

Table of Contents

Page

Part I: Programme Information

General Information of the Programme	1
1. Programme Philosophy, Aims and Learning Outcomes.....	2
1.1 Philosophy of the Award	2
1.2 Aim of the Award	3
1.3 Intended Learning Outcomes of the Award.....	3
1.4 Teaching and Learning Strategies	4
1.5 Methods of Assessment.....	4
1.6 Work-integrated Education	4
2. Curriculum Design for the Programmes	5
2.1 Common Curriculum Structure for the Programmes	5
2.2 Intended Learning Outcomes of the Programme	5
2.2.1 Intended Learning Outcomes of Family-centred Practice and Family Therapy Programme.....	5
2.2.2 Intended Learning Outcomes of Mental Health Programme.....	5
2.3 Structure and Contents of the Programme	6
2.3.1 Family-centred Practice and Family Therapy.....	6
2.3.2 Mental Health	6
2.4 List of Subjects in MASW	7
2.4.1 Family-centred Practice and Family Therapy (30 credits)	7
2.4.2 Family-centred Practice and Family Therapy (44 credits)	8
2.4.3 Mental Health (30 credits)	9
3. Admission and Registration	11
3.1 Entrance Requirement and Admission.....	11
3.2 Registration, Deregistration and Subject Registration.....	11
3.3 Re-admission.....	12
3.4 Concurrent Enrolment.....	12
3.5 Credit Transfer	12
3.6 Subject Exemptions.....	13
3.7 Zero Subject Enrolment	13
3.8 Deferment of Study	14
3.9 Withdrawal from a Subject	14
4. Assessment	14
4.1 Philosophy and Approach	14
4.2 General Principles and Guidelines.....	15
4.3 Progression/Academic Probation/Deregistration.....	15
4.4 Recording of Disciplinary Actions in Students' Records.....	16
4.5 Grading.....	16
4.6 Grade Point Average (GPA)	17
4.7 University Graduation Requirement	18
4.8 Guidelines for Award Classification	19
4.9 Retaking of Subject.....	19
4.10 Exceptional Circumstances	20
4.11 The Subject Assessment Review Panel.....	20

4.12	The Board of Examiners	21
4.13	The Faculty Board of Examiners	21
5.	Teaching and Learning	22
5.1	Mode of Study	22
5.2	Mode of Teaching	22
5.3	The Credit-Based System.....	22
5.4	Medium of Instruction	22
5.5	Medium of Assessment	23
6.	Programme Operations and Management	23
6.1	Membership Composition of the Departmental Postgraduate Programme Committee..	23
6.2	The Programme Executive Group.....	23
6.3	Programme Leader and Programme Tutor.....	24
6.4	Academic Counselling Team	25
6.5	Programme Administration Team	25
6.6	Programme Seminars	25
7.	Quality Assurance Mechanism	25
7.1	Curriculum Design	25
7.2	Pedagogical Design.....	26
7.3	Implementation of Quality Teaching.....	26
7.4	Outcome Assessment	26
7.5	Resource Allocation	26
8.	Other Important Information.....	26
	Appendix 1: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes ..	1
	Appendix 2: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes ..	3

Part II: Subject Description Forms

Part I

Programme Information

This Definitive Programme Document is subject to review and changes which the programme offering Faculty/Department can decide to make from time to time. Students will be informed of the changes as when appropriate.

General Information of the Programme

Host Department

Department of Applied Social Sciences

Programme Title

Title in English	Title in Chinese
MA in Social Work (Family-centred Practice and Family Therapy)	社會工作文學碩士 (家庭本位實務及家庭治療)
MA in Social Work (Mental Health)	社會工作文學碩士 (精神健康)

Exit Awards

MA/PgD in Social Work (Family-centred Practice and Family Therapy)

MA/PgD in Social Work (Mental Health)

Mode(s) of Attendance, Normal Duration and Maximum Duration

Programme	Mode of Attendance		Normal Period for Exit with		Maximum Period for Exit with	
			MA Award	PgD Award	MA Award	PgD Award
Family-centred Practice and Family Therapy	Mixed -mode	(full-time)	1.5 years	1 year	6 years	
Mental Health						
Family-centred Practice and Family Therapy		(part-time)	3 years	1.5 years		
Mental Health						

The Department will offer some subjects in the summer terms. If students make use of the summer term for their study, the duration for their study may be shortened.

Total Credit Requirements for Graduation

Programme	Academic credits (PgD exit)	Clinical Credits
Family-centred Practice and Family Therapy (30 credits)	30 (21)	--
Family-centred Practice and Family Therapy (44 credits)*	36	8
Mental Health (30 credits)	30 (21)	--

Note:

* Students who intend to apply for Clinical Membership in the American Association for Marriage and Family Therapy must complete an additional 14 credits (6 credits in course work and 8 credits in Clinical Training, equivalent to 500 direct practice hours with 100 hours of group supervision). Upon completion of the Programme, students should have fulfilled the coursework requirement and half of the clinical training for clinical membership in the American Association for Marriage and Family Therapy.

1. Programme Philosophy, Aims and Learning Outcomes

1.1 Philosophy of the Award

The educational philosophy of the Programme is to educate helping professionals to become “reflective practitioners”, with a strong commitment in pursuing “scholarship in practice”. Facing the uncertain and indeterminate practice contexts, the reflective practitioners are able to go beyond existing theories and skills by developing new practice and theoretical understanding to improve the problematic practice situations.

Advanced practitioner

As social problems in modern society are becoming more and more complicated, social work practitioners need to receive advanced training in order that they could effectively deal with highly complicated social problems within changing cultural and socio-political contexts. In addition, they have to work flexibly, creatively and realistically within various organizational contexts and be able to provide high quality professional service amidst constraints and limitations.

The key feature of an advanced practitioner is her/his ability to reflect in, on and for practice. Contrary to the positivist conception of professional competence, reflective practitioners are not regarded as problem-solvers whose competence rests on mere systematic application of knowledge derived from scientific research to different contexts. Moving beyond this applied approach to theory and practice integration, the reflective practitioner is capable of going beyond existing theories and skills by inventing new practice and theoretical understanding to improve problematic and indeterminate practice situations. The reflective social worker is able to think, to articulate, to be self-critical, and to constantly evaluate use of theories and knowledge in different contexts, and to evolve personal perspectives and approaches through reflective practice.

The Award endeavours to nurture graduates to develop the following qualities:

- ❖ **Contextual reflection:** the ability to recognize the unique features in the social, cultural, and political contexts of human service practice and the implications that these have for both theories and practices;
- ❖ **Relating theory to practice:** the ability to not just possess ‘espoused theories’ but systematically testing, reflecting and developing these in personalized ‘theories-in-use’ in a specific practice context.
- ❖ **Recognizing the complexity and inter-connectedness of problems and issues:** the ability to relate one’s specialism to the context of professional practice and to the Hong Kong community as a whole, and to appreciate the ethical and value considerations underlying their practice;
- ❖ **Evolving personalized styles and framework of practice:** the ability to continually reflect on one’s professional self and to transform practice theories into new ideas and methods which are congruent with one’s personal style of practice and with the evolving practice context.

Scholarship in Practice

The tradition of practical scholarship indicates that best results are not achieved through scientific research in the controlled setting of a laboratory or in a protected environment of academic study. Practitioners can produce a different kind of scholarship grounded in practice, conducted in unprotected and uncontrolled settings. In order to cultivate this kind of scholarship, the practitioner must assume the role of a researcher whose mission is to make direct practice an experimental inquiry. Through this process, the practitioner can actively experiment with existing knowledge and may generate new knowledge, not only to understand a social problem, but also to change the circumstances that cause it. The philosophy of our Scheme is to develop professionals' competence in order to allow them to solve puzzling problems arising from the complex practice world, and to construct useful knowledge from the process of solving these problems. Our Scheme strives to nurture our students to develop dual focus in their professional identity, that is, practitioner cum researcher.

Social work knowledge is not static and is being constantly evolved and constructed through reflective practice in the different socio-political cultural contexts in which they are embedded. While social work practice undoubtedly subscribes to universalistic core values commonly held by the international social work community such as respect for human dignity, belief in the human potential for change, social justice and social equality, mutual help and support etc., we believe that these values should be sensitively and critically applied in the Chinese context, taking into consideration the unique socio-political cultural repertoire of contemporary Chinese society. The Scheme thus aims to train reflective social work practitioners who are able to sensitively appraise the needs and pulses of contemporary Chinese; to constantly engage in critical reflection of self, others and the environment; and to be interested in and committed to evolving local practice knowledge which is congruent with the socio-political cultural milieu of Hong Kong.

1.2 Aim of the Award

The overall aim of the MASW Award is to prepare reflective social work practitioners via a mixed-mode programme of study which enables participants to develop specialized practice knowledge and, on this basis, to also relate to social work scholarship through an intellectually challenging experience.

1.3 Intended Learning Outcomes of the Award

Grounded on the above assumptions, it is expected that the graduates of the MASW Award will possess the following qualities:

- a. Contextualized understanding of Hong Kong social work practice;
- b. Ability to deal with competing values and ethical dimensions in decision-making and to address tension, uncertainty or conflict arising from the decision-making process;
- c. Ability to integrate knowledge with practice, particularly to synthesize knowledge from a number of disciplines when addressing complex practice situations;

- d. Ability to articulate a coherent personal perspective of and approach to social work or related human service professional practice in the Chinese context;
- e. Ability to use knowledge about learning to learn so as to ensure continual development as reflective practitioners cum researchers in social work;
- f. Ability to contribute to the continuing professional development of personnel in social work or related human service organizations;
- g. Commitment in taking up greater responsibilities in their professional career, such as senior practitioners, human service administrators, and planners;
- h. Competence in employing appropriate research methods to the analysis of problems and to articulate the process and results of investigation.

1.4 Teaching and Learning Strategies

Other than a common curriculum structure, the MASW award adopts a similar set of teaching and learning strategies. The selection of these strategies is based on careful consideration on the nature of knowledge, demand for professional competence, students' learning styles, programme outcomes, specialism outcomes, learning outcomes of individual subjects, and teaching experience and expertise of APSS staff. These strategies include interactive lecture, small group tutorial/seminar, problem/project-based learning, simulation exercise, role play, experiential learning and fieldwork.

1.5 Methods of Assessment

Another key component in curriculum design is the choice of appropriate methods for assessment. The MASW award adopts a wide range of assessment methods in alignment with the award's learning outcomes, subject learning outcomes and teaching and learning strategies. These include case study, project, reflective journal, seminar presentation, practicum and portfolio.

1.6 Work-integrated Education

It has long been established among educational theorists that real life work experiences contribute significantly to the enhancement of the integration of knowledge and practice. Moreover, students' participation in the work place helps cultivate the desirable professional behaviours. The curriculum design of the MASW Award is underscored by the belief that students' continuous participation in professional practice is of the utmost importance in professional education. Being a mixed-mode programme, students normally have full-time engagement in a particular professional practice context. Therefore, the two specialisms do not need to make special arrangement for addressing this concern in their respective curricula. The only exception is the Family-centred Practice and Family Therapy specialism which requires students to gain additional supervised practice with couple and family therapy in order to be qualified for the clinical membership of American Association for Marriage and Family Therapy.

2. Curriculum Design for the Programmes

2.1 Common Curriculum Structure for the Programmes

The two programmes in the MA in Social Work Award adopt a common curriculum structure as illustrated in the table below:

Programme	Required Subjects	Elective Subjects	Integrative Project
Family-centred Practice and Family Therapy (30 credits)	5	4	1
Family-centred Practice and Family Therapy (44 credits)	8	6	1
Mental Health (30 credits)	5	4	1

2.2 Intended Learning Outcomes of the Programme

2.2.1 *Intended Learning Outcomes of Family-centred Practice and Family Therapy Programme*

Upon completion of the programme, the students will be able to:

- a. Reflect upon the changing philosophical and theoretical paradigms of working with families;
- b. Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;
- c. Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;
- d. Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;
- e. Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and
- f. Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.

2.2.2 *Intended Learning Outcomes of Mental Health Programme*

Upon completion of the program, the students will be able to:

- a. Equip themselves with knowledge of various perspectives in understanding, interpreting and intervening with various types of mental illness and problems in different mental health services settings;
- b. Develop competence in practicing various psychosocial intervention approaches in

- treatment and rehabilitation of clients with mental illness and problems;
- c. Develop a humanistic and holistic concern of clients' needs, rights and life meaning in relation to psychopathological symptoms;
 - d. Develop flexibility in working in a multidisciplinary team context of various mental health service organizations;
 - e. Recognize, articulate and work through dilemmas and dynamics in mental health services; and
 - f. Equip themselves with knowledge to position their practice within international and regional platforms in mental health service and intervention.

2.3 Structure and Contents of the Programme

2.3.1 *Family-centred Practice and Family Therapy*

Students are required to take 30 credits (5 required subjects, 1 required subject on Integrative Project and 4 elective subjects) to earn an award of Master of Arts in Social Work (Family-centred Practice and Family Therapy). Students who have successfully completed 21 credits (5 required subjects and 2 elective subjects) may exit the Programme with a Postgraduate Diploma in Social Work (Family-centred Practice and Family Therapy).

For students who plan to apply for Clinical Membership in the American Association for Marriage and Family Therapy (AAMFT), they can continue their study and take an additional 14 credits (6 in course work and 8 in clinical internship). Upon completion of their study, these students should have taken a total of 44 credits (5 required subjects, 1 required subject on Integrative Project, 6 elective subjects, and 8 credits in clinical training). The clinical training consists of 300 practicum hours and 500 hours of clinical internship. For each Clinical Internship period, students undergo 250 direct practice hours with 50 hours of group supervision.

To apply for AAMFT clinical membership, students are advised to refer to current courses requirements laid down by the AAMFT by browsing the Associations' website.

2.3.2 *Mental Health*

Students are required to take 30 credits (5 required subjects, 1 required subject on Integrative Project and 4 elective subjects) to earn an award of Master of Arts in Social Work (Mental Health) Students who have successfully completed 21 credits (5 required subjects and 2 elective subjects) may exit the Programme with a Postgraduate Diploma in Social Work (Mental Health).

2.4 List of Subjects in MASW*#

2.4.1 Family-centred Practice and Family Therapy (30 credits)

Subject	Code	Credits	Status
Evolution in Family Therapy: Structural and Systemic Approaches	APSS5760	3	Required
Postmodern Family Therapy: Feminist, Social Constructionist & Collaborative Practice Approaches	APSS5113	3	Required
Marriage, Separation, Divorced & Reconstituted Families	APSS5769	3	Required
Practice Research	APSS5775	3	Required
Professional Identity and Ethics	APSS5777	3	Required
Integrative Project	APSS5776	3	Required
Brief Therapy	APSS513	3	Elective
Cognitive Behavioural Intervention	APSS534	3	Elective
Child and Family Psychopathology: Theory, Practice & Research	APSS5110	3	Elective
Community-based Family Intervention	APSS5112	3	Elective
Couple Therapy Processes and Techniques @	APSS5114	3	Elective
Family Systems and Adolescent Development	APSS5740	3	Elective
Family Violence	APSS515	3	Elective
Contemporary Family Issues and problems in Marriage and Family Therapy	APSS5111	3	Elective
Parenting, Intimacy and Family: Policy & Practice	APSS5766	3	Elective
Narrative Therapy	APSS5779	3	Elective
Psychopathology: Holistic and Humanistic Orientations	APSS5771	3	Elective
Practicum	APSS576	2	Elective

2.4.2 Family-centred Practice and Family Therapy (44 credits)

Area of Study	Subject	Code	Credits	Status
Marriage and Family Therapy	Postmodern Family Therapy: Feminist, Social Constructionist & Collaborative Practice Approaches	APSS5113	3	Required
	Brief Therapy	APSS513	3	Elective
	Cognitive Behavioural Intervention	APSS534	3	Elective
	Community-based Family Intervention	APSS5112	3	Elective
	Couple Therapy Processes and Techniques @	APSS5114	3	Elective
	Narrative Therapy	APSS5779	3	Elective
Marriage and Family Studies	Evolution in Family Therapy: Structural & Systemic Approaches	APSS5760	3	Required
	Family Violence	APSS515	3	Elective
	Contemporary Family Issues and Problems in Marriage and Family Therapy	APSS5111	3	Elective
	Parenting, Intimacy and Family: Policy & Practice	APSS5766	3	Elective
Human Development	Marriage, Separation, Divorced and Reconstituted Families	APSS5769	3	Required
	Child and Family Psychopathology: Theory, Practice & Research	APSS5110	3	Elective
	Family Systems and Adolescent Development	APSS5740	3	Elective
	Psychopathology: Holistic and Humanistic Orientations	APSS5771	3	Elective
Professional Identity & Ethics	Professional Identity and Ethics	APSS5777	3	Required
Research	Practice Research	APSS5775	3	Required
Integrative Studies	Integrative Project	APSS5776	3	Required
Clinical Training	Practicum	APSS576	2	Required
	Clinical Internship I	APSS5767	3	Required
	Clinical Internship II	APSS5768	3	Required

2.4.3 *Mental Health (30 credits)*

Subject	Code	Credits	Status
Adolescent and Mental Health	APSS532	3	Required
Mental Health Practice	APSS531	3	Required
Mental Health and the Aged	APSS533	3	Required
Occupational Mental health	APSS5772	3	Required
Psychopathology: Holistic and Humanistic Orientations	APSS5771	3	Required
Integrative Project	APSS5776	3	Required
Advanced Seminars in Human Services	APSS5778	3	Elective
Assessment and Instructional Strategies for Children and Youth with Specific Learning Disabilities	APSS5681	3	Elective
Brief Therapy	APSS513	3	Elective
Career Counselling: Theories and Practice	APSS567	3	Elective
Cognitive Behavioural Intervention	APSS534	3	Elective
Contemporary Issues in Social Policy	APSS5203	3	Elective
Counselling Assessment & Measurement	APSS5621	3	Elective
Delinquency and Family	APSS516	3	Elective
Evolution in Family Therapy: Structural and Systemic Approaches	APSS5760	3	Elective
Family Violence	APSS515	3	Elective
Guidance & Counselling for Students with Special Needs	APSS568	3	Elective
Managing Information in Social Service Organizations	APSS523	3	Elective
Marriage, Separation, Divorced & Reconstituted Families	APSS5769	3	Elective

Subject	Code	Credits	Status
Narrative Therapy	APSS5779	3	Elective
Pathological Gambling	APSS535	3	Elective
Practice Research	APSS5775	3	Elective
Social Context and Ethics	APSS501	3	Elective
Social Policy and Social Development in China	APSS5204	3	Elective
Social Service Programme Evaluation	APSS524	3	Elective
Supervision and Professional Development	APSS529	3	Elective
Theories & Models of Counselling	APSS5630	3	Elective
Workplace Counselling	APSS5622	3	Elective

Remarks:

* The offering of subjects is subject to Department's minimum enrolment requirement.

Not all elective subjects will be offered every year and enrolment is subject to the availability of class quota.

@ This is a new subject and pending approval from the University.

3. Admission and Registration

3.1 Entrance Requirement and Admission

3.1.1 For the MA in Social Work programme, social workers with first degree professional qualifications, i.e. Bachelor's Degree in Social Work, Social Sciences or its equivalent, can apply for admission to the Programme. Evidence of employer's support or sponsorship is desirable. Working experience in practice domains relevant to the applicants' intended specialisms is preferred.

3.1.2 Once applications are received, they will be assessed by an Admission Committee.

Shortlisted applicants will be invited to interviews.

3.2 Registration, Deregistration and Subject Registration

3.2.1 On admission to the programme, students will be registered with the University as a **Mixed-mode student** studying for an MA award.

3.2.2 A student will **cease to be registered (Deregistration)** for the award if he/she falls within any one of following categories:

- (a) he/she exceeds the maximum period of registration; or
- (b) his/her Integrative Project proposal is rejected three times and he/she has passed seven designated subjects (21 credits) (in which case he/she will graduate with a PgD); or
- (c) the student's Grade Point Average (GPA) is lower than 2.0 for two consecutive semesters and the Semester GPA in the 2nd semester is also lower than 2.0; or
- (d) the student's Grade Point Average (GPA) is lower than 2.0 for three consecutive semesters.

3.2.3 Students need to register for the subjects at specified periods prior to the commencement of semester. Students are recommended to take required subjects and elective subjects according to the requirement in their own specialism of study.

3.2.4 An add/drop period will be scheduled for each semester/term. Students are not allowed to drop subjects after the add/drop period.

3.2.5 Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation. Students can only take additional subjects from the curriculum of the programme which they have enrolled. Tuition fee will be charged according to the number of credits taken.

3.2.6 Pre- and co-requisite knowledge may be required for some subjects and certain students may even be required to audit subjects at Bachelor's degree level if in the judgement of the Programme Leader this can make up for what was lacking in their previous education.

3.2.7 Mixed-mode students may engage in a full-time or part-time study load. If the mixed-mode

students take subjects with a study load of 9 credits or more in a semester, they will be given full-time status in that semester. Students with a study load less than 9 credits in a semester, are classified as part-time students.

- 3.2.8 Part-time students will normally be expected to take two subjects while full-time students will take three subjects in one semester. However, the speed of study can be determined by the student himself/herself subject to certain regulations on registration and assessment.
- 3.2.9 Students who wish to change their study status (e.g. from full-time to part-time or from part-time to full-time) or registration status (e.g. deferment of study or zero subject enrolment), will have to seek prior approval from the Department. As for non-local students, they will have to seek prior approval from both the Department and the Director of Immigration.
- 3.2.10 It is understood from the University that students engaging in the programme will be regarded as having withdrawn from the programme once they withdraw from the subject of Integrative Project. The students, if eligible, will then be recommended to graduate with a PgD Award.

3.3 Re-admission

- 3.3.1 Students who have been required to withdraw on grounds of academic failure or have been deregistered, and those who have discontinued their studies without completing the proper procedures for official withdrawal shall not be considered for re-admission to the same programme/stream in the following academic year.

3.4 Concurrent Enrolment

- 3.4.1 Students are not permitted to enrol concurrently on two full-time/sandwich programmes, whether or not one of the programmes is offered by another institution.
- 3.4.2 Except for programmes which do not lead to any formal award, students are not allowed to enrol concurrently on a full-time/sandwich programme and a part-time programme, or on more than one part-time programmes, including those offered by another institution, without permission from the Head(s) of Department concerned.
- 3.4.3 The policy as stated in Sections 3.4.1 and 3.4.2 above is also applicable to programmes leading to PolyU awards offered through the School of Professional Education and Executive Development (SPEED).

3.5 Credit Transfer

- 3.5.1 Students may be given credits for recognised previous study and the credits will be counted towards meeting the requirements of the award. Transferred credits may be counted towards more than one award. Credit transfer may be done with the grade carried or without the grade carried; the former should normally be used only when the credits to be transferred have been gained from within the University.

- 3.5.2 Application will only be considered for subjects with the grade of C+ or above. Students may refer to the Departmental Policy for Credit Transfer for details.
- 3.5.3 Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University
- 3.5.4 For transfer of credits from programmes within the University, normally not more than 67% of the required credits for the award can be transferred
- 3.5.5 In the cases where both types of credits are being transferred (i.e., from programmes offered by PolyU and from approved institutions outside the University), not more than 50% of the normal credit requirement for the academic award may be transferred.
- 3.5.6 All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or add/drop period for a particular semester will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable the student to satisfy the total credit requirement for the award.
- 3.5.7 The validity period of subjects 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 studies should remain valid at the time when the student applies for transfer of credits.

3.6 Subject Exemptions

- 3.6.1 Students may be exempted from taking any specified subjects if they have successfully completed similar subjects previously in another programme or have demonstrated the level of proficiency ability to the satisfaction of the subject offering department.
- 3.6.2 Subject exemption is normally decided by the Department. If students are exempted from taking a specified subject, the credits associated with the exempted subject will **not** be counted towards the award requirement. It will therefore be necessary for the students to take another subject in order to satisfy the credit requirement for the award.

3.7 Zero Subject Enrolment

- 3.7.1 Students are not allowed to take zero subject in any semester unless they have obtained prior approval from the Department; otherwise they will be classified as having unofficially withdrawn from their programme. Students who have been approved for zero subject enrolment (i.e., taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities.
- 3.7.2 All semesters in which the students are allowed to take zero subject will nevertheless be counted towards the maximum period of registration. A fee for retention of study place will be charged.

3.8 Deferment of Study

- 3.8.1 Students may apply for deferment of study if they have a genuine need to do so such as illness or posting to work outside Hong Kong. Approval from the Head of the Department is required for deferment of study. The deferment period will not be counted as part of the maximum period of registration.
- 3.8.2 Application for deferment of study for the current academic year/semester must be submitted before the commencement of PolyU's scheduled examination period. Applications submitted **after** the commencement of the examination period will not be processed. For deferment of study for the following academic year/semester, application should be submitted before the commencement of that academic year/semester and application will only be considered after finalization of examination result of the current semester.
- 3.8.3 No deferment of studies will be permitted unless it remains possible for the student to obtain the relevant award within the maximum period of registration.
- 3.8.4 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.
- 3.8.5 Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

3.9 Withdrawal from a Subject

- 3.9.1 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 Department and will require the approval of both the subject lecturer and the Programme Leader concerned. Applications submitted after the commencement of the examination period will **not** be considered.
- 3.9.2 For approved cases, a handling fee will be charged. The tuition fee paid for the withdrawn subject will be forfeited. The withdrawn subject will be reported in the Assessment Result Notification and Transcript of Studies although they will not be counted in the GPA calculation.

4. Assessment

4.1 Philosophy and Approach

The Programme relies essentially on spontaneous assessment of students' performance in term papers, seminars and other assignments in the process of learning, based on the following recognitions:

- 4.1.1 It is consistent with an approach to teaching and learning which recognizes the learning process as one in which the self-directed learner is in spontaneous interaction with his/her

learning environment. It gives him/her spontaneous feedback and encourages him/her to exercise judgement and autonomy in setting learning goals, devising learning strategies, and constantly reviewing these in the light of feedback on his performance.

- 4.1.2 The reflective learner learns through critical reflection of and attempts to integrate experience and theory. His/her achievement is measured in terms of what he/she makes out of this intellectual process. It aims to facilitate student's engagement in the process of reflecting the dialectical and emergent nature of his or her learning process.

4.2. General Principles and Guidelines

- 4.2.1 Subjects are assessed upon completion of the academic work which they require. The extent to which a student has met the aims of a particular module is assessed and recorded immediately upon its completion. Assessment of students takes place exclusively within subjects. This allows students to assess their position and make informed choices and decisions on their continuing programme of study.
- 4.2.2 Subject description forms specify how a subject will be assessed. The basis on which grades are to be awarded is linked with the subject objectives.
- 4.2.3 Coursework may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. The contribution made by each student in coursework involving a group effort shall be determined and assessed separately.
- 4.2.4 In order to pass a subject, the student must achieve a grade D or above in both the coursework and the examination (if any).
- 4.2.5 At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used within the assessment framework as specified in the Definitive Programme Document.

4.3 Progression/Academic Probation/Deregistration

- 4.3.1 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
- (i) eligible for progression towards an award; or
 - (ii) eligible for an award; or
 - (iii) required to be deregistered from the programme.
- 4.3.2 When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once when a student is able to pull his GPA up to 2.0 or above at the end of the semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected in the examination result notification but not in transcript of studies.
- 4.3.3 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:

- (i) the student has exceeded the maximum period of registration for this programme, which is 6 years; or
- (ii) the student's GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
- (iii) the student's GPA is lower than 2.0 for three consecutive semesters.

4.4 Recording of Disciplinary Actions in Students' Records

- 4.4.1 With effect from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.
- 4.4.2 Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.
- 4.4.3 Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, which is normally one year unless otherwise decided by the Student Discipline Committee.

4.5 Grading

- 4.5.1 Students will be informed of their level of performance in each subject in terms of the grade obtained. The following scheme will be used and subject to the University norms and criteria for the Board of Examiners' reference:

Subject Grade	Interpretation	Elaboration on subject grading description
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 wholly 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.

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

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

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

4.6 Grade Point Average (GPA)

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

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

where n = number of all subjects taken by the student up to and including the latest semester,
inclusive of failed subjects

- 4.6.2 Exempted, ungraded and incomplete subjects, and subjects for which credit transfer has been approved without a grade assigned to it, will be excluded from the GPA calculation. In addition, subjects from which a student has been allowed to withdraw (i.e. those with grade 'W') will be excluded.
- 4.6.3 For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation.
- 4.6.4 The GPA is therefore the unweighted cumulative average calculated for all subjects, including failed subjects, taken by a student from the start of the programme to a particular reference point of time. GPA is an indicator of overall performance. The GPA is capped at 4.0.

4.7 University Graduation Requirement

- 4.7.1 A student would be eligible for award of an MA in Social Work degree if he/she satisfies all the conditions listed below:
- (a) Accumulation of **30 credits (27 credits in 9 subjects and 3 credits in the Integrative Project)** for MA in Social Work award or **44 credits (33 credits in 11 subjects, 3 credits in the Integrative Project and 8 credits in Clinical Training subjects)** for MA in Social Work (Family-centred Practice and Family Therapy),
 - (b) Satisfying all the required and elective subject requirements in each specialism/award of study,
 - (c) Having a GPA of 2.0 or above at the end of the programme.
- 4.7.2 A MA in Social Work student is required to graduate as soon as he/she satisfies all the conditions for award (stated in 4.6.1) (c). Subject to a maximum study load of 21 credits per semester, a student may take more credits than he/she needs to graduate on top of the prescribed credit requirements for his/her award in or before the semester within which he/she becomes eligible for award.
- 4.7.3 For both the PgD and MA awards, a student must satisfy the residential requirement whereby he must complete at least 1/3 of the normal credit requirement for the award he is currently enrolled, unless the professional bodies stipulate otherwise.
- 4.7.4 Should a student choose the PgD exit option, he/she is eligible for this award if he/she satisfies all the conditions listed below.
- (a) Accumulation of **21 credits (7 subjects)**,
 - (b) Satisfying all the required and elective subjects requirements in each specialism of study,
 - (c) Having a GPA of 2.0 or above at the end of the programme.
- 4.7.5 If students opt to graduate with a PgD in Social Work when failing to complete the Integrative Project for the MA in Social Work award, the Project will be excluded in the GPA calculation for the purpose of satisfying this condition.

4.8 Guidelines for Award Classification

- 4.8.1 There should be no automaticity between the GPA and the award classification. The Board of Examiners shall exercise its judgement on an individual basis and come to its conclusions as to the award for each student on the basis of assessment documents presented, on the basis of the judgement of members of the Board of Examiners and, where appropriate, on other relevant information.
- 4.8.2 Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the GPA calculations for award classification. However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he/she becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the GPA calculation (i.e., the excessive subjects attempted with a lower grade/contribution, including failed subjects, will be excluded).
- 4.8.3 The following are guidelines for Board of Examiners' reference in determining award classifications:-

<u>Classification</u>	<u>Guidelines</u>
Distinction	The student's performance/attainment is outstanding , and identifies him/her as exceptionally able in the field covered by the programme in question.
Credit	The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding .
Pass	The student has reached a standard of performance/attainment ranging from just adequate to satisfactory .

- 4.8.4 Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass.

4.9 Retaking of Subject

- 4.9.1 Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.
- 4.9.2 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.)

- 4.9.3 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.

4.10 Exceptional Circumstances

Absence from an assessment component

- 4.10.1 A student is unable to complete all the assessment components of a subject due to illness or other circumstances which are beyond his/her control and considered by the Subject Review Assessment Panel as legitimate. The Panel 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).

Aegrotat Award

- 4.10.2 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/her control and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat. Aegrotat award will be granted under very exceptional circumstances.
- 4.10.3 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.
- 4.10.4 The acceptance of an aegrotat award by a student shall disqualify him/her from any subsequent assessment for the same award.
- 4.10.5 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.

Other particular circumstances

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

4.11 The Subject Assessment Review Panel

- 4.11.1 Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject grades. The SARP will review the

distribution of grades within a subject and finalize the grades at the end of each Semester or Summer Term before submission to the Board of Examiners, if appropriate.

- 4.11.2 SARP shall include the Head of the Department offering the subject (as Chairman), the Chair of Departmental Learning and Teaching Committee, the relevant Subject panel Chairperson, and where appropriate, the Internal Subject Examiners and the programme leader/Award/Specialism Leader(s).
- 4.11.3 The Chairman will take Chairman's action in most straight forwarded cases. To speed up the process, subject examiners will only be involved in problematic cases.

4.12 The Board of Examiners

- 4.12.1 The BoE will meet at the end of each semester or Summer Term to make the decisions on:
- (i) the classification of awards to be granted to each student on completion of the programme;
 - (ii) deregistration cases; and
 - (iv) cases with extenuating circumstance.
- 4.12.2 The BoE will not attempt to change the grades for any student in any subject nor condone failures.
- 4.12.3 The composition of the BoE of the Programme will be proposed by the Head of department and submitted to the Faculty Dean for approval.

Head of the Department (Chairperson)
Postgraduate Programme Leader (ex-officio)
Programme/Award/Specialism Leaders
Subject Examiners
Secretary

- 4.12.4 The minimum number of a BoE's membership (including the Chairperson, but excluding the Secretary) should be five. It should be composed of staff members associated with the Programme concerned and some other senior staff members. The BoE Chairperson will normally be the Head of Department.
- 4.12.5 The Faculty Dean shall have the right to attend and to speak at meetings of the Board and to receive documents, but will not be members.

4.13 The Faculty Board of Examiners

- 4.13.1 The Faculty Board will ratify the decisions made by the BoE without duplicating the effort of the latter. It should deal with individual cases outside programme regulations but within the general assessment regulations of the University.
- 4.13.2 For cases outside the provision of programme requirements and University regulations, the decisions of the Faculty Board (in accordance with the existing terms of reference) will be

referred to the Academic Regulations Committee for ratification.

- 4.13.3 The Faculty Board should be presented with statistical information on student performance in each programme.

5. Teaching and Learning

5.1 Mode of Study

A student progresses by accumulating credits for each subject passed. The syllabus and level of teaching for all subjects in the programme is postgraduate in standard. Each subject offered is subject to a process of review and validation, which strives for a standard of excellence in terms of subject contents, professional qualification of the lecturers, and teaching and learning approaches. The effort required of a student on one subject (3-credits) is equivalent to a total of 105 - 135 hours.

5.2 Mode of Teaching

In this programme, the mode of teaching stresses on mutual reflection between teachers and students and student-centred. Apart from lectures and seminars, a wide range of teaching and learning methods are adopted to enhance students' reflective learning and students' scholarship in practice. For the subjects with an emphasis on developing students' practice competence, (e.g. Family Therapy, Cognitive-behavioural Intervention, Brief Therapy) live demonstration, case analysis, simulation exercise are adopted. professional competence. For some subjects

5.3 The Credit-Based System

The advantage of a credit-based system at post-graduate level is that it allows students the flexibility to choose their own individualised learning paths according to their learning needs, pace and interests. According to the requirement of each award and the maximum registration period, students can freely select from a wide range of subjects.

5.4 Medium of Instruction

- (a) English is the main medium of instruction in the lectures (the only exceptions are for a small number of subjects which have got special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned). Chinese should only be used sparingly, and in cases of absolute necessity, e.g. to facilitate the illustration of a point of technicality.
- (b) English should be used extensively in group tutorials, seminars and laboratory work.

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

5.5 Medium of Assessment

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

6. Programme Operations and Management

The Departmental Postgraduate Programme Committee will be responsible for the academic standards, content, delivery, assessment, review and development of the modules and awards within its purview and assure the standards of all aspects of dissertations in its area.

It is responsible for the admission of students to subjects within the programme and for admission of students wishing to undertake programmes of study leading to awards.

It is responsible for the effective conduct, organisation and development of the programme including:

- (a) ensuring the programme is staffed and resourced to agreed levels;
- (b) ensuring the mechanics of operation are organized and effective;
- (c) co-ordinating teaching and other inputs;
- (d) implementing policies for monitoring student progress, student counselling etc.;
- (e) reviewing and evaluating the academic standard of the operation, health and progress of the programme;
- (f) determining and reviewing of regulations of the programme;
- (g) submitting proposals and responses to appropriate external validating bodies;
- (h) stimulating and developing teaching methods and materials;
- (i) providing an annual review of the programme.

6.1 Membership Composition of the Departmental Postgraduate Programme Committee:

- Postgraduate Programme Leader (Chairperson)
- Leaders of all programmes
- A Representative of Each Subject Panel that Makes a Significant Contribution to the Subjects within the Postgraduate Programme (if deemed appropriate)
- Secretary

6.2 The Programme Executive Group

- (a) Terms of reference
One Programme Executive Group will be set up for each Programme offered within the MASW Award to responsible for:
 - i. managing the day-to-day operation of the relevant Programme to ensure that it is conducted, organized and developed effectively;
 - ii. establishing and managing a web-based forum for all teachers teaching on the

- Programme and a web-based forum for all students enrolling on the Programme;
- iii. reviewing academic regulations, admission policy, assessment and examination methods;
- iv. making formal submissions to appropriate professional bodies via the Departmental Postgraduate Programme Committee;
- v. reviewing critically the aims, objectives and development of the Programme;
- vi. ensuring that the views of staff and students on the Programme are handled appropriately; and
- vii. evaluating the operation, health and progress of the Programmes and making report to the Departmental Postgraduate Programme Committee on the issue.

(b) Composition

The Group would be organised by the Programme Leader and typically include staff with key Programme responsibilities.

6.3 Programme Leader and Programme Tutor

The Programme Leader and Programme Tutor are responsible for overseeing and coordinating all matters relating to issues of teaching and learning in the programme, including complaints and feedback on quality of teaching, timing of assignments, resources, workloads and learning outcomes. They are also expected to keep close contact with students and act as a bridge between the department and students.

MA in Social Work (Family-centred Practice and Family Therapy)

The Programme Leader in this current academic year 2015/16 is Dr. Ngai So Wa. Her contact details are as follows:

Office: EF732
 Contact number: 3400 3685
 E-mail: sowa.ngai@polyu.edu.hk

The Programme Tutors for this academic year and their contact details are as follows:

Ms Eliza Ip
 Office: GH340
 Contact number: 2766 5786
 E-mail: eliza.ip@polyu.edu.hk

Dr Timothy Sim
 Office: HJ432
 Contact number: 2766 5015
 E-mail: timothy.sim@polyu.edu.hk

MA in Social Work (Mental Health)

The Programme Leader in this current academic year 2015/16 is Professor Yip Kam Shing. His contact details are as follows:

Office: HJ410
 Contact number: 2766 5733
 E-mail: kam-shing.yip@polyu.edu.hk

The Programme Tutor for this academic year and her contact details are as follows:

Ms Rosetta Wong
Office: EF731
Contact number: 3400 3013
E-mail: rosetta.wong@polyu.edu.hk

6.4 Academic Counselling Team

The Academic Counselling Team, comprising of the Programme Leader and Programme Tutors as front-line advisors to students, are responsible for providing students relevant and current information about curriculum and programme requirements, advising students of the suitable combination of subjects before subject registration in each semester, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other helping resources for further information.

6.5 Programme Administration Team

The Administration Team is responsible for matters relating to course administration, such as credit transfer, deferment and problems in registration.

Ms Angel Shing
Executive Officer
Contact number: 2766 4315
Office: HJ402
E-mail: angel.shing@polyu.edu.hk

Ms Carol Chan
Clerical Officer
Contact number: 2766 5715
Office: HJ402
E-mail: mscarol.chan@polyu.edu.hk

6.6 Programme Seminars

To foster course culture, build identity and stimulate exchange, the Programme Executive Group will organize regular seminars open to all students on the MA Programme inviting students, staff, and professionals from the field to give presentations on issues that interest them.

7. Quality Assurance Mechanism

There is a rigorous quality assurance mechanism for quality education in curriculum design, pedagogical design, implementation of quality teaching, outcome assessment and resource allocation in the programme.

7.1 Curriculum Design

The Programme Executive Group and the Departmental Postgraduate Programme

Committee are the main venues for constantly updating syllabus, making proposal for curriculum changes. Endorsed changes in curriculum are further discussed and sanctioned in the Departmental Learning and Teaching Committee.

7.2 Pedagogical Design

The pedagogical design had been carefully debated in the validation process taking into the consideration of the learning needs of post-graduate students. The Programme Executive Group and the Departmental Postgraduate Programme Committee are the venue where revision and changes are discussed and decided on. Endorsed changes in pedagogical design of any modules are further discussed and sanctioned in the Departmental Learning and Teaching Committee.

7.3 Implementation of Quality Teaching

Each Subject Teacher follows the Subject Description Form and makes appropriate modification based on experience and feedback from students and internal subject moderation. The Subject Coordinators are responsible to liaise with the subject teachers teaching modules in that Programme, while the Programme Leader is responsible for those teaching the common and core subjects.

7.4 Outcome Assessment

The outcome is first reflected by the assessment results of students which are carefully monitored by the Board of Examiners. Students' feedback through various channels such as 'Students Reaction to Instructions' and discussion session with graduates. Informal discussion between students and the Programme Leaders also provide feedback on the quality of teaching as perceived by the students.

7.5 Resource Allocation

The Head of Department decides on the allocation of resources in terms of teaching staff, staff development resources and administrative support in consultation with the Programme Leaders. The Head of Department and Programme Leaders keep looking at how such resources are utilized.

8. Other Important Information

a. Communication Channel

- **PolyU Connect email account:** The PolyU Connect account is for life time use which can be retained after graduation. It is also the main communication channel between the University and Students. See <http://www.polyu.edu.hk/connect>
- **eStudent:** Students can access to the various study-related matters provided by the Academic Secretariat via the eStudent including the information for Subject

Registration Exercise, Academic Calendar and Application forms for Study Related Changes. Notices on important upcoming activities related to study will also be posted on this page. See <http://www.polyu.edu.hk/student>

- **Student Handbook:** It contains essential information concerning general academic matters, general regulations and procedures, services and facilities for students and various communication channels. This is accessible from eStudent or at the University Portal.

b. Plagiarism and How to Avoid It

- **Student Handbook** (see *Academic Studies* in the *Regulations and Rules* section) <http://www.polyu.edu.hk/as/>
- The **Online Tutorial on Academic Integrity** has been developed to help you understand the importance of honest behaviours in academic pursuits and how to avoid plagiarism in your work. It is available at LEARN@PolyU(理學網). For more information on the Online Tutorial, refer to the *Online Tutorial on Academic Integrity: A Student Guide*. http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf
- The **English Language Centre** (ELC) in A core provides resources and services.
 - The Centre for Independent Language Learning (CILL) provides information about in-text referencing, quoting, summarising, paraphrasing, and how to write a bibliography: <http://elc.polyu.edu.hk/CILL/reference.aspx>. Also read “English for Academic Purposes” (book available in CILL) for advice and examples.
 - The Referencing Guides provide detailed explanations on citation mechanics of different referencing styles as well as examples on referring to different types of sources: <http://elc.polyu.edu.hk/referencing/>
 - The Reference Machine formats references for you: <http://elc.polyu.edu.hk/CILL/referenceMachine.aspx>
 - The Writing Assistance Programme offers individual help with your writing: <http://elc.polyu.edu.hk/WAP/>
- **Pao Yue-kong Library** has courses. Module 4, Managing Information, in the online Information Literacy Programme, will help you learn how to avoid plagiarism, http://edc.polyu.edu.hk/psp/plagiarism_booklet.pdf

c. Ethical Clearance to Research involving Human Subjects

It is a requirement for all research projects involving human subjects be reviewed for ethical appropriateness in accordance with the guidelines of the Human Subjects Ethics Sub-committee (HSESC). Human Ethics Approval MUST be sought before the fieldwork could be commenced. For details of the guidelines and application procedures, please access <http://www.polyu.edu.hk/hsehc/index.html>. For application, please login the Human Subjects Ethics Application Review System (HSEARS) at <http://www.polyu.edu.hk/ro/rohsears>.

d. Assistance to Mainland and International Students

- Visit the Mainland and International Student Services Centre (MISS) at <http://www.polyu.edu.hk/miss/>

- See Important Notes for Non-local Students at Section 10 of the Student Handbook.

e. Student Resources & Support

http://www.polyu.edu.hk/dso/student_resources.html

f. Services for Students with Disability

<http://www.polyu.edu.hk/sao/services/services-for-students-with-disability/>

g. Policy on Assessment

The University has adopted criterion-referenced assessment associated with outcome-based approach in all curriculum design and student assessment. See http://www.polyu.edu.hk/obe/GuideOBE/GuidelinesforImplementationOnCriterion_eferencedAssessment.pdf

h. Appeal against Assessment Results

Details of the procedures and grounds for appeal are accessible from Section 5-I of the Student Handbook.

i. Policy on Sexual Harassment

<https://www2.polyu.edu.hk/ethics/Polyu/sexhars/>

j. Emergency Service

- *Emergency Care*

During office hours:

Call UHS at 2766 5433 for advice; OR

Call FMO Security control at 2766 7999; OR

Dial 999 for serious conditions without delay

After office hours:

Call FMO Security control at 2766 7999; OR

Dial 999 for serious conditions without delay

- *Emergency Procedure at Campus*

<http://www.polyu.edu.hk/fmo/useful/emg.html>

k. Counselling Service

http://www.polyu.edu.hk/sao/cs/counselling_services/

Appendix 1: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes

This curriculum map gives a holistic view of the degree to which each intended learning outcome will be taught and assessed in the **MASW(FCPFT)** programme.

The following indicators (I, R, A) to show the treatment of the programme outcome in a subject:

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 Outcome		Subject code (Required)					
		APSS5113	APSS5760	APSS5769	APSS5775	APSS5776	APSS5777
a.	Reflect upon the changing philosophical and theoretical paradigms of working with families;	I/R/A	I/R/A	I/R/A	I/R	I/R/A	I
b.	Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;	I/R/A	I/R/A	I/R	I/R/A	I/R/A	I
c.	Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;	I/R	I/R	I/R	I/R	I/R	I/R
d.	Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;	I	I	I	I	I/R	I/R
e.	Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and	I/R/A	I/R/A	I	I/R	I/R	I
f.	Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.	I	I	I/R/A	I/R	I/R	I/R/A

Intended Learning Outcome		Subject code (elective)												
		APSS5110	APSS5111	APSS5112	APSS513	APSS515	APSS534	APSS5740	APSS576	APSS5766	APSS5771	APSS5779	APSS5767	APSS5768
a.	Reflect upon the changing philosophical and theoretical paradigms of working with families;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
b.	Acquire knowledge of the current theories and updated research findings relating to family-centred practice and family therapy;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R	I/R	I/R	I/R	I/R	I/R
c.	Equip themselves with knowledge and competence to position their practice with reference to both international and regional perspectives of services, and intervention approaches for families;	I	I	I/R	I/R	I/R	I/R/A	I/R/A	I/R	I	I/R/A	I/R	I/R	I/R
d.	Develop flexibility to work with professionals of multidisciplinary team in contexts where services for families are delivered;	I/R	I	I/R	I/R	I/R	I/R	I/R	I/R	I/R	I/R/A	I/R	I/R	I/R
e.	Equip themselves with advanced skills for working competently and reflectively with couples and families facing complex problems; and	I	I/R	I/R/A	I/R/A	I	I/R/A	I/R	I/R/A	I	I/R/A	I/R/A	I/R/A	I/R/A
f.	Critically reflect upon the moral dilemmas and ethical conflicts confronting professional helpers working with families amidst rapid social changes, and to affirm value stance for effective helping.	I	I/R	I/R	I/R	I/R/A	I/R	I/R/A	I/R	I/R/A	I/R	I/R	I/R	I/R

Appendix 2: Mapping of Scope and Depth of Subjects and Programme Learning Outcomes

This curriculum map gives a holistic view of the degree to which each intended learning outcome will be taught and assessed in the MASW(MH) programme.

The following indicators (I, R, A) to show the treatment of the programme outcome in a subject:

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 Outcome		Subject Code (Required)					
		APSS531	APSS532	APSS533	APSS5771	APSS5772	APSS5776
a.	Equip themselves with knowledge of various perspectives in understanding, interpreting and intervening with various types of mental illness and problems in different mental health services settings;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
b.	Develop competence in practicing various psychosocial intervention approaches in treatment and rehabilitation of clients with mental illness and problems;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
c.	Develop a humanistic and holistic concern of clients' needs, rights and life meaning in relation to psychopathological symptoms;	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A	I/R/A
d.	Develop flexibility in working in a multidisciplinary team context of various mental health service organizations;	I/R	I/R	I/R	I/R	I/R	I/R
e.	Recognize, articulate and work through dilemmas and dynamics in mental health services; and	I/R	I/R	I/R	I/R	I/R	I/R
f.	Equip themselves with knowledge to position their practice within international and regional platforms in mental health service and intervention.	I	I	I	I	I	I

Part II

Subject Description Forms

Please refer to <http://www.polyu.edu.hk/apss/subject/>