



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

Bachelor of Arts (Honours) in Applied Psychology

應用心理學（榮譽）文學士學位

**Definitive Programme Document for
Cohort 2013/2014**

Department of Applied Social Sciences

This Definitive Programme Document is subject to review and changes which the programme offering Faculty/Department can decide to make from time to time. Students will be informed of the changes as when appropriate. Please refer to the on-line version put up on the Student Intranet of the Department at <https://www2.polyu.edu.hk/apssstud/Baapy/baapy.htm> for updates.

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The information in this document will be updated from time to time. Please refer to the on-line version put up on the Student Intranet of the Department at <https://www2.polyu.edu.hk/apsstud/schemes.htm> for updates.

1. GENERAL INFORMATION

Programme Title	: Bachelor of Arts (Honours) in Applied Psychology
Department	: Department of Applied Social Sciences
Programme Code	: 54052 – APY
Mode of Attendance	: Part-time
Nature of Programme	: Credit-based
Normal Duration (Maximum Duration)	: 4 Years (8 Years)
Credit Value	: 63
Date of Implementation	: 1 st September 2005
Final Award	: Bachelor of Arts (Honours) in Applied Psychology

Host and Contributing Department: The host department is the Department of Applied Social Sciences (APSS). The contributing departments include the Department of Rehabilitation Sciences (RS), the sibling department within the Faculty of Health and Social Sciences (FHSS).

2. PHILOSOPHY, RATIONALE, AIMS AND OUTCOMES OF THE PROGRAMME

The BA (Hons) Applied Psychology Programme was designed and offered based on the following philosophy:

2.1 Programme Philosophy and Rationale

2.1.1 Psychology as a growing profession worldwide has a fairly long history in Hong Kong since 1960. APSS and one sibling department, RS, recognize that there is an evident demand for human service professions with a solid knowledge base in Applied Psychology, such as health care, social work, social and public administration, rehabilitation, education etc. The Programme will enable students to develop a career related to psychology, such as engaging in different positions pertinent to human resource development and training departments across a variety of human service professions.

2.1.2 The Hong Kong Special Administrative Region has been emerging into a knowledge-based and information-driven society. Different parts of the world are also closely interrelated with the advent of new technologies. In meeting with the future challenges and adapting to the ever changing environment, we need to train our prospective bachelor degree holders to be competent, caring and innovative in applying the psychological knowledge and skills in different cultures. It is necessary to cultivate in students an awareness of contextual sensitivity and to develop their integrative abilities with indigenous, national and global perspectives. The students should also learn to appreciate the humanistic and ethical values which are essential elements of developing a career in psychology and related human services. In this connection, graduates of the Programme are expected to be capable of understanding the psychological themes, variations and implications within and across cultures, reacting positively and responsibly to complex issues of human behaviours and mind, and dealing with uncertainties and dilemmas competently in their personal lives, at work and in family.

2.1.3 This Programme is designed not only to help students develop a career in psychology, but also to prepare them for life-long education. It is essential for the students to demonstrate their language proficiency (biliteracy and trilingualism) in academic subjects, and continue their self-learning in the future. They are also reinforced to practice and polish skills of effective communication, interpersonal relationship, leadership and creative problem solving in the course of study, and also to demonstrate a commitment to learn continually.

2.2 Programme Aims

2.2.1 The overall aim of this Programme is to provide students with broad-based knowledge and skills of applied psychology, with emphasis on self-reflection and real-life applications in both indigenous and western contexts. Specifically, the Programme is designed to equip students with the necessary research skills in studying problems and issues of human behaviours and mind, and to prepare them to complete evidence-based applied psychological research with competence and creativity, to develop a career in psychology, and/or to pursue higher education in a specific field of psychology.

2.2.2 The key educational objectives of the Programme are to enable the students:

- i) to provide research-oriented teaching and learning experience for students to acquire essential knowledge, theories and

concepts pertinent to understanding of the psychological processes for life-long learning professional development; and

- ii) to develop students' critical analyses, syntheses and reflections of the theoretical and methodological approaches and relationships among applied psychology and increasingly complex societal needs, problems and critical issues in indigenous context and also in different Chinese and western societies; and
- iii) to advance the students' knowledge and enhance their existing skills, values and ethical stance relating to different psychological perspectives in applied psychology, which help equip them with understanding and competence in working as informed leaders, supervisors, administrators, educators, and innovators in various human service professions.

2.3 Intended Learning Outcomes (ILOs)

Upon completion of the study, students of this Programme should have:

- 2.3.1 acquired the essential knowledge, theories and concepts pertinent to understanding of the psychological processes;
- 2.3.2 advanced understanding of psychological knowledge and the required competence in working as informed leaders, supervisors, innovators and educators in human service professions;
- 2.3.3 good appreciation in and understanding of the historical development of psychology which shapes contemporary human service practices and endeavours in different cultures;
- 2.3.4 heightened awareness of the relationships between psychology and varying social needs, and become informed about the applicability of psychology to address major problems and critical issues in indigenous, national and global contexts;
- 2.3.5 a sound foundation in the basic values and ethical stance relating to different psychological perspectives and professional obligations; and
- 2.3.6 preparation for life-long education through critical and creative thinking, and independent reflections of their knowledge on the patterns and differences of psychological issues for the life-long learning and continual professional development.

2.4 Curriculum Map

The following curriculum map gives a holistic view of the degree to which each intended learning outcome will be taught and assessed in the BA(Hons)APY Award. The indicators are inserted in the relevant boxes to show the treatment of the BA(Hons)APY Award Outcome in each subject:

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

	BA (Hons) Applied Psychology Award Outcomes The SIX award outcomes listed in this column are in the same order for easy referencing.	Subject Codes / Indicators																	
		APSS222	APSS225	APSS230	APSS231	APSS232	APSS265	APSS320	APSS321	APSS325	APSS326	APSS3211	APSS3212	APSS330	APSS331	APSS339	APSS342	APSS344	APSS345
1	acquired the essential knowledge, theories and concepts pertinent to understanding of the psychological processes;	I	I	-	-	-	I	R	R	R	R	A	A	-	R	A	-	-	R
2	advanced understanding of psychological knowledge and the required competence in working as informed leaders, supervisors, innovators and educators in human service professions;	-	-	I	-	-	I	R	R	R	R	A	I	I	A	A	-	-	R
3	good appreciation in and understanding of the historical development of psychology which shapes contemporary human service practices and endeavours in different cultures;	I	I	-	-	-	-	A	R	R	R	R	A	-	R	I	-	-	-
4	heightened awareness of the relationships between psychology and varying social needs and become informed about the applicability of psychology to address major problems and critical issues in indigenous, national and global contexts;	I	I	I	I	I	R	R	A	A	A	R	R	-	A	-	I	I	-
5	a sound foundation of the basic values & ethical stance relating to different psychological perspectives that a humanistic input should be strengthened for social betterment;	I	I	I	-	I	R	R	R	R	R	R	I	-	A	-	-	I	-
6	preparation for life-long education through critical and creative thinking, and independent reflections of their knowledge on the patterns and differences of psychological issues for the life-long learning and continual professional development.	I	I	I	I	I	R	R	R	R	R	R	A	I	R	R	I	I	R

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

BA (Hons) Applied Psychology Award Outcomes The SIX award outcomes listed in this column are in the same order as those in “ Section 3.3 Award Outcome ” for easy referencing.		Subject Codes / Indicators												
		APSS347	APSS352	APSS401	APSS431	APSS434	APSS484	APSS485	APSS486	APSS487	APSS488	APSS489	RS2270	RS455
1	acquired the essential knowledge, theories and concepts pertinent to understanding of the psychological processes;	-	-	R	A	A	R	R	R	R	R	R	R	R
2	advanced understanding of psychological knowledge and the required competence in working as informed leaders, supervisors, innovators and educators in human service professionals;	-	-	A	R	A	A	A	A	A	R	A	A	R
3	good appreciation in and understanding of the historical development of psychology which shapes contemporary human service practices and endeavours in different cultures;	-	-	R	-	R	R	R	R	R	A	-	R	A
4	heightened awareness of the relationships between psychology and varying social needs and become informed about the applicability of psychology to address major problems and critical issues in indigenous culture, national and global context;	I	I	A	A	A	A	A	A	A	A	A	A	A
5	a sound foundation of the basic values & ethical stance relating to different psychological perspectives that a humanistic input should be strengthened for social betterment;	R	-	R	R	R	R	R	R	R	R	R	R	R
6	preparation for life-long education through critical and creative thinking, and independent reflections of their knowledge on the patterns and differences of psychological issues for the life-long learning and continual professional development.	I	-	R	A	R	A	A	A	A	A	A	A	A

3. MINIMUM ENTRANCE REQUIREMENTS

Holders of a Diploma or an Associate Degree in a relevant discipline from any recognised post-secondary institution. Preference will be given to those with a Credit or above.

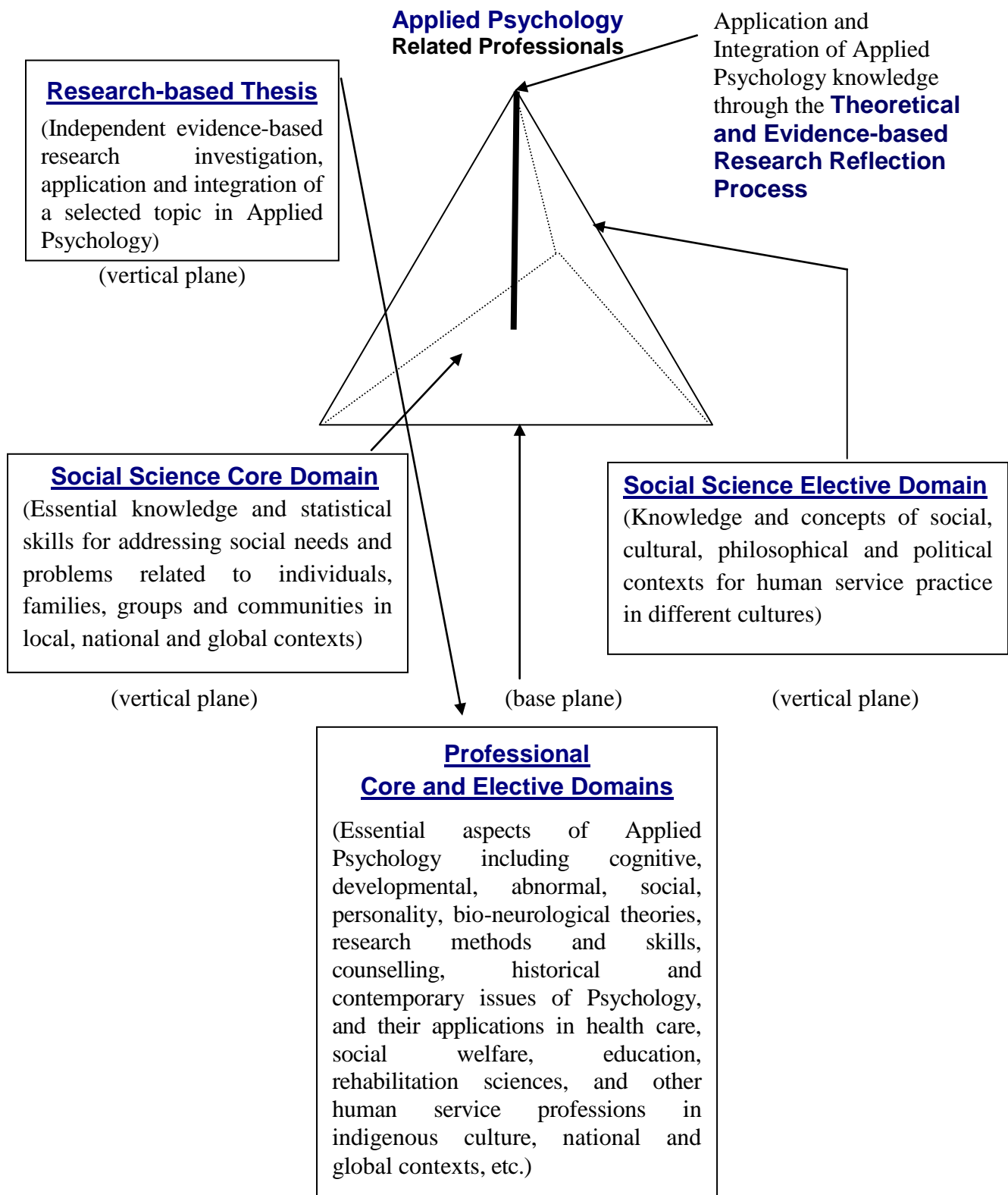
4. PROGRAMME STRUCTURE

4.1 Conceptual Framework

- 4.1.1 To be congruent with conceptual framework of the BA (Hons) Schemes of the Department of Applied Social Sciences, the conceptual framework of the Bachelor of Arts (Honours) in Applied Psychology Programme is aimed at educating students to have the vision, mission, and research competence in relation to the Professional (Applied Psychology) and Social Sciences Core and Elective domains.
- 4.1.2 The Professional Core and Elective Domains, which form the base of the pyramid, is designed to broaden and consolidate the knowledge and skills in Applied Psychology. The two standing planes, Social Science Core and Elective Domains, form two other knowledge domains while the Research-based Thesis represents students' efforts in applying and integrating theoretical knowledge and research skills into a selected topic in Applied Psychology. Students need to understand the implications of working in and working with these domains and the interrelationships among them for theoretical formulation and applied research investigations. Most importantly, the Theory-Research Reflection Process serves to form a pivot for all the knowledge domains (*Figure 1: Conceptual Framework of BA (Hons) in Applied Psychology Programme*).
- 4.1.3 In the BA (Hons) APY Programme, there are different emphases in the four substantive areas of studies, and the theoretical-research reflection links up all the knowledge domains, depending on the objectives, types and level (*Figure 2: Conceptual Framework of BA (Hons.) in Applied Psychology Programme*).
- 4.1.4 The compulsory subjects in Applied Psychology Domain aim at providing students with a broad-based psychological knowledge, covering both classical and contemporary theories, and advancing applied research skills on psychology. The list of eight core subjects and one research-based thesis are proposed in line with a set of essential criteria for admission to general membership of The Hong Kong Psychological Society.

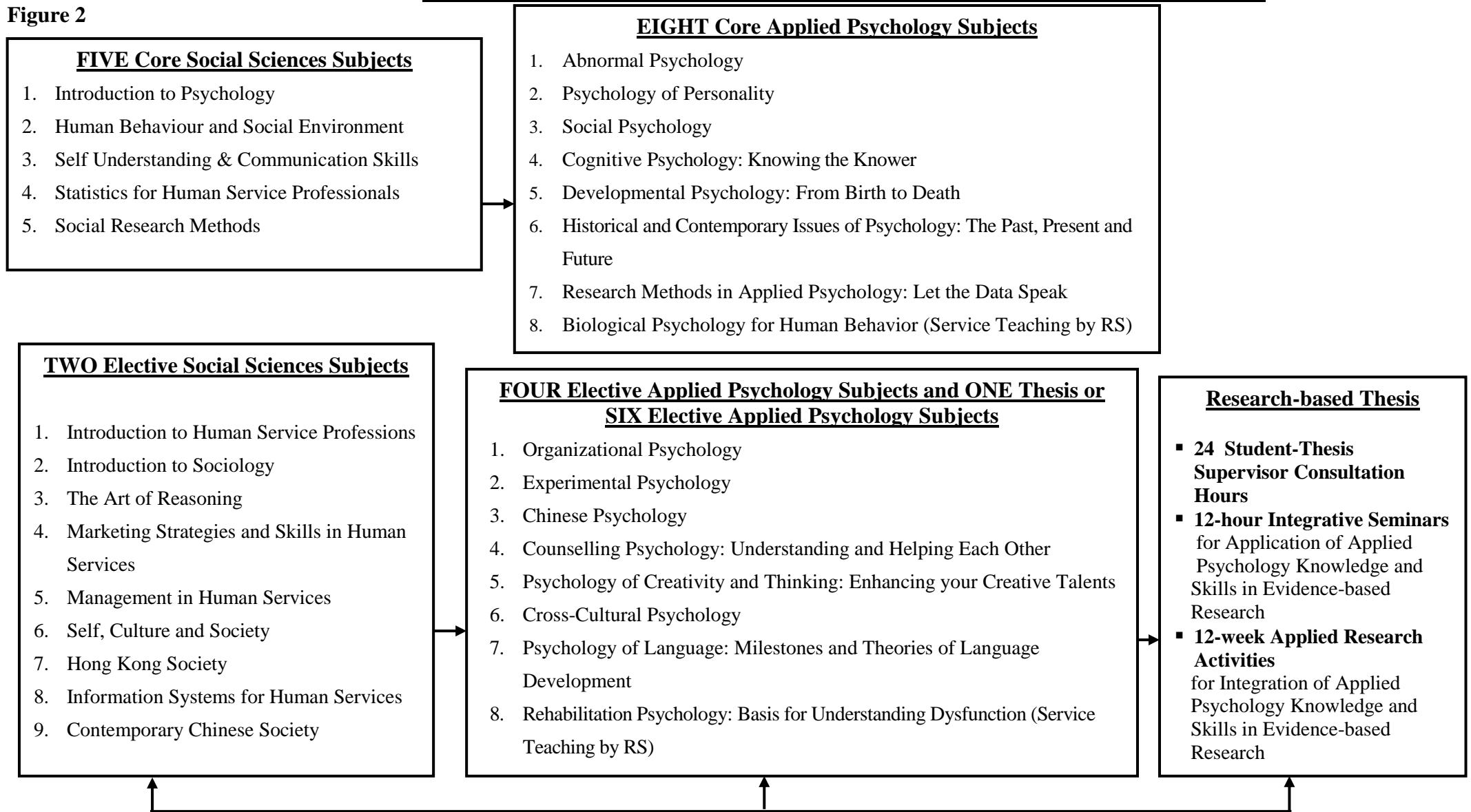
- 4.1.5 Students will be informed of different psychological sub-disciplines, their applications and implications for various human service professional practice through four subjects in the Professional (Applied Psychology) Elective Domain.
- 4.1.6 The Social Sciences Core subjects are designed to help enhance students' self understanding, develop students' awareness of the relationships between applied psychology, social problems and needs, and also heighten their sensitivity to the relationships between Applied Psychology at the individual, group, community and national levels.
- 4.1.7 To enable students to understand the social, philosophical, cultural, and political processes at work, students are taught different social science disciplines in the Social Sciences Elective Domain.
- 4.1.8 The final-year thesis serves a very important function of enabling students' integration of theory and practice in psychology. In the Research-based Thesis Domain, students are expected to learn to apply and integrate the Applied Psychology knowledge and related research skills through completing ONE independent evidence-based intensive study on a selected theme/topic in Applied Psychology. To help students integrate what they have learnt, each student is required to consult his/her Thesis Supervisor for at least 36 hours, attend about 12-hour sessions of integrative seminars, and engage in about 12-week applied research activities in their own work places, or real life settings, as assigned by the Department. All these are designed to cultivate students' independent thinking, develop creative ideas and produce a scholarly Thesis through the Theoretical and Evidence-based Research Reflection Process.

Figure 1. Conceptual Framework of BA (Hons.) in Applied Psychology:
The Theory-Research Reflection Process forming a pivot for all the knowledge domains.



Conceptual Framework of the BA (Hons) in Applied Psychology Programme

Figure 2



4.2 Curriculum

All the subjects taught in the Part-time mode are listed as follows:

Subject Code	Subject	Level Code	Pre-requisite	Compulsory or Elective	Responsible Department	No. of Credits
<i>Professional (Psychology) Core/Compulsory Subjects (a total of 8 subjects) : 24 credits</i>						
APSS321	Abnormal Psychology	3	APSS222	Compulsory	APSS	3
APSS325	Psychology of Personality	3	APSS222	Compulsory	APSS	3
APSS326	Social Psychology	3	APSS222	Compulsory	APSS	3
APSS485	Cognitive Psychology : Knowing the Knower	4	APSS222	Compulsory	APSS	3
APSS487	Developmental Psychology : From Birth to Death	4	APSS222&APSS225	Compulsory	APSS	3
APSS488	Historical and Contemporary Issues of Psychology : The Past, Present and Future	4	APSS222 & APSS326/APSS485/ APSS487/RS455	Compulsory	APSS	3
APSS489	Research Methods in Applied Psychology : Let the Data Speak	4	APSS222 & APSS339	Compulsory	APSS	3
RS455	Biological Psychology for Human Behavior	4	APSS222	Compulsory	RS	3
<i>Social Sciences Core/Compulsory Subjects (a total of 5 subjects) : 15 credits</i>						
APSS222	Introduction to Psychology	2	Nil	Compulsory	APSS	3
APSS225	Human Behaviour and Social Environment	2	APSS222	Compulsory	APSS	3
APSS265	Self Understanding & Communication Skills	2	Nil	Compulsory	APSS	3
APSS339	Statistics for Human Service Professionals	3	Nil	Compulsory	APSS	3
APSS345	Social Research Methods	3	Nil	Compulsory	APSS	3
<i>Professional (Psychology) Elective Subjects (choose 4 subjects from the list and one thesis or 6 subjects) : 18 credits</i>						
APSS320	Chinese Psychology	3	APSS222/APSS298	Elective	APSS	3
APSS3211	Psychology of Language: Milestones and Theories of Language Development	3	APSS222	Elective	APSS	3
APSS3212	Cross-Cultural Psychology	3	APSS222	Elective	APSS	3
APSS401	Organizational Psychology	4	APSS222	Elective	APSS	3
APSS431	Thesis in Applied Psychology	4	APSS339, APSS345 & APSS489	Elective	APSS	6
APSS434	Experimental Psychology	4	APSS485	Elective	APSS	3
APSS484	Psychology of Creativity and Thinking : Enhancing your Creative Talents	4	APSS222	Elective	APSS	3
APSS486	Counselling Psychology : Understanding and Helping Each Other	4	APSS222	Elective	APSS	3
RS2270	Rehabilitation Psychology: Basis for Understanding Dysfunction	2	Nil	Elective	RS	3

4.2 Curriculum

All the subjects taught in the Part-time mode are listed as follows:

Subject Code	Subject	Level Code	Pre-requisite	Compulsory or Elective	Responsible Department	No. of Credits
<i>Social Sciences Elective Subjects (choose 2 subjects from the list) : 6 credits</i>						
APSS230	Introduction to Human Service Professions	2	Nil	Elective	APSS	3
APSS231	Hong Kong Society	2	Nil	Elective	APSS	3
APSS232	Introduction to Sociology	2	Nil	Elective	APSS	3
APSS330	Information Systems for Human Services	3	APSS331	Elective	APSS	3
APSS331	Management in Human Services	3	Nil	Elective	APSS	3
APSS342	Contemporary Chinese Society	3	Nil	Elective	APSS	3
APSS344	Self, Culture and Society	3	Nil	Elective	APSS	3
APSS347	The Art of Reasoning	3	Nil	Elective	APSS	3
APSS352	Marketing Strategies and Skills in Human Services	3	APSS331	Elective	APSS	3

4.3 Recommended Progression Pattern

Recommended Progression Pattern for Part-time - 54052-APY

		Professional (Psychology) Subjects	Credits	Social Sciences Subjects	Credits	Total Credits Per Semester **	Total Credits Per Year**
Stage I	Semester 1	APSS321 Abnormal Psychology	3			9	15
				APSS222 Introduction to Psychology	3		
		APSS325 Psychology of Personality	3				
	Semester 2			APSS225 Human Behaviour and Social Environment	3	3	
		Electives *		Electives #			
Summer			APSS265 Self Understanding & Communication Skills	3	3		
Stage II	Semester 1	APSS485 Cognitive Psychology: Knowing the Knower	3			9	15
		APSS326 Social Psychology	3				

				APSS339 Statistics for Human Service Professionals	3		
	Semester 2	APSS487 Developmental Psychology: From Birth to Death	3			6	
				APSS345 Social Research Methods	3		
		Electives *		Electives #			
Stage III	Semester 1	APSS489 Research Methods in Applied Psychology: Let the Data Speak	3			3	6
		Elective*		Elective#			
	Semester 2	APSS488 Historical and Contemporary Issues of Psychology: The Past, Present and Future	3			3	
		Elective *		Elective #			
Stage IV	Semester 1	RS455 Biological Psychology for Human Behavior	3			3	3
		Elective *		Elective #			
	Semester 2	Electives *		Electives #			
Total credits required for the programme: 24 credits (Psychology Core subjects) + 15 credits (Social Sciences Core subjects) + 18 credits (Psychology Elective subjects) + 6 credits (Social Sciences Elective Subjects) = 63 Credits							

** Credit value indicated in the table is only for the compulsory subjects.

Remarks:

- 1) Students are allowed to take any elective subjects at all levels at any available timeslots for elective subjects.
- 2) The Department of Applied Social Sciences reserves the right to offer the subjects in different semesters

5. MEDIUM OF INSTRUCTION

5.1 English is the medium of instruction in the lectures (the only exceptions are for a small number of subjects which have got special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned).

5.2 In the presence of non-Cantonese-speaking students, English should be used all the time.

6. MEDIUM OF ASSESSMENT

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

7. PROGRAMME REGISTRATION AND SUBJECT REGISTRATION

7.1 Maximum Duration for Completion of a Programme and the Validity Period of Subject Credits

- 7.1.1 The maximum period of registration and completion of the programme is usually twice the normal duration of the programme, i.e. eight years.
- 7.1.2 A student's registration shall lapse if it is no longer possible for him/her to obtain an award within the maximum period of registration.
- 7.1.3 The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the department responsible for the content of the subject. Credits earned from previous study should remain valid at the time when the student applies for transfer of credits. For exceptional cases such as those stated in 7.1.3(i) and 7.1.3 (ii) below, subject offering departments shall have the discretion to approve the transfer of credits which have exceeded the validity period on a case-by-case basis. All such exceptional cases must be reported to the Faculty Board with full justification.
- (i) Mature learners whose previous studies were mostly completed a long time before their admission to this University, but who have working experience which would have kept them actively involved in the relevant area of study. The flexibility to be granted to these students based on academic comparability of subjects is in line with the policy of the University in promoting life-long learning.
 - (ii) Students for whom the expiry of validity of credits is beyond their control such as medical reasons.

7.2 Residential Requirement

In order to be considered for a PolyU award, a student must complete at least 1/3 of the normal credit requirement for the award he/she is currently enrolled.

7.3 Re-admission

Students who have been required to withdraw on grounds of academic failure or have been de-registered, and those 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.

7.4 Student Status

- 7.4.1 Students will register on a specific academic programme which is designated a mode of study, i.e., part-time, for this BAAPY Programme.

7.4.2 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 Sections 7.4.3 – 7.4.4 below.

7.4.3 Part-time Status

Students enrolling on part-time, distance learning, online, and mixed-mode programmes, with a study load of less than 9 credits in a semester (unless otherwise approved by Departments), are classified as part-time students.

7.4.4 Self-paced Students

- (i) A progression pattern is specified by the Department for the Programme, and students are normally expected to follow this study pattern.
- (ii) Self-paced students are those who have applied to the department and been given approval to study at their own pace, where subjects are offered for options, instead of following the specified progression pattern. Self-paced students are advised to study carefully the programme requirements, consult the departmental academic counsellors if needed and are expected to complete subject registration before each semester.
- (iii) It is the responsibility of these students to monitor their eligibility for award and to ensure that the programme requirements are completed within the normal duration or the maximum period of registration as appropriate.

7.5 Subject Registration and Withdrawal

7.5.1 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. Students may apply for withdrawal of their registration on a subject after the add/drop period if they have a genuine need to do so. The application should be made to the relevant programme offering Department and will require the approval of both the subject lecturer and the host Department Programme Leader concerned (or an alternate academic staff authorised by the programme offering Department). Applications submitted after the commencement of the examination period will not be considered. For approved applications of subject withdrawal, the tuition fee paid for the subject will be forfeited and the withdrawal status of the subject will be shown in the examination result notification and transcript of studies, but will not be counted in the calculation of the GPA.

- 7.5.2 The pre-requisite requirements of a subject must have been fulfilled before a student registers for that subject. However, the subject-offering department has the discretion to waive the pre-requisite requirements of a subject, if deemed appropriate. If the pre-requisite subject concerned forms part of the requirements for award, the subject has to be passed in order to satisfy the graduation requirements for the programme concerned despite the waiving of the pre-requisite.
- 7.5.3 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. For students of part-time programmes, they can only take additional subjects from the curriculum of the programme which they have enrolled. Tuition fee will be charged according to the number of credits taken.

7.6 Study Load

- 7.6.1 For students following the progression pattern specified for their programme, they have to take the number of credits as defined for the pattern specified in the Definitive Programme Document, for each semester.
- 7.6.2 The Normal Study load is 15 credits in a semester. 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.
- 7.6.3 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 before the selection of subjects.

7.7 Zero Subject Enrolment

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

7.8 Subject Exemption

Students may be exempted from taking any specified subjects, if they have successfully completed similar subjects previously in another programme

or have demonstrated the level of proficiency/ability to the satisfaction of the subject-offering department. Subject exemption is normally decided by the subject-offering department. If students are exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards meeting the award requirements (except for exemptions granted at admission stage). It will therefore be necessary for the students to consult the programme-offering department and take another subject in order to satisfy the credit requirement for the award.

7.9 Credit Transfer

- 7.9.1 Students may be given credits for recognised previous study and the credits will be counted towards meeting the requirements for award. Transferred credits may be counted towards more than one award. 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 curriculum. Whether the previous studies are from institutions on credit-based or non-credit-based system should not be a concern, and the subject size needs not be a perfect match. To ascertain the academic standing of the institution offering the previous studies, the Department might need to request the institutions concerned to provide more relevant information.
- 7.9.2 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 carried over may be granted for subjects taken from outside the University, if deemed appropriate, and with due consideration to the academic equivalence of the subjects concerned and the comparability of the grading systems adopted by the University and the other approved institutions. Subject credit transfer is normally decided by the subject-offering department.
- 7.9.3 In case of disagreement between the programme-offering Department and the subject-offering Department, the two Faculty Deans/School Board Chairmen concerned will make a final decision jointly on the application. The validity period of credits previously earned is up to 8 years after the year of attainment.
- 7.9.4 Normally, not more than 50% of the normal credit requirement for the academic 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 normal credit requirement for the 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 the normal credit requirement for award may be transferred.
- 7.9.5 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 exempted credits will be counted towards the maximum limit for credit transfer when students apply for further credit transfer after their admission.

7.9.6 Notwithstanding the upper limits stipulated in Section 7.9.4 above, students may be given more credit transfer than these upper limits, subject to their satisfying the residential requirement as stated in Section 7.2 above.

7.9.7 All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or 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 the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.

7.10 Deferment of Study

7.10.1 Students may apply for deferment of study if they have a genuine need to do so such as illness or posting to work outside Hong Kong. Approval from the Department offering the programme is required. The deferment period will not be counted towards the maximum period of registration.

7.10.2 Application for deferment of study will be entertained only in exceptional circumstances from students who have not yet completed the first year of programme.

7.10.3 Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made.

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

8. LEARNING & TEACHING STRATEGIES

8.1 Learning & Teaching Strategies

L & T Strategies	Special Features
Interactive lecture	<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	<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	<ul style="list-style-type: none"> ➤ This strategy invites students to identify real life practice 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 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	<ul style="list-style-type: none"> ➤ Students are provided with a simulated professional practice situation prior to encountering real-life situation as a means to prepare students' readiness

	<ul style="list-style-type: none"> ➤ 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	<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 analyse 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	<ul style="list-style-type: none"> ➤ Due to students' different backgrounds, including learning style, will be taken into consideration, each of them may have a different starting point in the Four-stage Experiential Learning Cycle ➤ Irrespective of the starting points, students are invited to make links between the 'thinking' and the 'doing' in the teaching and learning of professional practice
Skills laboratory	<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 are mostly designed for subjects that have substantive practice components
Research-based Thesis	<ul style="list-style-type: none"> ➤ This is an essential component in fulfillment of the normal requirement for a bachelor degree of honours award in psychology. The final-year Thesis is an integrative subject which serves the purpose of enabling students to (1) integrate theoretical concepts into research practice; (2) relate theoretical knowledge to real life situations; (3) become critical and reflective when examining psychological theories and problems through empirical research investigation(s). ➤ The Research-based Thesis is therefore to reflect evidence of sound knowledge and independent thinking in students through integrative seminars, individual research design and analysis, fieldwork experience in data collection and in-depth academic discussion, under the guidance and supervision of qualified supervisors mostly assigned by the Department
Web-based learning	<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 the e-learning mode, which range from the simple email question and answers; online forums to highly sophisticated simulations exercise or self-administered test

8.2 Thesis in Applied Psychology

There is one elective 6-credit Thesis which is regarded as an important learning and teaching strategy as well as an assessment method. Students who register for the thesis are required to demonstrate competence in completing an evidence-based empirical research. (*For details, please refer to the subject description form of the subject entitled "APSS 431 Thesis in Applied Psychology"*). It is highly recommended that the thesis be taken in the final year of study. The thesis will cover two semesters of study. Students should spend at least 12 weeks in the two semesters, and work independently on a selected topic/theme of Applied Psychology. A teacher acting as a Thesis Supervisor will be assigned to each student for consultation and monitoring of work so as to achieve the aim of completing the thesis. Students are expected to spend at least 24 hours on consultation with his/her Thesis Supervisor whose main roles are to guide research methodology, procedures and interpretations, to give critical and constructive comments, and evaluate the completed thesis.

Students are free to decide whether they would like to elect two other taught subjects at level four in place of the thesis as an alternate route to fulfillment of the requirement for the award of Bachelor of Arts (Honours) in Applied Psychology.

As regards eligibility to register for the thesis, it is proposed that a total of three requirements must be met before the student can be registered.

1. a cumulative GPA of no lower than 3.3;
2. a grade of B or above in all 3 pre-requisite namely, a. Statistics for Human Service Professionals (APSS339), b. Social Research Methods (APSS345) and c. Research Methods in Applied Psychology: Let the Data Speak (APSS489); and
3. a formal research proposal is considered of acceptable academic quality & feasibility by their respective proposed supervisors.

Students not meeting all three requirements will be advised to take up the alternate route as and when appropriate by the proposed supervisor and / or the thesis coordinator.

8.3 An Informal Curriculum

An Informal Curriculum will enhance the learning of the students. It includes open seminars, workshops, laboratory exercises, conference attendance and presentation, field visits, formal and informal discussions between teachers and students to enrich their life experiences, and broaden their exposure and perspectives.

9. ASSESSMENT

In principle, the BA (Hons) APY 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.

9.1 Principles of Assessment

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

students in productive learning activities through purposefully designed assessment tasks.

9.1.2 Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided should link to the criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.

9.1.3 The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty/School Boards the authority to confirm the decisions of Boards of Examiners provided these are made within the framework of the General Assessment Regulations. Recommendations from Board of Examiners which fall outside these Regulations shall be ratified by the Academic Regulations Committee (ARC) and reported to the Senate as necessary.

9.2 Alignment of Assessment with Programme Outcomes

The BA (Hons) in Applied Psychology programme adopts the criterion-referenced approach to grade and assess students' learning outcomes. In brief, these outcomes stipulate that there are three crucial aspects to be assessed, namely:

1. Professional ethics and attitudes;
2. Generic and professional knowledge; and
3. Generic and professional competence

In order that these aspects can be accurately and adequately assessed, different methods of assessment are needed and the following tables depict the range of assessment methods adopted by the BA (Hons) in Applied Psychology programme.

9.3 Methods of Assessment

9.3.1 Special Features of Assessment Methods

In alignment with the learning outcomes of the awards, and the teaching and learning strategies, the BA (Hons) in Applied Psychology Team will adopt a range of methods of assessment as presented in the following table.

Methods of Assessment	Special Features
Objective tests	<ul style="list-style-type: none"> ➤ This is used to test students' ability to remember facts and figures as well as their understanding of material taught ➤ This is not a very commonly adopted means of assessment and is normally a component part of a range of other assessment
Case studies	<ul style="list-style-type: none"> ➤ Students are given factual information/description of a psychological problem or situation and are asked to conduct an analysis followed by the formulation of intervention plan ➤ This method is commonly used in subjects that are more practice-oriented
Essay questions	<ul style="list-style-type: none"> ➤ This is commonly used by many subject teachers and both structured and unstructured questions are given

Methods of Assessment	Special Features
	<ul style="list-style-type: none"> ➤ In most unstructured questions, students are expected to describe how a ‘theory’ is used in practice situation, and based on this experience, to reflect on the relevance of the theories learnt ➤ Often, students are also required to reflect their ethical stance, personal and professional 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 psychological problem of various kinds. Upon completion, students will conduct presentation as well as submit written reports ➤ These project works require students to work in teams to develop their own research hypothesis, conduct experiments, develop research instruments, carry out psychological investigations, and/or undertake participant observation for data gathering purpose ➤ In these project work, students are required to demonstrate research skills, and academic abilities to apply a particular theory to analyse, synthesise, evaluate, generalize and even theorize from a particular real life problem/context
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 stance, as well as how they resolve dilemma and issues 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 psychological problem formulation, conceptual tools to be used, information gathering and framework of presentation, with facilitation from seminar teacher ➤ Students will be graded both individually and collectively, and their work will be on ‘formative’ and ‘summative’ evaluation.
Research-based thesis	<ul style="list-style-type: none"> ➤ Students are required to undertake a research-based thesis on a topic of academic interest in applied psychology, in fulfillment of membership requirement of some psychological associations local and abroad ➤ Students will receive on-going feedback from thesis supervisor throughout two semesters of the final stage of study pattern ➤ Both formative and summative evaluation will be given after completion of the thesis
Portfolio	<ul style="list-style-type: none"> ➤ Some subject teachers invite students to produce a portfolio which contain 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
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 component of assessment

9.3.2 Students must pass in all components in order to complete the subject. Where several methods are used, the weighting of each in the overall subject grade shall be clearly stated in the subject syllabus.

9.3.3 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.

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

9.3.5 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 description form.

9.4 Assessment of Subjects

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 student 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.

Continuous assessment may be in the format of individual or group seminar presentations, 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. Quizzes are 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.

In some subjects, examinations are used to test if students can grasp the basic important concepts and how much subject matter they have comprehended.

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.

9.5 Assessment Components

Subject Code	Subject Title	Mode of Assessment	
		Course work	Examination
APSS222	Introduction to Psychology	100%	-
APSS225	Human Behaviour and Social Environment	50%	50%
APSS230	Introduction to Human Service Professions	60%	40%
APSS231	Hong Kong Society	100%	
APSS232	Introduction to Sociology	100%	-
APSS265	Self Understanding & Communication Skills	100%	-
APSS320	Chinese Psychology	100%	-
APSS298	Applied Psychology	100%	-
APSS321	Abnormal Psychology	100%	-
APSS3211	Psychology of Language: Milestones and Theories of Language Development	100%	-
APSS3212	Cross-Cultural Psychology	100%	-
APSS325	Psychology of Personality	100%	-
APSS326	Social Psychology	100%	-
APSS330	Information Systems for Human Services	100%	-
APSS331	Management in Human Services	50%	50%
APSS339	Statistics for Human Service Professionals	100%	-
APSS342	Contemporary Chinese Society	100%	-
APSS344	Self, Culture and Society	100%	-
APSS345	Social Research Methods	100%	-
APSS347	The Art of Reasoning	100%	
APSS352	Marketing Strategies and Skills in Human Services	50%	50%
APSS401	Organizational Psychology	100%	-
APSS431	Thesis in Applied Psychology	100%	-
APSS434	Experimental Psychology	100%	-
APSS484	Psychology of Creativity and Thinking : Enhancing your Creative Talents	100%	-
APSS485	Cognitive Psychology : Knowing the Knower	100%	-
APSS486	Counselling Psychology : Understanding and Helping Each Other	100%	-
APSS487	Developmental Psychology : From Birth to Death	50%	50%
APSS488	Historical and Contemporary Issues of Psychology : The Past, Present and Future	100%	-
APSS489	Research Methods in Applied Psychology : Let the Data Speak	100%	-
RS2270	Rehabilitation Psychology: Basis for Understanding Dysfunction	100%	-
RS455	Biological Psychology for Human Behavior	100%	-

9.6 Progression / Academic Probation / Deregistration

- 9.6.1 The Board of Examiners shall, at the end of each semester, determine whether each student is:
- (i) eligible for progression towards an award; or
 - (ii) eligible for an award; or
 - (iii) required to be deregistered from the programme.
- 9.6.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once when a student is able to pull his GPA up to 2.0 or above at the end of the semester, the status of “academic probation” will be lifted. The status of “academic probation” will be reflected in the examination result notification but not in transcript of studies.
- 9.6.3 A student will have ‘progressing’ status unless he falls within any one of the following categories which may be regarded as grounds for de-registration from the programme:
- (i) the student has exceeded the maximum period of registration for this programme;
 - (ii) the student’s GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
 - (iii) the student’s Grade Point Average (GPA) is lower than 2.0 for three consecutive semesters.
- 9.6.4 A student may be de-registered from the programme enrolled before the time frame specified in Sections 9.6.3 (ii) or 9.6.3 (iii) above if his academic performance is poor to the extent that the Board of Examiners considers that there is not much of a chance for him to attain a GPA of 2.0 at the end of the programme.
- 9.6.5 Where there are good reasons, the Board of Examiners has the discretion to recommend allowing students who fall into categories as stated in Sections 9.6.3 (ii) or 9.6.3 (iii) above be allowed to stay on the programme, and these recommendations should be presented to the relevant Faculty Board for final decision.
- 9.6.6 Under the current procedures, a student can appeal against the decision of the Board of Examiners to deregister him/her. If such an appeal was upheld by the Department, the recommendation (to reverse the previous decision to deregister the student) should also be presented to the relevant Faculty/School Board for final decision.

9.7 Retaking of Subjects

- 9.7.1 Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.
- 9.7.2 The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)
- 9.7.3 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.

9.8 Exceptional circumstances

9.8.1 Absence from an assessment component

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 the assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks from the 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.

- 9.8.2 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. 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.

9.8.3 Aegrotat award

- (a) 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.
- (b) A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.
- (c) The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.
- (d) An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified provided that they have adequate information on the student's academic performance.

9.8.4 Other particular circumstances

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

9.9 Grading

- 9.9.1 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+	Exceptionally Outstanding	The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	Outstanding	The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	Very Good	The student's work is very good. It exceeds the intended subject learning outcomes in most regards.
B	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.
C+	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
C	Satisfactory	The student's work is satisfactory. It largely meets the intended subject learning outcomes.
D+	Barely Satisfactory	The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	Barely Adequate	The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	Inadequate	The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.

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

9.9.2 A numeral grade point is assigned to each letter grade, as follows:

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

9.9.3 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:

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

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

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

- (i) Exempted subjects
- (ii) Ungraded subjects

- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned[^]
- (v) 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 examination, will be included in the GPA calculation and will be counted as “zero” grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and is capped at 4.0.

[^]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.

9.9.4 The grades and codes for the subject and final assessments are depicted in the tables below:

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

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

<i>Other codes</i>	<i>Interpretation</i>	<i>Remarks</i>
I [#]	Assessment to be completed	An incomplete grade must be converted to a regular grade normally in the following academic year at the latest.
N	Assessment is not required	—
P	Pass on an ungraded subject	This code applies to an ungraded subject, such as industrial training.
U	Fail on an ungraded subject	This code applies to an ungraded subject, such as industrial training.

M	Pass with Merit	This code applies to all General Education subjects. The adoption or otherwise of this code to other subjects adopting a “Pass/Fail” grading system would be subject to the decision of individual Departments. The grade “Pass with Merit” can be awarded when the student’s work exceeds the subject learning outcomes in the majority of regards.
L	Subject to be continued in the following semester	This code applies to subjects like “Project” which may consist of more than 1 part (denoted by the same subject code) and for which continuous assessment is deemed appropriate.
S	Absent from assessment	—
W	Withdrawn from subject	Dropping of subjects after the add/drop period is normally not allowed. Requests for withdrawal from subjects after the add/drop period and prior to examination will only be considered under exceptional circumstances. This code is given when a student has obtained exceptional approval from Department to withdraw from a subject after the “add/drop” period and prior to examination; otherwise, a failure grade (grade F) should be awarded.
Z	Exempted	—
T	Transfer of credit	—

* Entry of grades/codes for subject components is optional.

For cases where students fail marginally in one of the components within a subject, the BoE can defer making a final decision until the students concerned have completed the necessary remedial work to the satisfaction of the subject examiner(s). The students can be assigned an 'I' code in this circumstance.

Note: Subjects with the assigned codes I, N, P, U, M, L, W, Z and T will be omitted in the calculation of the GPA. A subject assigned code S will be taken as zero in the calculation.

(ii) Codes for Final Assessment

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

	withdrawal/absence.
X	Pending fulfilment of requirements for award.

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

9.10. Different types of GPA's

9.10.1 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.

9.10.2 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.

9.10.3 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.

9.10.4 When a student has satisfied the requirements for award, an award GPA will be calculated to determine his award classification.

9.11. University Graduation Requirements

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

- (i) accumulation of the requisite number of credits for the award;
- (ii) satisfying the residential requirement for at least 1/3 of the credits to be completed for the award he is currently enrolled;

- (iii) satisfying all the requirements as defined in the definitive programme document and as specified by the University;
- (iv) having a Grade Point Average (GPA) of 2.0 or above at the end of the programme; and
- (v) satisfying other requirements of the Programme.

9.11.2 A student is required to graduate as soon as he satisfies all the conditions for award (see Section 9.10.1 above). 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.

9.12. Guidelines for Award Classification

9.12.1 The Board of Examiners shall exercise its judgement in coming to its conclusions as to the award for each student, and where appropriate, may use other relevant information.

9.12.2 Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification (see Sections 9.9.3 above). However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the grade point calculation (i.e. the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded.)

9.13. Classification of awards

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

<i>Honours degrees</i>	<u><i>Guidelines</i></u>
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.
3rd	The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory.

9.13.2 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 2.0 or more, but his Weighted GPA is less than 2.0, 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.

9.14. Subject Assessment Review Panels (SARP)

9.14.1 Responsibility of SARP

- (i) SARP is responsible for monitoring the academic standard and quality of subjects and ratifying of subject grades. The Panel will review the distribution of grades within a subject and finalize the grades at the end of each semester/term before submission to the Board of Examiners, if appropriate. The Board of Examiners will not attempt to change any grades.
- (ii) 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/her designate) of the ‘serviced’ departments to join SARP as co-opted members or alternatively arrange to send the subject grades to the ‘serviced’ department for comments before finalization. For the former arrangement, it will be optional for the “serviced” department/s to send representative/s or not and their absence or presence will not have any implications on the quorum of the meeting.

9.14.2 Composition of SARP

SARP shall include the Head of the Department offering the subjects (as Chairperson), the relevant subject examiners and where appropriate, the programme leaders concerned.

9.14.3 Operation of SARP

SARP will receive the Subject Assessment Records for the current semester/term.

9.15. Board of Examinations (BoE)

9.15.1 Responsibility

The Board of Examiners will meet at the end of each semester/term to consider issue in Section 9.15.3 in the light of the statistics/information received and is responsible to the Senate for making:

- (i) a decision on the classification of awards to be granted to each student on completion of the programme;
- (ii) a decision on deregistration cases; and
- (iii) a decision on cases with extenuating circumstance.

9.15.2 Composition and membership of BoE

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

9.15.3 Operation of BoE

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

- (i) The performance of each individual student recommended for final award and deregistration.
- (ii) Reports on any extenuating cases.
- (iii) Any deviation from the programme regulations or the University's general assessment regulations. All deviations from the programme regulations or the University's general assessment regulations shall be referred to the Faculty/School Board and where appropriate, Academic Regulations Committee for ratification.

(iv) Any comments the Board may wish specifically to make to the relevant Departmental Programme Committee(s).

(v) Any comments the Board may wish to make to the Faculty/School Board.

10. PROGRAMME OPERATION AND MANAGEMENT

10.1 Academic Counsellor

The Academic Counsellor, as front-line advisor to students, 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 in each semester, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other helping resources for further information.

10.2 Programme Leader and Programme Tutors

With the assistance of Academic Tutors, the Programme Leader will provide the academic and organizational leadership for the programme. In particular, the Programme Leader's responsibilities are (a) to ensure the effective conduct and organization of the programme within policies and regulations; (b) to keep in close touch with the academic welfare and progress of students on the programme and to be closely aware of students' views about the programme; (c) to coordinate any necessary interaction with professional bodies; (d) to lead the development of the programme and the implementation of the Programme Learning Outcomes Assessment Plan; (e) to coordinate the inputs to and the 51 debate of the Programme Committee leading to the annual programme review reports (including the programme learning outcomes assessment results) which form part of the Annual Operation Plan, and other periodic programme reviews; and (f) to take executive action as agreed by the Programme Committee.

10.3 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 Programme Tutors.

10.4 Undergraduate Programme Committee

The Undergraduate Programme Committee will exercise the overall academic and operational responsibility for the programme and its development within defined policies, procedures and regulations. The Committee will be specifically responsible for (a) the effective conduct, organization and development of the programme; (b) stimulation of the development of teaching methods and programme materials; (c) review of academic regulations, admission policy, assessment and examination methods; (d) formal submissions to appropriate professional bodies; (e) the continuing critical review of the rationale, aims, intended learning

outcomes (ILOs) and the alignment of teaching, learning and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme; (f) the definition and maintenance of the academic standard of the programme; (g) ensuring that the views of students and other key stakeholders on the programme are known and taken into account; and (h) the evaluation of the operation, health and progress of the programme as defined in the University's programme review procedures. Major issues affecting the quality of the programmes are deliberated and decided in the regular meetings of the Committee.

10.5 Subject Panels

Each discipline belongs to a Subject Panel with all the relevant subject teachers as members. The Subject Panel Chairperson is elected by all the academic staff of the respective Subject Panel. The Subject Panel members meet frequently during the year and ensure the quality of the subjects by identifying and discussing solutions to issues related to teaching and learning. Issues which affect other subjects and which require deliberations at the award level will be brought up in the 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 relevant senior staff of Department involved in the programme and with staff teaching on the programme; (c) to report to the Head of Department on the on-going requirements of staff and resources for the programme, as part of the preparation of departmental estimates.

10.6 Student/Staff Consultative Group

The Student/Staff Consultative Group serves as a formal, but not the only channel through which student views can be obtained. Any matters directly related to the programme will be discussed in the meetings. The Group should report or make recommendations, as felt necessary, to the 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. The SSCG must meet at least once per semester, and the report of SSCG will need to be included in the annual programme review documents.

10.7 Departmental Learning and Teaching Committee

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

10.8 **Internal Moderators**

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

10.9 **Annual Review of the Programme**

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. 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.