



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-SPA/YPA & 54452-SPA**

**Definitive Programme Document
2014 Cohort**

Department of Applied Social Sciences

TABLE OF CONTENTS

	<u>Page</u>
1. General Information	1
2. Rationale, Aims and Intended Learning Outcomes of the Programme	1
3. Curriculum Features and Level of Subjects	3
4. Alignment of Teaching and Learning Methods with Intended Learning Outcomes	5
5. Alignment of Assessment with Intended Learning Outcomes	6
6. Curriculum Map	9
7. Medium of Instruction/Assessment	12
8. Admission	12
9. Admission of Advanced Standing Students Based on Advanced Academic Qualifications	13
10. Residential Requirement	13
11. Maximum Duration for Completion of a Programme	14
12. University Graduation Requirements	14
13. Work Integrated Education (WIE)	21
14. Minor Study	22
15. Overall Framework for the Programme	23
16. Curriculum Structure for the Programme	24
17. Recommended Progression Patterns	28
18. Student Status	39
19. Subject Registration	40
20. Study Load	41
21. Subject Exemption and Credit Transfer	41
22. Deferral of Study	44
23. Re-admission	44
24. Assessment	44
25. Progression/Academic Probation/De-registration	46
26. Retaking of Subjects	47
27. Exceptional Circumstances	48
28. Grading	49
29. Graduation Requirements	52
30. Award Classification	53
31. Award Parchment	55
32. Examination Result Announcements, Transcript, Testimonials and References	55
33. Subject Results	56
34. Overall Results	57
35. Board of Examiners (BoE)	57
36. Programme Operation and Management	59
Appendix I Assessment of Subjects	62
Appendix II Different Types of GPA, and Their Calculation Methods	63

This Definitive Programme 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 <http://apss.polyu.edu.hk/files/baspa4yr1415.pdf> for updates.

August 2014

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 : 1 September 2014
- 1.4 Programme Information :

Programme Code	54439-SPA	54439-YPA	54052-SPA
Mode of Attendance	Full-time	Full-time	Part-time
Fund Type	UGC-funded	UGC-funded	Self-financed
Entry Route	HKDSE	Associate Degree/ Higher Diploma	Associate Degree/ Higher Diploma
Normal Duration	4 years	2 years	4 years
Maximum Duration	8 years	4 years	8 years
Total Credits Required for the Programme	121 credits	73 credits	73 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 Freshman Seminar, Healthy Lifestyle, Leadership and Intra-personal Development, 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. Students have to choose two to four subjects from the four clusters, with a minimum of 3 credits from subjects designated as China-related "CSR"; plus "R" and "W" requirements in English and Chinese.

(b) Broad Discipline Requirements

The subjects in the Broad Discipline are designed to prepare students for acquiring a basic foundation of social sciences which are common to the programmes in the Department. Subjects include Introduction to Sociology, Introduction to Psychology, etc.

(c) Professional Core

The Professional Core subjects equip students with basic and essential knowledge and skills in social policy and administration. Hence, the subjects include The Art of Reasoning, 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.

(d) 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.

(e) 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.

(f) 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 to four subjects among the electives. Examples are Chinese Politics, Media and Society, Political Economy of Hong Kong, Globalization and Social Development, etc.

(g) 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 Management 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	<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

decision-making	<p>role is to analyze or even evaluate the simulated practice in the role play</p> <ul style="list-style-type: none"> ➤ 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.

	Intended Learning Outcomes	Subject Code															
		APSS111 Introduction to Psychology	APSS112 Introduction to Sociology	APSS113 Introduction to Politics	APSS114 Introduction to Anthropology	APSS118 Self Understanding and Communication Skills	APSS120 Introduction to Social Services in Hong Kong	APSS220 The Art of Reasoning	APSS2201 Social Structure and Social Theory	APSS231 Hong Kong Society	APSS292 Chinese Politics	APSS322 Financial management in Human Services	APSS3221 Civil Society and Governance	APSS3222 Globalization and Social Development	APSS3224 Social Capital	APSS3225 Media and Society	APSS3226 Research for Policy and Administration
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
2	Display competencies in informational literacy	I,A	I,A	I,A	I,A		I,A	I,A	I,A		I,A	I,A	I,A	I,A	I,A	I,A	I,A
3	Articulate a global perspective and intercultural competence in their vocational lives		I,A	IA	I,A			I	I,R		I,A		I,A	I,A	I,A	I,A	I,R
4	Apply problem-solving skills	I,A	I,A	I,A		I,A		I,A	I,A	I,A	I,A	I,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	R,A	R,A	R,A	R,A
6	Recognize the social and ethical responsibility of their decisions and actions		I,A	I		I	I	I,A	R,A	I	I,R	I,R	R,A	R,A	I,R	R,A	R,A
7	Prepare for lifelong learning in pursuit of personal and vocational development	I	I	I	I	I	I	R	R	I	I	R	R	R	R	R	R
8	Work with others from multi-disciplinary backgrounds to achieve common goals through teamwork		I	I		I	I			I		I,R	R,A	R,A	I,R	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		APSS323 Government and Public Administration	APSS3230 Theories of Social Policy	APSS3231 Comparative and Global Social Policy	APSS322 Social Planning and Policy Making Process	APSS324 Human Capital Development	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
1	Demonstrate discipline specific knowledge and skills in social policy and administration	I,A	I,A	R,A	I,A	I,A	I,A		I,A	I,A			I,A	I,A	R,A	R,A	I,R,A
2	Display competencies in informational literacy	I,A	R,A	R,A	R,A	I,A	I,A	R,A	R,A	I,A	I,A	I,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,A	R,A	R,A	I,A	I,A	I,R	I,R,A		I,R	I		I,R,A	R,A	I,R,A	R,A
4	Apply problem-solving skills	I,A		R,A	R,A	I,A	I,A	R,A	R,A	R,A	I,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	R,A	R,A	R,A	R,A
6	Recognize the social and ethical responsibility of their decisions and actions	R,A	R	R	R	R	R,A	R,A	R,A	R	I,A	R,A	R	R	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	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	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		APSS4511 Social Entrepreneurship and Enterprises	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	APSS455 Advanced Management in Human Services	APSS457 Social Development in China	APSS465 Capstone Project for Practicing Social Policy and Administration	AFI605 Introduction to Economics	CBS2261P 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	I,R,A	R,A	R,A	I,R,A	I,R,A	R,A	R,A	R,A	I,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	R,A	R,A	R,A	I,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	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	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	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	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	R	I	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	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 special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned). Chinese could only be used in small group discussions/tutorials/practical sessions, if and when necessary.
- (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

8.1 Minimum Entrance Requirements

- (a) *For those applying on the basis of HKDSE results¹:*
 - (i) Level 3 in English Language and Chinese Language²; AND
 - (ii) Level 2 in Mathematics, Liberal Studies and one other Elective subject
- (b) *For those applying on the basis of other local qualifications:*

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).

- (c) *Other local/non-local qualifications deemed to be acceptable for admission purpose*

The University accepts attainments in HKALE / HKASLE, GCEALE / GCEASLE³ and IB⁴ for admission to its 4-year degree programmes. Applicants holding A-Level and IB qualifications will be granted credit transfer upon admission.

¹ Flexibilities are provided for considering Applied Learning, Other Language subjects and Extended Modules of Mathematics for meeting the University's general entrance requirements for both Bachelor's degree and Higher Diploma programmes. Departments will be informed of the arrangements at the start of each admissions exercise.

² Alternative Chinese qualifications will continue to be accepted for students who meet the conditions specified by EDB: (a) students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; (b) students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in local schools. Students achieving the required grade [i.e. Grade C or above in IGCSE/GCSE/GCE(O-level)] will be regarded as obtaining a Level 3 in HKDSE Chinese for meeting our entrance requirements and for calculation of the related admission scores. If these applicants also sit for the examination of HKDSE Chinese, the "best" result of either the Alternative Chinese qualifications or HKDSE Chinese would be taken into account in the admission and selection process.

³ For applicants seeking admission on the strength of A-Level qualifications (i.e. either HKALE or GCEALE) with effect from the 2015/16 entry, Grade E in 3 A-Level subjects or 2 A-Level and 2 AS-Level subjects will be required.

⁴ For applicants seeking admission on the strength of International Baccalaureate (IB) qualifications, a minimum score of 24 with at least Level 4 in 2 Higher Level subjects are required.

8.2 Flexible Admission System

A flexible approach is adopted for admitting students to the 4-year undergraduate degree programme. While some students will be admitted to specific programmes with a specified target award, other students who are unable to make up their mind of application for admission can be admitted to the Broad Discipline of Social Sciences with the target award, either BA (Hons) in Social Work or BA (Hons) in Social Policy and Administration, being declared with no constraints imposed no later than the end of Semester Two in their first year of study. These students will be given academic counseling to facilitate their selection of award and required to follow the progression pattern for their final awards starting from Semester One of their second year of study.

9. ADMISSION OF ADVANCED STANDING STUDENTS BASED ON ADVANCED ACADEMIC QUALIFICATIONS

- 9.1 Students admitted on the strength of IB/A-Level qualifications via the advanced standing admission route will be given credit transfer, up to a maximum of 25% of the credit requirement for a 4-year degree programme in which 6 credits for the Cluster Area Requirement (CAR) and 3 credits for Freshmen Seminar or University English, depending on students' previous study and result, will be included. Any further credit transfer on the remaining CAR or discipline-specific subjects will be decided by the programme host department.
- 9.2 The number of credits which a student is required to complete for the award will be determined at the time of admission and reflected on the notice of offer.
- 9.3 Information on the number of credits required for completion, for both normal entry and for the individual students based on their admission qualifications, will be reflected on transcripts of study.
- 9.4 If students who are admitted to credit-based programme via the advanced standing entry route wish to gain higher grades by studying the subject(s) again, they may approach their programme offering department for declining the provision of taking fewer credits, no later than the end of the add/drop period.
- 9.5 Students, who, upon admission wish to apply to transfer any credits from their previous studies, and take fewer credits than those confirmed at the time of admission, will have to follow the arrangements for "application for credit transfer" and to pay the related fees. The credits to be transferred are subject to the rule on validity period for subject credits.

10. 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. This 1/3 requirement is also applicable to Minor programmes, i.e., students must complete at least 6 credits of the Minor programme curriculum.

11. MAXIMUM DURATION FOR COMPLETION OF A PROGRAMME

The maximum period of registration on, and for completion of, a programme is normally twice the duration of the programme, and must not exceed 8 years. This 8 year maximum period shall apply to programmes whose specified duration is more than 4 years. This period shall exclude deferment granted for justifiable reasons such as illness or posting to work outside Hong Kong, but any semester in which the students are allowed to take zero subject will be counted towards the maximum period of registration. For Senior Year intakes to 4-year Ug programmes with effect from 2014/15, students are normally expected to complete their study in 2 years, with a maximum period of registration of 4 years.

12. UNIVERSITY GRADUATION REQUIREMENTS

Bachelor's Degree Programme

12.1 To be eligible for a Bachelor's Degree award under the 4-year full-time undergraduate curriculum, a student must:

- (i) Complete successfully a minimum of 120 credits⁵.
- (ii) Earn a cumulative GPA (or both a Major GPA⁶ and Minor GPA⁶ if applicable) of 2.00 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) Language and Communication Requirements ⁷	9 credits
(b) Freshman Seminar	3 credits
(c) Leadership and Intra-Personal Development	3 credits
(d) Service-Learning	3 credits
(e) Cluster Areas Requirement (CAR)	12 credits
(f) China Studies Requirement	(3 of the 12 CAR credits)
(g) Healthy Lifestyle ⁸	Non-credit bearing
	Total = 30 credits

⁵ This minimum only applies to students who are admitted through the normal route. Also, for passing a subject which is designed to fulfil the credit requirement of different types of subject, students will be regarded as having fulfilled the credit requirements of the particular types of subject concerned. Nevertheless, the subject itself will only be counted once in the student's total credit requirements, and the students will be required to make up the total credit requirement by taking another subject.

⁶ These requirements are applicable with effect from the 2012/13 cohorts of intakes, including students on Foundation Year programmes in 2011/12 who progress to stage 1 of FT undergraduate degree programmes in 2012/13. However, these are not applicable to students admitted to Senior Years in 2012/13 either on advanced standing or under the Senior Year quota.

⁷ 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.

⁸ Students admitted to the programmes as Senior Year Intakes are not required to take the Healthy Lifestyle Programme. Full-time Advanced Standing students who are not holders of AD/HD are still required to take the Healthy Lifestyle Programme.

- (v) Satisfy the residential requirement as stated in Section 10 above.
- (vi) Satisfy any other requirements as specified in the Definitive Programme Document.

Articulation Degree Programme

12.2 To be eligible for an Articulation Degree award under the 4-year full-time undergraduate curriculum, a student must:

- (i) Complete successfully a minimum of 60 credits⁹.
- (ii) Earn a cumulative GPA of 2.00 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 ¹⁰	-
	<i>Total = 9 credits</i>

- (v) Satisfy the residential requirement as stated in Section 10 above.
- (vi) Satisfy any other requirements as specified in the Definitive Programme Document.

12.3 A student is required to graduate as soon as he/she satisfies the graduation requirements as stipulated in Sections 12.1 and 12.2 above. The student concerned is required to apply for graduation, in the semester in which he is able to fulfil all his graduation requirements, and after the add/drop period for that semester has ended.

⁹ This minimum only applies to students who are admitted through the normal route. Also, for passing a subject which is designed to fulfil the credit requirement of different types of subject, students will be regarded as having fulfilled the credit requirements of the particular types of subject concerned. Nevertheless, the subject itself will only be counted once in the student's total credit requirements, and the students will be required to make up the total credit requirement by taking another subject.

¹⁰ 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 CBS) to determine whether a new student has met the equivalent standard.

(a) **Language and Communication Requirements**

i) **English**

All undergraduate students must successfully complete two 3-credit English language subjects as stipulated by the University (Table 1). These subjects are designed to suit students' different levels of English language proficiency at entry, as determined by their HKDSE score or the English Language Centre (ELC) entry assessment (when no HKDSE score is available).

Students who can demonstrate that they have achieved a level beyond that of the LCR proficient level subjects as listed in Table 2 (based on an assessment by ELC) may apply for subject exemption or credit transfer of the LCR subject or subjects concerned.

Table 1: Framework of English LCR subjects

HKDSE	Subject 1	Subject 2
Level 5 or equivalent	Advanced English for University Studies (ELC1014) 3 credits	Any LCR Proficient level subject in English (see Table 2) 3 credits
Level 4 or equivalent	English for University Studies (ELC1012/1013) 3 credits	Advanced English for University Studies (ELC1014) 3 credits
Level 3 or equivalent	Practical English for University Studies (ELC1011) 3 credits	English for University Studies (ELC1012/1013) 3 credits

Table 2: LCR Proficient level subjects in English

For students entering with HKDSE Level 5, or at an equivalent level or above	Advanced English Reading and Writing Skills (ELC2011)	3 credits each
	Persuasive Communication (ELC2012)	
	English in Literature and Film (ELC2013)	

ii) **Chinese**

All students must successfully complete one 3-credit Chinese language subject as stipulated by the University (Table 3). These subjects are designed to suit students' different levels of Chinese language proficiency at entry, as determined by their HKDSE score or the Chinese Language Centre (CLC) entry assessment (when no HKDSE score is available). Students can opt to take additional Chinese LCR subjects (Table 5) in their free electives.

Students who are non-Chinese speakers (NCS), or whose Chinese standards are at junior secondary level or below, are also required to meet the LCR-Chinese requirements by taking subjects specially designed to suit their language background and entry standard as shown in Table 4.

Students who can demonstrate that they have achieved a level beyond that of the course “Advanced Communication Skills in Chinese” as listed in Table 3 (based on an assessment by CLC) may apply for subject exemption or credit transfer of the LCR subject concerned.

Table 3: Framework of Chinese LCR subjects

HKDSE	Required Subject
HKDSE Level 4 and 5 or equivalent	Advanced Communication Skills in Chinese (CBS1102P) 3 credits
HKDSE Level 3 or equivalent	Fundamentals of Chinese Communication (CBS1101P) 3 credits
For non-Chinese speakers or students whose Chinese standards are at junior secondary level or below	One subject from Table 4 below

Table 4: Chinese LCR Subjects for non-Chinese Speakers or students whose Chinese standards are at junior secondary level or below

Subject	Pre-requisite / exclusion	
Chinese I (for non-Chinese speaking students) (CBS1151)	<ul style="list-style-type: none"> ▪ For non-Chinese speaking students at beginners’ level 	3 credits each
Chinese II (for non-Chinese speaking students) (CBS1152)	<ul style="list-style-type: none"> ▪ For non-Chinese speaking students; and ▪ Students who have completed Chinese I (CBS1151), or equivalent 	
Chinese III (for non-Chinese speaking students) (CBS2151)	<ul style="list-style-type: none"> ▪ For non-Chinese speaking students at higher competence levels; and ▪ Students who have completed Chinese II (CBS1152), or equivalent 	
Chinese Literature – Linguistics and Cultural Perspectives (for non-Chinese speaking students) (CBS2152)	<ul style="list-style-type: none"> ▪ For non-Chinese speaking students at higher competence levels; and ▪ Students who have completed Chinese III (CBS2151), or equivalent 	

Table 5: Other LCR Electives in Chinese

Subject	Pre-requisite / exclusion	
Putonghua in the Workplace (CBS2101P)	<ul style="list-style-type: none"> ▪ Students have completed “Fundamentals of Chinese Communication” (CBS1101P) or could demonstrate the proof with basic Putonghua proficiency ▪ For students whose native language is not Putonghua 	3 credits each
Chinese and the Multimedia (CBS2102P)	<ul style="list-style-type: none"> ▪ For students entering with HKDSE level 4 or above; or ▪ Students with advanced competence level as determined by the entry assessment; or ▪ Students who have completed “Fundamentals of Chinese Communication” (CBS1101P) 	
Creative writing in Chinese (CBS2103P)	<ul style="list-style-type: none"> ▪ For students entering with HKDSE level 4 or above; or ▪ Students with advanced competence level as determined by the entry assessment; or ▪ Students who have completed “Fundamentals of Chinese Communication” (CBS1101P) 	
Elementary Cantonese (Taught in Putonghua) (CBS1153P)	For students whose native language is Putonghua	
Elementary Cantonese (Taught in English) (CBS1153)	For students whose native language is not Chinese	

Articulation degree students would be considered for credit transfer for LCR subjects based on their previous studies in AD/HD programmes and their academic performance. Only those students not meeting the equivalent standard of the Undergraduate Degree LCR 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 CBS) to determine whether a new student has met the equivalent standard.

iii) **Writing Requirement**

In addition to the LCR in English and Chinese explained above, all students must also, among the Cluster Areas Requirement (CAR) subjects they take (see section (e) below), 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.

iv) **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.

A list of approved CAR subjects for meeting the Writing Requirement (with a “W” designation) and for meeting the Reading Requirement (with an “R” designation) is shown at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>

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 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) **Freshman Seminar**

All students must successfully complete, normally in their first year of study, one 3-credit Freshman Seminar offered by their chosen Broad Discipline. The purpose is to (1) introduce students to their chosen discipline and enthuse them about their major study, (2) cultivate students' creativity, problem-solving ability and global outlook, (3) give students an exposure to the concepts of, and an understanding of, entrepreneurship, and (4) engage students, in their first year of study, in desirable forms of university learning that emphasises self-regulation, autonomous learning and deep understanding.

A list of Freshman Seminars offered by the Broad Disciplines can be found at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>. For APSS students, they are required to take APSS115 Freshman Seminars for the Broad Discipline of Social Sciences to fulfill this requirement.

This is not required for articulation degree students, in view that they have already completed the AD/HD studies in the related discipline.

(c) **Leadership and Intra-Personal Development**

All students must successfully complete one 3-credit subject in the area of Leadership and Intra-Personal Development, which is designed to enable students to (1) understand and integrate theories, research and concepts on the qualities (particularly intra-personal and interpersonal qualities) of effective leaders in the Chinese context, (2) develop greater self-awareness and a better understanding of oneself, (3) acquire interpersonal skills essential for functioning as an effective leader, (4) develop self-reflection skills in their learning, and

(5) recognise the importance of the active pursuit of knowledge on an intra-personal and interpersonal level and its relationship to leadership qualities.

A list of designated subjects for meeting the leadership and intra-personal development requirement is available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>. For APSS students, they are required to take APSS1L01 Tomorrow's Leaders to fulfill this requirement.

This is not required for articulation degree students, in view that they are comparatively more mature than the freshmen of 4-year programmes.

(d) **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.

These subjects may take the form of:

- An open-to-all GUR service-learning subject
- A GUR service-learning subject targeted for a particular student group (e.g. a Broad Discipline), or
- A customised DSR subject (core or elective) within the Major/Minor with all the required features and components to meet the Service-Learning Requirement.

Students who have satisfied the Service-Learning Requirement via a customised DSR subject will be required to take another 3-credit subject to make up for the total credit requirement.

A list of designated subjects for meeting the service-learning requirement is available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>

Prior to its full implementation, articulation degree students may take a 3-credit free elective in lieu of the Service Learning requirement. A list of Free Electives is available at <https://www38.polyu.edu.hk/ePublic/subject-search-details.jsf>

(e) **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 successfully complete at least one 3-credit subject in each of the following four Cluster Areas:

- i) Human Nature, Relations and Development
- ii) Community, Organisation and Globalisation
- iii) History, Culture and World Views
- iv) Science, Technology and Environment

A list of CAR subjects under each of the four Cluster Areas is available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>

Articulation degree students will be given credit transfer of minimum of 6 credits and required to take two CAR subjects. They should not take all the remaining 6 credits from the same cluster area and these 6 credits should also not be taken from the same cluster areas from which credit transfers have been given. The subjects taken should be able to fulfil the English and Chinese reading and writing requirements and 3 credits of China Studies requirement (CSR). 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.

(f) **China Studies Requirement**

Of the 6 or 12 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).

A list of approved CAR subjects for meeting the China Studies Requirement is available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>

(g) **Healthy Lifestyle**

Healthy lifestyle is the platform for all-round development. All students are required to successfully complete a non-credit-bearing programme in healthy lifestyle offered by the Student Affairs Office. The programme will cover: (1) fitness evaluation, (2) concepts on health and fitness, (3) sports skills acquisition, and (4) exercise practicum. More details can be found at: <http://www.polyu.edu.hk/sao/hlr>

This is not required for articulation degree students, in view that they are comparatively more mature than the freshmen of 4-year programmes and they should be entrusted to engage in sports and fitness activities in their own time that best fits their individual schedules. Designated HLS workshops/sports training sessions will be offered to around 10% of the total Articulation Degree/Senior Year intakes, to enable this category of students to experience the HSL in a voluntary manner.

13. 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.

14. MINOR STUDY

Minor study will be a free choice by students and not mandatory. Each student is allowed to take not more than one Minor. This option to study for a Minor will not be applicable to BASPA students who are admitted to an articulation degree programme. Students who opt for Minor study will be subject to the following regulations:-

- 14.1 A Minor programme is a collection of subjects totalling 18 credits with at least 50% (9 credits) of the subjects at Level 3 or above. The subjects under a Minor should have a coherent theme introducing students to a focused area of study.
- 14.2 Students interested in a Minor must submit their applications to and obtain approval from the Minor-offering Department, at the start of second year of study. Students should submit their applications to their Major Department, which will indicate its support or otherwise (since the taking of a Minor will increase the student's study load), before the Minor-offering Department makes a final decision on the application;
- 14.3 Students are expected to complete their approved Minor as part of their graduation requirements. Students who wish to withdraw from a Minor need to apply for approval officially from the Minor offering department, prior to the end of the add/drop period of the last Semester of study;
- 14.4 Students with approved Minor will be given a higher priority in taking the Minor subjects over the students who take the subjects as free-electives. "Free electives" under the 4-year Ug degree programmes refers to any subjects (including CAR subjects) offered by the University, unless otherwise specified;
- 14.5 Subject to approval by the Minor-offering Department, students may count up to 6 credits from their Major/GUR [including Language Communication Requirement (LCR) subjects at proficiency level] towards their chosen Minor;
- 14.6 Only students with a GPA of 2.5 or above can be considered for Minor study enrolment. The Minor-offering Department may set a quota (normally cap at 10 students or 20% of the Major intake quota, whichever is higher) and additional admission requirements for their Minor; and
- 14.7 Students are required to obtain a GPA of at least 2.0 for both Major and Minor programmes, and also an overall GPA of at least 2.0 in order to satisfy the requirement for graduation with a Major plus a Minor.

A Minor-offering Department can admit students enrolled on Major programmes offered by other Departments and on its own Major programme(s). Enrolment of students from Major programmes outside the Department will be subject to the quota approved for the Minor although the Minor-offering Department can admit more students as long as the number does not exceed the approved quota by more than 20%, if there is a strong demand. As for admission of its own students, there is no limit on the number.

Notwithstanding 14.4 above, there is no guarantee that a clash-free timetable can be provided for all students who pursue Minor study. Minor-offering Departments will be responsible for ensuring that students enrolled on their Minors can take the requisite subjects and graduate within the normative study period.

15. OVERALL FRAMEWORK FOR THE PROGRAMME

Bachelor's Degree Programme

15.1 The overall credit requirements under the 4-year undergraduate degree structure are as follows:

Minimum credit requirement for graduation		121 credits
- General University Requirements (GUR)	30 credits	
- Discipline-specific Requirements (DSR)	91 credits	
- Minor Study or Free Electives	0-18 credits	
Maximum credits allowed without incurring a higher tuition rate		150 credits

15.2 The minimum credit requirement for graduation with the award of BA(Hons) in Social Policy and Administration will be 121 credits, including the mandatory 30 credits of GUR.

15.3 In addition to the Major study, students are allowed to choose their Minor from the same Department, if the Minor is not a simple subset of the Major, or if the Department is multi-disciplinary in nature.

15.4 Students are allowed to take more elective subjects beyond GUR and DSR until the total number of credits reaches 150 without incurring a higher tuition rate. Students can use these extra electives for fulfilling the requirements of a particular combination of study options, for taking advanced electives, or for further broadening purposes. Such curriculum space can also provide opportunities for remedial learning for students who do not have all the pre-requisite knowledge required for their Major study because of their education backgrounds.

15.5 The following award options are available for students' selection:

- (a) A single discipline Major (with or without Free Electives)
- (b) A Major plus a Minor

Articulation Degree Programme

15.6 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.

15.7 Taking into account the education background of admittees to articulation programmes, the overall credit requirements for articulation degree programmes are as follows:

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

15.8 The minimum credit requirement for graduation from an articulation programme is 73 credits, including 9 credits of GUR.

15.9 There is only one award option available to students, which is a single discipline Major.

16. CURRICULUM STRUCTURE FOR THE PROGRAMME

Bachelor's Degree Programme

	Overall Curriculum Structure & Graduation Requirements	Credit Value	Sub-Total
General University Requirements (GUR)	Language and Communication Requirements (LCR)	9	30
	Freshman Seminar	3	
	Leadership and Intra-Personal Development	3	
	Service-Learning	3	
	Healthy Lifestyle [non-credit-bearing]	0	
	Cluster Area Requirements (CAR) [4 Broadening Subjects chosen from the following 4 clusters : - Human nature, relations & development - Community, organization & globalization - History, culture & world views - Science, technology & environment 12 credits, 3 credits in each cluster; min. 3 credits of which should be in subjects designated as China-related “CSR”; plus “R” and “W” requirements in English and Chinese]	12	
Discipline-specific Requirements (DSR)	Common Underpinning Subjects for the Broad Discipline	12	82
	Discipline-specific Subjects for Major Study	63	
	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	
Minor Study (Optional) or Free Electives	Minor Study [18 credits] or Free Electives		0 - 18

Articulation Degree Programme

	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 : - Human nature, relations & development - Community, organization & globalization - History, culture & world views - Science, technology & environment 6 credits, 3 credits in each cluster; min 3 credits of which should be in subjects designated as China-related “CSR”; plus “R” and “W” 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	

16.1 Programme Curriculum

Subject Code and Title		Level	Credit Value	Pre-requisite subject(s)	Bachelor's Degree (For DSE Entrants)	Articulation Degree (For Advanced Standing Entrants)
General University Requirement Subjects						
Cluster Area Requirement Subjects (CAR)		1-2	6-12		✓ (choose 4 subjects from different cluster areas)	✓ (choose 2 subjects from different cluster areas)
APSS115 Freshman Seminars for the Broad Discipline of Social Sciences		1	3	N/A	✓	
APSS1L01 Tomorrow's Leaders		1	3	N/A	✓	
Healthy Lifestyle		N/A	0	N/A	✓	
Language and Communication Requirement (LCR) - Chinese		1	3	N/A	✓	
Language and Communication Requirement (LCR) - English		1	6		✓	
Service-Learning		2-3	3		✓	✓
Common Underpinning Subjects						
AF1605 Introduction to Economics		1	3	N/A	✓	
APSS111 Introduction to Psychology		1	3	N/A	✓	
APSS112 Introduction to Sociology		1	3	N/A	✓	
APSS113 Introduction to Politics		1	3	N/A	✓	
Discipline-specific Language Subjects						
CBS2261P 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	✓	✓
APSS2200 The Art of Reasoning		2	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)	✓ (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	✓ (choose 5 subjects from one stream OR any 5 subjects from both streams)	✓ (choose 5 subjects from one stream OR any 5 subjects from both streams)
	APSS331 Management in Human Services	3	3	N/A		
	APSS4511 Social Entrepreneurship and Enterprises	4	3	N/A		
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)	✓ (choose 5 subjects from one stream OR any 5 subjects from both streams)
	APSS3241 The Philosophical Foundations of Policy Planning	3	3	APSS345 APSS2200		
	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	APSS3222 or APSS3230		
APSS4525 Welfare Policy	4	3	APSS3230			
Planning and Administration	APSS322 Financial Management in Human Services	3	3	APSS331	✓ (choose 5 subjects from one stream OR any 5 subjects from both streams)	✓ (choose 5 subjects from one stream OR any 5 subjects from both streams)
	APSS3224 Social Capital	3	3	N/A		

Subject Code and Title		Level	Credit Value	Pre-requisite subject(s)	Bachelor's Degree (For DSE Entrants)	Articulation Degree (For Advanced Standing Entrants)
	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		
	APSS455 Advanced Management in Human Services	4	3	APSS331		
Free Electives						
Choose any 2 subjects from the Stream Core or Stream Electives			6		✓	
Social Sciences Electives						
APSS118	Self Understanding and Communication Skills	1	3	N/A	✓ (choose 4 subjects)	✓ (choose 2 subjects marked with ^)
APSS2201	Social Structure and Social Theory	2	3	N/A		
APSS292	Chinese Politics	2	3	N/A		
APSS3222	Globalization and Social Development [^]	3	3	N/A		
APSS3225	Media and Society [^]	3	3	N/A		
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		
APSS457	Social Development in China [^]	4	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 and all stream core subjects	✓	✓

17. RECOMMENDED PROGRESSION PATTERNS

17.1 Broad Discipline of Social Sciences

Programme-Stream Code	:	54439-SS
Entry Route	:	HKDSE
Mode of Study	:	Full-time
Duration	:	1 Year
Total Credits Required for the First Year	:	36 credits

Stage One			
Subject Code	Subject Title	Credit Value	
		Semester 1	Semester 2
	Healthy Lifestyle	0	
	LCR (Chinese)	3	
	LCR (English 1)	3	
	CAR subject (1 subject)	3	
APSS115	Freshman Seminars for the Broad Discipline of Social Sciences	3	
APSS118	Self Understanding and Communication Skills	3	
APSS120	Introduction to Social Services in Hong Kong	3	
APSS1L01	Tomorrow's Leaders		3
APSS111	Introduction to Psychology		3
APSS112	Introduction to Sociology		3
APSS116	Introduction to Social Work		3
	Common Elective 1		3
	Common Elective 2		3
	Total	18	18

Remarks:

- Students who are unable to make up their mind of application for admission can be admitted to the Broad Discipline of Social Sciences with the target award being declared with no constraints imposed no later than the end of Semester Two in their first year of study.
- Students are required to take 36 credits in the first year of study and follow the progression pattern for their final awards, BA (Hons) in Social Work or BA (Hons) in Social Policy and Administration, starting from Semester One of their second year of study.
- Students are required to choose Two Common Elective subjects from the following:
 - APSS113 Introduction to Politics
 - APSS114 Introduction to Anthropology
 - AF1605 Introduction to Economics
- Students who intend to opt for BA (Hons) in Social Policy and Administration as their final award are required to take both "APSS113 Introduction to Politics" and "AF1605 Introduction to Economics" as Common Elective subjects.

5. 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.
6. Students should refer to the relevant Programme Definitive Document for the recommended progression pattern and graduation requirements for different awards.
7. Academic counseling will be given to students to facilitate their selection of award.
8. The Department of Applied Social Sciences reserves the right to offer the subjects in the semesters different from the above.

17.2 Major in Social Policy and Administration

Programme-Stream Code : 54439-SPA
 Entry Route : HKDSE
 Mode of Study : Full-time
 Duration : 4 years
 Total Credits Required : 121 credits [112 credits + 9 credits (Clinical/Field subjects)]

Stage One			
Subject Code	Subject Title	Credit Value	
		Semester 1	Semester 2
	Healthy Lifestyle	0	
	LCR (Chinese)	3	
	LCR (English 1)	3	
	CAR subject (1 subject)	3	
APSS115	Freshman Seminars for the Broad Discipline of Social Sciences	3	
APSS120	Introduction to Social Services in Hong Kong	3	
APSS1L01	Tomorrow's Leaders		3
APSS111	Introduction to Psychology		3
APSS112	Introduction to Sociology		3
APSS113	Introduction to Politics		3
AF1605	Introduction to Economics		3
	Total	15	15
	Sub-total	30	

Stage Two			
Subject Code	Subject Title	Credit Value	
		Semester 1	Semester 2
APSS2200	The Art of Reasoning	3	
	Service-Learning	3	
	Language and Communication Requirement (English 2)	3	
	CAR subjects (2 subjects)	6	
APSS231	Hong Kong Society		3
APSS323	Government and Public Administration		3
	Stream Core (2 subjects)		6
	CAR Subject (1 subject)		3
	Total	15	15
	Sub-total	30	

Stage Three				
Subject Code	Subject Title	Credit Value		
		Semester 1	Semester 2	Semester 3
APSS345	Social Research Methods	3		
APSS4541	Justice and the Modern Social Context	3		
ELC3621	Professional English for Social Sciences	2		
	Stream Core (1 subject)	3		
	Stream Elective (2 subjects)	6		
APSS3782	Attachment Workshop		3	
CBS2261P	Chinese Communication for Social Sciences		2	
	Stream Elective (2 subjects)		6	
	Social Sciences Elective (1 subject)		3	
APSS3781	Attachment for Social Policy and Administration Practitioners			6
	Total	17	14	6
	Sub-total		37	

Stage Four			
Subject Code	Subject Title	Credit Value	
		Semester 1	Semester 2
APSS3226	Research for Policy and Administration	3	
	Stream Elective (1 subject)	3	
	Free Electives (2 subjects)	6	
	Social Sciences Elective (1 subject)	3	
APSS465	Capstone Project for Practicing Social Policy and Administration		3
	Social Sciences Elective (2 subjects)		6
	Total	15	9
	Sub-total		24

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		
Level	Subject Code/Title	Credits	Level	Subject Code/Title	Credits
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		
Level	Subject Code/Title	Credits	Level	Subject Code/Title	Credits
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	4	APSS455 Advanced Management in Human Services	3

(c) Social Sciences Electives (choose 4 subjects)

Level	Subject Code/Title	Credits
1	APSS118 Self Understanding and Communication Skills	3
2	APSS2201 Social Structure and Social Theory	3
2	APSS292 Chinese Politics	3
3	APSS3222 Globalization and Social Development	3
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
4	APSS457 Social Development in China	3

(d) Students are required to choose any Two subjects from the Stream Core or Stream Electives as Free Electives.

(e) Students are required to take Four Cluster Area Requirement subjects for graduation. One CAR subjects should be chosen from each of the 4 cluster areas, with minimum 3 credits of which in subjects designated as China-related “CSR”; plus “R” and “W” requirements in English and Chinese.

(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.

17.3 Articulation in Social Policy and Administration

17.3.1 Programme-Stream Code : 54439-SYP

Entry Route : Associate Degree or Higher Diploma

Mode of Study : Full-time

Duration : 2 years

Total Credits Required : 73 credits [64 credits + 9 credits (Clinical/Field subjects)]

Stage One				
Subject Code	Subject Title	Credit Value		
		Semester 1	Semester 2	Semester 3
APSS120	Introduction to Social Services in Hong Kong	3		
APSS345	Social Research Methods	3		
ELC3621	Professional English for Social Sciences	2		
	Stream Core (2 subjects)	6		
	CAR subject (2 subjects)	6		
APSS231	Hong Kong Society		3	
APSS3782	Attachment Workshop		3	
CBS2261P	Chinese Communication for Social Sciences		2	
	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	
	Free Elective (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	

In lieu of Service-Learning subject

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	4	APSS455 Advanced Management in Human Services	3

(c) Social Sciences Electives (choose 2 subjects)

<i>Level</i>	<i>Subject Code/Title</i>	<i>Credits</i>
3	APSS3222 Globalization and Social Development	3
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
4	APSS457 Social Development in China	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. Students not meeting the equivalent standard of the Undergraduate Degree LCR will be required to take additional degree LCR subjects.
- (f) Students can choose to take a 3-credit free elective subject in lieu of Service-Learning subject to fulfill the graduation requirement.
- (g) 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.
- (h) The Department of Applied Social Sciences reserves the right to offer the subjects in the semesters different from the above.

17.3.2 Programme-Stream Code : 54452-SPA

Entry Route : Associate Degree or Higher Diploma

Mode of Study : Part-time

Duration : 4 years

Total Credits Required : 73 credits [64 credits + 9 credits (Clinical/Field subjects)]

Stage One				
Subject Code	Subject Title	Credit Value		
		Semester 1	Semester 2	Semester 3
ELC3621	Professional English for Social Sciences	2		
APSS120	Introduction to Social Services in Hong Kong	3		
APSS231	Hong Kong Society	3		
CBS2261P	Chinese Communication for Social Sciences		2	
	Stream Core (2 subjects)		6	
	CAR (1 subject)			3
	Stream Elective (1 subject)			3
Sub-total		8	8	6
Total		22		

Stage Two				
Subject Code	Subject Title	Credit Value		
		Semester 1	Semester 2	Semester 3
APSS345	Social Research Methods	3		
	Social Sciences Elective (1 subject)	3		
	Free Elective (1 subject)#	3		
APSS323	Government and Public Administration		3	
	Stream Core (1 subject)		3	
	CAR (1 subject)			3
	Stream Elective (1 subject)			3
Sub-total		9	6	6
Total		21		

Stage Three				
Subject Code	Subject Title	Credit Value		
		Semester 1	Semester 2	Semester 3
APSS3226	Research for Policy and Administration	3		
APSS3782	Attachment Workshop	3		
APSS3781	Attachment for Social Policy and Administration Practitioners		6	
	Social Sciences Elective (1 subject)		3	
	Stream Elective (1 subject)			3
Sub-total		6	9	3
Total		18		

Stage Four			
Subject Code	Subject Title	Credit Value	
		Semester 1	Semester 2
APSS4541	Justice and the Modern Social Context	3	
	Stream Elective (1 subject)	3	
APSS465	Capstone Project for Practicing Social Policy and Administration		3
	Stream Elective (1 subject)		3
Sub-total		6	6
Total		12	

In lieu of Service-Learning subject

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	4	APSS455 Advanced Management in Human Services	3

(c) Social Sciences Electives (choose 2 subjects)

<i>Level</i>	<i>Subject Code/Title</i>	<i>Credits</i>
3	APSS3222 Globalization and Social Development	3
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
4	APSS457 Social Development in China	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. Students not meeting the equivalent standard of the Undergraduate Degree LCR will be required to take additional degree LCR subjects.
- (f) Students can choose to take a 3-credit free elective subject in lieu of Service-Learning subject to fulfill the graduation requirement.
- (g) Students are allowed to alter the recommended progression pattern for GUR subjects to suit their own study pace in consultation with their Programme Leader/Tutor.
- (h) The Department of Applied Social Sciences reserves the right to offer the subjects in the semesters different from the above.

18. 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

- 18.1 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.
- 18.2 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.
- 18.3 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 study for the programme.

Part-time Students

- 18.4 Students enrolling on part-time programme, with a study load of less than 9 credits in a semester, are classified as part-time students.

Self-paced Students

- 18.5 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.
- 18.6 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.
- 18.7 Once the students are approved to become self-paced, they will remain as self-paced students throughout their entire study.
- 18.8 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.

19. SUBJECT REGISTRATION

Add/Drop of Subjects

- 19.1 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

- 19.2 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).
- 19.3 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 examination result notification and transcript of studies, but will not be counted towards the calculation of GPA.

Pre-requisite Requirements

- 19.4 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

- 19.5 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 as subject-based students only.
- 19.6 For students of full-time programmes, they can take additional subjects from within or outside their programme curriculum. Students can choose freely from those subjects which are available for selection (unless they are barred because of pre-requisites). Additional fees will not be charged for students paying a fixed tuition fee per semester but will be charged for students paying a credit fee.

20. STUDY LOAD

Specified Progression Pattern

- 20.1 For students following the progression pattern specified for their programme, they have to take the number of credits and subjects, as specified in section 17, 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

- 20.2 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.

Zero Subject Enrolment

- 20.3 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 maximum period of registration.

21. SUBJECT EXEMPTION AND CREDIT TRANSFER

Subject Exemption

- 21.1 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/School Board Chairmen concerned will make a final decision jointly on the application. If students are exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards 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

- 21.2 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 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'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.

- 21.3 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 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 10 above.
- 21.4 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 transfer of credits. For exceptional cases such as those stated in 21.4(a) to 21.4(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 justification.
- (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 such as medical reasons.
 - (c) Students have been approved for deferment of study, or approved for going beyond the maximum period of registration.
- 21.5 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. The 50% and 67% ceiling is also applicable to Minor programme, i.e. credit transfer can be given for not more than 9 credits of a Minor programme if the previous credits were earned from approved institutions outside of the university; and not more than 12 credits of a Minor programme if the previous credits were earned from programmes offered by PolyU.

- 21.6 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.
- 21.7 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.
- 21.8 Notwithstanding the upper limits stipulated in Section 21.5 above, students may be given more credit transfer than these upper limits (e.g. upon completion of exchange activity as mentioned in Section 21.9 below), subject to their satisfying the residential requirement as stated in Section 10 above.
- 21.9 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.
- 21.10 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.
- 21.11 Regarding credit transfer for GUR subjects, the Programme Host Department is the approval authority at the time of admission to determine the number of GUR credits which an Advanced Standing student will be required to complete for the award concerned. Programme Host Departments should make reference to the mapping lists of GUR subjects, compiled by the Committee on General University Requirements (CoGUR), on the eligibility of the subjects which can qualify as GUR subjects. Applications for credit transfer of GUR subjects after admission will be considered, on a case-by-case basis, by the Subject Offering Department or Office of General University Requirements (OGUR)/Office of Service Learning (OSL), in consultation with the relevant Subcommittee(s) under CoGUR, as appropriate.
- 21.12 Please refer to www.polyu.edu.hk/apss for the Departmental Policy for Credit Transfer.

22. DEFERMENT OF STUDY

- 22.1 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 maximum period of registration.
- 22.2 Application for deferment of study will be entertained only in exceptional circumstances from students who have not yet completed the first year of a full-time programme.
- 22.3 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.
- 22.4 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

23. RE-ADMISSION

- 23.1 A student's registration shall lapse if it is no longer possible for him to obtain an award within the maximum period of registration.
- 23.2 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.

24. 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.

24.1 Principles of Assessment

- 24.1.1 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.

- 24.1.2 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.
- 24.1.3 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 Regulations Committee (ARC) and reported to the Senate.

24.2 Assessment of Subjects

- 24.2.1 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.
- 24.2.2 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.
- 24.2.3 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.
- 24.2.4 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.
- 24.2.5 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.

24.2.6 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.

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

24.2.8 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.

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

24.3.1 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.

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

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

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

25. PROGRESSION / ACADEMIC PROBATION / DEGREISTRATION

25.1 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), 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.

- 25.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. If a student is able to pull his GPA up to 2.0 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 examination result notification but not in transcript of studies.
- 25.3 A student will have 'progressing' status unless he falls within any one of the following categories which may be regarded as grounds for deregistration from the programme:
- (a) the student has exceeded the maximum period of registration as specified in Section 1.4 above; or
 - (b) 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
 - (c) the student's GPA is lower than 2.0 for three consecutive semesters.
- 25.4 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.
- 25.5 A student may be deregistered from the programme enrolled before the time specified in Sections 25.3(b) or 25.3(c) above if his academic performance is poor to the extent that the Board of Examiners considers that his chance of attaining a GPA of 2.0 at the end of the programme is slim or impossible.
- 25.6 Where there are good reasons, the Board of Examiners has the discretion to recommend that students who fall into categories as stated in Sections 25.3(b) or 25.3(c) above be allowed to stay on the programme, and these recommendations should be presented to the relevant Faculty Board for final decision.
- 25.7 Under the current procedures, a student can appeal against the decision of the Board of Examiners to deregister him. If such an appeal was upheld by the Department/School concerned, the recommendation (to reverse the previous decision to deregister the student) should also be presented to the relevant Faculty/School Board for final decision.

26. RETAKING OF SUBJECTS

- 26.1 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. However, students who have passed a General University Requirements (GUR) subject are not allowed to re-take the same GUR subject for the purpose of improving their 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.
- 26.2 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.)

- 26.3 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.

27. EXCEPTIONAL CIRCUMSTANCES

27.1 Absence from an assessment component

27.1.1 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 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.

27.1.2 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.

27.2 Aegrotat award

27.2.1 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.

27.2.2 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.

27.2.3 The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.

27.2.4 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.

28. GRADING

28.1 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.
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.

28.2 A numeral grade point is assigned to each subject grade, as follows:

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

28.3 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:

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

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term, but 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 without any grade assigned¹¹
- (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" subject 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.

28.4 The training credits¹² contained within the BA (Hons) in Social Policy and Administration programme will be counted in the GPA calculation.

¹¹ 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.

¹² "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.

28.5 (i) Grades 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

(ii) Codes to Denote Overall Subject Assessments (and subject components*, if deemed appropriate).

<i>Codes</i>	<i>Interpretation</i>	<i>Remarks</i>
I [#]	Assessment to be completed	An incomplete grade must be converted to a regular grade normally in the following academic year at the latest.
N	Assessment is not required	—
P	Pass an ungraded subject	This code applies to an ungraded subject, such as industrial training.
U	Fail an ungraded subject	This code applies to an ungraded subject, such as industrial training.
M	Pass with Merit	This code applies to all General Education subjects for intake cohorts before 2010/11. The adoption or otherwise of this code to other subjects adopting a "Pass/Fail" grading system would be subject to the decision of individual Departments. The grade "Pass with Merit" can be awarded when the student's work exceeds the subject learning outcomes in the majority of regards.
L	Subject to be continued in the following semester	This code applies to subjects like "Project" which may consist of more than 1 part (denoted by the same subject code) and for which continuous assessment is deemed appropriate.
S	Absent from 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 (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.

28.6 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.

28.7 Different types of GPA's

28.7.1 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.

28.7.2 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.

28.7.3 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.

28.7.4 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.

28.7.5 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.

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

29. GRADUATION REQUIREMENTS

29.1 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 in this definitive programme document and as specified by the University; and
- (d) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme.

29.2 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.

29.3 Students taking the Major/Minor option

Students taking the Major/Minor option will be considered for an award when they have satisfied the requirements for both the Major and Minor studies (i.e. having a GPA of 2.0 or above for the Major programme, Minor programme and overall) and have also submitted an application for graduation. If the 18 credits taken for the approved Minor study can meet the requirements for that Minor, the Major students may apply to graduate with a specific Minor, in addition to their Major. Otherwise, students will graduate with a Major only.

Subject to approval by the Minor-offering Department, students may count up to 6 credits from their Major/GUR [including Language Communication Requirements (LCR) subjects at proficiency level] towards their chosen Minor.

30. AWARD CLASSIFICATION

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

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

where W_i = weighting to be assigned according to the level of the subjects.

n = number of all subjects counted in GPA calculation as set out in Section 28.3, except those exclusions specified in Sections 30.2.

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 weighting¹³ 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 is capped at 4.0.

30.2 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.

30.3 Students taking the Major/Minor studies

30.3.1 For students who have completed a Major/Minor programme, a single classification will be awarded and their award classification will mainly be based on the "Major GPA", but it can be moderated by the Board of Examiners with reference to the "Minor GPA". For students who have completed a Major programme combined

¹³ Requests for deviation from the university-wide standard require specific approval by the Academic Regulations Committee.

with free electives, their award classification will be determined by their "Major GPA" and the grades obtained for the free electives.

30.3.2 "Major GPA" is derived based on all subjects of the Major programme, including those meeting the mandatory General University Requirements (GUR) and programme-specific language requirement.

30.3.3 "Minor GPA" is derived based on the 18 credits of specific Minor programme. "Minor GPA" is unweighted.

30.3.4 The "Major GPA" and the "Minor GPA" will be presented separately to the Board of Examiners for consideration. The guidelines for determining award classification as stipulated in Section 30.4 below are applicable to programmes with Major/Minor studies.

30.3.5 Where a student has a high GPA for his Major but a lower GPA for his Minor, he will not be 'penalised' in respect of his award classification, which is attached to the Major. On the other hand, if a student has a lower GPA for his Major than his GPA for the Minor, the Board of Examiners may consider giving the student a higher award classification than with reference to his Major GPA.

30.4 Classification of awards

30.4.1 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

30.4.2 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.

30.4.3 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 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.

30.4.4 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.

31. AWARD PARCHMENT

31.1 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.

31.2 The award titles of both the Major and Minor programmes will be reflected on the award parchment, which will read as follows:

...has been awarded the degree of
(say) BACHELOR OF SCIENCE
(say) WITH A MAJOR IN HEALTH TECHNOLOGY
with First Class Honours
(say) AND A MINOR IN COMPUTING

In the event that the Major and Minor are in completely different areas, the Major programme will dictate the type of the degree (i.e. BA, BBA, BEng, BSc, etc.) on the award parchment.

32. EXAMINATION RESULT ANNOUNCEMENTS, TRANSCRIPTS, TESTIMONIALS AND REFERENCES

32.1 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 for that semester. The announcement serves as an official notification of the student's academic performance.

32.2 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;
 - (v) credit requirement of the student if different from the normal credit requirement of the programme;
 - (vi) where relevant, the final award(s) granted, with classification and year of award; and
 - (vii) a statement indicating that the student has completed the Work-integrated Education (WIE) activities, and the Healthy Lifestyle subject which is non-credit bearing.
- 32.3 Students may request for a testimonial which is a certification of their studies at the University, but without details on subjects and subject results.
- 32.4 Students may also request for references direct from academic staff/members concerned.

33. SUBJECT RESULTS

- 33.1 Subject Lecturers have sole responsibilities for marking students' coursework and examinations scripts, grading them, finalising the results and informing each student of his/her results, in respect of the subject they teach. In this regard, Subject Lecturers will be accountable to the Head of the subject offering Department, to ensure that the scripts are correctly marked and graded, and to avoid administrative errors at all times. 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 Subject Lecturers are required to complete their marking and grading within 7 days (not counting any public holiday) after the end of the examination period for the Semester concerned. They should also arrange with the Department concerned to disseminate the subject results immediately to students concerned.
- 33.3 Subject Assessment Review Panel (SARP) may also be formed by the Head of the Department offering the subjects to review and finalise the subject grades for submission to the Board of Examiners. Each Department may form one Subject Assessment Review Panel to take care of all subjects it offers.
- 33.4 Composition of SARP
- 33.4.1 SARP shall include the Head of the Department offering the subjects (as Chairman), the relevant subject examiners and where appropriate, the programme leader.
 - 33.4.2 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 designate) of the 'serviced' Departments to join SARP as co-opted members or alternatively arrange to send the subject grades to the 'serviced' Department for comments before finalisation. For the former arrangement, it will be optional for the 'serviced' Departments to send representatives or not and their absence or presence will not have any implications on the quorum of the meeting.

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/School Board 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 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 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, Scheme Leader, Award Leader, 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 Regulations Committee for rectification.
- (d) Any comments the Board may wish specifically to make to the relevant Departmental Programme Committee(s).
- (e) Any comments the Board may wish to make to the Faculty Board.

36. PROGRAMME OPERATION AND MANAGEMENT

36.1 Academic Advisor/Programme Tutor

The Academic advisor/Programme Tutor 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 <http://apss.polyu.edu.hk/teaching/academic-advising> for the Departmental Academic Advising System and http://www.polyu.edu.hk/ous/student_academic_advising.html for the “Student Guide to Academic Advising”.

36.2 Programme Leader

With the assistance of Academic Advisors/Programme 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 debate of the Undergraduate Programme Committee leading to the annual programme review reports (including the programme learning outcomes assessment results) which form part of the Annual QA Report and Business Plan, and other periodic programme reviews; and (f) to take executive action as agreed by the Undergraduate Programme Committee.

36.3 Programme Executive Group

The Programme Executive Group, will normally manage the day-to-day operation of the programme within the agreed scheme. The Group will operate informally, be organized by the Programme Leader and Academic Advisors/Programme Tutors.

36.4 Fieldwork/Attachment Co-ordinating Team

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

36.5 Subject Panels

Each discipline belongs to a Subject Panel with all the relevant subject teachers as members. The Subject Panel 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 senior staff of Department involved in the programme and with staff teaching on the programme; (c) to report to the Head of Department on the on-going requirements of staff and resources for the programme, as part of the preparation of departmental estimates.

36.6 Undergraduate Programme Committee

Replacing the functions of the Programme Committees, the Undergraduate Programme Committee will exercise the overall academic and operational responsibility for all degree and sub-degree programmes and their development within defined policies, procedures and regulations. The Committee will be specifically responsible for (a) the effective conduct, organization and development of the programme; (b) stimulation of the development of teaching methods and programme materials; (c) review of academic regulations, admission policy, assessment and examination methods; (d) formal submissions to appropriate professional bodies; (e) the continuing critical review of the rational, aims, intended learning outcomes (ILOs) and the alignment of teaching, learning and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme; (f) the definition and maintenance of the academic standard of the programme; (g) ensuring that the views of students and other key stakeholders on the programme are known and taken into account; and (h) the evaluation of the operation, health and progress of the programme as defined in the University's programme review procedures. Major issues affecting the quality of the programmes are deliberated and decided in the regular meetings of the Committee.

36.7 Departmental Learning and Teaching Committee

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

36.8 Annual Review of the Programme

Programme review is an annual exercise in which vigorous review on the achievement and progress of the programme during the academic year is conducted. During the revision exercise, areas for improvement are identified and action plans are drawn up. In addition, the Programme Student Feedback Questionnaire (PSFQ) is conducted by the Department to collect students' feedback on the overall performance of the programme on annual basis. The student feedback collected through the PSFQ is highly valuable in improving the learning and teaching quality of the programme as a whole. The results of the reviews are reported to the Departmental Learning and Teaching Committee.

36.9 **Internal Moderators**

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

36.10 **Student/Staff Consultative Group**

The Student/Staff Consultative Group serves as a formal, but not the only channel through which 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
APSS111	Introduction to Psychology	100%	---
APSS112	Introduction to Sociology	100%	---
APSS113	Introduction to Politics	100%	---
APSS114	Introduction to Anthropology	100%	---
APSS115	Freshman Seminars for the Broad Discipline of Social Sciences	100%	---
APSS116	Introduction to Social Work	100%	---
APSS118	Self Understanding and Communication Skills	100%	---
APSS120	Introduction to Social Services in Hong Kong	100%	---
APSS2200	The Art of Reasoning	100%	---
APSS2201	Social Structure and Social Theory	100%	---
APSS231	Hong Kong Society	100%	---
APSS292	Chinese Politics	100%	---
APSS322	Financial Management in Human Services	50%	50%
APSS3221	Civil Society and Governance	100%	---
APSS3222	Globalization and Social Development	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	50%	50%
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	50%	50%
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%	---
APSS455	Advanced Management in Human Services	100%	---
APSS457	Social Development in China	100%	---
APSS465	Capstone Project for Practicing Social Policy and Administration	100%	---
AF1605	Introduction to Economics	50%	50%
CBS2261P	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	<ol style="list-style-type: none"> (1) All academic subjects taken by the student throughout his study, both inside and outside the programme curriculum, are included in the GPA calculation. (2) For training subjects, including WIE and Clinical/Field subjects, departments can decide whether to include them in the GPA calculation. (3) For retake subjects, only the last attempt will be taken in the GPA calculation. (4) Level weighting, if any, will be ignored.
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	<ol style="list-style-type: none"> (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. (2) Departments can decide whether the subjects, both academic and training subjects, are to be counted towards the Weighted GPA. (3) For retake subjects, only the last attempt will be taken in the Weighted GPA calculation. (4) Weighting can be between 0 and 1, to be assigned according to the level of the subject. (5) The weighted GPA will be the same as the Award GPA unless a student has taken more subjects than required.

Types of GPA	Purpose	Rules for GPA calculation
Major/Minor GPA	For reference and determination of award classification	<p><i>Major/Minor GPA</i></p> <ol style="list-style-type: none"> (1) Only subjects inside the curriculum of the Major/Minor Programmes will be taken in the Major/ Minor GPA calculation. (2) Departments can decide whether the training subjects, are to be counted towards the Major/Minor GPA. (3) For retake subjects, only the last attempt will be taken in the Major/Minor GPA calculation. (4) Up to 6 credits from the Major/GUR [including Language Communication Requirements (LCR) subjects at proficiency level] can be counted towards the chosen Minor. <p><i>Major GPA</i></p> <p>Level weighting will be included in the calculation of Major GPA.</p> <p><i>Minor GPA</i></p> <p>Level weighting will <u>not</u> be included in the calculation of Minor GPA.</p>
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"> (1) For single Major: Award GPA = Weighted GPA (2) For Major/Minor programmes: Award GPA = Major GPA