outlook in pursuit of personal and vocational development (PILO4c).

## PILO5 - Become Ethical Leaders and Socially Responsible Global Citizen

11. possess effective skills in the development and management of ageing services and appreciate the diversity of the ageing populations (PILO5a);
12. recognize social and ethical responsibilities for their decisions made and services provided for older adults (PILO5b);

### 2.4 Curriculum Framework of Applied Ageing Studies and Service Management



#### Special Features:

- Active ageing perspectives and broad-based approach have been used and emphasised. The curriculum covers four important themes including i) ageing and social policy, ii) active ageing and health promotion, iii) leadership and management in ageing services, and iv) social innovations and entrepreneurship in silver industries.
- Multi-disciplinary academic and professional teaching team has been formed with expertise in gerontology, service management and administration, social policy, sociology, psychology, social work, nursing, rehabilitation science, design, financial management and technology. When appropriate, e-learning and related learning and teaching technologies will be used in subject design.

- A 240-hour Work-Integrated Education (WIE) (i.e., Applied ageing studies and service management internship) and capstone project are arranged for promoting better integration of knowledge into practice. With a wide range of collaborating agencies, the curriculum allows students with diverse interests to choose one out of the four main areas for their internship and capstone projects, so as to prepare them for subsequent career choices.

## 2.5 Level of subjects

In the BA (Hons) in Applied Ageing Studies and Service Management, the subjects are offered from level 3 to level 4. These levels can be differentiated in the following manner:

- Level 3** is mainly for the purpose of informing and broadening student's perspectives. Students will be informed of the contemporary and advanced understanding of different theories and approaches. They will begin to learn to be critical of these approaches. In addition, the students are encouraged to apply what they have learnt into practice in an integrative manner. These subjects are usually Discipline-Specific Requirements (DSR) subjects.
- Level 4** is mainly for articulation and evolving purposes. It is for articulating theory and practice, dealing with the meta-theory where appropriate, and evolving the integration of self and practice. Students will also begin to understand and examine the relationship among various paradigms, between individuals, groups, organizations and society, between local and global, as well as between micro and macro perspectives. These subjects are usually Discipline-Specific Requirements (DSR) subjects.

Other than the discipline-specific subjects offered within the programme curriculum, students are also required to complete 9 credits of Cluster Areas Requirements (CAR) and Service-Learning subjects to fulfill the General University Requirements. These subjects are normally offered from level 1 to level 3.

These levels are designed to differentiate the focus of each level and guide teachers and students in the teaching and learning process. In actual teaching and learning process, it does not mean that a subject offered at one level achieves the purpose of that level only. In fact, a subject may achieve the major purpose for the level but at the same time achieve purposes for other levels as well.

### 3. ALIGNMENT OF TEACHING AND LEARNING METHODS WITH INTENDED LEARNING OUTCOMES

#### 3.1 Teaching and Learning Methods

Taking into consideration the nature of knowledge, the demands for professional competence, students' background and learning style that they come with, the intended learning outcomes of the programme and individual subjects, the experience and expertise of our staff in teaching and research, the BA (Hons) in Applied Ageing Studies and Service Management programme is designated a range of teaching and learning strategies and methods of assessment that target at aligning with the intended learning outcomes of the programme.

#### 3.2 Teaching and Learning Strategies

Having identified the intended learning outcomes, the Programme Planning Committee has adopted the following range of teaching and learning strategies.

Teaching and Learning Strategies	Special Features
Interactive lecture	<ul style="list-style-type: none"> <li>➤ Interactive lecture is used to expose students to most up-to-date theoretical frameworks and practice on ageing studies and enable students to gain interdisciplinary and comparative perspectives.</li> <li>➤ With effective interaction between teacher and students and among students, students will be intellectually engaged in discussions and debates as active participants in lecture-based classes of any size.</li> <li>➤ Students will develop professional knowledge and competence, enhance critical thinking and analytical abilities as well as communication skills through an interactive approach.</li> </ul>
Small group tutorial / seminar	<ul style="list-style-type: none"> <li>➤ Tutorial/seminar is used to bring about deeper understanding of and further exploration into the concepts, theories and principles being touched upon in lectures.</li> <li>➤ It is also used to enable students to actively participate in the exploration of some given topics through presentation and leading of group discussions, through which they learn to develop knowledge in specific areas and articulate their arguments logically and systematically.</li> <li>➤ The mastering of effective communication skills will facilitate their life-long learning for career development.</li> <li>➤ Student-centered seminars will further allow students to integrate what they have learnt in lectures with their project work, apply relevant knowledge in the analysis of issues on ageing and service management, and reflect on their learning outcomes.</li> </ul>
Problem/project-based learning	<ul style="list-style-type: none"> <li>➤ This strategy invites students to identify existing and emerging real life practice problems faced by growing ageing populations and service providers, and to examine the various issues and creatively give their own responses.</li> <li>➤ Through working with others, students will consolidate their knowledge and skills and nurture team-work spirit.</li> <li>➤ Students are also invited to make inquiry and exploration that lead to the learning of substantive knowledge and practical skills and reflective thinking of moral and ethical stance.</li> </ul>

Teaching and Learning Strategies	Special Features
Role play	<ul style="list-style-type: none"> <li>➤ Students are invited to role play their observations from field visits as a means to get familiar with practical work of ageing service organizations and critically think about the practical problems.</li> <li>➤ Other students are invited to be the observers whose role is to analyse or even evaluate the simulated practice in the role play.</li> <li>➤ Although teacher's role is facilitative, there is a lot of pre-planning to make the exercise conducive to learning.</li> </ul>
Experiential learning	<ul style="list-style-type: none"> <li>➤ More active, participatory and flexible experiential learning approaches will be used to help students acquire a deeper, systematic and life-span perspective to understand physical, psychological and social aspects of ageing.</li> <li>➤ Students are invited to participate in intergenerational mentoring activities in order to enhance their skills of interacting and communicating with older adults.</li> <li>➤ Students' reflective thinking, open-minded attitude, innovative problem-solving skills, self-monitoring and peer communication abilities will be well-trained.</li> </ul>
Skills laboratory	<ul style="list-style-type: none"> <li>➤ Students are invited to practice the skills necessary for carrying out the practical activities in a laboratory setting.</li> <li>➤ This mode of teaching and learning is mostly designed for subjects that have substantive practice components, which will enable students to understand how to apply theoretical strategies to real life cases.</li> </ul>
Work-Integrated Education	<ul style="list-style-type: none"> <li>➤ All students taking undergraduate degree programs in PolyU are required to complete a mandatory Work-Integrated Education (WIE) component as part of the curriculum requirement.</li> <li>➤ WIE is used to allow students to connect classroom theory with workplace applications under the guidance and supervision of both on-site and academic supervisors.</li> <li>➤ Students are expected to gain effective communication skills with older people and other professionals in practice sectors and/or industries, and learn basic skills in the management of ageing services.</li> </ul>
Blended learning	<ul style="list-style-type: none"> <li>➤ The use of information technology and e-learning platform can provide a range of possible learning experiences that supplement the face-to-face classroom teaching and learning.</li> <li>➤ Depending on the nature of subject and the desirable mode of teaching and learning, some subject teachers opt for the e-learning mode, which ranges from the simple email questions and answers, e-presentation, online forums to online exchange classes.</li> <li>➤ Blended learning will cultivate students' self-directed life-long learning abilities.</li> </ul>

#### 4. ALIGNMENT OF ASSESSMENT WITH INTENDED LEARNING OUTCOMES

##### Methods of Assessment

The criterion-referenced approach is adopted to grade and assess students' learning outcomes. These outcomes stipulate that there are five crucial aspects to be assessed, namely:

- (c) Develop Professional Knowledge and Competence;
- (d) Become Critical Thinkers;
- (e) Become Effective Communicators;
- (f) Become Innovative Problem Solvers and Lifelong Learners; and
- (g) Become Ethical Leaders and Socially Responsible Global Citizen.

In order to accurately and adequately assess these aspects, different methods of assessment are needed and the following table depicts the range of assessment methods adopted by the BA (Hons) in Applied Ageing Studies and Service Management programme.

<b>Methods of Assessment</b>	<b>Special Features</b>
Quiz	<ul style="list-style-type: none"> <li>➤ Quizzes are designed to test students' accuracy of understanding and application of knowledge.</li> <li>➤ This is normally used together with other forms of assessment.</li> </ul>
Case studies	<ul style="list-style-type: none"> <li>➤ Case studies are used to test students' analytical ability and problem-solving skills, as well as their application of discipline-specific and multi-disciplinary knowledge.</li> <li>➤ The assessment criteria include the appropriate application of theories and concepts, critical thinking, analytical and communication skills, and the ability to examine certain practices and its implications.</li> </ul>
Individual report	<ul style="list-style-type: none"> <li>➤ Individual reports are used to test students' ability to synthesize their learning from lectures and seminars in writing, and evaluate their understanding on the current social issues and most up-to-date theoretical frameworks and practice.</li> <li>➤ This method will test students' abilities in information literacy, logical and critical thinking, and communicating coherence and clarity.</li> </ul>
Group projects	<ul style="list-style-type: none"> <li>➤ Students are invited to work in groups to conduct project work around real issues related to ageing populations.</li> <li>➤ These projects require students to work in teams to develop their own hypotheses and to conduct real life or participant observation for data gathering purpose.</li> <li>➤ In these project work, students are required to demonstrate the application of a particular theory to analyse, synthesise, evaluate, generalize and even theorize from a particular real life problem/context.</li> <li>➤ This method allows a comprehensive examination of students' critical thinking and problem-solving skills, communication abilities as well as their leadership in teamwork.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Through addressing a problem, students will develop capacity of social innovation and entrepreneurship to address the needs and improve the lives of older adults.</li> </ul>
Reflective journals	<ul style="list-style-type: none"> <li>➤ Students 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.</li> <li>➤ In these journals, students will also write about their reflective thoughts on their personal life experience, value and ethical and social responsibility, as well as their problem-solving ability arising from a practice situation.</li> </ul>
Seminar presentation	<ul style="list-style-type: none"> <li>➤ In most subjects, students are expected to take initiative in structuring their own learning experiences around a given topic and have them presented to the seminar group.</li> <li>➤ Normally students have to work in team to discuss the problem formulation, conceptual tools to be used, information gathering and framework of presentation, with facilitation from seminar teacher.</li> <li>➤ Students are often graded collectively on their performance in terms of discipline-specific knowledge, communication, teamwork, critical thinking, problem-solving as well as informational literacy.</li> </ul>
Internship	<ul style="list-style-type: none"> <li>➤ Students are required to undertake internship in one of our relevant partner agencies for WIE after taking part in some intergenerational mentoring activities.</li> <li>➤ Students will receive on-going feedback from internship supervisor throughout the 240-hour internship.</li> <li>➤ Toward the end of the internship, site supervisors are to complete an evaluation form detailing the student's performance including adaptation to working culture, work attitude, work competence, work manner, communication ability, learning motivation and integration of knowledge and practice skills.</li> </ul>
e-Portfolio	<ul style="list-style-type: none"> <li>➤ Students are encouraged to present their learning outcomes in creative formats (e.g., mini-movie, collage, display, animation, demonstration, presentations, and so forth), which will enable them showcase their project achievement and allow teachers to concisely assess students' improvement in informational literacy, self-reflection and communication skills.</li> <li>➤ Students will normally have the chance to discuss and reflect on the performance as well as their personal learning experience with the subject teachers continuously throughout the course.</li> </ul>
Examination	<ul style="list-style-type: none"> <li>➤ Some subjects use end-of-semester examinations for assessing the students' discipline-specific knowledge and its application.</li> <li>➤ There are different types of examination questions including multiple choice, true/false, matching, short answer, essay questions and so forth.</li> </ul>

## 5. 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 programme.

- I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject, assuming limited or no prior knowledge.  
 R(Reinforced) That the learning leading to the particular intended outcome is reinforced in that subject and students are increasingly proficient and practice with feedback.  
 A(Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject.

Institutional Learning Outcomes (ILO)	Programme Intended Learning Outcomes	APSS322 Financial Management in Human Services	APSS328 Programme Planning & Evaluation	APSS331 Management in Human Services	APSS345 Social Research Methods	APSS352 Marketing Strategies and Skills in Human Services	APSS454 Legal Aspects of Human Services	APSS324 Social Capital	APSS300 Ageing, Family and Society	APSS301 Social Policy and Social Care for an Ageing Society	APSS302 Psychology and Ageing	APSS303 Skills and Practice for Working with Older Adults	APSS400 Special Seminars on Ageing and Service Management	APSS4301 Applied Ageing Studies and Service Management Internship	APSS4302 Capstone Project for Applied Ageing Studies and Service Management	APSS4510 Corporate Social Responsibility	APSS4511 Social Entrepreneurship and Enterprise	RS3001 - Physical Activity and Practice for Active Ageing	SD3304 Participatory Design and Innovation in an Ageing Society	SN3209 Health and Ageing	CLC3362P Chinese Communication for Applied Ageing Studies & Service Management	ELC3628 Professional English for Applied Ageing Studies and Service Management Students	
		<b>ILO1: To Become Competent Professionals</b>	<b>Develop Professional Knowledge and Competence (PILO1)</b>																				
	1. gain an in-depth understanding and an interdisciplinary perspective on physical, psychological, social and policy-related aspects of ageing (PILO1a);								I, A	I, A	I, R, A	I, A							R, A				
	2. understand the challenges faced by older adults, and their implications for the individual, family, and society (PILO1b);				I, R, A			I, R, A	I, A	I, R, A	I, R, A	I, A								I, A	I, R, A		
	3. be equipped with the most up-to-date theoretical frameworks and practice on active ageing and health promotion, ageing service management, and social innovation (PILO1c);			I, R, A					I, A			I, A							I, A	I, A	I, R, A		
<b>ILO2: To Become Critical Thinkers</b>	<b>Become Critical Thinkers (PILO2)</b>																						
	4. assess and identify existing and emerging needs of the growing and increasingly diverse ageing populations (PILO2a);		I, R, A						I, A		I, R, A	I, A	I, R, A	I, R, A	R, A				I, A	I, A	I, R	I	
	5. demonstrate critical and independent thinking in social policy and social care for an ageing society (PILO2b);				I, R, A					I, R, A												I	
<b>ILO3: To Become Effective Communicators</b>	<b>Become Effective Communicators (PILO3)</b>																						
	6. communicate effectively in oral, written, numerical and graphic forms to present well- reasoned argument (PILO3a);		I, R, A	I, A					I, A	I, A	R, A		R, A	R, A					R, A	I, A	I, R, A	I, R, A	I, R, A
	7. apply knowledge and skills of communication with older adults in a variety of health/social care and “silver market” settings (PILO3b);											I, R, A		R, A	R, A				R	I, R, A		I, R, A	I, R, A
<b>ILO4: To Become Innovative Problem Solvers and Lifelong Learner</b>	<b>Become Innovative Problem Solvers and Lifelong Learner (PILO4)</b>																						
	8. Search, integrate and apply knowledge and skills required for planning, delivering, evaluating and coordinating active ageing and long-term care services across social and health care settings and in wider “silver markets” (PILO4a);	I, R, A	I, R, A	I, R, A		R, A		I, R, A		I, R, A				R, A	R, A					I, R, A	I, R	I, R, A	
	9. develop capacity of social innovation and entrepreneurship to address the needs and improve the lives of older adults (PILO4b);					R, A				I, A			R	R, A	R, A		I, R, A			I, R, A			
	10. display self-directed life-long learning abilities and global outlook in pursuit of personal and vocational development (PILO4c).						R			I, R				R, A	R, A					I, R	I, R	I, R	I, R
<b>ILO5: To Become Ethical Leaders and Socially Responsible Global Citizen</b>	<b>Become Ethical Leaders and Socially Responsible Global Citizen (PILO5)</b>																						
	11. possess effective skills in the development and management of ageing services and appreciate the diversity of the ageing populations (PILO5a);	I, R, A		I, R, A				I, R, A	I		I, R, A		I, R, A									I	I
	12. recognize social and ethical responsibilities for their decisions made and services provided for older adults (PILO5b);			I		I, R	R			I, R	I, R, A			R, A		I, R, A				I, R			

## **6. MEDIUM OF INSTRUCTION/ASSESSMENT**

### **6.1 Medium of Instruction**

- (a) English is the medium of instruction (the only exceptions are for a small number of subjects which have obtained special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned).
- (b) In the presence of non-Cantonese-speaking students, English should be used all the time.

### **6.2 Medium of Assessment**

- (a) Unless specified otherwise, students are assessed in English in subjects they take.

## **7. ADMISSION**

### **Minimum Entrance Requirements**

- i. An Associate Degree or a Higher Diploma in a relevant discipline from a recognized institution.
- ii. Preference will be given to graduates from social sciences, social work, psychology, policy and administration, management, guidance and counselling, and health sciences.

## **8. 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 he is currently enrolled, unless the professional bodies concerned stipulate otherwise.

## **9. NORMAL DURATION FOR COMPLETION OF A PROGRAMME**

- 9.1 Students should complete the programme within the normal duration of the programme as specified in the Programme Requirement Document. Those who exceed the normal duration of the programme will be de-registered from the programme unless prior approval has been obtained from relevant authorities. The study period of a student shall exclude deferment granted for justifiable reasons, and the semester(s) when the student has been approved to undertake internship. Any semester in which the students are allowed to take zero subject will be counted towards their total period of registration.
- 9.2 Students who have been registered for the normal duration of the programme may request extension of their studies for up to one year with the approval of the relevant Heads of Department. Applications for extension of study period beyond one year and up to two years will require the approval from Faculty Board Chairman.
- 9.3 Students who have exceeded the normal duration of the programme for more than two years and have been de-registered can submit an appeal to the Academic Appeals Committee to request further extension. If the appeal fails, the student shall be de-registered

## 10. UNIVERSITY GRADUATION REQUIREMENTS

### *Articulation Degree Programme*

10.1 To be eligible for the award under the 4-year full-time undergraduate curriculum, a student must:

- (i) Complete successfully a minimum of 60 credits<sup>1</sup>.
- (ii) Earn a cumulative GPA of 1.70 or above at graduation.
- (iii) Complete successfully the mandatory Work-Integrated Education (WIE) component as specified by their programme/Major.
- (iv) Satisfy the following GUR requirements:

(a) Cluster Areas Requirements (CAR)	6 credits
(b) China Studies Requirement	(3 of the 6 CAR credits)
(c) Service-Learning	3 credits
(d) Language and Communication Requirements <sup>2</sup>	-
	<b>Total = 9 credits</b>

- (v) Satisfy the residential requirement as stated in Section 8 above.
  - (vi) Satisfy any other requirements as specified in the Programme Requirement Document.
- 10.2 There are subjects which are designed to fulfil the credit requirement of different types of subject. Students passing these subjects will be regarded as having fulfilled the credit requirements of the particular types of subject concerned. Nevertheless, the subject passed will only be counted once in fulfilling the credit requirements of the award, and the students will be required to take another subject in order to meet the total credit requirement of the programme concerned.
- 10.3 Students admitted to the Articulation Degree programmes on the strength of the Associate Degree/Higher Diploma qualifications are required to complete at least 60 credits in order to be eligible for a Bachelor's degree. Exemption may be given from subjects already taken in the previous Associate Degree/Higher Diploma studies. In that case, students should take other electives (including free electives) instead to make up the total of 60 credits required.
- 10.4 A student is required to graduate as soon as he/she satisfies the graduation requirements as stipulated in Section 10.1 above. The student concerned is required to apply for graduation, in the semester in which he is able to fulfil all his graduation requirements, and after the add/drop period for that semester has ended.
- 10.5 Level-0 subjects and training subjects (including clinical/field training) will not be counted to fulfill free elective requirement for graduation purpose.

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<sup>1</sup> This minimum only applies to students who are admitted through the normal route.

<sup>2</sup> This is normally not required. Only those students not meeting the equivalent standard of the Undergraduate Degree LCR (based on their previous studies in AD/HD programmes and their academic performance) will be required to take degree LCR subjects on top of the normal curriculum requirement. The Programme offering department will refer to the guidelines provided by the Language Centres (ELC andCLC) to determine whether a new student has met the equivalent standard. Non-Chinese Speakers and those students whose Chinese standards are at junior secondary level or below will by default be exempted from the DSR-Chinese and CAR-Chinese Reading and Writing requirements. However, this groups of students would still be required to take one Chinese LCR subject to fulfil their Chinese LCR.

## ***General University Requirements (GUR)***

10.6 Students admitted to Articulation degree programmes are required to fulfil a simpler General University Requirements which normally include the following components:

(a) **Cluster Areas Requirements (CAR)**

To expand students' intellectual capacity beyond their disciplinary domain and to enable them to tackle professional and global issues from a multidisciplinary perspective, students are required to take two CAR subjects from any two of the following cluster areas:

1. Human Nature, Relations and Development
2. Community, Organisation and Globalisation
3. History, Culture and World Views
4. Science, Technology and Environment

They should take 6 credits from different cluster areas. The subjects taken should be able to fulfil the English and Chinese reading and writing requirements and 3 credits of China Studies requirement (CSR). Articulation degree students may apply for a waiver if they have fulfilled the English and Chinese reading and writing requirements and/or CSR requirement in their previous studies.

i) **Writing Requirement**

All students must also, among the CAR subjects they take (see section (a) above), pass one subject that includes the requirement for a substantial piece of writing in English and one subject with the requirement for a substantial piece of writing in Chinese.

ii) **Reading Requirement**

All students must, among the CAR subjects they take, pass one subject that includes the requirement for the reading of an extensive text in English and one subject with the requirement for the reading of an extensive text in Chinese.

Non-Chinese speakers and those students whose Chinese standards are at junior secondary level or below will by default be exempted from the DSR - Chinese and CAR - Chinese Reading and Writing requirements. However, this group of students would still be required to take one Chinese LCR subject to fulfil their Chinese LCR.

*Note: In addition to the LCR (if applicable) and Reading and Writing Requirements, students also have to complete 4 credits of discipline-specific language requirements (2 credits in English and 2 credits in Chinese) as specified in the curriculum requirements of their Major.*

**(b) China Studies Requirement**

Of the 6 credits of CAR described in (a) above, students are required to successfully complete a minimum of 3 credits on CAR subjects designated as "China-related". The purpose is to enable students to gain an increased understanding of China (e.g., its history, culture and society, as well as emerging issues or challenges).

**(c) Service-Learning**

All students must successfully complete one 3-credit subject designated to meet the Service-Learning Requirement, in which they are required to (1) participate in substantial community service or civic engagement activities that will benefit the service users or the community at large in a meaningful way, (2) apply the knowledge and skills acquired from their Major or other learning experiences at the University to the community service activities, and (3) reflect on their service learning experience in order to link theory with practice for the development of a stronger sense of ethical, social and national responsibility.

For APSS students, they are required to take an open-to-all GUR Service-Learning subject to fulfill this requirement.

**(d) Language and Communication Requirements (LCR)**

Articulation degree students not meeting the equivalent standard of the Undergraduate Degree Language and Communication Requirements (LCR) based on their previous studies in Associate Degree/Higher Diploma programmes and their academic performance will be required to take additional credits (up to 6 credits in English and 3 credits in Chinese) on top of the programme's normal credit requirements.

## **11. WORK-INTEGRATED EDUCATION (WIE)**

- 11.1 Students are required to complete internship for 5 credits to fulfill the Work-Integrated Education requirement for graduation.
- 11.2 As part of the WIE, students are expected to participate in some intergenerational mentoring activities and then will be placed at a real work setting for 240 hours in internship to receive professional training in community or business settings. They will be supervised by a supervisor and required to submit various assignments including reflective journals and a self-evaluation report to demonstrate their learning experiences.
- 11.3 The feedback on students' performances given by the agency for which they carry out the internship will contribute to the assessment of the subject.

## 12. OVERALL FRAMEWORK FOR THE PROGRAMME

### *Articulation Degree Programme*

- 12.1 The articulation degree programmes are designed to prepare students for success in their chosen professions and to nurture them to become all-round global citizens.
- 12.2 Taking into account the education background of admittees to articulation programmes, the overall credit requirements for BA (Hons) in Applied Ageing Studies and Service Management are as follows:

<b><i>Minimum</i></b> credit requirement for graduation		63 credits
▪ General University Requirements (GUR)	9 credits	
▪ Discipline-Specific Requirements (DSR)	54 credits	
<b><i>Maximum</i></b> total credits allowed without incurring a higher tuition rate		75 credits

- 12.3 The minimum credit requirement for graduation from BA (Hons) in Applied Ageing Studies and Service Management programme is 63 credits, including 9 credits for GUR. Students not meeting the equivalent standard of the Undergraduate Degree Language and Communication Requirements (LCR) based on their previous studies in Associate Degree/Higher Diploma programmes and their academic performance will be required to take additional credits (up to 6 credits in English and 3 credits in Chinese) on top of the programme's normal credit requirement for graduation.
- 12.4 There is only one award option available to students, which is a single discipline Major.

### 13. CURRICULUM STRUCTURE FOR THE PROGRAMME

#### 13.1 Overall Curriculum Structure and Graduation Requirements

	<b>Overall Curriculum Structure &amp; Graduation Requirements</b>	<b>Credit Value</b>	<b>Sub-Total</b>
<b>General University Requirements (GUR)</b>	Service-Learning	3	9
	Cluster Area Requirements (CAR) [2 Broadening Subjects chosen from the following 4 clusters: - Human nature, relations & development - Community, organization & globalization - History, culture & world views - Science, technology & environment - A minimum of 3 credits on subjects designated as “China-related” - Students must also fulfil the Reading and Writing requirements in English and Chinese	6	
<b>Discipline-specific Requirements (DSR)</b>	Discipline-specific Subjects for Major Study	42	49
	Discipline-specific Language Requirements [2 credits in English and 2 credits in Chinese]	4	
	Capstone Project for Applied Ageing Studies and Service Management	3	
<b>Clinical/Field Study &amp; Work-integrated Education (WIE)</b>	Applied Ageing Studies and Service Management Internship	5	5
<b>Free Electives (Optional)</b>	Free Electives		0-12

## 13.2 Programme Curriculum

Subject Code & Title		Pre-requisite	Level	Credit Value	Associate Degree/ Higher Diploma Entry	Sub-total
<b>General University Requirements</b>						
Cluster Area Requirements		N/A	1-2	3	choose 2 subjects	9
Service-Learning		N/A	2-3	3	✓	
Language and Communication Requirements - Chinese		N/A	1	3	^	
Language and Communication Requirements - English		N/A	1	6	^	
<b>Discipline-specific Requirements</b>						
<i>Discipline-specific Language Subjects</i>						
CLC3362P	Chinese Communication for Applied Ageing Studies and Service Management	LCR Chinese Subject	3	2	✓	4
ELC3628	Professional English for Applied Ageing Studies and Service Management Students	LCR English Subjects	3	2	✓	
<b>Professional Core<sup>3</sup></b>						
<i>General and Specific Knowledge in Applied Ageing Studies:</i>						
APSS3300	Ageing, Family and Society	N/A	3	3	✓	18
APSS3301	Social Policy and Social Care for an Ageing Society	N/A	3	3	✓	
APSS3302	Psychology and Ageing	N/A	3	3	✓	
APSS345	Social Research Methods	N/A	3	3	✓	
APSS454	Legal Aspects of Human Services	N/A	4	3	✓	
SN3209	Health and Ageing	N/A	3	3	✓	
<i>Competence in Working with Older Adults in Service Management:</i>						
APSS3303	Skills and Practice for Working with Older Adults	N/A	3	3	✓	18
APSS331	Management in Human Services	N/A	3	3	✓	
APSS352	Marketing Strategies and Skills in Human Services	APSS331	3	3	✓	
APSS4300	Special Seminars on Ageing and Service Management	N/A	4	3	✓	
RS3001	Physical Activity and Practice for Active Ageing	N/A	3	3	✓	
SD3304	Participatory Design and Innovation in an Ageing Society	N/A	3	3	✓	
<b>Professional Electives</b>						
APSS3224	Social Capital	N/A	3	3	choose 2 subjects	6
APSS322	Financial Management in Human Services	APSS331	3	3		
APSS328	Programme Planning and Evaluation	APSS331	3	3		
APSS4510	Corporate Social Responsibility	N/A	4	3		
APSS4511	Social Entrepreneurship and Enterprise	N/A	4	3		
<b>Clinical/Field Subject</b>						
APSS4301	Applied Ageing Studies and Service Management Internship	N/A	4	5	✓	5
<b>Capstone Project</b>						
APSS4302	Capstone Project for Applied Ageing Studies and Service Management	APSS345 & SD3304	4	3	✓	3
<b>Total Credits<sup>#</sup></b>						<b>63</b>

<sup>^</sup> Students not meeting the equivalent standard of the Undergraduate Degree Language and Communication Requirements (LCR) based on their previous studies will be required to take additional credits (up to 6 credits in English and 3 credits in Chinese) on top of the programme's normal credit requirements.

<sup>#</sup> Students eligible for credit transfer may take at most one course less to complete the degree. And students eligible for course exemption are allowed to take more than two electives from the pool of Professional Electives to substitute the course they are exempt from. The number of credits, which a student is required to complete for the award, will be determined at the time of admission. Please refer to sections 10.3, 19.6 and 19.8 for details.

<sup>3</sup> The integration of general and specific knowledge on ageing policies, psychology, and other ageing related content will enable students to better understand older adults' psychological changes, financial needs, emotional needs, and care expectations in different life domains. This will enable students to actively plan and manage innovative services. Students will become more responsible and self-motivated in learning management skills, monitoring programme results, and improving services, and will thus become more competent in working with older adults in service management areas.

## 14. RECOMMENDED PROGRESSION PATTERN

Programme-Stream Code	: 54458
Entry Route	: Holders of Associate Degree or Higher Diploma in a relevant discipline
Mode of Study	: Full-time
Normal Duration	: 2 years
Total Credits Required	: 63 – 72 credits [9 credits (GUR) + 49 credits (DSR) + 5 credits [(Clinical/Field) + 9 credits (LCR)*]

<b>Stage One</b>				
<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit Value</b>		
		<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>
APSS3300	Ageing, Family and Society	3		
APSS331	Management in Human Services	3		
APSS345	Social Research Methods	3		
SN3209	Health and Ageing	3		
	CAR (1 subject)	3		
APSS3301	Social Policy and Social Care for an Ageing Society		3	
APSS3303	Skills and Practice for Working with Older Adults		3	
APSS352	Marketing Strategies and Skills in Human Services		3	
CLC3362P	Chinese Communication for Applied Ageing Studies & Service Management		2	
RS3001	Physical Activity and Practice for Active Ageing		3	
SD3304	Participatory Design and Innovation in an Ageing Society		3	
APSS4301	Applied Ageing Studies and Service Management Internship <sup>^</sup>			5
	<b>Sub-total</b>	<b>15</b>	<b>17</b>	<b>5</b>
	<b>Total</b>		<b>37</b>	

<b>Stage Two</b>				
<b>Subject Code</b>	<b>Subject Title</b>	<b>Credit Value</b>		
		<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>
APSS3302	Psychology and Ageing	3		
APSS4302	Capstone Project for Applied Ageing Studies and Service Management <sup>%</sup>	1	2	
ELC3628	Professional English for Applied Ageing Studies & Service Management Students	2		
	Professional Elective (1 subject)	3		
	Service Learning	3		
	CAR (1 subject)	3		
APSS4300	Special Seminars on Ageing and Service Management		3	
APSS454	Legal Aspects of Human Services		3	
	Professional Elective (1 subject)		3	
	<b>Sub-total</b>	<b>15</b>	<b>11</b>	
	<b>Total</b>		<b>26</b>	

\* Students not meeting the equivalent standard of the Undergraduate Degree Language and Communication Requirements (LCR) based on their previous studies in Associate Degree/Higher Diploma programmes and their academic performance will be required to take additional credits (up to 6 credits in English and 3 credits in Chinese) on top of the programme's normal credit requirements.

% Consecutive subjects

^ Clinical/Field subjects

### **Remarks:**

1. Students are required to take Two Cluster Area Requirement subjects for graduation. The two CAR subjects should be chosen from different cluster areas, with minimum 3 credits of which in subjects designated as China-related “CSR”; plus “R” and “W” requirements in English and Chinese.
2. Students are required to take Two Professional Elective subject from the following list:

#### **Professional Elective Subjects (choose 2 subjects)**

<i>Level</i>	<i>Subject Code/Title</i>	<i>Credits</i>
3	APSS322 Financial Management in Human Services	3
3	APSS328 Programme Planning & Evaluation	3
3	APSS3224 Social Capital	3
3	APSS4510 Corporate Social Responsibility	3
3	APSS4511 Social Entrepreneurship and Enterprise	3

3. Students will be considered for credit transfer based on their previous studies in Associate Degree and / or Higher Diploma programmes and their academic performance. The credits attained and transferred to the programme will be recognized for fulfillment of the credit requirement of the award.
4. Students who have successfully completed similar subjects previously in another programme might be granted an exemption from taking certain subjects. They are required to take additional subject(s) from the list of Professional Elective subject, in order to satisfy the credit requirement for the award.
5. As part of the WIE, students are expected to participate in some intergenerational mentoring activities before they are placed at a real work setting for 240 hours in internship to receive professional training in community or business settings.
6. Students are allowed to alter the recommended progression pattern for GUR subjects or elective subjects to suit their own study pace in consultation with their Academic Advisor or Programme Leader. Under normal circumstances, students will not be allowed to take any other subjects together with internship in summer term
7. The Department of Applied Social Sciences reserves the right to offer the subjects in the semesters different from the above with prior notice.

## 15. STUDENT STATUS

Students' eligibility for the range of services provided by the University will be governed by the students' status, which is determined with reference to the mode of attendance of the academic programmes enrolled and/or the study load as described in below section:

### Full Time Students

- 15.1 Students enrolling on full-time programmes, with a study load of 9 credits or more in a semester, are classified as full-time students. Students on full-time programmes who wish to change their study load to less than 9 credits in a semester, will have to seek prior approval from the Department.
- 15.2 Students who enroll on full-time programme but have been given permission to take less than 9 credits in a semester will be given the option to pay credit fees. If students wish to exercise such option, they have to inform the Department before the end of the add/drop period of that semester.
- 15.3 Full-time local students enrolled on UGC-funded programmes are eligible to apply for financial assistance from the Government in the form of grant and loan. Government grant and loan may not be granted beyond the normal period of registration for the programme.

### Self-paced Students

- 15.4 Students are normally expected to follow the progression pattern recommended by the Programme. Students who wish to study at their own pace instead of following the specified progression pattern will have to seek prior approval from the Department. These students are referred to as self-paced students.
- 15.5 Full-time 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.
- 15.6 Once the students are approved to become self-paced, they will remain as self-paced students throughout their entire study.
- 15.7 Self-paced students need to monitor their progress of study and to ensure that the programme requirements are completed within the normal duration or the maximum period of registration of the programme concerned.

## 16. SUBJECT REGISTRATION

### Add/Drop of Subjects

- 16.1 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.

### Subject Withdrawal

- 16.2 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 programme-offering department and will require the approval of both the subject lecturer and the Programme Leader concerned (or an alternate academic staff authorized by the programme-offering department).
- 16.3 Applications submitted after the commencement of the examination period will not be considered. For approved applications, the tuition fee paid for the subject will be forfeited and the withdrawal status of the subject will be shown in the assessment result notification and transcript of studies, but will not be counted in the calculation of GPA.

### Pre-requisite Requirements

- 16.4 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.

### Additional Subjects

- 16.5 Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation. Students will be allowed to take additional subjects for broadening purpose, after they fulfill the graduation requirements and for the following semester. However, they will still be subject to the maximum study load of 21 credits per semester and the availability of places in the subjects concerned, and their enrolment will be arranged as subject-based students only and be subject to the rules on 'Admission of Subject-based Students', except that graduates from UGC-funded programmes will not be restricted to taking only subjects from a self-financed programme.
- 16.6 For students of full-time programmes, they can take additional subjects from within or outside their programme curriculum. Students can choose freely from those subjects which are available for selection (unless they are barred because of pre-requisites). Additional fees will not be charged for students paying a fixed tuition fee per semester but will be charged for students paying a credit fee.

## **17. RETAKING OF SUBJECTS**

- 17.1 Students may only retake a subject which they have failed (i.e. Grade F or U). Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded.
- 17.2 The number of retakes of a subject should be restricted to two, i.e. a maximum of three attempts for each subject is allowed.
- 17.3 In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the

replacement subject. Likewise, students who fail a Cluster Area Requirement (CAR) subject may need to take another subject from the same Cluster Area in order to fulfill this part of the GUR, since the original CAR subject may not be offered; in such cases, the fail grade for the first CAR subject will be taken into account in the calculation of the GPA, despite the passing of the second CAR subject.<sup>4</sup>

- 17.4 Students need to submit a request to the Faculty Board for the second retake of a failed subject.
- 17.5 Students who have failed a compulsory subject after two retakes and have been de-registered can submit an appeal to the Academic Appeals Committee (AAC) for a third chance of retaking the subject.
- 17.6 In relation to 17.5 above, in case AAC does not approve further retakes of a failed compulsory subject or the taking of an equivalent subject with special approval from the Faculty, the student concerned would be de-registered and the decision of the AAC shall be final within the University.

## 18. STUDY LOAD

### Specified Progression Pattern

- 18.1 For students following the progression pattern specified for their programme, they have to take the number of credits and subjects, as specified in section 14, for each semester. Students cannot drop those subjects assigned by the department unless prior approval has been given by the department.

### Maximum Credits Taken in a Semester

- 18.2 The normal study load is 15 credits in a semester for full-time study. The maximum number of credits 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.
- 18.3 To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load in the following semester (Summer Term excluded). 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<sup>5</sup>.

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<sup>4</sup> In these circumstances when students do not have a choice to retake a failed subject, such as when the failed subject has been phased out, a 'tie-subject' arrangement can be made with the approval of the Faculty Board. Under the arrangement, another appropriate subject can be taken as equivalent to the subject which is not offered. Upon passing the equivalent subject, the fail grade of the original subject will be replaced by the latest grade of the retake subject and the failure grade of the original subject will not be taken into account in the calculation of the GPA.

<sup>5</sup> 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.

### Zero Subject Enrolment

18.4 Students are not allowed to take zero subject in any semester, including the mandatory summer term, unless they have obtained prior approval from the programme-offering department; otherwise they will be classified as having unofficially withdrawn from the 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 total period of registration.

## **19. SUBJECT EXEMPTION AND CREDIT TRANSFER**

### Subject Exemption

19.1 Student may be exempted from taking any specified subjects, including mandatory General University Requirements (GUR) 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. However, for applications which are submitted by students who have completed an approved student exchange programme, the subject exemption is to be decided by the programme-offering department in consultation with the subject offering departments. In case of disagreement between the programme-offering department and the subject offering department, the two Faculty Deans/School Board Chairmen concerned will make a final decision jointly on the application. If students are exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards meeting the award requirements (except for exemptions granted at admission stage). It will therefore be necessary for the students to consult the programme-offering department and take another subject in order to satisfy the credit requirement for the award.

### Credit Transfer

19.2 Students may be given credits for recognised previous studies including mandatory General University Requirements (GUR) subjects and the credits will be counted towards meeting the requirements for award (see also section 19.6 below). Transferred credits may not normally be counted towards more than one degree<sup>6</sup>.

19.3 The granting of credit transfer is a matter of academic judgment. 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 need 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.

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<sup>6</sup> Credit transfer from undergraduate studies to postgraduate studies will be allowed on the condition that these credits were on top of the baccalaureate requirements.

- 19.4 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 the other approved institutions. Subject credit transfer is normally decided by the subject-offering department. However, for applications which are submitted by students who have completed an approved student exchange programme, the decision will be made by the programme-offering department in consultation with the subject-offering departments. As the application for credit transfer may involve subjects offered by more than one department, the programme-offering department should coordinate and check whether the maximum limit for credit transfer for a student has been exceeded, and whether the student has fulfilled the residential requirement as stipulated in Section 8.
- 19.5 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 transfer of credits. For exceptional cases such as those stated in 19.5(a) to 19.5(c) 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

- (a) 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.
  - (b) Students for whom the expiry of validity of credits is beyond their control, e.g. due to medical reasons.
  - (c) Students have been approved for deferment of study.
- 19.6 Normally, not more than 50% of the credit requirement for award may be transferable from approved institutions outside the University. For transfer of credits from programmes offered by PolyU, normally not more than 67% of the credit requirement for award can be transferred. In cases where both types of credits are being transferred (i.e. from programmes offered by PolyU and from approved institutions outside the University), not more than 50% of credit requirement for award may be transferred.
- 19.7 For students admitted to an Articulation Degree or Senior Year curriculum which is already a reduced curriculum, they should not be given credit transfer for any required GUR subjects, and they must complete at least 60 credits to be eligible for award.
- 19.8 If the transferred credits are part of a PolyU programme which is accredited by a professional body, the Department concerned should ensure that the transferred credits will also meet the requirement of the relevant professional body.
- 19.9 If a student is waived from a particular stage of study on the basis of advanced qualifications held at the time of admission, the student concerned will be required to

complete fewer credits for award. For these students, the 'deducted' credits at admission stage will be counted towards the maximum limit for credit transfer when students apply for further credit transfer after their admission. This also applies to students admitted to an Articulation degree or Senior Year curriculum when they claim further credit transfer after admission.

19.10 Notwithstanding the upper limits stipulated in Section 19.6 and 19.7 above, students may be given more credit transfer than these upper limits (e.g. upon completion of exchange programme as mentioned in Section 19.11 below), subject to their satisfying the residential requirement as stated in Section 8 above.

19.11 Credit transfer can be applicable to credits earned by students through study at an overseas institution under an approved exchange programme. Students should, before they go abroad for the exchange programme, seek prior approval from the programme-offering department (who will consult the subject-offering departments as appropriate) on their study plan and credit transferability. As with all other credit transfer applications, the Departments concerned should scrutinise the syllabuses of the subjects which the students are going to take at the overseas institution, and determine their credit transferability based on academic equivalence with the corresponding subjects on offer at the PolyU, and the comparability of the grading systems adopted by PolyU and the overseas institution. The transferability of credits, and the suitability for allowing grades to be carried over, must be determined and communicated to students before they go abroad for the exchange programme. In order to overcome the problems associated with subject-to-subject mappings, block credit transfer rather than subject-by-subject credit transfer can be given.

19.12 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 the add/drop period of a particular semester will only be eligible for graduation at the end of that semester, even if the granting of credit transfer will immediately enable the student to satisfy the credit requirement for the award.

19.13 Regarding credit transfer for GUR subjects, the Programme Host Department is the approval authority at the time of admission to determine the number of GUR credits which an Advanced Standing student will be required to complete for the award concerned. Programme Host Departments should make reference to the mapping lists of GUR subjects, compiled by the Committee on General University Requirements (CoGUR), on the eligibility of the subjects which can qualify as GUR subjects. Applications for credit transfer of GUR subjects after admission will be considered, on a case-by-case basis, by the Subject Offering Department or Office of General University Requirements (OGUR)/Office of Service Learning (OSL), in consultation with the relevant Sub-committee(s) under CoGUR, as appropriate.

19.14 For credit transfer of retaken subjects, the grade attained in the last attempt should be taken in the case of credit transfer with 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 the earlier attempts.

19.15 Students should not be granted credit transfer for a subject which they have attempted and failed in their current study unless the subject was taken by the student as an exchange-out student in his current programme.

## **20. DEFERMENT OF STUDY**

20.1 Students may apply for deferment of study if they have a genuine need to do so such as illness. Approval from the programme-offering department is required. The deferment period will not be counted towards the total period of registration.

20.2 Application for deferment of study from students who have not yet completed the first year of a full-time programme will only be considered in exceptional circumstances.

20.3 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.

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

## **21. 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.

## **22. ASSESSMENT**

22.1 In principle, the BA (Hons) in Applied Ageing Studies and Service Management programme will follow the general assessment regulations for credit-based programmes of the Hong Kong Polytechnic University. It is a combination of continuous assessment and examination. The assessment criteria necessarily vary with different subjects, but the objective is to provide students with various opportunities to improve themselves through assessment as a form of feedback and to enable them to demonstrate their competence and mastery of a subject area.

22.2 Assessment of the student's suitability to become a mid-level administrator goes beyond multi-disciplinary competence, and the capacity of social innovation and entrepreneurship to work with the growing and increasingly diverse ageing populations.

### *Principles of Assessment*

22.3 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.

- 22.4 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.
- 22.5 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/School Boards 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 Planning and Regulations Committee (APRC) and reported to the Senate.

### Assessment of Subjects

- 22.6 Students' performance in a subject can be assessed by continuous assessment and/or examinations, at the discretion of the individual subject offering Department. Students must pass in all components in order to obtain a subject pass. Where both methods are used, the weighting of each in the overall subject grade are clearly stated in the subject syllabus. The mode and weighting of assessment for each subject are summarized at Appendix I.
- 22.7 As integrative, analytical, and reflective abilities of students are emphasized, using coursework for assessing the performance of students will be more appropriate. Through engagement in coursework, students have more time to digest what they have learned and they are deeply involved in the learning process on a continuous basis. They can also consult teachers when there are difficulties. Through assessing students' coursework, teachers are able to make judgment on whether students have understood the subject matter. In addition, feedback can be given to students in an ongoing process. Thus in most subjects, assessment is based on coursework instead of examination.
- 22.8 Continuous assessment may include tests, assignments, projects, 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.
- 22.9 Coursework may be in the format of individual or group seminar presentation, individual papers, or group projects. Papers will be assessed according to originality, clarity, application of knowledge, and presentation. Sometimes, students are required to write down their reflection over real cases. Quiz is also used in order to assess students' knowledge of concepts. Participation of students is emphasized in the assessment in terms of their contribution of original and innovative ideas.
- 22.10 In some subjects, examinations are used to test students if they could grasp the basic important concepts and how much subject matter they have comprehended.
- 22.11 The use of different assessment strategies is part of our learning and teaching strategies in ensuring that the students can make full use of the learning opportunities provided by the programmes. Clear and specific guidelines are made known to students at the beginning of

the semester. Through the discussion between the teachers and the students in the programme committee, the operations of assessment system will be improved gradually.

22.12 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.

*Assessment of Clinical/Field Subjects and Work-integrated Education (WIE)*

22.13 Students are required to take part in some intergenerational mentoring activities and a 240-hour internship to be eligible for graduation. The internship will develop students' competence in working with the growing and increasingly diverse ageing populations. The assessment in the internship is an ongoing process. During the process of the internship, there will be ongoing evaluation of student's performance by the attachment agency and the academic supervisor. Toward the end of the internship, a formal evaluation session will be held and a report will be written by the supervisor.

The assessment of the student's performance focuses on the following three areas:

- a) Site supervisor feedback (40%). Toward the end of the internship, site supervisors are to complete an evaluation form detailing the student's performance including adaptation to working culture, work attitude, work competence, work manner, communication ability, learning motivation and integration of knowledge and practice skills.
- b) Mid-term Reflective journal (25%). Students are responsible for submitting a reflective journal to the academic supervisor in the middle of the internship. The journal will review and reflect on working, learning experience as well as observation of organizational structure and culture. Self-evaluation, reflect on the challenges and learning opportunities and address expectations for future supervision could also be included. The journal needs to be first signed by the site supervisor as verification that the job duties have been undertaken and then be evaluated by the academic supervisor.
- c) Final report (25%). Students should submit a final report in the end of the internship to demonstrate knowledge and skills learnt from the experience, strategies of integrating knowledge and skills learnt from other subjects in the internship. Students should also demonstrate capacities of critical thinking, innovation, and effective reflection and analysis.
- d) Oral Presentation (10%). Students need to prepare and conduct an individual presentation on their work and learning experiences in the end of the internship. Both on-site and academic supervisors will be invited to attend.

22.14 Student must complete and pass their internship for graduation. If they fail again when retaking the internship, they will be considered failing the Programme.

22.15 The result of the internship will be part of the GPA calculation.

22.16 The grading system (A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F) shall apply in this subject.

## 23. PROGRESSION / ACADEMIC PROBATION / DEREGISTRATION

- 23.1 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 or the Summer Term study is mandatory for the programme), 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.
- 23.2 When a student has a Grade Point Average (GPA) lower than 1.70, he will be put on academic probation in the following semester. If a student is able to pull his GPA up to 1.70 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 result notification but not in the transcript of studies.
- 23.3 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 reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension; or
  - (b) the student has reached the maximum number of retakes allowed for a failed compulsory subject; or
  - (c) the student's GPA is lower than 1.70 for two consecutive semesters and his Semester GPA in the second semester is also lower than 1.70; or
  - (d) the student's GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (a) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception.

- 23.4 Since the Summer Term study of the programme is mandatory for all students of the programme and that the Summer Term study constitutes a substantial requirement for graduation, the progression of students to the following academic year will be affected by the GPA obtained in Summer Term of the current academic year.
- 23.5 A student may be de-registered from the programme enrolled before the time frame specified in Sections 23.3(c) and 23.3(d) above if his academic performance is poor to the extent that the Board of Examiners deems that his chance of attaining a GPA of 1.70 at the end of the programme is slim or impossible.
- 23.6 If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision. Views of Faculties/Schools/Departments will be sought and made available to AAC for reference.

## 24. EXCEPTIONAL CIRCUMSTANCES

### Absence from an assessment component

- 24.1 If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his control and considered by the subject offering Department as legitimate, the Department will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and normally before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty Board Chairman shall decide on an appropriate time for completion of the late assessment.
- 24.2 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 date of the examination, together with any supporting documents (e.g. medical certificate). Approval of applications for 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.

### Assessment to be completed

- 24.3 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 remedial work must not take the form of re-examination.

### Aegrotat award

- 24.4 If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances which are beyond his control, and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.
- 24.5 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.
- 24.6 The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.
- 24.7 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.

## 25. GRADING

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

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

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

Notes:

- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+

25.2 The grade points assigned to subject grades attained by students are as follows:

<i>Grade</i>	<i>Grade Point for grades attained from 2020/21</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

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

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

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

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, but without any grade assigned<sup>7</sup>
- (e) Subjects from which a student has been allowed to withdraw (i.e. those with the grade 'W')

Subject which has been given an “S” code, i.e. absent from all assessment components, 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 ranges from 0.00 to 4.30.

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<sup>7</sup> Subjects taken in PolyU or elsewhere and with grades assigned, and for which credit transfer has been approved, will be included in the GPA calculation.

25.4 The clinical/field credits contained within the BA (Hons) in Applied Ageing Studies and Service Management award will be counted in the GPA calculation.

Codes to Denote Overall Subject Assessments

<i>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 an ungraded subject	This code applies to an ungraded subject, such as industrial training.
U	Fail 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. 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 all assessment components	—
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	—
T	Transfer of credit	—
%	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.
@	Disqualification of result due to non-compliance with examination regulations	This code applies to failure (i.e. F and U grades) arising from disqualification of subject result due to non-compliance with examination regulations. The code will be removed subsequently when the student leaves the University.

<sup>^</sup> 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.

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.

25.5 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.

## 25.6 Different Types of GPA's

25.6.1 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.

25.6.2 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.

25.6.3 Along with the 'cumulative' GPA, a weighted GPA will also be calculated, to give an indication to the Board of Examiners on the award classification which a student will likely get if he makes steady progress on his academic studies. GUR subjects will be included in the calculation of weighted GPA for all programmes.

25.6.4 When a student has satisfied the requirements for award, an award GPA will be calculated to determine his award classification. GUR subjects will be included in the calculation of award GPA for all programmes.

25.6.5 The relationship between the different types of GPA, and the methods for calculating each, is further explained in Appendix II.

## 26. GRADUATION REQUIREMENTS

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

- (a) Accumulation of the requisite number of credits for the particular award, as defined in Section 1.7; and
- (b) Satisfying the residential requirement for at least 1/3 of the credits to be completed for the award he is currently enrolled; and
- (c) Satisfying all requirements as defined and/or stipulated in this Programme Requirement Document and as specified by the University; and
- (d) Having a Grade Point Average (GPA) of 1.70 or above at the end of the programme.

26.2 A student is required to graduate as soon as he satisfies all the conditions for award. Subject to the 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.

## 27. AWARD CLASSIFICATION

27.1 The Weighted GPA is used to determine award classifications and it is computed as follows:

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

where  $W_i$  = weighting to be assigned according to the level of the subject

$n$  = number of all subjects counted in GPA calculation as set out in Section 25.3, except those exclusions specified in Section 27.2.

For calculating the weighted GPA (and award GPA) to determine the Honours classification of students who satisfy the graduation requirements of Bachelor's degree awards, a University-wide standard weighting<sup>8</sup> will be applied to all subjects of the same level, with a weighting of 2 for Level 1 and 2 subjects, a weighting of 3 for Level 3 and 4 subjects. Same as for GPA, Weighted GPA ranges from 0.00 to 4.30.

27.2 Any subjects passed after the graduation requirement has been met will not be taken into account of in the grade point calculation for award classification. However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he/she becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the grade point calculation (i.e. the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded except for students who have indicated inclusion of specific free electives for fulfilment of award requirements).

### 27.3 Classification of awards

27.3.1 For Honours degree programmes, the awards will be classified as follows:

First Class Honours  
Second Class Honours (Division 1)  
Second Class Honours (Division 2)  
Third Class Honours

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<sup>8</sup> Requests for deviation from the University-wide standard require specific approval by the Academic Planning and Regulations Committee.

27.3.2 The following are guidelines for Boards of Examiners' reference in determining award classifications:

<b><i>Honours degrees</i></b>	<b>Guidelines</b>
1 <sup>st</sup>	The student's performance/attainment is outstanding, and identifies him as exceptionally able in the field covered by the programme in question.
2:i	The student has reached a standard of performance/ attainment which is more than satisfactory but less than outstanding.
2:ii	The student has reached a standard of performance/ attainment judged to be satisfactory, and clearly higher than the 'essential minimum' required for graduation.
3 <sup>rd</sup>	The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory.

27.3.3 Under exceptional circumstances, a student who has completed an Honours degree programme, but has not attained Honours standard, may be awarded a Pass-without-Honours degree. A Pass-without-Honours degree award will be recommended, when the student has demonstrated a level of final attainment which is below the 'essential minimum' required for graduation with Honours from the programme in question, but when he has nonetheless covered the prescribed work of the programme in an adequate fashion, while failing to show sufficient evidence of the intellectual calibre expected of Honours degree graduates. For example, if a student in an Honours degree programme has a Grade Point Average (GPA) of 1.70 or more, but his Weighted GPA is less than 1.70, he may be considered for a Pass-without-Honours classification. A Pass-without-Honours is an unclassified award, but the award parchment will not include this specification.

27.3.4 Students who have committed academic dishonesty or non-compliance with examination regulations will be subject to the penalty of the lowering of award classification by one level. For 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.

27.3.5 Decisions by the Boards of Examiners on award classifications to be granted to each student on completion of the programme shall be ratified by the Faculty Board (of Examiners). For cases the decisions of which do not conform to the above indicative GPA range, they should be referred, by the Faculty Board (of Examiners), to the APRC for ratification.

## **28. AWARD PARCHMENT**

28.1 The official award parchment of the University records the full name of the recipient, together with the title of the degree, the Honours classification obtained by the student, and date of the award.

28.2 Irrespective of whether the students graduate from a Major programme programme, the award title to be reflected on the award parchment is identical, which will read as follows:

...has been awarded the degree of  
(say) BACHELOR OF SCIENCE  
(say) with First Class Honours

28.3 The University reserves the right to withhold the issuance of an award parchment to a student/graduand who has unsettled matters with the University, or subject to disciplinary action.

## **29. EXAMINATION RESULT ANNOUNCEMENT, TRANSCRIPTS, TESTIMONIALS AND REFERENCES**

29.1 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 up to and including the latest semester. The announcement serves as an official notification of the student's academic performance.

29.2 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) medium of instruction for the programme (applicable only to programmes which are delivered in Chinese and for which both Chinese and English versions are offered);
- (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 clinical /field credit requirement of the programme concerned);
- (v) credit requirement of the student if different from the normal credit requirement of the programme;
- (vi) where relevant, the final award(s), with classification and year of award; and

- 29.3 Students may request for a testimonial which is a certification of their studies at the University, but without details on subjects and subject results.
- 29.4 Students may also request for references direct from academic staff/members concerned.

### **30. RULES GOVERNING THE CONDUCT OF EXAMINATIONS**

#### 30.1 Before the commencement of examination

- 30.1.1 Candidates shall not enter the examination room/hall until so instructed by the invigilator.
- 30.1.2 No books, scrap papers and other written materials, etc. shall be brought into the examination room/hall. Articles brought into the examination room/hall with the permission of the invigilator shall be deposited in a place designated by the invigilator. The possession of unauthorised materials by a candidate during an examination shall constitute a breach of regulations and the candidate concerned will be subjected to disciplinary penalties. The case shall be reported to the department concerned and the Student Discipline Committee as well as the Chairman of the relevant Board of Examiners.
- 30.1.3 The use of electronic devices (e.g. iPod, tablets, PDA, mobile phones, MP3 players, electronic dictionaries, wearable devices, databank watches, smart watches with mobile applications installed or wireless technologies supported, computers and pagers) are not allowed in an examination except those which are expressly allowed by the subject offering department. Candidates are strongly advised not to bring their electronic devices to the examination room/hall. If these devices are carried as accompaniment, they must be turned off (including the alarm function) before entering the examination venue and put under the chair in a position visible to the invigilators.
- 30.1.4 If necessary, candidates should only use the mathematical or other tables provided. Special tables may only be used after inspection by and with the approval of the invigilator.
- 30.1.5 Candidates must bring their own watches (databank watches, smart watches with mobile applications installed or wireless technologies supported are not allowed) to time the examination as there may not be a clock in the examination venue.
- 30.1.6 Except for the authorised examination materials, candidates are required to place all their personal belongings under their chairs (*for hall venue*) or take them to the front of the examination venue (*for lecture theatre/classroom venue*). Depending on the actual situation, invigilators will have the discretion to assign a specific area for candidates to place their personal belongings.
- 30.1.7 Candidates are advised not to bring valuables to the examination venues. The University will not be responsible for the loss of personal belongings being brought to the examination venues.
- 30.1.8 At the instruction of the invigilator, candidates should be allowed to enter the examination venue at least 10 minutes (15 minutes in the case of large examination halls), and be seated at least 5 minutes, before the commencement

of an examination. Once candidates enter the examination venue, they are not allowed to leave until 30 minutes after the commencement of the examination.

- 30.1.9 Candidates must sit according to the seating plan posted outside the examination room/hall, if there is any.
  - 30.1.10 Candidates must bring their Hong Kong Identity Cards (or passports for those without a HKID card) and student identity cards to the examination. Photocopied documents are not acceptable. These documents should be placed on the top right hand corner of the desk for inspection by invigilators during the examination. A candidate shall be liable to expulsion from the University if the documents do not correspond to the person sitting the examination. Legal proceedings will be taken against both the candidate and substitute in such cases.
  - 30.1.11 No candidates shall start the examination until instructed to do so by the invigilator.
  - 30.1.12 Candidates must provide themselves with necessary writing and drawing instruments.
  - 30.1.13 Candidates shall write only on answer books and supplementary answer sheets provided for examination purpose. No pages may be torn out of the answer books.
- 30.2 During the examination
- 30.2.1 After the examination has commenced, candidates are not permitted to leave the examination room/hall in the first 30 minutes and the last 15 minutes of the examination. If candidates arrive late for more than 30 minutes, candidates will normally not be allowed to enter the examination room/hall. Nevertheless, invigilators can exercise their discretion to allow candidates, who are late for more than 30 minutes, to enter the examination room/hall.
  - 30.2.2 During the examination, candidates shall not leave the examination room/hall temporarily and return subsequently, unless accompanied by an invigilator (this applies to examinations held in both the examination room and examination hall). They must not take with them any written materials or electronic/communication devices. The time of leaving and returning to the examination room/hall shall be logged down for reference/record.
  - 30.2.3 During the examination, there shall neither be communication between candidates nor any dishonest conduct. Candidates shall not do anything which causes unnecessary distraction to other candidates. Irregularities of any kind will be reported to the Student Discipline Committee for action as appropriate.
  - 30.2.4 No food or drink is allowed in the examination room/hall during the examination. However, if a candidate needs to drink water (to accompany medication for example) or has any other urgent requirements, he can make his request to the invigilator.

30.2.5 In case of any suspected use of electronic/communication devices by a candidate, the candidate concerned is required to show the content (such as call log/SMS/instant messages/web pages) to the invigilator upon the latter's request. The invigilator will take a record of the relevant information to assess if any cheating is involved. Invigilators shall then instruct the candidate to switch off the electronic/communication device or remove the battery. The case will then be reported to the department concerned and the Student Discipline Committee.

30.2.6 A reminder of the time remaining will be announced 30 minutes , 15 minutes and then 5 minutes before the end of the examination.

### 30.3 At the end of the examination

30.3.1 At the end of the examination, candidates shall remain seated quietly until they are told to leave the examination room/hall. They shall not take out of the examination room/hall any items issued by the invigilator, except for the examination papers. Some examination papers, as specified, may not be taken away.

30.3.2 Candidates should leave the examination room/hall quietly to avoid disturbance to other students taking examinations in the same venue.

30.3.3 Any complaint about the conduct of the examination shall be made in writing to the Head of Department concerned or the Registrar as soon as possible after the examination.

## **31. RECORDING OF DISCIPLINARY ACTIONS IN STUDENTS' RECORDS**

31.1 Disciplinary actions against students' misconducts will be recorded in students' records.

31.2 Students who are found guilty of academic dishonesty or non-compliance with examination regulations 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/non-compliance with examination regulations'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.

31.3 Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee.

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

## **32. SUBJECT RESULTS**

### Marking and grading

- 32.1 Subject Lecturers, in respect of the subject they teach, have sole responsibilities for marking and grading students' coursework and examinations scripts. Timely feedback of continuous assessment should be given to students as soon as possible (e.g. not later than a month), and in any case, before the final examination/assessment. In this regard, Subject Lecturers will be accountable to the Head of the subject offering Department, to ensure that all forms of assessment, including the students' coursework and examination scripts, are correctly marked and graded where appropriate, to avoid administrative errors at all times, and to submit the grades for finalisation by Subject Assessment Review Panel (SARP) according to the schedule of the Department.
- 32.2 To ensure consistency and uniformity for a common subject taught by different Subject Lecturers, meetings can be arranged amongst them before the examination papers are set or before the marking is done.

### Finalising subject grades

- 32.3 Subject grades shall be reviewed and finalised by SARP before being formally released to students and submitted to the Board of Examiners. Each Department must form one or several SARPs to take care of the subjects it offers. The Board of Examiners will not attempt to change any grades.

### Composition and operation of SARP

- 32.4 SARP(s) 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 Chairman of Departmental Learning and Teaching Committee, the Chairman of the relevant Subject Panel, and the subject examiners as appropriate.
- 32.5 For those subjects which are also open to students of other Departments to attend, the Department which offers the subjects shall invite the Head (or his designate) of the 'serviced' Departments to join SARP as co-opted members or alternatively arrange to send the subject grades to the 'serviced' Department for comments before finalisation. For the former arrangement, it will be optional for the 'serviced' Departments to send representatives or not and their absence or presence will not have any implications on the quorum of the meeting.

## **33. OVERALL RESULTS**

- 33.1 The authority for approving the overall results of students rests with the Board of Examiners (BoE).
- 33.2 One week after all the subject results have been finalised, the Board of Examiners shall confirm the overall results of students on the programme, including award classifications for final year students and de-registration cases.

## **34. BOARD OF EXAMINERS (BoE)**

### **34.1 Responsibility**

The Board of Examiners for the programme is responsible to the Senate for making:

- (a) a decision on the classification of awards to be granted to each student on completion of the programme;
- (b) a decision on de-registration cases; and
- (c) a decision on cases with extenuating circumstance.

34.1.1 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 to which the programme is designed to lead, 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.

34.1.2 The BoE will not attempt to change the grades for any student in any subject nor condone failures. The above decisions of the BoE, except those on award and deregistration cases which are straight forward, will be ratified by the Faculty Board. The Faculty Board may refer the decisions back to the BoE for further consideration and explanation.

34.1.3 Any decisions by the BoE outside the General Assessment Regulations of the University, supported by the Faculty Board, should be referred to Academic Planning and Regulations Committee for ratification. All such cases shall be reported to the Senate. Decisions by BoE outside the programme regulations but within the General Assessment Regulations of the University fall within the authority of the Faculty Board.

34.1.4 Students shall be formally notified of decisions affecting them after the BoE meeting except for those cases which require ratification of the Faculty Board. These latter students shall be formally notified of decisions after the Faculty Board's ratification or, if a decision is outside the General Assessment Regulations, after the Academic Planning and Regulations Committee ratified that decision. In any prior communication of results to these students it shall be clearly indicated that they are subject to formal ratification.

### **34.2 Composition**

34.2.1 The minimum number of a BoE's membership (including the Chairman, 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 membership shall include the Head of Department, Programme Leader and Internal Subject Examiners. The BoE Chairman for Department-based programmes/schemes will normally be the Head of Department.

34.2.2 The BoE meeting shall be quorate if 50% of the approved members (including the Chairman) are present. There may be legitimate circumstances which may prevent attendance. Any approved BoE member unable to attend shall submit

a written report to the Chairman of the BoE on the general standard of the programme and shall give recommendations where appropriate.

### 34.3 Operation

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 Board and where appropriate, Academic Planning and Regulations Committee for rectification.
- (d) Any comments the Board may wish specifically to make to the relevant Undergraduate Programme Committee.
- (e) Any comments the Board may wish to make to the Faculty Board.

## 35. ACADEMIC APPEALS

### 35.1 *Procedures for Appeal*

The following sets out the procedures for dealing with academic appeals against decisions of Subject Teachers or Subject Assessment Review Panels (for subject results)/Boards of Examiners/other authorized parties of the University (for overall results) from students.

- 35.1.1 Students shall be informed at the start of each academic year of the grounds for appeal and of the procedures whereby appeals will be considered. In particular, they shall be made aware of their responsibility to make known to the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University, in advance and through the Department concerned, the factors which they believe have detrimentally and materially affected their examination results.
- 35.1.2 Students making an academic appeal shall pay a fee. This fee shall be refunded if the appeal is upheld.

### 35.2 *Appeals against Decisions on Subject Results*

- 35.2.1 A student should make his/her appeal in writing to his/her Head of Department within one calendar week 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 shall refer the appeal to the following authorized person:

- (i) the Programme Leader, for Faculty-hosted Undergraduate Programmes;  
or
  - (ii) the Scheme Committee Chairman, for Postgraduate Schemes or Faculty-hosted Undergraduate Schemes.
- 35.2.2 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.
- 35.2.3 The person authorized to deal with the appeal will attempt to resolve the case and inform the student of its result within one calendar week after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later. In the event the appeal involves the authorized person as an interested party, then the Head of Department shall refer the appeal to the next higher authority.
- 35.2.4 If the student's ground for appeal is that he/she suspects, with *prima facie* grounds, his/her examination results have been affected by a material error in marking, the relevant Department shall arrange for the checking and re-marking of the examination scripts concerned. If more than one examination paper is involved, an extra fee will be charged for each additional paper. This fee shall also be refunded if the appeal(s) is/are upheld.
- 35.2.5 If the appellant is dissatisfied with the decision at departmental level, he/she may, upon receipt of the written reply from the Department, appeal in writing to the Registrar within one calendar week from the date of the Department's reply. He/She should provide the following information together with copies of the assessment result notification and other documentation in support of the appeal:
- (i) name in English and Chinese;
  - (ii) student number;
  - (iii) programme title, year and class of study;
  - (iv) subject results appealing against; and
  - (v) grounds for appeal.
- 35.2.6 The Registrar shall then refer the case to the Chairman of the Academic Appeals Committee, who shall determine whether there are *prima facie* grounds for a reconsideration of the Subject Teacher's/Subject Assessment Review Panel's decision and, if so, shall arrange for the case to be adjudicated by the Committee at a formal meeting. If the Chairman considers that there are no *prima facie* grounds to warrant a formal meeting of the Committee, he/she will arrange for the case to be dealt with through circulation to Committee members.
- 35.2.7 The Subject Teacher/Chairman of the relevant Subject Assessment Review Panel may be invited by the Academic Appeals Committee to submit, prior to the meeting, comments relevant to the case under discussion and to attend the meeting of the Committee at which the case is being considered.

- 35.2.8 If the Chairman considers that there are grounds for appeal, the appellant may be invited to attend the meeting of the Academic Appeals Committee, and if so, the appellant may be accompanied and/or represented by one other person if he/she so chooses. He/She will not be legally represented at the meeting nor be assisted by someone who is a practising lawyer. The person accompanying the student will be an observer at the meeting and will not take part in the discussion.
- 35.2.9 A flow chart showing the procedures for appeals against subject results is given in page 50.

### 35.3 *Appeals against Decisions on De-registration*

- 35.3.1 A student should make his/her appeal in writing to his/her Head of Department within one calendar week upon the public announcement of the overall results (This refers to the date when results are announced to students via the web.)
- 35.3.2 A designated form (Form AR149) should be used when students submit their appeals against the decisions on de-registration. In the form, the student should give a full account of the grounds for appeal against the decision of the Board of Examiners for de-registration, and provides supporting evidence with relevant documentary proof (such as medical certificates or other supporting documentations from relevant organizations). It is the appellant's responsibility to make known to the University full details and evidence that will support his/her appeal.
- 35.3.3 Departments should review the appeals and submit their recommendations with justifications to the Faculty Dean within 3 working days from the end of the appeal period. The Faculty Deans should submit their recommendations, within 3 working days upon receiving the case from Departments, to the Academic Appeals Committee for final decision.
- 35.3.4 If the Chairman considers that there are grounds for appeal, the appellant may be invited to attend the meeting of the Academic Appeals Committee, and if so, the appellant may be accompanied and/or represented by one other person if he/she so chooses. He/She will not be legally represented at the meeting nor be assisted by someone who is a practising lawyer. The person accompanying the student will be an observer at the meeting and will not take part in the discussion.
- 35.3.5 Under normal circumstances, the Academic Appeals Committee will attempt to complete its consideration of the appeal cases within one calendar week upon receiving the cases, making reference to the recommendations from the Departments and Faculty Deans.
- 35.3.6 A flow chart showing the procedures for appeals against de-registration decisions by the Board of Examiners is given in page 51.

### 35.4 *Appeals against Decisions on Award Classification*

- 35.4.1 A student should make his/her appeal in writing to his/her Head of Department within one calendar week upon the public announcement of the overall results. (This refers to the date when results are announced to students via the web.) He/She should provide the following information together with copies of the assessment result notification and other documentation in support of the appeal:
- (i) name in English and Chinese;
  - (ii) student number;
  - (iii) programme title, year and class of study; and
  - (iv) grounds for appeal.
- 35.4.2 The Head of Department shall then refer the case to the Chairman of the Academic Appeals Committee, who shall determine whether there are *prima facie* grounds for a reconsideration of the decision of the Board of Examiners and/or other authorized parties of the University and, if so, shall arrange for the case to be adjudicated by the Committee at a formal meeting. If the Chairman considers that there are no *prima facie* grounds to warrant a formal meeting of the Committee, he/she will arrange for the case to be dealt with through circulation to Committee members.
- 35.4.3 The Chairman of the relevant Board of Examiners and/or other authorized parties of the University may be invited by the Academic Appeals Committee to submit, prior to the meeting, comments relevant to the case under discussion and to attend the meeting of the Committee at which the case is being considered.
- 35.4.4 If the Chairman considers that there are grounds for appeal, the appellant may be invited to attend the meeting of the Academic Appeals Committee, and if so, the appellant may be accompanied and/or represented by one other person if he/she so chooses. He/She will not be legally represented at the meeting nor be assisted by someone who is a practising lawyer. The person accompanying the student will be an observer at the meeting and will not take part in the discussion.
- 35.4.5 A flow chart showing the procedures for appeals against decisions on award classification is given in page 52.

### 35.5 *Grounds for Appeals*

- 35.5.1 The Academic Appeals Committee may, acting under powers delegated to it by the Senate, and in the following circumstances, review a decision made by a Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University:

- 35.5.2 A candidate requests such a review and can prove to the satisfaction of the Committee that his/her examination performance was adversely affected by illness or other factors beyond his/her control which he/she was unable or, for valid reason, unwilling to divulge before the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University made their decision and of which they were unaware. The request from the candidate must be supported by medical certificates or other documentary evidence.
- 35.5.3 The Committee is satisfied with the evidence produced by a candidate or any other person that there has been a material administrative error, or that the examinations were not conducted in accordance with the current regulations for the programme or with the academic regulations of the University, or that there was manifest inconsistency in marking between different classes of a given programme or that some other material irregularities had occurred.
- 35.5.4 A student's disagreement with the marking done by the Subject Teacher, or with the decision of a Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University, is *not* in itself an adequate ground for an appeal.

### 35.6 *Decisions for Appeal*

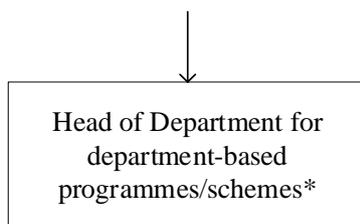
- 35.6.1 The Academic Appeals Committee may determine:
- 35.6.2 To annul the relevant decision of the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University and refer the case back to the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University for re-consideration. The subsequent decision of the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University will be referred to the Chairman of the Academic Appeals Committee to decide on the appropriate course of action.
- 35.6.3 Exceptionally, to annul the relevant decision of the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University and to assign a revised result to the student concerned.
- 35.6.4 To require the Subject Teacher/Subject Assessment Review Panel/Board of Examiners/other authorized parties of the University to reconsider the examination results of the students on a subject/the entire programme or part of the programme. The reconsidered results will be referred to the Chairman of the Committee to decide on the appropriate course of action.

- 35.6.5 To confirm the decision of the Subject Teacher/Subject Assessment Review Pane/Board of Examiners/other authorized parties of the University on any of the following grounds:
- (i) the evidence presented by the appellant does not support the case;
  - (ii) the evidence presented under Section 35.5.2 above would not have materially affected the decision;
  - (iii) any irregularity identified under Section 35.5.3 above would not have materially affected the decision.
- 35.6.6 To ask the APCR and/or a particular Programme Committee to reconsider the operation and wording of the University's academic regulations or of the programme regulations.
- 35.6.7 The decisions of the Academic Appeals Committee shall be final within the University.

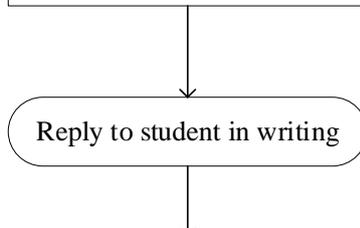
## PROCEDURES FOR APPEAL AGAINST DECISIONS ON SUBJECT RESULTS

Within  
one calendar week upon the  
public announcement of the  
overall results

### 1<sup>st</sup> Appeal

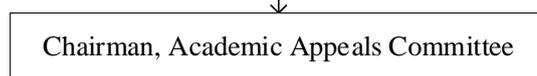


Within one calendar week  
after either the  
announcement of the  
student's overall result or  
receipt of the student's letter  
of appeal, whichever is later



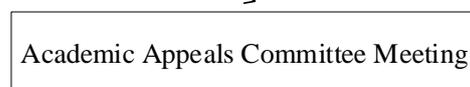
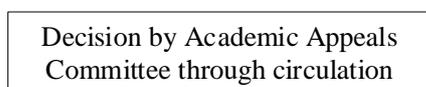
Within one calendar  
week from date of the  
Department's reply

### 2<sup>nd</sup> Appeal



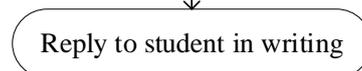
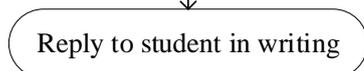
No prima facie grounds

Prima facie grounds



Final decision within the University

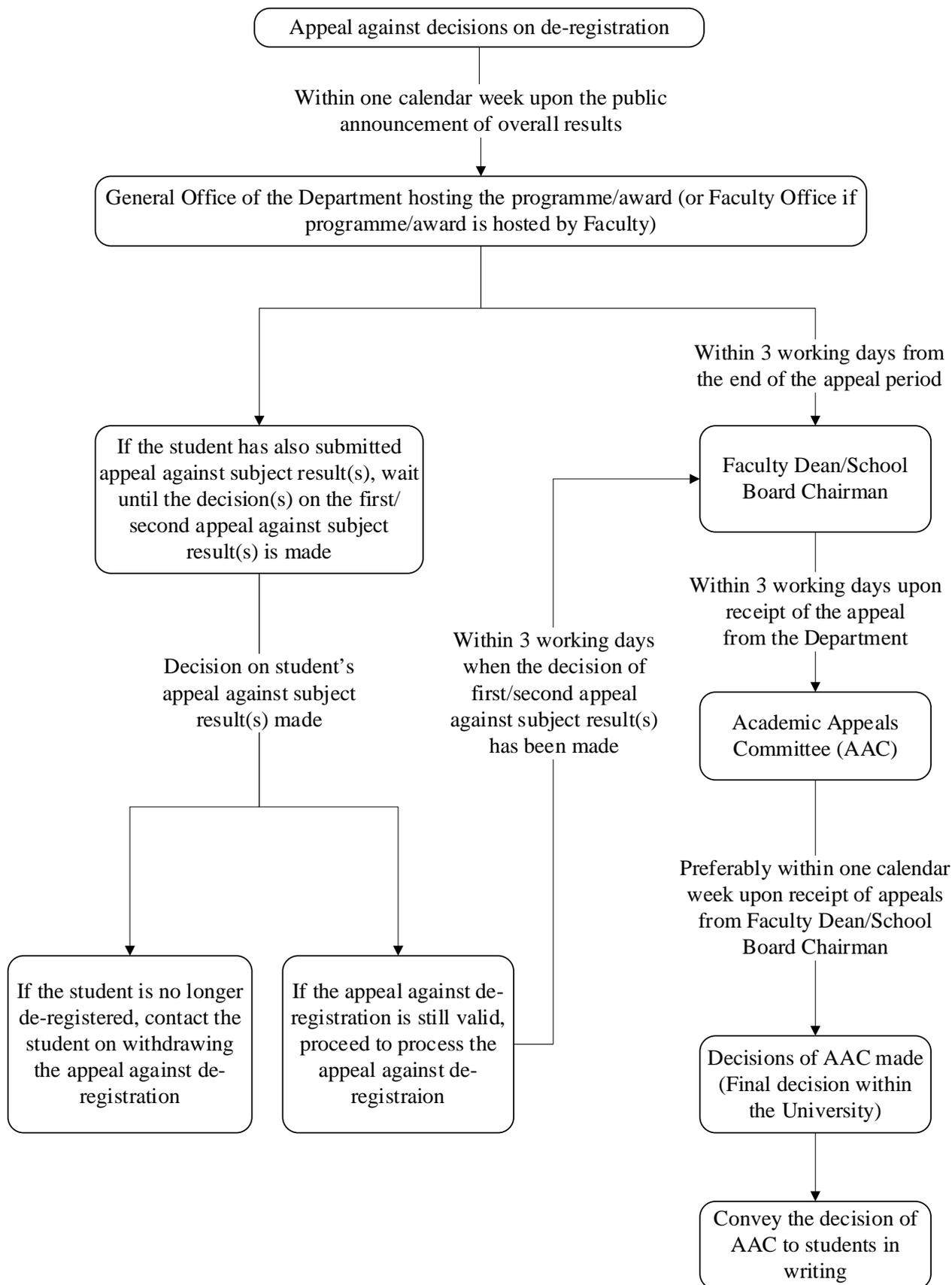
Final decision within the University



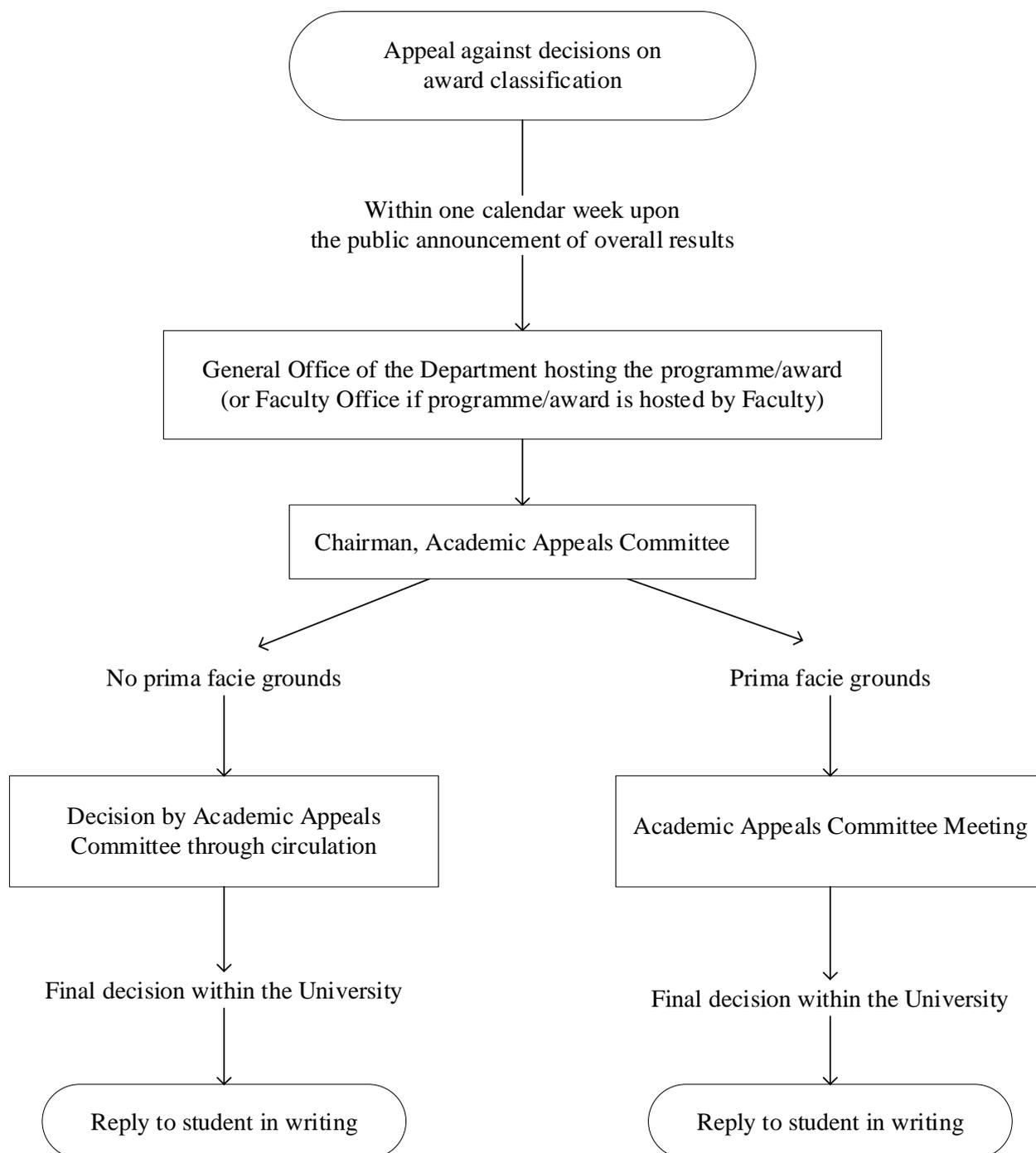
\* If the appeal is not related to department-based programmes/schemes, then the Head of Department shall refer the appeal to the following authorized person:

- (i) the Programme Leader, for Faculty/School-hosted Undergraduate Programmes; or
- (ii) the Scheme Committee Chairman, for Postgraduate Schemes or Faculty/School-hosted Undergraduate Schemes.

## PROCEDURES FOR APPEAL AGAINST DECISIONS ON DE-REGISTRATION



## PROCEDURES FOR APPEALS AGAINST DECISIONS ON AWARD CLASSIFICATION



## 36. PROGRAMME OPERATION AND MANAGEMENT

### 36.1 Academic Advisor

The Academic advisor is 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, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other helping resources for further information. Please refer to <https://www.polyu.edu.hk/apss/people/current-students/academic-advising> for the Departmental Academic Advising System and <http://www.polyu.edu.hk/ous/4-year-undergraduate-degree-curriculum/academic-advising> for the “Student Guide to Academic Advising”.

### 36.2 Programme Leader

With the assistance of Academic Advisors, 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 Undergraduate Programme Committee.

### 36.3 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 Academic Advisors. Formal meetings may be organized if necessary.

### 36.4 Internship Co-ordinating Team

The **Internship** Coordinating Team is responsible for planning, liaising, developing and coordinating internship with governments, NGOs and business organizations. Before the commencement of the internship, the Team projects, solicits, confirms and matches the internship based on students' working/residence location, choice of service and availability of organizational settings. To facilitate smooth running of the internship, the Team also conducts workshops for both students and supervisors before and during the internship, handles complaints, monitors the progress, moderates the assessment, and handles day to day administrative work. The on-going monitoring process is achieved through regular meetings with supervisors.

### 36.5 Subject Panels

Each discipline belongs to a Subject Panel with all the relevant subject teachers as members. 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 Undergraduate 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 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.

### 36.6 Undergraduate Programme Committee

Replacing the functions of the Programme Committees, the Undergraduate Programme Committee will exercise the overall academic and operational responsibility for all degree 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 rational, 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; and (i) formulating policies and strategies on the development and offers of GUR subjects and Minor programmes. Major issues affecting the quality of the programmes are deliberated and decided in the regular meetings of the Committee.

### 36.7 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 Undergraduate Programme Committee being a member of the Committee, is responsible for reporting the operation and effectiveness of the learning and teaching process of the degree and sub-degree programmes to the Committee.

### 36.8 Annual Review of the Programme

Programme Review is an annual exercise in which vigorous review on the achievement and progress of the programme during the academic year is conducted. During the revision exercise, areas for improvement are identified and action plans are drawn up. Evaluation on academic advising will be reported in the annual review exercise. In addition, the Programme Student Feedback Questionnaire (PSFQ) is conducted by the Department to collect students' feedback on the overall performance of the programme on annual basis.

The student feedback collected through the PSFQ is highly valuable in improving the learning and teaching quality of the programme as a whole. The results of the reviews are reported to the Departmental Learning and Teaching Committee.

#### 36.9 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.

#### 36.10 Student/Staff Consultative Group

The Student/Staff Consultative Group serves as a formal, but not the only channel through which student views can be obtained. Any matters directly related to the programme will be discussed in the meetings. The Group should report or make recommendations, as felt necessary, to the Undergraduate Programme Committee. To allow wide student participation, 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.

**Assessment of Subjects**

Code	Subject Title	Mode of Assessment	
		Continuous Assessment	Examination
APSS322	Financial Management in Human Services	60%	40%
APSS328	Programme Planning and Evaluation	100%	---
APSS331	Management in Human Services	100%	---
APSS345	Social Research Methods	100%	---
APSS352	Marketing Strategies and Skills in Human Services	100%	---
APSS454	Legal Aspects of Human Services	100%	---
APSS3224	Social Capital	100%	---
APSS3300	Ageing, Family and Society	100%	---
APSS3301	Social Policy and Social Care for an Ageing Society	100%	---
APSS3302	Psychology and Ageing	100%	---
APSS3303	Skills and Practice for Working with Older Adults	100%	---
APSS4300	Special Seminars on Ageing and Service Management	100%	---
APSS4301	Applied Ageing Studies and Service Management Internship	100%	---
APSS4302	Capstone Project for Applied Ageing Studies and Service Management	100%	---
APSS4510	Corporate Social Responsibility	100%	---
APSS4511	Social Entrepreneurship and Enterprise	100%	---
CLC3362P	Chinese Communication for Applied Ageing Studies and Service Management	100%	---
ELC3628	Professional English for Applied Ageing Studies and Service Management Students	100%	---
RS3001	Physical Activity and Practice for Active Ageing	100%	---
SD3304	Participatory Design and Innovation in an Ageing Society	100%	---
SN3209	Health and Ageing	50%	50%

\* *Subject to change*

*The subject syllabuses may be amended from time to time when the need arises. Please refer to <http://www.polyu.edu.hk/apss/subject/> for the updated syllabuses.*

**Different types of GPA, and Their Calculation Methods**

<b>Types of GPA</b>	<b>Purpose</b>	<b>Rules for GPA calculation</b>
GPA	Determine Progression/ Graduation	<p>(1) All academic subjects taken by the student throughout his study, both inside and outside the programme curriculum, are included in the GPA calculation.</p> <p>(2) For training subjects, including WIE and Clinical/Field subjects, departments can decide whether to include them in the GPA calculation.</p> <p>(3) For retake subjects, only the last attempt will be taken in the GPA calculation.</p> <p>(4) Level weighting, if any, will be ignored.</p>
Semester GPA	Determine Progression	Similar to the rules for GPA as described above, except that only subjects taken in that Semester, including retaken subjects, will be included in the calculation.
Weighted GPA	To give an interim indication on the likely Award GPA	<p>(1) Similar to the rules for GPA, except that only subjects inside the programme curriculum concerned will be included in the calculation. Subjects outside the programme curriculum will be excluded.</p> <p>(2) Departments can decide whether the training subjects are to be counted towards the Weighted GPA.</p> <p>(3) For retake subjects, only the last attempt will be taken in the Weighted GPA calculation.</p> <p>(4) A weighting of 2 for Level 1 and 2 subjects, and a weighting of 3 for Level 3 and 4 subjects, will be included in the calculation to determine the Honours classifications for Bachelor's degree programmes.</p> <p>(5) The weighted GPA will be the same as the Award GPA unless a student has taken more subjects than required.</p>

<b>Types of GPA</b>	<b>Purpose</b>	<b>Rules for GPA calculation</b>
Award GPA	For determination of award classification	<p>If the student has not taken more subjects than required, the Award GPA will be as follows:</p> <ol style="list-style-type: none"> <li data-bbox="647 286 1134 353">(1) For single Major: Award GPA = Weighted GPA</li> <li data-bbox="647 398 1142 465">(2) For Major/Minor programmes: Award GPA = Major GPA</li> <li data-bbox="647 510 1273 577">(3) For programmes without level weighting: Award GPA = GPA</li> </ol> <p>If the student has taken more subjects than required, refer to Section 27.2</p>