



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

**Bachelor of Arts (Honours) in
Social Policy and Administration**

社會政策及行政 (榮譽) 文學士學位

**Programme Code
54439-SYP**

**Programme Requirement Document
2020 Cohort**

Department of Applied Social Sciences

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This Programme Requirement Document is subject to review and changes that 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 departmental website at <https://www.polyu.edu.hk/apss/images/Programmes/baspa2020dpd.pdf> for updates.

August 2020

1. GENERAL INFORMATION

- 1.1 Programme and Award Title : Bachelor of Arts (Honours) in Social Policy and Administration
社會政策及行政(榮譽)文學士學位
- 1.2 Programme Offering Department : Department of Applied Social Sciences
- 1.3 Start Date of the Cohort Year : 7 September 2020
- 1.4 Programme Information

| | |
|--|--|
| Programme Code | 54439-SYP |
| Mode of Attendance | Full-time |
| Fund Type | UGC-funded |
| Entry Route | Associate Degree/Higher Diploma in a relevant discipline |
| Normal Duration | 2 years |
| Total Credits Required for the Programme | 73 – 82 credits |

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

2.1 Rationale

The following social changes and evolving needs are recognised in our society:

- (a) The need for competent, innovative and responsible social administration practitioners who are able to face challenges and make independent and professional judgement in problem solving based on the principle of social justice.
- (b) The need for students to acquire not only a global perspective, but also cross-cultural sensitivity as well as a cosmopolitan outlook, set in a local context.
- (c) As the global economy becomes increasingly knowledge-based and information driven, there is a need for evidence-based research and for data gathering skills for policy formulation, development and analysis.
- (d) Given a growing expectation among the general public that policy and administration decisions should be more consultative, participatory and inclusive, it is necessary for practitioners to have not only good language proficiency, but also the ability to communicate clearly, logically and persuasively.
- (e) As governments increasingly rely on sound policies to deal with social problems, there is an urgent need to train social administration practitioners with conceptual and methodological competence, as well as social and ethical responsibility.

2.2 Aims

The overall aim of this programme is to educate students to become effective, efficient and caring practitioners in the field of social policy and administration, responsible for analyzing, formulating and implementing social policies for the improvement of social well-being. Students are also expected to develop informational literacy, critical thinking, problem solving skills and to uphold core social values. The programme will also facilitate students to build skills and knowledge necessary for lifelong learning.

2.3 Intended Learning Outcomes

Upon completion of study, students of this programme should be able to:

- (a) demonstrate *discipline-specific knowledge and skills* in social policy and administration, including foundational concepts and theories for policy research, programme planning and management skills for practicing in non-government sector and civil society;
- (b) display *competencies in informational literacy* that include the ability to find, acquire, evaluate, manage and use information in a range of media; or acquire, organize and present information through technology-based activity;
- (c) articulate a *global perspective* and intercultural competence in their vocational lives, with an awareness of both global and local contexts and function in a multicultural, global setting in policy and administration practice;
- (d) apply *problem-solving skills*, including using logical, critical and creative thinking to identify critical issues, conceptualize problem and formulate solutions, collect, collate and analyze relevant information to assist problem solving in social policy and administration;
- (e) *communicate effectively* in oral, written, numerical and graphic forms to present well-reasoned argument;
- (f) recognize the *social and ethical responsibility* of their decisions and actions, including the acknowledgement of social justice issues relevant to the practice of social policy and administration and their commitments to the society;
- (g) prepare for *lifelong learning* in pursuit of personal and vocational development by understanding their capacity as well as their limitations to evaluate their current knowledge and skills, identify, ascertain and implement their personal learning strategies, including the use of a wide range of academic skills to learn independently and cooperatively with others to attain new skills and knowledge and to recognize opportunities to meet new challenges and unexpected situations;
- (h) work with others from multi-disciplinary backgrounds, take responsibility to carry out agreed tasks, assume leadership positions and supportive roles within teams, and assert their own values while respecting the values and contributions of others.

3. CURRICULUM FEATURES AND LEVEL OF SUBJECTS

3.1 Curriculum Features

The subjects contained within the curriculum of BA (Hons) in Social Policy and Administration can be divided into the following categories:

(a) General University Requirements

The subjects in this category are designed to prepare students for university life and set a good foundation for learning in later stage. Subjects include Service-Learning, English and Chinese Language requirements.

The Cluster Area Requirements (CAR) subjects aim to expand students' intellectual capacity beyond their disciplinary domain so as to enable them to tackle professional and global challenges from a multi-disciplinary perspective and in a holistic manner. Articulation degree students should choose two subjects from different cluster areas, with a minimum of 3 credits from subjects designated as China-related "CSR"; plus "R" and "W" requirements in English and Chinese.

(b) Professional Core

The Professional Core subjects equip students with basic and essential knowledge and skills in social policy and administration. Hence, the subjects include Hong Kong Society, Introduction to Social Services in Hong Kong, Government and Public Administration, Social Research Methods, Research for Policy and Administration, and Justice and the Modern Social Context.

(c) Stream Core

Subjects in the Stream Core enable students to grasp important theories and concepts related to that stream. There are two streams and each has three related subjects, namely 1) Social Policy and Civil Society: subjects like Civil Society and Governance, and Theories of Social Policy are included; 2) Planning and Administration, subjects like Management in Human Services, and Social Entrepreneurship and Enterprises are included.

(d) Stream Electives

Electives are also grouped into two streams, which enable students to further explore their particular interest. Students are expected to take at least 5 electives and may select all 5 from one stream or any 5 from the two streams. Examples of electives are Health Policy and Welfare Policy for the Stream of Social Policy and Civil Society; Human Capital Development for the Stream of Planning and Administration.

(e) Social Sciences Electives

Social Sciences Elective subjects are essential to inform the analysis and formulation of social policy, administration, and civil society. Students have to select two subjects among the electives. Examples are Media and Society, Political Economy of Hong Kong, etc.

(f) Integrative Subjects

Integrative subjects consist of Attachment Workshop, Attachment and Capstone Project for Practicing Social Policy and Administration. Students have to take the Attachment before the final year of study. The Capstone Project is in the final stage. These three subjects provide an opportunity for students to integrate and apply meaningfully what they have learnt from various subjects and consolidate their value foundation and competence in social policy and administration.

3.2 Levels of Subjects

In the BA (Hons) in Social Policy and Administration programme, the subjects are offered from level 1 to level 4. These levels can be differentiated in the following manner:

- (a) **Level 1** is mainly setting a sound and common foundation for essential attitudes and capacity for future learning and development. Students will develop their leadership and intrapersonal potential, form a healthy life style, foster their social responsibility and be backed up with good language proficiency.
- (b) **Level 2** is mainly for the purpose of providing a grounding of basic knowledge. Students will obtain an understanding of the basic knowledge of different disciplines and an induction to explore their value orientations. In this level, students will be firmly grounded with a good knowledge foundation and a high level of awareness of the basic components of relevant disciplines.
- (c) **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.
- (d) **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, between policy, administration, as well as between micro and macro perspectives.

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.

4. ALIGNMENT OF TEACHING AND LEARNING METHODS WITH INTENDED LEARNING OUTCOMES

4.1 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 APSS staff in teaching and learning, the BA (Hons) in Social Policy and Administration 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.

4.2 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 for enhancing delivery of discipline-specific knowledge and global perspective | <ul style="list-style-type: none"> ➤ Interaction between teacher and students and among students ➤ Foster deeper processing of content through dialogical discussion ➤ Mostly used in large classes |
| Small group tutorial/seminar for enhancing informational literacy and communication skills as well as teamwork | <ul style="list-style-type: none"> ➤ Tutorial/seminar is used to bring about deeper understanding of and further exploration into the concepts, theories and principles being touched upon in lectures ➤ It is also used to enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion |
| Problem/project-based learning for enhancing problem-solving skills, life-long learning and teamwork | <ul style="list-style-type: none"> ➤ This strategy invites students to identify real life problems and to examine the various issues and their own response ➤ Students are also invited to make inquiry and exploration that lead to the learning of substantive policy, knowledge, and practice skills and reflective thinking of moral and ethical stance ➤ Students take up the active learning role whereas teachers' role is mainly supportive |
| Simulation exercise to enhance competence in informational literacy, team work and problem-solving skills | <ul style="list-style-type: none"> ➤ Students are provided with a simulated situation prior to encountering real-life situation as a means to prepare students' readiness ➤ Going through these simulated practice scenarios, students are invited to formulate solutions to hypothetical problems and to practice with possible intervention strategies in a safe environment that is conducive to experimental learning |

| | |
|--|--|
| Role play to enhance empathy, leading to a better appreciation of social and ethical responsibility in decision-making | <ul style="list-style-type: none"> ➤ Students are invited to play certain roles in a simulated scenario as a way of experiencing, or affectively tuning in that role as a means to obtain some first hand experiences ➤ Other students are invited to be the observers whose role is to analyze or even evaluate the simulated practice in the role play ➤ Although teachers' role is facilitative, there is a lot of pre-planning to make the exercise conducive to learning |
| Experiential learning for strengthening problem-solving skills and multi-disciplinary learning | <ul style="list-style-type: none"> ➤ Due to students' varied backgrounds, different learning styles will be taken into consideration in helping students develop problem-solving skills in multi-disciplinary learning |
| Skills laboratory for enhancing discipline-specific knowledge and skills | <ul style="list-style-type: none"> ➤ Students are invited to practice the skills necessary for carrying out the practical activities in a laboratory setting ➤ This mode of teaching and learning is mostly designed for subjects that have substantive practice components |
| Attachment to strengthen all the stated learning outcomes | <ul style="list-style-type: none"> ➤ This is a 'required' component in all programmes in APSS ➤ Through attachment, students have to take up real life practice under the guidance and supervision of qualified supervisors assigned by the Department |
| Web-based learning for enhancing informational literacy and a global perspective | <ul style="list-style-type: none"> ➤ The use of information technology and e-learning platform can provide a range of possible learning experience that supplement the face-to-face classroom teaching and learning ➤ Depending on the nature of subject and the desirable mode of teaching and learning, some subject teachers opt for e-learning mode, which ranges from simple email questions and answers; online forums to highly sophisticated simulation exercises or self-administered tests |

5. ALIGNMENT OF ASSESSMENT WITH INTENDED LEARNING OUTCOMES

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

- (a) Social and ethical responsibility;
- (b) Discipline-specific knowledge and skills; and
- (c) Generic competence in informational literacy, problem-solving, team work, communication skills, and preparation for lifelong learning.

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 Social Policy and Administration programme.

5.1 Methods of Assessment

| Methods of Assessment | Special Features |
|------------------------------|---|
| Objective tests | <ul style="list-style-type: none"> ➤ This is used to test students' informational literacy as well as their understanding of discipline-specific knowledge ➤ This is not a very commonly adopted means of assessment and is normally a component which is part of a range of other assessments |
| Case studies | <ul style="list-style-type: none"> ➤ Students are given factual information/description of a problem or situation and are asked to conduct an analysis followed by the formulation of policy or intervention plan ➤ This method is best for testing students' analytical ability and problem-solving skills and their application of discipline-specific as well as multi-disciplinary knowledge |
| Essay questions | <ul style="list-style-type: none"> ➤ This is commonly used by many subject teachers and both structured and unstructured questions are given ➤ In most unstructured questions, students are expected to describe how discipline-specific knowledge and skills are used in practice situation, and based on this experience, to reflect on the relevance of the knowledge learnt ➤ Often, students are also required to reflect their ethical and social responsibility, personal and human service values when encountered with moral and ethical dilemma in practice |
| Projects | <ul style="list-style-type: none"> ➤ Students are invited to work in groups to conduct project work around real problem of various kinds. Upon completion, students will conduct presentation as well as submit written reports ➤ These projects require students to work in teams to develop their own hypothesis and to conduct real life or participant observation for data gathering purpose ➤ 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 ➤ Students will be assessed for their teamwork, communication skills, informational literacy as well as their discipline-specific knowledge |
| Reflective journals | <ul style="list-style-type: none"> ➤ 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 ➤ 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 |
| Seminar presentation | <ul style="list-style-type: none"> ➤ In most subjects students will have to be responsible to take initiative in structuring their own learning experiences around a given topic and have them presented to the seminar group ➤ 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 teachers ➤ Students will be graded both individually and collectively and both 'formatively' and 'summatively' on their performance in terms of discipline-specific knowledge, communication and problem-solving skills as well as informational literacy |

| | |
|-------------|---|
| Attachment | <ul style="list-style-type: none"> ➤ Students are required to undertake attachment ➤ Students will receive on-going feedback from attachment supervisor throughout the months long attachment ➤ A final and summative performance evaluation is given at the end of the attachment ➤ The students will be assessed on their social and ethical responsibility, discipline-specific knowledge and skills as well as their, team work, problem-solving ability and social and ethical responsibility |
| Portfolio | <ul style="list-style-type: none"> ➤ Some subject teachers invite students to produce a portfolio which contains a collection of all the course-related work performance ➤ Reflective journal and other types of more formal written work or presentation materials are included in the portfolio ➤ 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 ➤ This activity will be used particularly for testing the students' competence in informational literacy and communication skills |
| Examination | <ul style="list-style-type: none"> ➤ In some subjects, students are examined at the end of the semester on substantive knowledge they have learnt ➤ Result of the end of semester examination occupies not more than 50% of students' overall performance ➤ In fact, only a small number of subjects use end of semester examination as one of the assessment components ➤ This activity will be used mainly for assessing the students' discipline-specific knowledge |

6. 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 BASPA programme.

- I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject.
 R (Reinforced) That the learning leading to the particular intended outcome is reinforced in that subject.
 A (Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject.

| | | Subject Code | | | | | | | | | | | |
|----------------------------|---|--|---------------------------|--|--------------------------------------|-------------------------|----------------------------|---|--|------------------------------------|---|--|-----------------------------------|
| Intended Learning Outcomes | | APSS120 Introduction to Social Services in Hong Kong | APSS231 Hong Kong Society | APSS322 Financial Management in Human Services | APSS321 Civil Society and Governance | APSS3224 Social Capital | APSS3225 Media and Society | APSS3226 Research for Policy and Administration | APSS323 Government and Public Administration | APSS3230 Theories of Social Policy | APSS3231 Comparative and Global Social Policy | APSS3232 Social Planning and Policy Making Process | APSS324 Human Capital Development |
| 1 | Demonstrate discipline specific knowledge and skills in social policy and administration | I,A | | I,A | I,A | I,A | I,A | I,A | I,A | I,A | R,A | I,A | I,A |
| 2 | Display competencies in informational literacy | I,A | | I,A | I,A | I,A | I,A | I,A | I,A | R,A | R,A | R,A | I,A |
| 3 | Articulate a global perspective and intercultural competence in their vocational lives | | | | I,A | I,A | I,A | I,R | I,A | I,A | R,A | R,A | I,A |
| 4 | Apply problem-solving skills | | I,A | I,A | R,A | R,A | R,A | R,A | I,A | | R,A | R,A | I,A |
| 5 | Communicate effectively in oral, written, numerical and graphic forms to present well-reasoned argument | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A |
| | Recognize the social and ethical responsibility of their decisions and actions | I | I | I,R | R,A | I,R | R,A | R,A | R,A | R | R | R | R |
| 7 | Prepare for lifelong learning in pursuit of personal and vocational development | I | I | R | R | R | R | R | R | R | R | R | R |
| 8 | Work with others from multi-disciplinary backgrounds to achieve common goals through teamwork | I | I | I,R | R,A | I,R | R,A | R,A | R,A | | R,A | R,A | R,A |

- I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject.
 R (Reinforced) That the learning leading to the particular intended outcome is reinforced in that subject.
 A (Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject.

| | | Subject Code | | | | | | | | | | | |
|----------------------------|---|---|---|--------------------------------------|--|-----------------------------------|---------------------------------|---------------------------------------|---|--|------------------------------|--|--|
| Intended Learning Outcomes | | APSS3241 The Philosophical Foundations of Policy Planning | APSS328 Programme Planning and Evaluation | APSS331 Management in Human Services | APSS340 Political Economy of Hong Kong | APSS344 Self, Culture and Society | APSS345 Social Research Methods | APSS348 Economics and Social Problems | APSS352 Marketing Strategies and Skills in Human Services | APSS3781 Attachment for Social Policy and Administration Practitioners | APSS3782 Attachment Workshop | APSS4510 Corporate Social Responsibility | APSS4511 Social Entrepreneurship and Enterprises |
| 1 | Demonstrate discipline specific knowledge and skills in social policy and administration | I,A | | I,A | I,A | | | I,A | I,A | R,A | R,A | I,R,A | I,R,A |
| 2 | Display competencies in informational literacy | I,A | R,A | R,A | I,A | I,A | I,A | R,A | R,A | R,A | R,A | R,A | R,A |
| 3 | Articulate a global perspective and intercultural competence in their vocational lives | I,A | I,R | I,R,A | | I,R | I | | I,R,A | R,A | I,R,A | R,A | R,A |
| 4 | Apply problem-solving skills | I,A | R,A | R,A | R,A | I,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A |
| 5 | Communicate effectively in oral, written, numerical and graphic forms to present well-reasoned argument | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A |
| 6 | Recognize the social and ethical responsibility of their decisions and actions | R,A | R,A | R,A | R | I,A | R,A | R | R | R,A | R,A | R,A | R,A |
| 7 | Prepare for <i>lifelong learning</i> in pursuit of personal and vocational development | R | | R | R | R | R | R | | R | R | R | R |
| 8 | Work with others from multi-disciplinary backgrounds to achieve common goals through teamwork | | | R,A | R,A | | | R,A | R,A | R | R,A | R,A | R,A |

- I (Introduced) That the learning leading to the particular intended outcome is introduced in that subject.
 R (Reinforced) That the learning leading to the particular intended outcome is reinforced in that subject.
 A (Assessed) That the performance which demonstrates the particular intended outcome is assessed in that subject.

| | | Subject Code | | | | | | | | | | | |
|----------------------------|---|-----------------------------|-------------------------------|------------------------|-------------------------|------------------------|-------------------------|---|---|--|--|--|--|
| Intended Learning Outcomes | | APSS4520 Educational Policy | APSS4521 Environmental Policy | APSS4522 Health Policy | APSS4523 Housing Policy | APSS4524 Labour Policy | APSS4525 Welfare Policy | APSS4531 Current Management Practices and Issues in Human Service Organizations | APSS454 Legal Aspects of Human Services | APSS4541 Justice and the Modern Social Context | APSS465 Capstone Project for Practicing Social Policy and Administration | CLC2261P Chinese Communication for Social Sciences | ELC3621 Professional English for Social Sciences |
| 1 | Demonstrate discipline specific knowledge and skills in social policy and administration | I,R,A | I,R,A | I,R,A | I,R,A | I,R,A | R,A | R,A | I,R,A | I,R,A | R,A | | |
| 2 | Display competencies in informational literacy | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | | |
| 3 | Articulate a global perspective and intercultural competence in their vocational lives | R,A | R,A | R,A | R,A | R,A | R,A | R,A | | R,A | R,A | | |
| 4 | Apply problem-solving skills | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | | |
| 5 | Communicate effectively in oral, written, numerical and graphic forms to present well-reasoned argument | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A | R,A |
| 6 | Recognize the social and ethical responsibility of their decisions and actions | R,A | R,A | R,A | | R,A | R,A | R,A | R,A | R,A | R,A | | |
| 7 | Prepare for lifelong learning in pursuit of personal and professional development | R | R | R | R | R | R | R | R | R | R | R | R |
| 8 | Work with others from multi-disciplinary backgrounds to achieve common goals through teamwork | R,A | R,A | | R,A | R,A | R,A | R,A | R,A | R,A | R,A | | |

7. MEDIUM OF INSTRUCTION/ASSESSMENT

7.1 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.

7.2 Medium of Assessment

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

8. ADMISSION

Minimum Entrance Requirements

- An Associate Degree or a Higher Diploma in a relevant discipline from a recognised institution (suitable candidates will be considered for advanced standing entry to the senior year curriculum).

9. 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.

10. NORMAL DURATION FOR COMPLETION OF A PROGRAMME

- 10.1 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.
- 10.2 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.
- 10.3 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

11. UNIVERSITY GRADUATION REQUIREMENTS

Articulation Degree Programme

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

- (i) Complete successfully a minimum of 60 credits¹.
- (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 Requirement (CAR) | 6 credits |
| (b) China Studies Requirement | (3 of the 6 CAR credits) |
| (c) Service-Learning | 3 credits |
| (d) Language and Communication Requirements ² | - |
| | <i>Total = 9 credits</i> |

- (v) Satisfy the residential requirement as stated in Section 9 above.
- (vi) Satisfy any other requirements as specified in the Programme Requirement Document.

11.2 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.

11.3 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.

11.4 Level-0 subjects and training subjects (including clinical/field training) will not be counted to fulfill free elective requirement for graduation purpose.

¹ This minimum only applies to students who are admitted through the normal route.

² 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 and CLC) 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 group of students would still be required to take one Chinese LCR subject to fulfil their Chinese LCR.

- 11.5** A student is required to graduate as soon as he/she satisfies the graduation requirements as stipulated in Section 11.1 above. The student concerned is required to apply for graduation, in the semester in which he/she is able to fulfil all his/her graduation requirements, and after the add/drop period for that semester has ended.

General University Requirements (GUR)

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

(a) **Cluster Areas Requirement (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:

- i) Human Nature, Relations and Development
- ii) Community, Organisation and Globalisation
- iii) History, Culture and World Views
- iv) 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 (e) 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.

12. WORK-INTEGRATED EDUCATION (WIE)

Students pursuing the BA (Hons) in Social Policy and Administration award are required to complete "APSS3781 Attachment for Social Policy and Administration Practitioners" and "APSS3782 Attachment Workshop" (a total of 9 credits) to meet the Work-integrated education requirement for graduation.

13. OVERALL FRAMEWORK FOR THE PROGRAMME

Articulation Degree Programme

- 13.1 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.
- 13.2 Taking into account the education background of admittees to articulation programmes, the overall credit requirements for BA (Hons) in Social Policy and Administration are as follows:

| | |
|--|------------|
| Minimum credit requirement for graduation | 73 credits |
| • General University Requirements (GUR) | 9 credits |
| • Discipline-Specific Requirements (DSR) | 64 credits |
| Maximum total credits allowed without incurring a higher tuition rate | 75 credits |

- 13.3 The minimum credit requirement for graduation from BA (Hons) in Social Policy and Administration programme is 73 credits, including 9 credits of GUR. Students not meeting the equivalent standard of the Undergraduate Degree Language and Communication (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 requirement for graduation.
- 13.4 There is only one award option available to students, which is a single discipline Major.

14. CURRICULUM STRUCTURE FOR THE PROGRAMME

14.1 Overall Curriculum Structure and Graduation Requirements

| | Overall Curriculum Structure & Graduation Requirements | Credit Value | Sub-Total |
|---|---|--------------|-----------|
| General University Requirements (GUR) | Service-Learning | 3 | 9 |
| | Cluster Area Requirements (CAR) [2 Broadening Subjects chosen from the following 4 clusters : <ul style="list-style-type: none"> ▪ Human nature, relations & development ▪ Community, organization & globalization ▪ History, culture & world views ▪ Science, technology & environment of which <ul style="list-style-type: none"> • 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 | |
| Discipline-specific Requirements (DSR) | Discipline-specific Subjects for Major Study | 48 | 55 |
| | Discipline-specific Language Requirements [2 credits in English and 2 credits in Chinese] | 4 | |
| | Capstone Project for Practicing Social Policy and Administration | 3 | |
| Clinical/Field Study & Work-integrated Education (WIE) | Attachment for Social Policy and Administration Practitioners | 6 | 9 |
| | Attachment Workshop | 3 | |

14.2 Programme Curriculum

| Subject Code and Title | | Level | Credit Value | Pre-requisite subject(s) | Articulation Degree (For Advanced Standing/Senior Year Entrants) |
|--|--|-------|--------------|--------------------------|---|
| General University Requirement Subjects | | | | | |
| Cluster Area Requirement Subjects (CAR) | | 1-2 | 6 | N/A | (choose 2 subjects from different cluster areas) |
| Service-Learning | | 2-3 | 3 | N/A | ✓ |
| Language and Communication Requirement (LCR) - Chinese | | 1 | 3 | N/A | # |
| Language and Communication Requirement (LCR) - English | | 1 | 6 | N/A | # |
| Discipline-specific Language Subjects | | | | | |
| CLC2261P Chinese Communication for Social Sciences | | 2 | 2 | LCR Chinese subject | ✓ |
| ELC3621 Professional English for Social Sciences | | 3 | 2 | LCR English subjects | ✓ |
| Professional Core | | | | | |
| APSS120 Introduction to Social Services in Hong Kong | | 1 | 3 | N/A | ✓ |
| APSS231 Hong Kong Society | | 2 | 3 | APSS112 | ✓ |
| APSS3226 Research for Policy and Administration | | 3 | 3 | APSS345 | ✓ |
| APSS323 Government and Public Administration | | 3 | 3 | N/A | ✓ |
| APSS345 Social Research Methods | | 3 | 3 | N/A | ✓ |
| APSS4541 Justice and the Modern Social Context | | 4 | 3 | APSS2200 | ✓ |
| Stream Core | | | | | |
| Social Policy and Civil Society | APSS3221 Civil Society and Governance | 3 | 3 | N/A | (choose 3 subjects from one stream OR any 3 subjects from both streams) |
| | APSS3230 Theories of Social Policy | 3 | 3 | N/A | |
| | APSS3232 Social Planning and Policy Making Process | 3 | 3 | APSS3230 | |
| Planning and Administration | APSS328 Programme Planning and Evaluation | 3 | 3 | APSS331 | |
| | APSS331 Management in Human Services | 3 | 3 | N/A | |
| | APSS4511 Social Entrepreneurship and Enterprises | 4 | 3 | N/A | |

| Subject Code and Title | | Level | Credit Value | Pre-requisite subject(s) | Articulation Degree (For Advanced Standing/Senior Year Entrants) |
|--|---|-------|---|--------------------------|---|
| Stream Electives | | | | | |
| Social Policy and Civil Society | APSS3231 Comparative and Global Social Policy | 3 | 3 | APSS3230 | (choose 5 subjects from one stream OR any 5 subjects from both streams) |
| | APSS3241 The Philosophical Foundations of Policy Planning | 3 | 3 | APSS2200 & APSS345 | |
| | APSS4520 Educational Policy | 4 | 3 | APSS3230 | |
| | APSS4521 Environmental Policy | 4 | 3 | APSS3230 | |
| | APSS4522 Health Policy | 4 | 3 | APSS3230 | |
| | APSS4523 Housing Policy | 4 | 3 | APSS3230 | |
| | APSS4524 Labour Policy | 4 | 3 | APSS3230 | |
| | APSS4525 Welfare Policy | 4 | 3 | APSS3230 | |
| Planning and Administration | APSS322 Financial Management in Human Services | 3 | 3 | APSS331 | |
| | APSS3224 Social Capital | 3 | 3 | N/A | |
| | APSS324 Human Capital Development | 3 | 3 | APSS331 | |
| | APSS352 Marketing Strategies and Skills in Human Services | 3 | 3 | APSS331 | |
| | APSS4510 Corporate Social Responsibility | 4 | 3 | N/A | |
| | APSS4531 Current Management Practices and Issues in Human Service Organizations | 4 | 3 | APSS331 | |
| | APSS454 Legal Aspects of Human Services | 4 | 3 | N/A | |
| Social Sciences Electives | | | | | |
| APSS3225 Media and Society | 3 | 3 | N/A | (choose 2 subjects) | |
| APSS340 Political Economy of Hong Kong | 3 | 3 | N/A | | |
| APSS344 Self, Culture and Society | 3 | 3 | N/A | | |
| APSS348 Economics and Social Problems | 3 | 3 | N/A | | |
| Clinical/Field Subjects | | | | | |
| APSS3781 Attachment for Social Policy and Administration Practitioners | 3 | 6 | APSS3782 | ✓ | |
| APSS3782 Attachment Workshop | 3 | 3 | APSS120, APSS345 and any two subjects from any a stream cores | ✓ | |
| Capstone Project | | | | | |
| APSS465 Capstone Project for Practicing Social Policy and Administration | 4 | 3 | APSS345, APSS3226 and all stream core subjects | ✓ | |

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.

15. RECOMMENDED PROGRESSION PATTERNS

| | |
|------------------------|--|
| Programme-Stream Code | : 54439-SYP |
| Entry Route | : Associate Degree or Higher Diploma |
| Mode of Study | : Full-time |
| Normal Duration | : 2 years |
| Total Credits Required | : 73 - 82 credits [9 credits (GUR) + 55 credits (DSR) + 9 credits (Clinical/Field) + 9 credits (LCR)*] |

| Stage One | | | | |
|---------------------|--|---------------------|-------------------|-------------------|
| Subject Code | Subject Title | Credit Value | | |
| | | Semester 1 | Semester 2 | Semester 3 |
| APSS120 | Introduction to Social Services in Hong Kong | 3 | | |
| APSS231 | Hong Kong Society | 3 | | |
| APSS345 | Social Research Methods | 3 | | |
| ELC3621 | Professional English for Social Sciences | 2 | | |
| | Stream Core (2 subjects) | 6 | | |
| | CAR subject (1 subject) | 3 | | |
| APSS3782 | Attachment Workshop [^] | | 3 | |
| CLC2261P | Chinese Communication for Social Sciences | | 2 | |
| | CAR subject (1 subject) | | 3 | |
| | Stream Core (1 subject) | | 3 | |
| | Stream Elective (2 subjects) | | 6 | |
| APSS3781 | Attachment for Social Policy and Administration Practitioners [^] | | | 6 |
| | Sub-total | 20 | 17 | 6 |
| | Total | | 43 | |

| Stage Two | | | |
|---------------------|--|---------------------|-------------------|
| Subject Code | Subject Title | Credit Value | |
| | | Semester 1 | Semester 2 |
| APSS3226 | Research for Policy and Administration | 3 | |
| APSS4541 | Justice and the Modern Social Context | 3 | |
| | Service-Learning (1 subject) | 3 | |
| | Social Sciences Elective (1 subject) | 3 | |
| | Stream Elective (1 subject) | 3 | |
| APSS323 | Government and Public Administration | | 3 |
| APSS465 | Capstone Project for Practicing Social Policy and Administration | | 3 |
| | Social Sciences Elective (1 subject) | | 3 |
| | Stream Elective (2 subjects) | | 6 |
| | Sub-total | 15 | 15 |
| | Total | | 30 |

* 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.

[^] Clinical/Field subjects

Remarks:

(a) Stream Core (choose 3 subjects from one stream OR any 3 subjects from both streams)

| Social Policy and Civil Society | | | Planning and Administration | | |
|--|---|----------------|------------------------------------|---|----------------|
| <i>Level</i> | <i>Subject Code/Title</i> | <i>Credits</i> | <i>Level</i> | <i>Subject Code/Title</i> | <i>Credits</i> |
| 3 | APSS3221 Civil Society and Governance | 3 | 3 | APSS328 Programme Planning and Evaluation | 3 |
| 3 | APSS3230 Theories of Social Policy | 3 | 3 | APSS331 Management in Human Services | 3 |
| 3 | APSS3232 Social Planning and Policy Making Process | 3 | 4 | APSS4511 Social Entrepreneurship and Enterprises | 3 |

(b) Stream Electives (choose 5 subjects from any one stream OR any 5 subjects from both streams)

| Social Policy and Civil Society | | | Planning and Administration | | |
|--|--|----------------|------------------------------------|--|----------------|
| <i>Level</i> | <i>Subject Code/Title</i> | <i>Credits</i> | <i>Level</i> | <i>Subject Code/Title</i> | <i>Credits</i> |
| 3 | APSS3231 Comparative and Global Social Policy | 3 | 3 | APSS322 Financial Management in Human Services | 3 |
| 3 | APSS3241 The Philosophical Foundations of Policy Planning | 3 | 3 | APSS3224 Social Capital | 3 |
| 4 | APSS4520 Educational Policy | 3 | 3 | APSS324 Human Capital Development | 3 |
| 4 | APSS4521 Environmental Policy | 3 | 3 | APSS352 Marketing Strategies and Skills in Human Services | 3 |
| 4 | APSS4522 Health Policy | 3 | 4 | APSS4510 Corporate Social Responsibility | 3 |
| 4 | APSS4523 Housing Policy | 3 | 4 | APSS4531 Current Management Practices and Issues in Human Service Organizations | 3 |
| 4 | APSS4524 Labour Policy | 3 | 4 | APSS454 Legal Aspects of Human Services | 3 |
| 4 | APSS4525 Welfare Policy | 3 | | | |

(c) Social Sciences Electives (choose 2 subjects)

| <i>Level</i> | <i>Subject Code/Title</i> | <i>Credits</i> |
|--------------|--|----------------|
| 3 | APSS3225 Media and Society | 3 |
| 3 | APSS340 Political Economy of Hong Kong | 3 |
| 3 | APSS344 Self, Culture and Society | 3 |
| 3 | APSS348 Economics and Social Problems | 3 |

- (d) 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.
- (e) Students will be considered for credit transfer based on their previous studies in Associate Degree and/or Higher Diploma programmes and their academic performance.
- (f) Students are allowed to alter the recommended progression pattern for GUR subjects to suit their own study pace in consultation with their Academic Advisor or Programme Leader.
- (g) The Department of Applied Social Sciences reserves the right to offer the subjects in the semesters different from the above.

16. 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 the following sections:

Full Time Students

- 16.1 Students enrolling on full-time programme, with a study load of 9 credits or more in a semester, are classified as full-time students. Students on full-time programme who wish to change their study load to less than 9 credits in a semester, will have to seek prior approval from the Department.
- 16.2 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 student wish to exercise such option, they have to inform the Department before the end of the add/drop period.
- 16.3 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

- 16.4 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.
- 16.5 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.
- 16.6 Once the students are approved to become self-paced, they will remain as self-paced students throughout their entire study.
- 16.7 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.

17. Subject Registration

Add/Drop of Subjects

- 17.1 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

- 17.2 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).
- 17.3 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 towards the calculation of GPA.

Pre-requisite Requirements

- 17.4 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

- 17.5 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 fulfil 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.

18. RETAKING OF SUBJECTS

- 18.1 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.
- 18.2 The number of retakes of a subject should be restricted to two, i.e. a maximum of three attempts for each subject is allowed.
- 18.3 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.³

- 18.4 Students need to submit a request to the Faculty Board for the second retake of a failed subject.
- 18.5 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.
- 18.6 In relation to 18.5 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.

19. STUDY LOAD

Specified Progression Pattern

- 19.1 For students following the progression pattern specified for their programme, they have to take the number of credits and subjects, as specified in section 15, 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

- 19.2 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.
- 19.3 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.⁴

³ 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.

⁴ 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 Deans is required. For students to be allowed to take more than 18 credits in a semester, approval by Quality Assurance Committee (Academic Departments) will be required.

Zero Subject Enrolment

19.4 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 their programme. Students who have been approved for zero subject enrolment (i.e. taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities. Any semester in which the students are allowed to take zero subject will nevertheless be counted towards the total period of registration.

20. SUBJECT EXEMPTION AND CREDIT TRANSFER

Subject Exemption

20.1 Student may be exempted from taking any specified subjects, including 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 subject offering department, the two Faculty Deans 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 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

20.2 Students may be given credits for recognised previous studies including General University Requirements (GUR) subjects and the credits will be counted towards meeting the requirements for award. Transferred credits may not normally be counted towards more than one degree⁵. 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.

20.3 Credit transfer may be done with or without the grade being carried over; the former should normally be used when the credits were gained from PolyU. Credit transfer with the grade being carried over may be granted for subjects taken from outside the University, if deemed appropriate, and with due consideration to the academic

⁵ Credit transfer from undergraduate studies to postgraduate studies will be allowed on the condition that these credits were on top of the baccalaureate requirements.

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 9 above.

- 20.4 The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject. Credits earned from previous study should remain valid at the time when the student applies for credit transfer. For exceptional cases such as those stated in 20.4(a) to 20.4(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 justifications.

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.
- 20.5 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.
- 20.6 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.
- 20.7 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.
- 20.8 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.

- 20.9 Notwithstanding the upper limits stipulated in Section 20.5 and 20.6 above, students may be given more credit transfer than these upper limits (e.g. upon completion of exchange activity as mentioned in Section 20.10 below), subject to their satisfying the residential requirement as stated in Section 9 above.
- 20.10 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.
- 20.11 All credit transfers approved will take effect only in the semester for which they are approved. A student who applied 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.
- 20.12 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)/Service-Learning and Leadership Office (SLLO), in consultation with the relevant Sub-committee(s) under CoGUR, as appropriate.
- 20.13 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.
- 20.14 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.

21. DEFERMENT OF STUDY

- 23.1 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 as part of the total period of registration.
- 23.2 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.
- 23.3 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.
- 23.4 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

22. 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.

23. Assessment

In principle, the BA (Hons) in Social Policy and Administration 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.

Assessment of a student's suitability to become a mid-level policy and administration practitioner goes beyond competence in knowledge, skills, as well as reflective and analytical abilities. Emphasis is particularly focused on their possession of a humanistic value and attitude essential for a human service professional. Close relationship between the student and the consultation tutor provides a very good context for the assessment of this unique quality.

23.1 Principles of Assessment

- 23.1.1 Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes should be designed for this purpose. The assessment methods will also enable the teachers 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.

- 23.1.2 Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided should link to the criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.
- 23.1.3 The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty Board the authority to confirm the decisions of Board 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.

23.2 Assessment of Subjects

- 23.2.1 Students' performance in a subject shall be assessed by continuous assessment and/or examinations. 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.
- 23.2.2 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.
- 23.2.3 Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in coursework 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.
- 23.2.4 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.
- 23.2.5 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.

23.2.6 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.

23.2.7 Assessment methods and parameters of subjects shall be determined by the Department of Applied Social Sciences.

23.2.8 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.

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

23.3.1 Students are required to take an attachment workshop and carry out one attachment to be eligible for graduation. The assessment in the attachment is an ongoing process. During the process of the attachment, there will be ongoing evaluation of student's performance by the attachment agency and the supervisor. Half way through the attachment, verbal mid-term evaluation will be conducted. At the end of the attachment, 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 two areas:

- | | | |
|------|---------------------|-------|
| (i) | Written assignments | (70%) |
| (ii) | Work Performance | (30%) |

The assessment criteria will focus on students' demonstration of their critical and analytical thinking abilities, ethical and socially responsible attitude and values, practice competence, integration and application of theory and classroom learning, team work, effectiveness in communication and problem solving and learning accountability in the two areas listed above.

23.3.2 Students must complete and pass their attachment for graduation. If they fail again when retaking the attachment, they will be considered failing the Programme.

23.3.3 The result of the attachment will be part of the GPA calculation.

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

24. PROGRESSION / ACADEMIC PROBATION / DEGREISTRATION

- 24.1 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.
- 24.2 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 probation 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 transcript of studies.
- 24.3 A student will have 'progressing' status unless he falls within any one of the following categories which shall be regarded as grounds for deregistration from the programme:
- (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.
- 24.4 A student may be deregistered from the programme enrolled before the time frame specified in Sections 24.3(c) or 24.3(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.
- 24.5 The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation.
- 24.6 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.

25. EXCEPTIONAL CIRCUMSTANCES

25.1 Absence from an assessment component

- 25.1.1 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.
- 25.1.2 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.

25.2 Assessment to be completed

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.

25.3 Aegrotat award

- 25.3.1 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.
- 25.3.2 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.
- 25.3.3 The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.
- 25.3.4 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.

26. GRADING

26.1 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+

26.2 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 |

26.3 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 assigned⁶
- (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.

⁶ 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.

26.4 The training credits⁷ contained within the BA (Hons) in Social Policy and Administration programme will be counted in the GPA calculation.

26.5 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 | 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. |

[^] 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.

⁷ "Training credits" is used as a generic term only, and also includes clinical/field credits for programmes in different study disciplines. Laboratory experiments done as a subject/an integral part of a subject to satisfy the academic requirements is not considered to be practical training.

26.6 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.

26.7 Different types of GPA's

26.7.1 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.

26.7.2 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.

26.7.3 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.

26.7.4 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.

26.7.5 For students taking the Major/Minor study route, a separate GPA will be calculated for their Major and Minor programmes. The Major GPA will be used to determine his award classification, which will be so reflected on the award parchment. The Minor GPA can be used as a reference for Board of Examiners to moderate the award classification for the Major.

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

27. GRADUATION REQUIREMENTS

27.1 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 1.4; 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.

27.2 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.

28. AWARD CLASSIFICATION

28.1 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 26.3, except those exclusions specified in Sections 28.2.

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 weighting⁸ 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.

28.2 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).

28.3 Classification of awards

28.3.1 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

⁸ Requests for deviation from the university-wide standard require specific approval by the Academic Regulations Committee.

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

| <i>Honours degrees</i> | Guidelines |
|------------------------|---|
| 1 st | 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 rd | The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory. |

28.3.3 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.

28.3.4 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.

28.3.5 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.

29. AWARD PARCHMENT

29.1 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.

29.2 Irrespective of whether the students graduate from a Major 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 IN HEALTH TECHNOLOGY
with First Class Honours

29.3 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.

30. EXAMINATION RESULT ANNOUNCEMENTS, TRANSCRIPTS, TESTIMONIALS AND REFERENCES

30.1 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.

30.2 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 training 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) (including information on the Minor award, if appropriate), with classification and year of award;

30.3 Students may request for a testimonial which is a certification of their studies at the University, but without details on subjects and subject results.

30.4 Students may also request for references direct from academic staff/members concerned.

31. RULES GOVERNING THE CONDUCT OF EXAMINATIONS

31.1 Before the commencement of examination

- 31.1.1 Candidates shall not enter the examination room/hall until so instructed by the invigilator.
- 31.1.2 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.
- 31.1.3 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.
- 31.1.4 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.
- 31.1.5 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.
- 31.1.6 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.
- 31.1.7 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.

- 31.1.8 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.
- 31.1.9 Candidates must sit according to the seating plan posted outside the examination room/hall, if there is any.
- 31.1.10 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.
- 31.1.11 No candidates shall start the examination until instructed to do so by the invigilator.
- 31.1.12 Candidates must provide themselves with necessary writing and drawing instruments.
- 31.1.13 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.

31.2 During the examination

- 31.2.1 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.
- 31.2.2 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.
- 31.2.3 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.
- 31.2.4 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.

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

31.3 At the end of the examination

- 31.3.1 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.
- 31.3.2 Candidates should leave the examination room/hall quietly to avoid disturbance to other students taking examinations in the same venue.
- 31.3.3 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.

32. RECORDING OF DISCIPLINARY ACTIONS IN STUDENTS' RECORDS

- 32.1 Disciplinary actions against students' misconducts will be recorded in students' records.
- 32.2 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.
- 32.3 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.
- 32.4 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 is subject to disciplinary action.

33. SUBJECT RESULTS

33.1 Marking and grading

33.1.1 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.

33.1.2 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.

33.2 Finalising subject grades

33.2.1 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.

33.3 Composition and operation of SARP

33.3.1 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.

33.3.2 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 delegate) of the 'serviced' Departments to join SARP as co-opted member or alternatively arrange to send the subject grades to the 'serviced' Department for comment 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.

34. OVERALL RESULTS

34.1 The authority for approving the overall results of students rests with the Board of Examiners (BoE).

34.2 One week after all the subject results have been finalised, the Board of Examiners shall confirm the overall results of students on the programme/scheme, including award classifications for final year students and de-registration cases.

35. BOARD OF EXAMINERS (BoE)

35.1 Responsibility

35.1.1 The Board of Examiners for a particular 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.

35.1.2 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.

35.1.3 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 may refer the decisions back to the BoE for further consideration and explanation.

35.1.4 Any decisions by the BoE outside the general assessment regulations of the University, supported by the Faculty Board, should be referred to the 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.

35.1.5 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.

35.1.6 The award classification of students taking Major/Minor programme or a Major programme combined with free electives will be decided by the Board of Examiners of the single-discipline programme from which the Major has been derived.

35.2 Composition

35.2.1 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.

35.2.2 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.

35.3 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 programmer 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 Undergraduate Programme Committee.
- (e) Any comments the Board may wish to make to the Faculty Board.

36. ACADEMIC APPEALS

36.1 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.

36.1.1 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.

36.1.2 Students making an academic appeal shall pay a fee. This fee shall be refunded if the appeal is upheld.

36.2 Appeals against Decisions on Subject Results

36.2.1 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.

36.2.2 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.

36.2.3 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.

36.2.4 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.

36.2.5 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.

36.2.6 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.

36.2.7 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.

- 36.2.8 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.
- 36.2.9 A flow chart showing the procedures for appeals against subject results is given in [page 52](#).

36.3 Appeals against Decisions on De-registration

- 36.3.1 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.)
- 36.3.2 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.
- 36.3.3 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.
- 36.3.4 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.
- 36.3.5 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.
- 36.3.6 A flow chart showing the procedures for appeals against de-registration decisions by the Board of Examiners is given in [page 53](#).

36.4 Appeals against Decisions on Award Classification

36.4.1 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.

36.4.2 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.

36.4.3 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.

36.4.4 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.

36.4.5 A flow chart showing the procedures for appeals against decisions on award classification is given in [page 54](#).

36.5 Grounds for Appeals

36.5.1 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:

- 36.5.1.1 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.

36.5.1.2 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.

36.5.2 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.

36.6 Decisions for Appeal

36.6.1 The Academic Appeals Committee may determine:

36.6.1.1 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.

36.6.1.2 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.

36.6.1.3 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.

36.6.1.4 To confirm the decision of the Subject Teacher/Subject Assessment Review Panel/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 36.5.1.1 above would not have materially affected the decision;

(iii) any irregularity identified under Section 36.5.1.2 above would not have materially affected the decision.

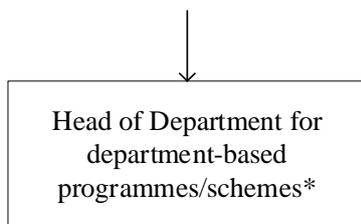
36.6.1.5 To ask the APMC and/or a particular Programme Committee to reconsider the operation and wording of the University's academic regulations or of the programme regulations.

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

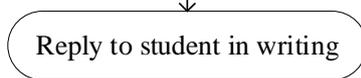
Procedures for appeals against decisions on subject results

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

1st Appeal

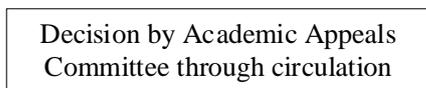
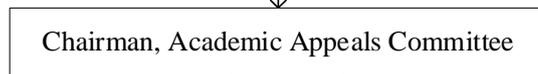
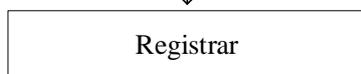


Within one calendar week after either the announcement of the student's overall result or receipt of the student's letter of appeal, whichever is later

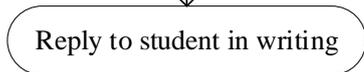


Within one calendar week from date of the Department's reply

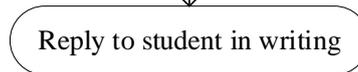
2nd Appeal



Final decision within the University



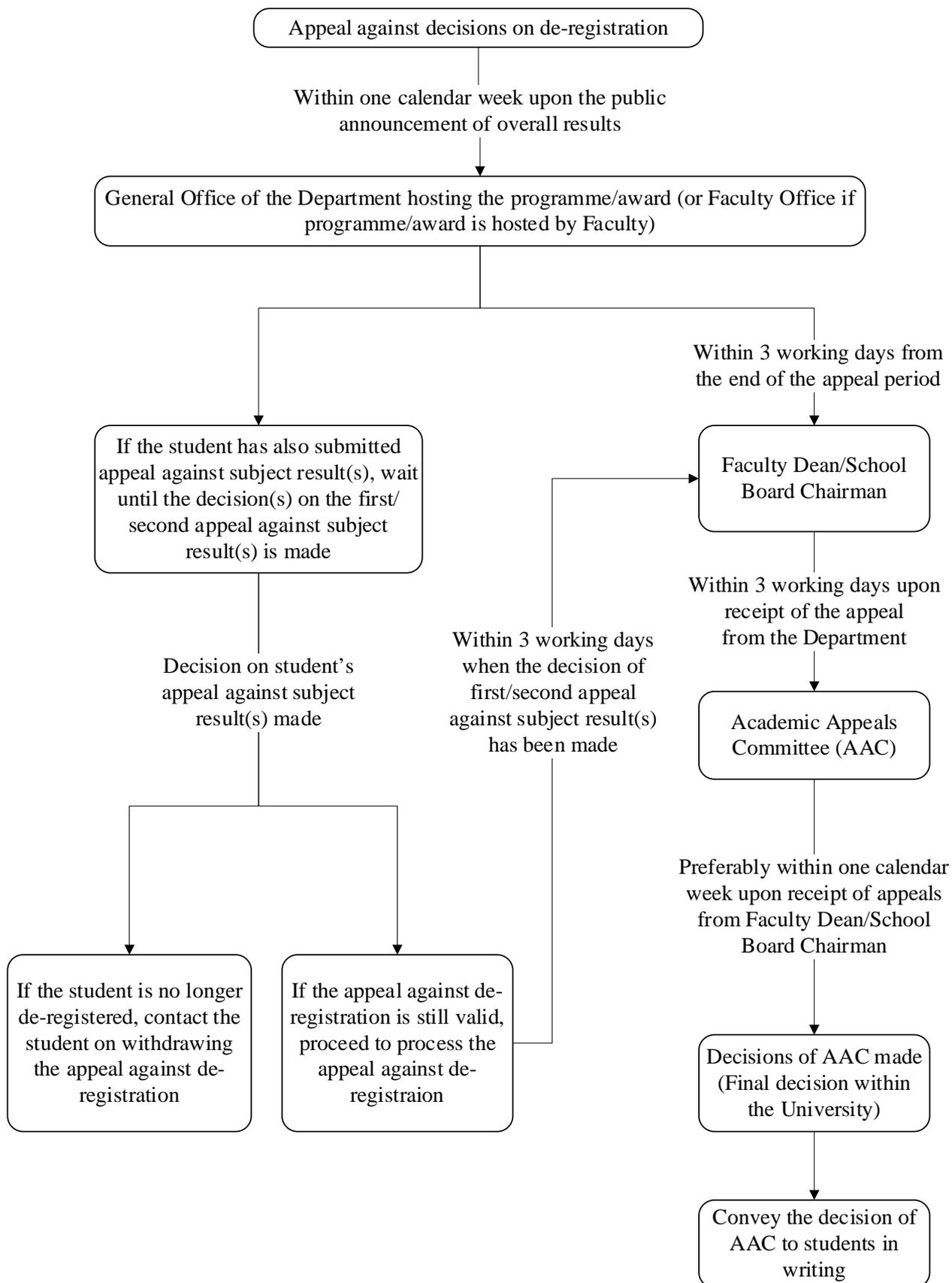
Final decision within the University



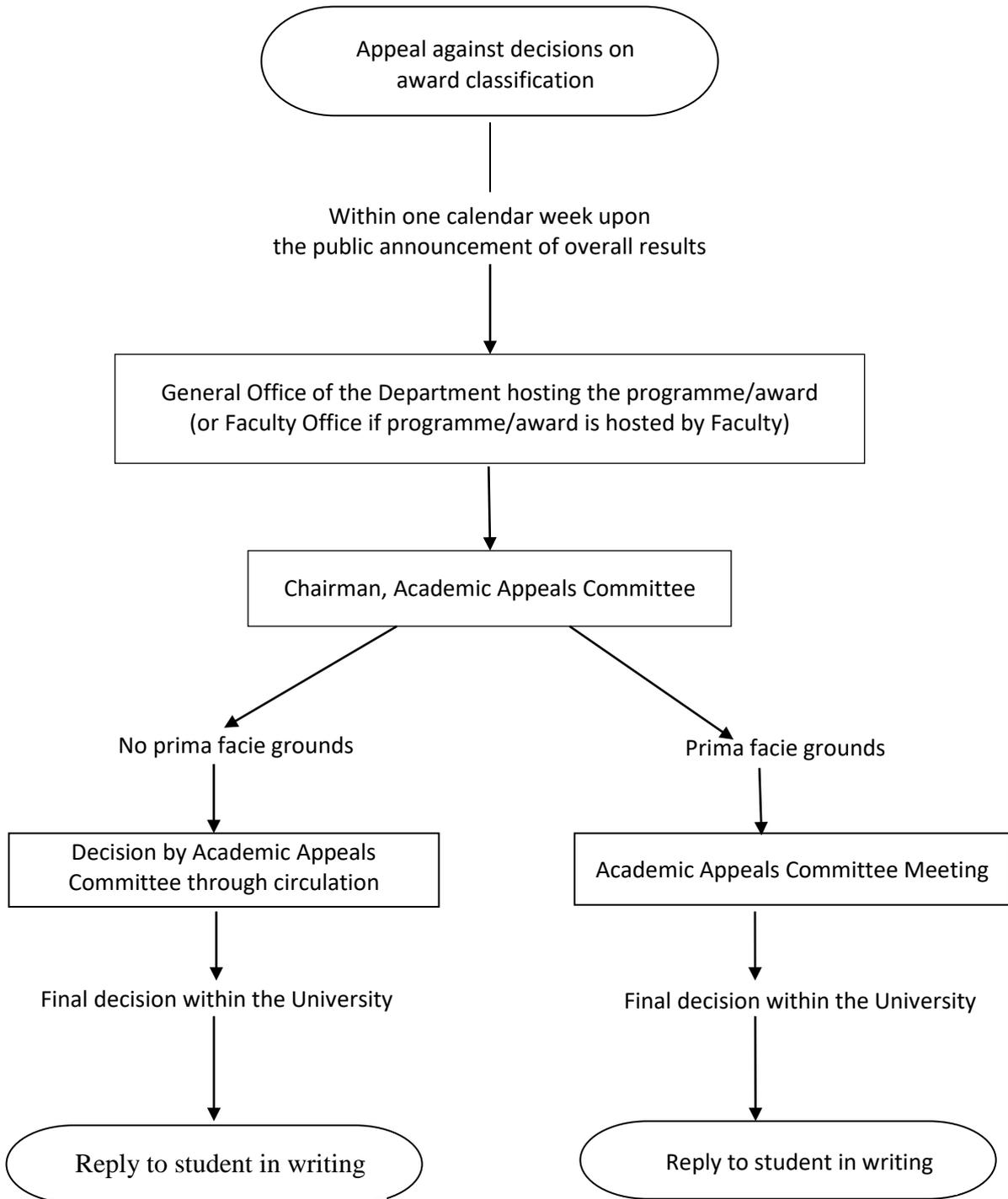
* If the appeal is not related to department-based programmes/schemes, then the Head of Department shall refer the appeal to the following authorized person:

- (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 appeals against decisions on de-registration



Procedures for appeals against decisions on award classification



37. PROGRAMME OPERATION AND MANAGEMENT

37.1 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”.

37.2 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.

37.3 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.

37.4 Attachment Co-ordinating Team

The Attachment Coordinating Team is responsible for planning, liaising, developing and coordinating attachment with governments, NGOs and business organizations. Before the commencement of the attachment, the Team projects, solicits, confirms and matches the attachment based on students' working/residence location, choice of service and availability of organizational settings. To facilitate smooth running of the attachment, the Team also conducts workshops for both students and supervisors before and during the attachment, 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.

37.5 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.

37.6 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; (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.

37.7 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.

37.8 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.

37.9 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.

37.10 Student/Staff Consultative Group

The Student/Staff Consultative Group serves as a formal, but not the only channel through which students' 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

| Subject Code | Subject Title | Mode/Weighting of Assessment* | |
|--------------|--|-------------------------------|-------------|
| | | Continuous Assessment | Examination |
| APSS120 | Introduction to Social Services in Hong Kong | 100% | --- |
| APSS231 | Hong Kong Society | 100% | --- |
| APSS322 | Financial Management in Human Services | 60% | 40% |
| APSS3221 | Civil Society and Governance | 100% | --- |
| APSS3224 | Social Capital | 100% | --- |
| APSS3225 | Media and Society | 100% | --- |
| APSS3226 | Research for Policy and Administration | 100% | --- |
| APSS323 | Government and Public Administration | 50% | 50% |
| APSS3230 | Theories of Social Policy | 100% | --- |
| APSS3231 | Comparative and Global Social Policy | 100% | --- |
| APSS3232 | Social Planning and Policy Making Process | 100% | --- |
| APSS324 | Human Capital Development | 100% | --- |
| APSS3241 | The Philosophical Foundations of Policy Planning | 100% | --- |
| APSS328 | Programme Planning and Evaluation | 100% | --- |
| APSS331 | Management in Human Services | 100% | --- |
| APSS340 | Political Economy of Hong Kong | 100% | --- |
| APSS344 | Self, Culture and Society | 100% | --- |
| APSS345 | Social Research Methods | 100% | --- |
| APSS348 | Economics and Social Problems | 100% | --- |
| APSS352 | Marketing Strategies and Skills in Human Services | 100% | --- |
| APSS3781 | Attachment for Social Policy and Administration Practitioners | 100% | --- |
| APSS3782 | Attachment Workshop | 100% | --- |
| APSS4510 | Corporate Social Responsibility | 100% | --- |
| APSS4511 | Social Entrepreneurship and Enterprises | 100% | --- |
| APSS4520 | Educational Policy | 100% | --- |
| APSS4521 | Environmental Policy | 100% | --- |
| APSS4522 | Health Policy | 100% | --- |
| APSS4523 | Housing Policy | 100% | --- |
| APSS4524 | Labour Policy | 100% | --- |
| APSS4525 | Welfare Policy | 100% | --- |
| APSS4531 | Current Management Practices and Issues in Human Service Organizations | 100% | --- |
| APSS454 | Legal Aspects of Human Services | 100% | --- |
| APSS4541 | Justice and the Modern Social Context | 100% | --- |
| APSS465 | Capstone Project for Practicing Social Policy and Administration | 100% | --- |
| CLC2261P | Chinese Communication for Social Sciences | 100% | --- |
| ELC3621 | Professional English for Social Sciences | 100% | --- |

* *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

| Types of GPA | Purpose | Rules for GPA calculation |
|---------------------|---|---|
| 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 subjects, both academic and 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> |

| Types of GPA | Purpose | Rules for GPA calculation |
|---------------------|---|---|
| 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="655 315 1142 383">(1) For single Major: Award GPA = Weighted GPA <li data-bbox="655 450 1142 517">(2) For Major/Minor programmes: Award GPA = Major GPA <li data-bbox="655 584 1286 651">(3) For programmes without level weighting: Award GPA = GPA <p>If the student has taken more subjects than required, refer to Section 28.2</p> |