THE CHINESE UNIVERSITY OF HONG KONG

Graduate School

**Guidelines and Procedures for Introduction and Revision of
Postgraduate Programmes/Courses**

Faculties/departments/Graduate Divisions should refer to the following guidelines and procedures on introduction and revision of postgraduate programmes/courses.

A. Introduction of New Postgraduate Programmes

1. Procedures

Proposals for introducing a new postgraduate programme should be submitted to the following bodies for endorsement and approval:
i)   The Department Board concerned, or equivalent;
ii) The Faculty Board concerned, or equivalent;
iii) The Executive Committee of the Graduate Council (GCExCo);
iv) The Resources Allocation Committee (RAC);
v)   The Senate Academic Planning Committee (SAPC);
vi) The Senate.

2. Research Postgraduate (RPg) Programmes

2.1 The Senate has approved at its First Meeting (2003-04) held on 8 October 2003 the general framework for "articulated" M.Phil.-Ph.D. Programmes. The programme framework is in Appendix 1. The Senate has delegated authority to GCExCo to approve proposals for current programmes to convert to this new scheme that are in line with the framework already approved in October 2003.

2.2 Programmes that are planning to convert to the new framework should complete the template in Appendix 2. Graduate Divisions that wish to introduce new "articulated" M.Phil.-Ph.D. Programmes should complete the template "Proposal for Introduction of New M.Phil.-Ph.D. Programmes" in Appendix 3.

2.3 The UGC had phased out the funding of part-time RPg places w.e.f. 2009-10. Institutions, however, are allowed to enroll part-time RPg students outside quota, with the additional full direct costs incurred to be met from non-UGC/RGC funds. The Administrative and Planning Committee (AAPC) and RAC had approved a proposal for determining the tuition fees for part-time RPg students with reference to the tuition fees of self-financed taught postgraduate programmes. Departments/Graduate Divisions should take note of the tuition fees for part-time RPg students approved by RAC.

3. Taught Postgraduate (TPg) Programmes

3.1 The RAC had considered matters related to self-financed TPg programmes (Appendix 4). Departments/Graduate Divisions that planned to introduce new programmes should take note of the new approval procedures.

3.2 The GCExCo at its Fifth Meeting (2008-09) has reviewed the General Framework for TPg Programmes (Appendix 5). The Senate Committee on Teaching and Learning has also approved a set of guidelines on planning and review of TPg programmes (Appendix 6).

3.3 Departments/Graduate Divisions that are planning to offer new self-financed TPg programmes are requested to use the template in Appendix 7 to prepare programme proposals and the budget. As the University is reviewing policies on the management of self-financed TPg programmes, the approval procedures as well as information required in the template are subject to further revision. Graduate Divisions should contact the Financial Planning Unit of the Bursary for enquiries on budgetary matters. RAC may also request additional information when considering new programmes for approval.

3.4 The UGC expects institutions to charge a tuition fee for self-financed programmes which is higher than the "standard" tuition fee for UGC-funded programmes, and to ensure that there will not be cross subsidy from the block grant.

3.5 RAC has also issued guidelines on co-teaching charges (Appendix 8). Graduate Divisions should take note of this as it may affect the course offering.

4. Submission of Proposals

Departments/Graduate Divisions should submit the proposal together with the budget plan (for self-financed programmes only) to relevant bodies for endorsement/approval. Preparation for course information is listed in Section C. Sufficient lead time is required before a new programme could be launched. As the preparation for the publicity and admission materials for admission in August/September will start one year before e.g. preparation for 2016-17 admission exercise will start in August 2015, the Graduate School has to finalize the list of approved programmes in the Senate meeting in June of the previous year e.g. June 2015 for the situation mentioned above. The schedule is in Appendix 9.

B. Programme Revision

5. Procedures

5.1 Proposals for revising an existing postgraduate programme should be submitted to the following bodies for endorsement and approval:
i) The Department Board concerned, or equivalent;
ii) The Faculty Board concerned, or equivalent;
iii) The GCExCo, if applicable.

5.2 Programme revision which involve minor changes e.g. change of course units/titles/study scheme, etc., should be approved by the Faculty Board. Revisions that involve major changes, e.g. changes that deviate from TPg Framework, change of normative/maximum study period, grading scheme, 'en bloc' course and unit exemptions, etc., should first be endorsed by the Faculty Board and then approved by the GCExCo.

6.   Proposal for Phasing out / Change of Programme Title / Addition of Study Mode

Programmes that plan to phase out or change programme title or add new study mode should complete the form in Appendix 10. This form is not applicable to programmes that wish to introduce new study mode with study scheme different from the current mode. For this kind of change, separate proposal would be required.

C.   Introduction of New Courses / Updating Information for Existing Courses

7.   Procedures

7.1 For introduction of new courses due to introduction of a new programme, course information for new courses should be created in the "Course Catalog" of CUSIS after obtaining Senate approval. Printouts of the course catalog report should be sent to the Graduate School for further process. The course details for thesis monitoring courses (i.e., 8003, 8006 and 8012 courses) have been standardized (Appendix 11).

7.2 Graduate Divisions are required to input course information for new courses and update information for existing courses due to programme revision in the "Course Catalog" in CUSIS directly. After inputting the "Course Catalog", Graduate Divisions should print the Course Catalog Report and submit it together with the "Request Form for Creating New Courses / Updating Information for Existing Courses" (Appendix 12) to the respective Faculty Board. Graduate Divisions should also make corresponding updates in the Study Scheme and Course List in the Postgraduate Student Handbook.

7.3 The Guideline on Creating New Course(s) / Updating Information for Existing Course(s) can be accessed at http://www.cuhk.edu.hk/gss/internal/CourseCatalogGuideline.pdf.

8.   Preparation and Timing

8.1 The Senate at its Third Meeting (2008-09) approved a proposal on "Course Sharing between Undergraduates and Postgraduates and Guidelines for Assignment of Level of Course Code" (Appendix 13).

8.2 The course planning is the crux of a series of tasks relating to course enrolment. To facilitate Departments/Graduate Divisions in course planning, a schedule of related tasks is in Appendix 14.

8.3 To allow time for transferring data to the Timetable System, course catalog information should be finalized by end of February each year. The Graduate School will announce the

deadline for submitting the request form(s) together with the Course Catalog Report of courses approved by the Faculty Board via circular each year. Graduate Divisions should check with their respective Faculty Boards on the meeting schedule and deadline for submission of requests.

8.4 Late submission will NOT be accepted and requests received after the deadline will take effect in the next academic year

D. <u>Review of Study Scheme</u>

9. Review of Study Scheme and Update of Postgraduate Student Handbook

9.1 Programmes are required to review their study scheme in the Postgraduate Student Handbook each year. The Graduate School will announce the schedule at the beginning of the academic year.

9.2 As mentioned in paragraph 7.2, Graduate Divisions should make amendment in the study scheme and course list corresponding to their updates in the "Course Catalog".

9.3 The finalized Study Scheme would be used as reference to set up the "Academic Advisement" report of individual students in CUSIS, which may have impact on students' course selection.

<u>17 November 2014</u>

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School

Framework for MPhil-PhD Programme

ELIGIBILITY TO CREATE PROGRAMME

1.   Any Graduate Division that has an MPhil and a PhD programme already approved by the Senate can propose to launch an articulated MPhil-PhD programme, which when approved will replace the separate MPhil and PhD programmes. (Thus the total number of programmes under the Graduate Council will be rationalized.) The same applies to other pairs of research master and doctoral programmes, e.g., MMus-DMus. However, it does not apply where either the master or the doctoral programme concerned is partly professional rather than academic, e.g., EdD. No Graduate Division will be forced to migrate to the new system. New programmes can be created directly in this mode.

OVERALL STRUCTURE

2.   The overall structure is shown in the attached diagram. The MPhil and the PhD may be regarded as two (unequal) streams within one programme.

Student status

3.   Each student in such a programme will at any one time be classified into one of the three categories:

(a)   MPhil students
(b)   PhD students (pre-candidacy)
(c)   PhD students (post-candidacy), or PhD candidates for short.

ADMISSION AND TRANSFER

4.   Students applying to the programme should state their intention to pursue either the MPhil or the PhD.

5.   The minimum requirement set by the Graduate School for admission to the MPhil-PhD programme will be the same as the current requirement for admission to the MPhil programme.

6.   Graduate Divisions may impose additional requirements for those intending to pursue the MPhil or the PhD, and should steer applicants into the appropriate stream, according to their ability, preparation and interest.

7.   Student will be offered admission into a programme as either an MPhil student or as a PhD student (pre-candidacy).

8.   Transfer between MPhil and PhD (pre-candidacy) is permitted subject to approval by the Graduate Division. Such transfers must be reported immediately to the Graduate School. Transfer from the PhD (post-candidacy) stage to MPhil status will not normally be permitted; exceptions will be considered by the Graduate Council.

PROGRESSION TO CANDIDACY

9.   No student will be admitted directly as a PhD student (post-candidacy); such a status can only be gained by a PhD student (pre-candidacy) upon satisfying all the candidacy requirements. Thus, the more relaxed conditions for entry to the programme as a whole is made up by the imposition of a formal candidacy requirement. Only a PhD candidate can submit a thesis and be examined.

Candidacy requirement

10.   The candidacy requirements shall be spelt out by each Graduate Division, with the requirements and procedures recorded at the Graduate School and made known to all PhD students (pre-candidacy).   The procedures should include mechanisms for resolving discrepant grades and for appeals.   The requirements shall include *at least* the following components:

(a)   course requirements (see below),
(b)   candidacy examination, and
(c)   thesis proposal and defence of proposal.

11.   The requirements should also spell out the frequencies at which the candidacy examinations will be available, and the number of times the examination may be attempted.

12.   No PhD student shall proceed to the post-candidacy stage until (s)he has fulfilled all components of the requirement. The result of each attempt by a PhD student at the candidacy examination and defence of thesis proposal shall be formally recorded at the Graduate School within one month of the relevant examination taking place.

Candidacy examination

13.   The candidacy examination must contain a written component of one or more papers, which should cover the basic disciplinary knowledge expected of a PhD student. The subject coverage should not be specific to each student, but should be the same for a broad subject category within each Graduate Division (e.g., applied physics, Chinese linguistics). The supervisor may help to set or mark the papers, but only as one out of a number of setters/markers. The question paper and the answer books should be kept by the Graduate Division for at least 5 years.

14.   The Graduate Division may specify that certain papers can be replaced by passing relevant courses at specified grades.

15.   There may in addition be an oral component.

Thesis proposal and defence

16.   The thesis proposal and its defence can take different forms according to the traditions of different disciplines.   In the humanities and social sciences, it may consist of the submission of a written thesis proposal (which will include a description of the research methodology, possibly with pilot data), a presentation followed by an opportunity to be orally examined by a panel. In the sciences, it may take the form of an oral presentation of the research planned and undertaken. Graduate Divisions may also decide that the submission or

acceptance of a journal paper, conference paper or even preprint would satisfy this requirement.

COURSE REQUIREMENTS

17.   There should be requirements for lecture courses or equivalent (i.e., excluding courses labelled as "research", "thesis research", "thesis preparation", etc.),

     (a)   of not less than 12 units for the MPhil;

     (b)   also of not less than 12 units for the PhD students in the pre-candidacy stage, completion of which will be part of the candidacy requirements (see paragraph 10a).

(The two requirements could be identical, but a higher requirement can be set for the PhD candidacy if the Graduate Division so desires.)   Each Graduate Division may specify the minimum grade at which these courses must be passed.   Where such a minimum is not explicitly stated, it shall be taken to be D.

18.   In addition, each student's progress in research should be monitored through courses called THESIS RESEARCH. The number of units should not be less than the following per term, which will be graded A-F to monitor progress. Each unit should be regarded as equivalent to approximately 3 hours of study/research per week by the student.

Status	Full-time	Part-time
MPhil	6	3
PhD (pre-candidacy)	6	3
PhD (post-candidacy)	12	6
Continuing students	3	3

Table 1: Minimum research units per term

NORMATIVE AND MAXIMUM PERIODS

Conversion between full-time and part-time

19.   In the following, various periods are set for full-time and part-time students. The conversion factors are based on the principle that time spent in part-time studies count with the following ratios as full-time equivalents:

     (a)   2/3 for MPhil students during the normative period
     (b)   3/4 for PhD students during the normative period
     (c)   1 for continuing students

Normative periods

20.   The normative period is the period during which the student will count in official enrolment statistics and pay standard tuition fees. Beyond the normative period, students will be classified as continuing, will not count in official enrolment statistics and will pay only continuing fees if not taking lecture courses.

21.   The normative periods shall be as follows:

Degree	Full-time	Part-time
MPhil	24	36
PhD (entering with a research master's degree)	36	48
PhD (entering without a research master's degree)	48	64

Table 2: Normative period in months

22.   Notwithstanding the above, the normative period for a student shall end 3 months after the intended date for the submission of the thesis as declared to (and if necessary approved by) the Graduate School (see paragraph 28), whether or not the thesis is actually submitted, examined or passed, or whether revision is required. This rule is intended to put the responsibility on students not to seek early submission of thesis and shortening of normative period (and thus avoid paying full tuition fees) unless they are truly ready.

Maximum periods

23.   The maximum periods for the completion of MPhil and PhD degrees shall be 24 and 36 months after the expiry of the normative period respectively. A student beyond the maximum period will be discontinued.

24.   In effect (except where the normative period has been shortened by virtue of paragraph 22), the maximum period will be as follows, counted from first entry to the articulated programme.

Degree	Full-time	Part-time
MPhil	48	60
PhD (entering with a research master's degree)	72	84
PhD (entering without a research master's degree)	84	100

Table 3: Maximum period in months

25.   In addition, for PhD students, there will be a maximum period to pass the candidacy requirement, counted from first entry to the articulated programme. A PhD student (pre-candidacy) beyond this maximum period will be discontinued.

Degree	Full-time	Part-time
PhD (entering with a research master's degree)	24	32
PhD (entering without a research master's degree)	36	48

Table 4: Maximum period to pass candidacy requirement, in months

Summary of study periods

26.   The normative study period, maximum study period and maximum period allowed for passing the candidacy requirement are summarized below.

Degree	Mode	Candidacy #	Normative Period	Maximum Period
MPhil	FT	--	24	48
MPhil	PT	--	36	60
PhD (entering with a research master's degree)	FT	24	36	72
PhD (entering with a research master's degree)	PT	32	48	84
PhD (entering without a research master's degree)	FT	36 *	48	84

PhD (entering without a research master's degree)	PT	48	64	100

Table 5: Summary of study period, in months

 # Maximum period to pass candidacy requirement, counted from first entry.

* PGS will stop at the 25th month if the student cannot pass the candidacy requirement, but will resume upon passing the candidacy requirement, provided that the Graduate Division has notified the Graduate School.

PROGRESSION

27.   Each student will receive grades (A to F) every term both for lecture courses and for thesis research courses. A student will have to observe Clauses 13.1 to 13.4 of the General Regulations Governing Postgraduate Studies.

THESIS

Submission

28.   An MPhil student or a PhD student (post-candidacy) must give 4 months' notice to the Graduate School of the intention to submit the thesis. If the intended date of submission is to be more than 3 months ahead of the end of the original normative period, permission of the Graduate Council is required. Since the normative period will end 3 months after the intended date of submission, permission to shorten normative period will be handled at the same time. There will be no separate channel for applying to shorten the normative period.

29.   A PhD student (pre-candidacy) cannot submit a thesis.

Defence

30.   The regulations for the thesis and its defence shall remain as in the current MPhil and PhD programmes. In particular, a thesis submitted for the PhD, if judged to be below doctoral standard, can be recommended for the award of the MPhil instead.

ELIGIBILITY FOR STUDENTSHIP

31.   Students in the programme are eligible to be considered for the award of a postgraduate studentship (PGS) provided all the following conditions are satisfied.

    (a)   They are full-time students.
    (b)   They are within their normative periods.
    (c)   In the case of a PhD student (pre-candidacy), they have not spent more than 24 months (full-time equivalent basis) since entry to the MPhil-PhD programme.

32.   Students will receive PGS at the following level according to different status:

Status	PGS Level
M.Phil.	PGS-1
Ph.D. (Pre-candidacy)	PGS-1
Ph.D. (Post-candidacy)	PGS-2

CONVERSION

33.   When the articulated MPhil-PhD programme in any subject comes into effect, the original separate MPhil and PhD programmes will be abolished, and students admitted before the effective date will be automatically transferred to the new articulated programme, as follows:

(a)   MPhil students will transfer as MPhil students

(b)   PhD students will transfer as either PhD students (pre-candidacy) or PhD students (post-candidacy) at the discretion of the Division. It is expected that if the Division already has a candidacy requirement in place in the original PhD programme, the transfer will take this into consideration.

34.   Where there are differences in treatment between the original and new programmes, students who transfer into the new articulated programme will be handled under the no-detriment principle.

SIGNIFICANT DIFFERENCES

35.   The significant differences between the original separate MPhil and PhD programmes and the new articulated MPhil-PhD programme are summarized below for easy reference.

	Old	New
Direct entry from first degree to PhD	No	Yes
Transfer from MPhil to PhD require Graduate Council approval	Yes	No
Candidacy requirement mandatory	No	Yes
Lecture course requirements mandatory	No	Yes
Research units mandatory	No	Yes
All courses, except seminars, to be graded A-F	No	Yes
Can be discontinued for	Unsatisfactory performance	Unsatisfactory performance
Normative period ends 3 months after intended submission of thesis; no separate handling of shortening normative period	No	Yes
If candidacy not passed within reasonable time, then suspend PGS	No	Yes
If candidacy not passes after long delay, then discontinue from studies	No	Yes
Normative/Maximum period for FT MPhil (no difference)	24 / 48 months	24 / 48 months
Normative/Maximum period for PT MPhil (no difference)	36 / 60 months	36 / 60 months
Normative/Maximum period for FT PhD (with a research master's degree)	36 / 84 months	36 / 72 months
Normative/Maximum period for PT PhD (with a research master's degree)	48 / 96 months	48 / 84 months
Normative/Maximum period for FT PhD (without a research master's degree)	48 / 84 months	48 / 84 months
Normative/Maximum period for PT PhD (without a research master's degree)	64 / 96 months	64 / 100 months

Revised on 7 April 2014

The Chinese University of Hong Kong

Graduate School

M.Phil.-Ph.D. Programme Proposal Details

(Applicable to current programmes converting to this new scheme only.)

Please read the Framework for the articulated M.Phil.-Ph.D. Programmes before completing this template.

Graduate Division :

Programme Title :
(English)
(e.g. M.Phil.-Ph.D. in XXX)
(Chinese)
（例：*XXX* 哲學碩士博士銜接課程）

Effective Year :   (E.g. 2015-16)

Mode of Study# :   Full-time   Part-time^

\# Please tick as appropriate.

^ The UGC has phased out funding of part-time RPg places w.e.f. 2009-10. The University decided that the admission of part-time RPg students would be operated on a completely self-financed basis w.e.f. 2009-10. A higher tuition fee would therefore be charged.

A.   Current Programme Information

1.   Ph.D. Programme launched in :   (year)   Current number of students :

2.   M.Phil. Programme launched in :   (year)   Current number of students :

B.   Summary of Study Period for the New Articulated M.Phil.-Ph.D. Programmes

The study period for students of different streams / stages under the framework of the new M.Phil.-Ph.D. Programmes are summarized below:

Degree	Mode	Candidacy #	Normative Period	Maximum Period
M.Phil.	FT	--	24	48
	PT	--	36	60
Ph.D. (entering with a research master's degree)	FT	24	36	72
	PT	32	48	84
Ph.D. (entering without a research master's degree)	FT	36 *	48	84
	PT	48	64	100

Summary of study period, in months

Maximum period to pass candidacy requirement, counted from first entry.

*   *PGS will stop at the 25th month if the student cannot pass the candidacy requirement, but will resume upon passing the candidacy requirement.*

C.   Proposed Programme Details

<div style="border:1px solid black; text-align:center;">

M.Phil. Stream

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1.   Objectives / Expected Learning Outcomes

2.   **Graduate Attribute Statement** *(Based on the expected course outcome, please prepare a statement describing the attributes of the graduates of the proposed programme for student and general public information.)*

3.   **Entry Requirements**

3.1   Minimum entry requirements
Graduate Divisions are required to follow the minimum entry requirements prescribed by the Graduate School.

3.2   Additional entry requirements set by Graduate Division, if any (refer to para. 6 of the *Framework*) :

STUDENTS WITHIN NORMATIVE STUDY PERIOD

4.   **Course Requirements**

4.1   Lecture courses

A minimum of **12 units** is required by the Graduate School **for graduation**.   (Refer to para. 17 of the *Framework*.) Please state here how many courses / units should be selected from the courses listed below, and any restrictions or guidelines in the selection of courses.   'Seminar' or 'Guided Studies' are NOT regarded as lecture courses.

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

(Please attach separate sheet if necessary.)

Minimum number of units required by Division   (a) [   ]

4.2   Thesis research courses[4]

Each student must register for Thesis Research courses every term.   The minimum required by the Graduate School is **6 units** for full-time students and **3 units** for part-time students **per term**.   (Refer to para. 18 of the *Framework*.)

Minimum number of units <u>per term</u> for full-time students   (b) [   ]
(Please fill in if different from the Graduate School requirement.)

Minimum number of units <u>per term</u> for part-time students   (c) [   ]
(Please fill in if different from the Graduate School requirement.)

4.3   Other courses (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable   (d) ☐

4.4   Total unit requirement

Total number of units required for graduation <u>within normative study period</u> for :

Full-time students (i.e., (a) + (b) x 4 terms + (d))   (e) ☐

Part-time students (i.e., (a) + (c) x 6 terms + (d))   (f) ☐

5.   <u>Additional Term Assessment Requirement set by Programme</u>[3] *(Applicable to programmes with higher grade requirement, etc)*

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CONTINUING STUDENTS

6.   <u>Course Requirements</u>

6.1   Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is **3 units** for both full-time and part-time continuing students **per term**. (Refer to para. 18 of the *Framework*.)

Minimum number of units <u>per term</u> for full-time students
(Please fill in if different from the Graduate School requirement.)   ☐

Minimum number of units <u>per term</u> for part-time students
(Please fill in if different from the Graduate School requirement.)   ☐

6.2 Other courses (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units(2)	Contact Hours	Minimum Grade(3)

(Please attach separate sheet if necessary.)

7. **Additional Term Assessment Requirement set by Programme**(3) *(Applicable to programmes with higher grade requirement, etc)*

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_____

Ph.D. Stream

1. **Objectives / Expected Learning Outcomes**

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2. **Graduate Attribute Statement** *(Based on the expected course outcome, please prepare a statement describing the attributes of the graduates of the proposed programme for student and general public information.)*

_____

_____

3. **Entry Requirements**

3.1 Minimum entry requirements.
Graduate Divisions are required to follow the minimum entry requirements prescribed by the Graduate School. Please refer to Footnote (1) for details.

3.2 Additional entry requirements set by Graduate Division, if any (refer to para. 6 of the *Framework*) :

_____

_____

_____

In this scheme, Ph.D. candidates have to complete a minimum number of units of Lecture courses and Thesis Research courses (on a per term basis) as required by the Graduate School and a certain number of units of other courses, if deemed necessary by the Graduate Division, during the pre-candidacy and post-candidacy stage. However, since the study period of the students may vary, the total number of Thesis Research courses to be taken may also vary, which will affect the total number of units taken by each student for graduation.

Example:
A student with a research master's degree who pursues full-time Ph.D. study will have completed the following within the normative study period:

Pre-candidacy stage (e.g. 1 year) :	*Lecture courses*	*12 units*
	Thesis Research courses	*6 units x 2 terms = 12 units*
	Other courses	*4 units*
Post-candidacy stage (e.g. 2 years) :	*Thesis Research courses*	*12 units x 4 terms = 48 units*

The student will therefore complete 76 units for graduation.

PRE-CANDIDACY

4.   Candidacy Requirement

4.1   Course Requirements

4.1.1   Lecture courses

A minimum of **12 units** is required by the Graduate School as **part of the candidacy requirement**.   (Refer to para. 17 of the *Framework*.)   Please state here how many courses / units should be selected from the courses listed below, and any restrictions or guidelines in the selection of courses.   'Seminar' or 'Guided Studies' are NOT regarded as lecture courses.

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

 (Please attach separate sheet if necessary.)

Minimum number of units required by Division

4.1.2   Thesis research courses[4]

Each student must register for Thesis Research courses every term.   The minimum required by the Graduate School is **6 units** for full-time students and **3 units** for part-time students **per term**.   (Refer to para. 18 of the *Framework*.)

Minimum number of units <u>per term</u> for full-time students
(Please fill in if different from the Graduate School requirement.)

Minimum number of units <u>per term</u> for part-time students
(Please fill in if different from the Graduate School requirement.)

4.1.3 Other courses (<u>optional</u>, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable

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4.2 Additional Term Assessment Requirement set by Programme[3] *(Applicable to programmes with higher grade requirement, etc)*

_____

_____

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4.3 Candidacy Examination

4.3.1   Format[5] (It must contain a written component of one or more papers. Refer to para. 13 and 15 of the ***Framework***.) :

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4.3.2   How often will the examination be arranged?   _____ time(s) per year

4.3.3   How many times can a student attempt?   _____ time(s)

4.3.4   Please specify if certain papers can be replaced by passing relevant courses[6] (may or may not be within the normal course requirement) at specified grades, if applicable.   (Refer to para. 14 of the ***Framework***.)

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4.4 Thesis proposal and oral defence (Refer to para. 16 of the *Framework*.)

| POST-CANDIDACY |

5. Course Requirements

5.1 Lecture courses

This is not a compulsory component for Ph.D. (post-candidacy) students.   Please attach a separate course list if necessary.

5.2 Thesis research courses[4]

Each student must register for Thesis Research courses every term.   The minimum required by the Graduate School is **12 units** for full-time students and **6 units** for part-time students **per term**.   (Refer to para. 18 of the *Framework*.)

Minimum number of units per term for full-time students
(Please fill in if different from the Graduate School requirement.)

Minimum number of units per term for part-time students
(Please fill in if different from the Graduate School requirement.)

5.3 Other courses (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable

5.4 Additional Term Assessment Requirement set by Programme[3] *(Applicable to programmes with higher grade requirement, etc)*

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6. Course Requirements

6.1 Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is **3 units per term** for both full-time and part-time continuing students. (Refer to para. 18 of the *Framework*.)

Minimum number of units <u>per term</u> for full-time students
(Please fill in if different from the Graduate School requirement.)

Minimum number of units <u>per term</u> for part-time students
(Please fill in if different from the Graduate School requirement.)

6.2 Other courses (<u>optional</u>, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]

(Please attach separate sheet if necessary.)

Footnotes:
(1) For admission to the Doctor of Philosophy stream under the "M.Phil.-Ph.D. Programmes", the applicant shall have:
    i. a Master's degree from a recognized university; or
    ii. graduated from a recognized university and obtained a Bachelor's degree, normally with honours <u>not lower than Second Class</u>; or
    ii. graduated from an honours programme of a recognized university with a Bachelor's degree, normally achieving an average grade of not lower than "B" in undergraduate courses; or
    iii. completed a course of study in a tertiary educational institution and obtained professional or similar qualifications equivalent to an honours degree.
(2) For Lecture or Other courses, e.g. seminar, each unit of course should be regarded as equivalent to 1 contact hour per week for 13 –14 weeks (i.e., 1 academic term).
(3) Lecture courses should be graded in letter A-F. Graduate Division may specify the minimum grade at which the courses must be passed. If Programme sets a higher grade requirement, please also complete the sections on Additional Term Assessment Requirement set by Programme. 'Other' courses should also be graded in letter A-F, except that P/U can be used for courses like "Seminar" and "Guided Study". Please refer to para. 17 of the ***Framework***.
(4) For Thesis Research type of courses, the course title should be 'Thesis Research' and the course code should be at 8000 level. An example is provided as follows:
  e.g. PHYS8003
    PHYS   = 4-character subject code
    1st digit   = 8 (i.e. 8000 level)
    3rd and 4th digit = Number of units in 3 or multiple of 3, up to a maximum of 12 (i.e., 03, 06, 09 or 12)
  These courses should be graded in letter A-F. Each unit of course should be regarded as equivalent to 3 hours of study or research per week <u>by the student</u>. Please refer to para. 18 of the ***Framework***.
(5) The candidacy examination must be written examination, but NOT projects, or take-home open-book examinations.
(6) Written candidacy examinations CANNOT be replaced by submission of research papers/literature surveys/journals. It can only be replaced by passing relevant courses at specified grades.

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The Chinese University of Hong Kong

Graduate School

<u>Proposal for Introduction of New M.Phil.-Ph.D. Programme</u>

(Applicable to new programmes only.)

Please read the Framework for the articulated M.Phil.-Ph.D. Programmes before completing this template.

Programme Title	(English)	(Example: M.Phil.-Ph.D. in XXX)	
	(Chinese)	(例：XXX 哲學碩士博士銜接課程)	

Offered by	Graduate Division of

Proposed Year of Commencement

1. Target Participants and Proposed Intake

1.1 Target participants:

1.2 Proposed total student intake per year (headcount):   _____ Full-time   _____ Part-time
(include the numbers in Section 1.3)

(Request for RPg quota has to be considered by RAC separately.)

1.3 Intended non-local student intake per year (headcount):   _____ Full-time   _____ Part-time

2. Programme Information

2.1 Mode of study*   ☐ Full-time   ☐ Part-time[#]

 * Please tick as appropriate.

 # The UGC has phased out funding of part-time RPg places w.e.f. 2009-10. The University decided that the admission of part-time RPg students would be operated on a completely self-financed basis w.e.f. 2009-10. A higher tuition fee would therefore be charged.

2.2 Study Period

The study period for students of different streams / stages under the framework of the new M.Phil.-Ph.D. Programmes are summarized below:

Degree	Mode	Candidacy [1]	Normative Period	Maximum Period
M.Phil.	FT	--	24	48
	PT	--	36	60
Ph.D. (entering with a research master's degree)	FT	24	36	72
	PT	32	48	84
Ph.D. (entering without a research master's degree)	FT	36[2]	48	84
	PT	48	64	100

Summary of study period, in months

[1] *Maximum period to pass candidacy requirement, counted from first entry.*
[2] *PGS will stop at the 25th month if the student cannot pass the candidacy requirement, but will resume upon passing the candidacy requirement.*

3. Background

4.	**Evidence of Student Demand for the Programme**

5.	**Objectives**

6.	**How is the programme benchmarked with other programmes in Hong Kong and worldwide?**

M.Phil. Stream

7.	**Expected Learning Outcomes**

8. **Graduate Attribute Statement** *(Based on the expected course outcome, please prepare a statement describing the attributes of the graduates of the proposed programme for student and general public information.)*

---

9. **Entry Requirements**

9.1 Minimum entry requirements
Graduate Divisions are required to follow the minimum entry requirements prescribed by the Graduate School.

9.2 Additional entry requirements set by Graduate Division, if any *(refer to para. 6 of the **Framework**) :*

M.Phil. Stream – Students within Normative Study Period

10. **Course Requirements**

10.1 **Lecture courses**

A minimum of **12 units** is required by the Graduate School **for graduation**.   (Refer to para. 17 of the *Framework*.)   Please state here how many courses / units should be selected from the courses listed below, and any restrictions or guidelines in the selection of courses.   'Seminar' or 'Guided Studies' are NOT regarded as lecture courses.

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division   (a) [   ]

10.2   Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is listed below (Refer to para. 18 of the ***Framework***.).

Number of units <u>per term</u> for full-time students   (b) [6]

Number of units <u>per term</u> for part-time students *(please delete if not applicable)*   (c) [3]

Course code	Course Title	Units[2]	Contact Hours	Minimum Grade[3]
	Thesis Research			
Brief course description: In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress.				
Brief course description:				

(Please attach separate sheet if necessary.)

10.3   Other courses (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable   (d) [   ]

10.4   Total unit requirement

Total number of units required for graduation <u>within normative study period</u> for :

Full-time students (i.e., (a) + (b) x 4 terms + (d))   (e) [   ]

Part-time students (i.e., (a) + (c) x 6 terms + (d)) *(please delete if not applicable)*   (f) [   ]

11. **Additional Term Assessment Requirement set by Programme**[3] *(Applicable for programmes with higher grade requirement, etc)*

_____

_____

_____

_____

M.Phil. Stream – Continuing Students

12. **Course Requirements**

12.1 **Thesis research courses**[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is listed below (Refer to para. 18 of the *Framework*.).

Number of units <u>per term</u> for full-time students | (b) | 3

Number of units <u>per term</u> for part-time students *(please delete if not applicable)* | (c) | 3

Course code	Course Title	Units[2]	Contact Hours	Minimum Grade[3]
	Thesis Research			
Brief course description: In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress.				
Brief course description:				

(Please attach separate sheet if necessary.)

12.2 **Other courses** (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable | (d) |

Ph.D. Stream

13. **Expected Learning Outcomes**

_____

_____

14. **Graduate Attribute Statement** *(Based on the expected course outcome, please prepare a statement describing the attributes of the graduates of the proposed programme for student and general public information.)*

---

15. **Entry Requirements**

15.1 Minimum entry requirements
Graduate Divisions are required to follow the minimum entry requirements prescribed by the Graduate School. Please refer to Footnote $^{(1)}$ for details.

15.2 Additional entry requirements set by Graduate Division, if any *(refer to para. 6 of the **Framework**)* :

In this scheme, Ph.D. candidates have to complete a minimum number of units of Lecture courses and Thesis Research courses (on a per term basis) as required by the Graduate School and a certain number of units of other courses, if deemed necessary by the Division, during the pre-candidacy and post-candidacy stage. However, since the study period of the students may vary, the total number of Thesis Research courses to be taken may also vary, which will affect the total number of units taken by each student for graduation.

Example:
A student with a research master's degree who pursues full-time Ph.D. study will have completed the following within the normative study period:

Pre-candidacy stage (e.g. 1 year) :	*Lecture courses*	*12 units*
	Thesis Research courses	*6 units x 2 terms = 12 units*
	Other course	*4 units*
Post-candidacy stage (e.g. 2 years) :	*Thesis Research courses*	*12 units x 4 terms = 48 units*

The student will therefore complete 76 units for graduation.

Ph.D. Stream - Pre-Candidacy

16.   Candidacy Requirement

16.1 Course Requirements

16.1.1 Lecture courses

A minimum of **12 units** is required by the Graduate School as **part of the candidacy requirement**.   (Refer to para. 17 of the *Framework*.)   Please state here how many courses / units should be selected from the courses listed below, and any restrictions or guidelines in the selection of courses. 'Seminar' or 'Guided Studies' are NOT regarded as lecture courses.

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units$^{(2)}$	Contact Hours	Minimum Grade$^{(3)}$
Brief course description:				
Brief course description:				

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
	Brief course description:			
	Brief course description:			
	Brief course description:			

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division	

16.1.2 Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is listed below (Refer to para. 18 of the *Framework*.).

Minimum number of units <u>per term</u> for full-time students	6

Minimum number of units <u>per term</u> for part-time students	3

Course code	Course Title	Units[2]	Contact Hours	Minimum Grade[3]
	Thesis Research			
	Brief course description: In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress.			
	Brief course description:			

(Please attach separate sheet if necessary.)

16.1.3 Other courses (<u>optional</u>, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
	Brief course description:			
	Brief course description:			
	Brief course description:			

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable	

16.2 Candidacy Examination

16.2.1 Format[5] (It must contain a written component of one or more papers. Refer to para. 13 and 15 of the *Framework*.) :

_____

_____

_____

16.2.2 How often will the examination be arranged? _____ time(s) per year

16.2.3 How many times can a student attempt? _____ time(s)

16.2.4 Please specify if certain papers can be replaced by passing relevant courses[6] (may or may not be within the normal course requirement) at specified grades, if applicable. (Refer to para. 14 of the *Framework*.)

_____

_____

_____

16.3 Thesis proposal and oral defence (Refer to para. 16 of the *Framework*.)

_____

_____

_____

17. Additional Term Assessment Requirement set by Programme[3] *(Applicable for programmes with higher grade requirement, etc)*

_____

_____

_____

Ph.D Stream - Post-candidacy

18. Course Requirements

18.1 Lecture courses

This is not a compulsory component for Ph.D. (post-candidacy) students. Please attach a separate course list if necessary.

18.2 Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is listed below (Refer to para. 18 of the *Framework*.).

Minimum number of units <u>per term</u> for full-time students	12
Minimum number of units <u>per term</u> for part-time students	6

Course code	Course Title	Units[2]	Contact Hours	Minimum Grade[3]
	Thesis Research			
Brief course description: In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress.				
Brief course description:				

(Please attach separate sheet if necessary.)

18.3 Other courses (<u>optional</u>, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable	

Ph.D. Stream (Post-candidacy) - Continuing students

19.   Course Requirements

19.1 Thesis research courses[4]

Each student must register for Thesis Research courses every term. The minimum required by the Graduate School is listed below (Refer to para. 18 of the ***Framework***.).

Minimum number of units <u>per term</u> for full-time students	3
Minimum number of units <u>per term</u> for part-time students	3

Course code	Course Title	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

19.2 Other courses (optional, e.g., Seminar, Guided Study)

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units[2]	Contact Hours	Minimum Grade[3]
Brief course description:				
Brief course description:				

(Please attach separate sheet if necessary.)

Minimum number of units required by Graduate Division, if applicable

20. Resources

20.1.1 Please specify the source and number of teaching staff in the Division who are eligible to serve as supervisors for M.Phil. and Ph.D. students:

20.1.2 Others, such as laboratory:

21. Signature

Signature of Graduate Division Head	Name of Graduate Division
In Block Letters	Date
Signature of Department Chairman	Name of Department
In Block Letters	Date

Footnotes:

(1) For admission to the Doctor of Philosophy stream under the "M.Phil.-Ph.D. Programmes", the applicant shall have:
   i.   a Master's degree from a recognized university; or
   ii. graduated from a recognized university and obtained a Bachelor's degree, normally with honours <u>not lower than Second Class</u>; or
   ii. graduated from an honours programme of a recognized university with a Bachelor's degree, normally achieving an average grade of not lower than "B" in undergraduate courses; or
   iii. completed a course of study in a tertiary educational institution and obtained professional or similar qualifications equivalent to an honours degree.

(2) For Lecture or Other courses, e.g. seminar, each unit of course should be regarded as equivalent to 1 contact hour per week for 13 –14 weeks (i.e., 1 academic term).

(3) Lecture courses should be graded in letter A-F. Graduate Division may specify the minimum grade at which the courses must be passed. If Programme sets a higher grade requirement, please also complete the sections on Additional Term Assessment Requirement set by Programme. 'Other' courses should also be graded in letter A-F, except that P/U can be used for courses like "Seminar" and "Guided Study". Please refer to para. 17 of the *Framework*.

(4) For Thesis Research type of courses, the course title should be 'Thesis Research' and the course code should be at 8000 level. An example is provided as follows:

   e.g. PHYS8003

   PHYS = 4-character subject code
   1st digit = 8 (i.e. 8000 level)
   3rd and 4th digit = Number of units in 3 or multiple of 3, up to a maximum of 12 (i.e., 03, 06, 09 or 12)

   These courses should be graded in letter A-F. Each unit of course should be regarded as equivalent to 3 hours of study or research per week <u>by the student</u>. Please refer to para. 18 of the *Framework*.

(5) The candidacy examination must be written examination, but NOT projects, or take-home open-book examinations.

(6) Written candidacy examinations CANNOT be replaced by submission of research papers/literature surveys/journals. It can only be replaced by passing relevant courses at specified grades.

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THE CHINESE UNIVERSITY OF HONG KONG

M E M O

From	Senior Assistant Registrar Graduate School	*To*	Heads of Graduate Divisions
Ref.	GS/10/26, GS/11/1(a) & GS/12/41(D)(a)		
Tel No.	3943 4115	*Your Ref.*	
Date	2 January 2014	*dated*	

Self-financed Taught Postgraduate Programmes

1.   The Resource Allocation Committee (RAC) at its 14th, 15th and 16th (2013) Meetings resolved to impose the following interim measures before the implementation of a comprehensive policy and procedure manual on approving and managing self-financed TPg (SF TPg) programmes:

>   (1)   All departments should submit new SF TPg proposals to RAC for consideration (i.e., Department Board → Faculty Board → GCExCo → **RAC** → Senate APC → Senate);

>   (2)   The total number of SF TPg enrolment (FTE) in 2013-14 would be taken as the absolute quota for 2014-15. For the avoidance of doubt, no over-enrolment should be entertained by the Graduate School, and the quota for new SF TPg programmes if so approved by RAC (and those already approved by the Senate) would be set as the number stated in the programme and budget proposals.

2.   RAC further clarified that the "freeze" is programme based and no overshoot in admission offer is allowed. Nevertheless, to provide some flexibilities to Faculties/Divisions, different SF TPg programmes within the same Faculty are allowed to "swap" the quota with mutual agreement. Detail procedures on the reporting of such "swapping" of quota will be announced by separate memo (see also paragraph 4).

3.   The enrolment as of 30 September 2013 will be taken as reference in calculation related to the "net admission quota". For programmes that have suspended admission in 2013-14 but will resume admission in 2014-15, the enrolment of the previous year (i.e., 30-9-2012 enrolment) will be taken as reference.

4.   Since the "freeze" referred to enrolment in FTE (full-time equivalent), the final combination of full-time and part-time is subject to the total FTE enrolment of the programme. For students who have been granted approval for defer admission, they will be counted into the enrolment of the next year. We shall inform you the "net admission quota" of your SF TPg Programmes for 2014-15 intake by separate memo.

Thank you for your attention.

Joanna Lee

c.c.   Provost
        Dean, Graduate School
        Faculty Deans
        Registrar and Secretary
        University Bursar
        Secretary, RAC
        Faculty Secretaries

JL/ay

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School

General Framework of Taught Postgraduate Programmes

1. Maximum Duration of Validity
   The Senate at its Second Meeting (2008-09) held on 17 December 2008 resolved that Senate approval for all self-financed programmes, including programmes offered jointly with a partner institution, should have a maximum validity of six years (irrespective of the number of cohorts actually admitted in the interim), after which re-approval for continuation will be considered from both academic and resource angles.

2. Total unit requirement
   The minimum total unit requirement for taught master's programmes and postgraduate diploma programmes are **24** and **15** units respectively (for a one-year full-time or two-year part-time programme).

3. Course Level
   The Senate at its Third Meeting (1986-87) held on 13 April 1987 resolved that each course would be given only a single code unless special approval by the Senate APC is granted.

   Postgraduate students taking undergraduate courses to satisfy programme requirements for an advanced degree (masters and taught doctorals) should be discouraged; where approved on an exceptional basis, such undergraduate courses should not exceed 15% of the unit/graduation requirement for the postgraduate degree, and unless specifically approved with good justification, should be limited to 4000 level courses. Moreover, in such cases, the programme may wish to set a higher grade requirement, e.g., "to complete BIO4123 with a grade of at least B".

   For new programmes, if 15% or more 4000 level (or below) courses are included as programme requirements, justification should be entered into the programme proposal and explicit approval from GCExCo would be required in this respect. For current programmes, if the Programme requested to change the prevailing study scheme by adding new 4000 level (or below) courses to the programme requirement, Faculty Board endorsement is required and GCExCo approval is required.

   The definition for 5000 – 8000 level courses is as follows:

5000	PgDip/Master's courses
6000	Advanced Master's courses
7000	Doctoral courses
8000	Thesis monitoring courses, e.g. Thesis Research courses of "articulated" M.Phil.-Ph.D. programmes or thesis monitoring courses for other M.Phil. and Ph.D. programmes.

4. Contact hours
    One unit should represent 13-14 contact hours (1 contact hour approximately equivalent to a 45-minute session); self-study by students should not be included.

5. Practicum/fieldwork/laboratories
    For practicum/fieldwork/laboratory courses, the general understanding is that each unit should correspond to 39-56 hours of work by the student.   Mere engagement in practical work should not be assigned credits.   There has to be reports and/or critiques, related to an academic framework, in order to be assigned credits.   The reports and/or critiques must be accessible for scrutiny by external examiners.

6. Minimum cumulative GPA
    The minimum cumulative GPA for graduation should reach 2.0.

7. Examination
    In programme proposals, the nature of the assessment methods should be clearly stated. For example, projects or take-home open-book examinations should be identified as such, rather than loosely grouped under examination.   Similarly, other forms of assessment should be identified as such, and the Programme Committee of individual departments should screen cases with a certain percentage of non-examination/test component.

Updated in February 2014

Integrated Framework for Curriculum Development and Review:
II. Taught Postgraduate Programmes

Contents

Part A   Overview

1.   Preamble

1.1   Background

1.1.1   The Chinese University of Hong Kong (CUHK) regards teaching and learning (T&L) as a core function; the University places great importance on the culture embedded in the institution and its history, and also on explicit systems and procedures to assure and enhance the quality of the educational experience for students. The development of the system and procedures has gone through several stages as the University has grown in size and complexity, and the measured pace of changes has won acceptance and ownership among teachers and students. This document constitutes the current status of the University's evolving quality-assurance framework for T&L as it applies to taught postgraduate (TPg) programmes.

1.2   Overall principles

1.2.1   Among others, the following principles were used to guide the formulation of the integrated framework:

- The importance of reflection upon the achievement of desired learning outcomes as a stimulus to curriculum refinement.
- The value of periodic peer review as a spur to self-reflection and the provision of wider insights.
- The importance of diagnostic feedback in providing evidence to inform the process of reflection.
- The appropriateness of taking an outcomes-based approach (OBA) to T&L by focusing on student learning outcomes.
- The importance of achieving alignment between desired learning outcomes and the curriculum.
- The value of deriving principles of excellent teaching at CUHK from the principles and practices of those judged to be the best teachers at the University. These principles are consistent with the extensive international literature in the area of excellent university teaching.
- The importance of developing a framework which is effective in improving the quality of T&L, while minimizing bureaucracy and paperwork.
- These principles have been incorporated into a curriculum development model, shown in Figure 1. The model commences with student learning needs which are utilised to formulate desired learning outcomes. These lead to five elements of the curriculum which are incorporated into the integrated curriculum framework: desired learning outcomes, content, learning activities, assessment and feedback for evaluation. These five elements are incorporated into procedures for programme development, programme review, course development and course review. Feedback for evaluation is central to the model as it informs reflection upon practice.
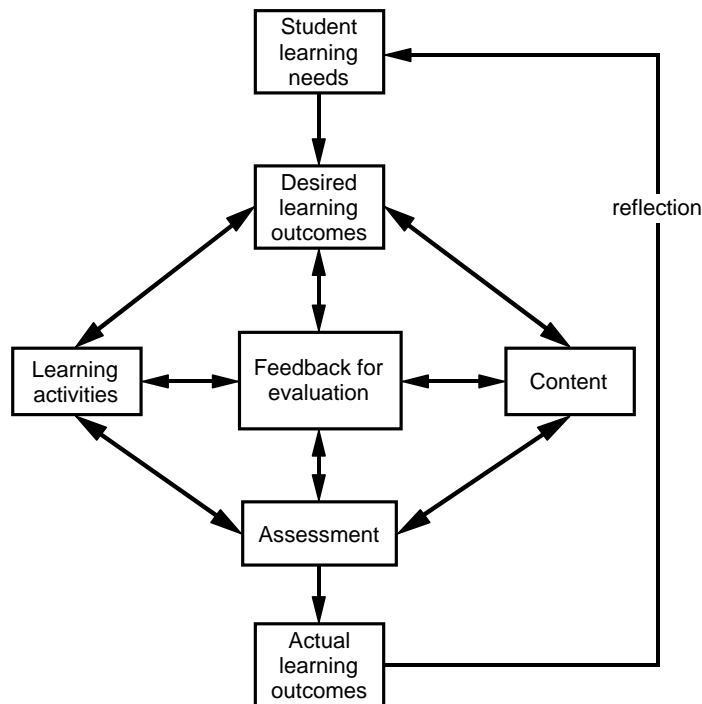
Figure 1. A model of an aligned curriculum

1.3 Principles specific to TPg programmes

1.3.1 Among others, the following principles specific to TPg programmes were used to guide the formulation of this section of the integrated framework so as to make it suitable for the nature of TPg programmes and their students:

- The students enrolling in TPg programmes are more mature and so teaching should be consistent with the principles of adult learning.
- The students are likely to be active in the field or profession and possess relevant experience and knowledge. Students' experience should be utilised in the programme.
- The expected learning outcomes are likely to be quite specific and often professional in nature.
- Most TPg programmes are self-financed, and student choice imposes an implicit quality-assurance mechanism.
- Many TPg programmes are offered to meet demands resulting from technological developments or societal changes. They therefore need to be launched with a short lead-time and phased out as demands are satisfied.
- The framework for TPg programmes, therefore, needs to be flexible. Embedded quality-assurance procedures need to be formulated so as to ensure a high standard of T&L while not imposing a bureaucracy which discourages enterprise.

1.4 Objective

1.4.1 The main objective of the present framework is to ensure that teachers and programmes engage in *reflection* about T&L, that such reflection is rooted in *evidence* and leads to *action* for improvement, and that *incentives* are provided for such efforts.

3

1.5　Nomenclature

1.5.1　In the following, the term *course* also means *module* (which is used in some disciplines); the term *graduate division* includes *programme committee* and any other unit that might be responsible for academic programmes; and the term *teacher* includes *instructor* as well.

1.5.2　All guides and associated documents are to be used flexibly and adapted to suit practices and terminology within departments and faculties.

1.6　Coverage

1.6.1　The integrated framework applies on a mandatory basis to all taught programmes. For reference, quality-assurance procedures for undergraduate (Ug) programmes are dealt with in the *Integrated framework for curriculum development and review: I. Undergraduate programmes* and the *Integrated framework for curriculum development and review: III. Sub-degree programmes (QF Level 4)* refers to the sub-degree sector.

1.6.2　TPg programmes come under the Graduate School (GS) and operate under a different set of regulations. They, therefore, follow this quality-assurance framework which is somewhat different from the Ug one, but nevertheless was formulated from the same set of principles.

1.6.3　Research postgraduate (RPg) programmes are fundamentally different, and are subject to other systems managed by the GS.

1.7　Evaluation evidence

1.7.1　The present framework is premised on the assumption that strategies must not be simply propelled by enthusiasm, compliance with administrative directives or change for change's sake; rather, strategies must be firmly rooted in evidence. Such evidence may be gathered by a variety of means, including student focus groups and discussion forums (either face-to-face or on the web), and informal feedback from employers or professional groups. The format chosen for evaluation needs to be appropriate for the nature of the course or programme and student numbers.

1.7.2　All TPg programmes are expected to conduct evaluation for each course and to have programme-level evaluation administered on graduation.

2.　Main Elements

2.1　The integrated framework consists of the following main elements:

(a) The ***planning*** of courses and programmes should be documented in broad conformity with standard templates, at programme launch and upon major changes.

(b) The programme should engage students in ***course evaluation*** each time a course is offered. The evaluation results should be taken into consideration in the process of course review to be conducted by the programme committee.

(c) The programme committee for each TPg programme, together with the responsible teacher(s), should conduct and document its own ***course reviews*** at least once every three years**.** This could be in the form of review by an external examiner together with the responses taken on the comments. An external examiner's report, which would be read by the GS Dean and Division Head, can be accepted as equivalence to the course review. Programmes that have not been reviewed under the external-examiner system should conduct an internal course review against the original course plan and, where appropriate, revised course plans should be formulated. A report of the review should be submitted to the Annual Programme Meeting for discussion and follow-up.

(d) The TPg programme should conduct an annual programme meeting leading to a brief ***annual progress report*** on T&L, showing evidence of reflection on available data and focusing on progress with respect to the action plan once it has been formulated. This report should be submitted to the Faculty Board (or a sub-committee delegated to handle T&L matters) for discussion and follow-up.

(e) Each TPg programme should conduct its own ***programme self-evaluation*** and a formal ***external programme review*** at least once every six years. The programme self-evaluation should be conducted and documented against the original programme plan and, where appropriate, revised programme plans should be formulated. This self-evaluation forms the basis for the external programme review. An external review panel appointed by the Faculty Board considers the substance of the T&L processes, and also monitors the effort and effectiveness of the self-evaluation.

(f) The ***programme-review report*** consists of both the self-evaluation and external review components, and should be submitted to the Faculty Board for approval and discussion of follow-up actions and formulation of an ***action plan*** to address any issues for which there is potential for improvement. Documents, including the programme-review report and action plan, should then be forwarded to the GS for submission to the Senate Committee on Teaching and Learning (SCTL) and the Visiting Committee concerned. Provided that the Visiting Committee is scheduled to come to CUHK within three months after the programme review, the review reports will be presented to SCTL only after receiving the comments of the Visiting Committee (see paragraph 8.1.2). The Faculty Board might also align the programme review with the review required by the 'sunset clause' requirement. The Faculty Dean and the Faculty Board are responsible for ensuring that the action plan is implemented.

(g) A programme of ***professional development*** for all new teaching staff at the level of Assistant Professor or below, including Teaching Assistants is mandatory in most cases. Programmes are also expected to have a plan to ensure the quality of teaching by part-time staff.

2.2   The following timetable (Table 1) shows the steps in a normal six-year review cycle. The length of the second cycle of reviews may be adjusted, depending on the format adopted by the Quality Assurance Council of the University Grants Committee for its second round of audits. A flowchart for the programme-review process is in Figure 2

and the documents to be used are on the GS website. Figure 2 also indicates the range of data that can be used in programme self-evaluation.

Table 1. Activities in the six-year review cycle

| Cycle	Action	Documents required	Submit to
Once every year	(i) Course evaluation (per offering)	Summary of course evaluation results	Department [for record]
	(ii) Annual Programme Meeting	Brief one-page *annual progress report*	Faculty Board (or a sub-committee delegated to handle T&L matters) for discussion and follow-up
Once every three years	(iii) Course review (External examiners' reports, which would be read by the Dean of the GS and Division Head, can be accepted as equivalence)	*Course-review report*, either from the external examiner or as an internal review report by programme	Annual Programme Meeting [for discussion and follow-up]
Once every six years	In addition to (i), (ii) and (iii) mentioned above, the following should also be conducted: (iv) Self-evaluation as a basis for (v) external programme review (review panel to be appointed by the Faculty Board)	*Programme-review report*, including self-evaluation of the programme and comments from review panel leading to an *action plan*	Faculty Board [for approval and discussion of follow-up actions], together with the action plan, to the GS for submission to SCTL and the Visiting Committee concerned. Faculty Board might also align the programme review with the review required by the 'sunset clause' requirement.
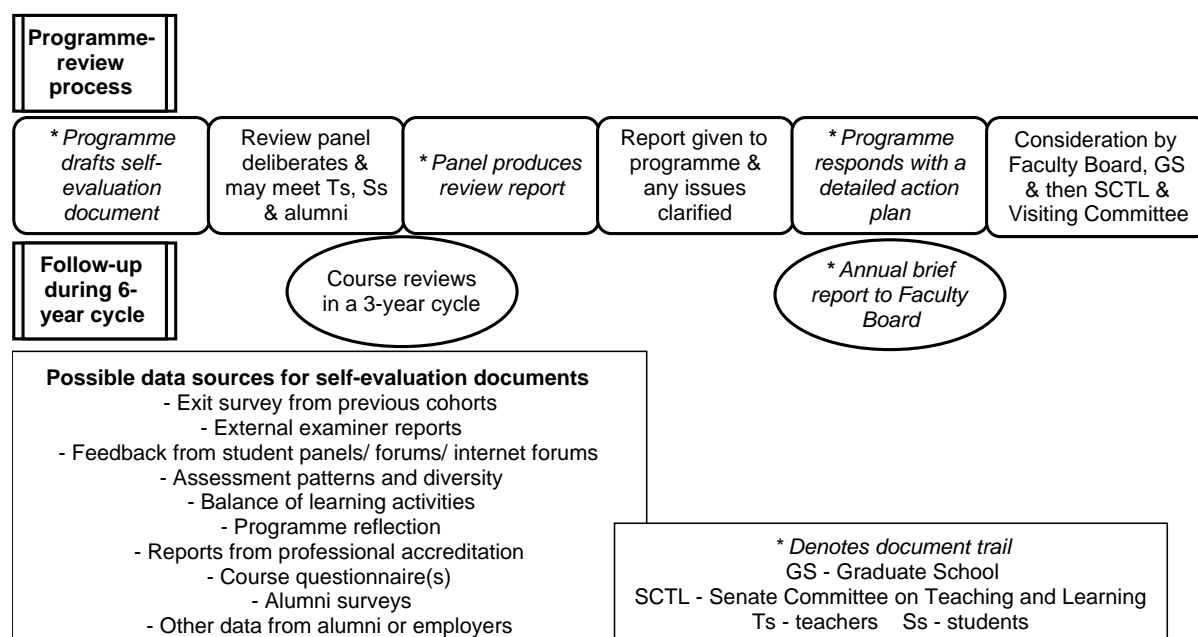
Figure 2. Flowchart for the programme-review process

6

Part B   Additional Detail

3.   Course and Programme Planning

3.1   Frequency

3.1.1   A course/ programme planning document should be prepared whenever a new course/ programme is launched, or when there are major changes.

3.2   Programme planning

3.2.1   Graduate divisions planning new TPg programmes are requested to use the template *Proposal for introduction of new self-financed taught postgraduate programme* for the formal submission document for programme proposals and budgets. This document is available on the GS website.

3.2.2   Proposals need first to be approved by the Faculty Board. Self-financed programmes are then screened by the Committee on Self-financed Taught Postgraduate Programmes. They are then forwarded to the Graduate Council and Senate for consideration.

3.3   Course planning

3.3.1   Course planning should include a specification of (a) expected learning outcomes, (b) subject content, (c) intended distribution of learning activities, (d) the assessment scheme, and (e) intended channels to collect feedback for evaluation. Graduate divisions submitting new course proposals are requested to use the template *Course description form*, available from the GS website.

3.4   Dissemination

3.4.1   Relevant sections of the course-planning document, with minor modifications, could become the course outline to be provided to students at the beginning of each course offering. It is recommended that course outlines be posted on the departmental website, so as to be available to prospective students.

4.   Course Reviews

4.1   Frequency

4.1.1   Each of the courses should be reviewed by the teacher(s) concerned and the programme committee at least once every three years, or more frequently as necessary (e.g. when first launched or upon major changes). Review by an external examiner is accepted as an appropriate mechanism for course review. The external examiner's report, which would be read by the Dean of the GS and Division Head, can be accepted as equivalence to the course review.

4.2   Format and content

4.2.1   The course review should refer to the course-planning document, and should cover (a) learning outcomes, (b) subject content, (c) learning activities, (d) the assessment scheme, and (e) an action plan in the light of the reflection on (a)–(d), which in each case should be supported by relevant sources of feedback evidence. In cases where the action calls for major changes, this initiates a new cycle of course planning.

4.3   Dissemination

4.3.1   The course review is internal to the programme committee but should be noted in the annual progress report and be presented at the Annual Programme Meeting for discussion and follow-up.

5.   Annual Progress Report

5.1   Frequency

5.1.1   Each division should engage in at least one session of annual review on all matters related to the programme(s) it offers, including each TPg programme offered, as a summary of the programme-review discussion. This can simply take the form of an item on the agenda of a Department Board meeting or retreat to discuss and record issues, changes and improvements. In normal years the annual review will result in the formulation of the brief annual progress report designed to record key decisions about the programme's development. At least once every six years the review on each TPg programme should be more substantial, and is subject to monitoring.

5.2   Format and content

5.2.1   In years other than that for the programme review, a brief annual progress report (typically one page) should be prepared on each TPg programme. The report will be submitted to the Faculty Dean for discussion and follow-up by the Faculty Board (or a sub-committee delegated to handle T&L matters). The report need not contain evidence for reported progress and should highlight key current features of the programme's T&L activity. In the report the programme team is expected to reflect upon the elements of T&L incorporated in the curriculum development model which underpins the integrated framework, namely:
- learning outcomes
- content
- learning activities
- assessment.

5.2.2   In the annual progress report there should be reflection upon the following statistical data, where pertinent, though the data themselves do not need to be reported:
- number admitted
- number of applications and some breakdown by quality
- attrition figures
- number of courses offered and who teaches them

- grade distributions
- external examiner's reports and action taken
- financial side: income, payment rate for teachers.

5.2.3   As the primary responsibility for ensuring the quality assurance of TPg programmes rests with the Dean of the Faculty, requests can be made for these annual progress reports to be forwarded to the Faculty Office.

6.   Programme Self-evaluation

6.1   Dissemination

6.1.1   The programme self-evaluation is an internal programme committee document, but should form the basis for a formal programme review by the panel appointed by the Faculty Board.

6.2   Frequency

6.2.1   Each division should conduct self-evaluations of its TPg programmes at least once every six years, ahead of the programme reviews (below). For new programmes or those experiencing rapid changes, self-evaluations should be conducted earlier, say immediately after a cohort has graduated. The self-evaluation is in preparation for the programme review.

6.3   Format and content

6.3.1   The self-evaluation should refer to relevant sections from the programme-planning document, and should cover (a) aims and desired learning outcomes, (b) subject content, (c) learning activities, (d) the assessment scheme, (e) the effectiveness of procedures for programme management and quality assurance, (f) procedures for ensuring the quality of teaching and providing professional development for all teaching staff, (g) the training and evaluation of teaching assistants and/or part-time teachers, if applicable, and (h) a summary of changes and improvements previously decided and/or implemented since the last review (and as reported in the annual progress reports); these may include responses to recommendations in the report of the visiting/ external examiner, if applicable. All items (a)–(h) should be supported by relevant sources of feedback evidence. A draft action plan in the light of the reflection on (a)–(h) should be included. If the draft action plan calls for major changes, a new cycle of programme planning should be initiated. The self-evaluation report will serve as a basis for external programme review.

6.3.2   A suggested guide for sections (a) to (e) is available on the GS website. These guidelines should be adapted to suit the circumstances of each faculty.

7. Flexibility in Implementation

7.1 The details of the internal review mechanism mentioned in sections 3 to 6 above are broad outline suggestions. Each faculty is encouraged to reflect and decide on such adaptations as may be appropriate for its particular circumstances. There should also be flexibility with respect to the nature of individual programmes, the background of the students and the level of enrolment. However, significance differences from the direction of this framework should be reported to and endorsed by the Graduate Council.

7.2 A baseline of data has been collected from all TPg programmes through a stocktaking template. This aids the identification of areas of good practice, which is helpful to review panels in formulating recommendations.

8. Programme Reviews

8.1 Nature and frequency

8.1.1 Programme reviews involve parties external to the programme and division, and are conducted once every six years.

8.1.2 The primary responsibility for conducting reviews lies with the Faculty. The Faculty is responsible for arranging a timetable for the six-year review cycle, and should inform the Graduate Council and SCTL of the arrangements. Programme reviews will be coordinated as far as possible with the deliberations of the Visiting Committees, which has a more holistic brief, within which the teaching and learning component (including both the Ug and TPg programmes under the purview of the department) should largely rely on information elicited in the programme reviews.

8.2 Review panel

8.2.1 The review panel is appointed by the Faculty Board. This differs from the Ug case because it offers greater flexibility in order to deal with the greater degree of variation among TPg programmes. It is expected that expertise both in the subject and in pedagogy should be represented. The composition of the Review Panel should include the following members:
- one member to be nominated by the Faculty Board
- one member outside the Faculty, who might be from within or without CUHK
- one member who is an expert in that discipline, and who might be from within or without the Faculty
- The Chair, to be appointed by the Faculty Board, should be a senior member. The Faculty might add more members to the Panel as appropriate.

8.3 Review procedure

8.3.1 The programme committee offering the programme conducts a self-evaluation (see Section 6) and produces related documentation and supporting evidence in accordance with the guidelines for programme review.

8.3.2   The documentation for the programme review should be the same as that for programme self-evaluation, augmented as appropriate. The programme-review panel may seek additional information, e.g. in regard to particular courses specified by the panel. The review panel may meet with teaching staff, students or alumni of the department.

8.4   Reporting procedure

8.4.1   Following a review, the panel prepares findings and recommendations to which the programme committee responds. Key elements of the review panel's report are:
- judgement on the progress and improvements made, especially in relation to goals set in previous action plans; and
- judgement on T&L quality, as well as the processes for T&L enhancement.

8.4.2   One key component of the programme committee's self-evaluation and response documentation should be a recommended detailed action plan to deal with challenges and to improve the quality of T&L within the programme.

8.4.3   The programme-review documentation produced by the panel and the programme committee is forwarded to the Faculty Board for approval and discussion of follow-up actions. The report together with the action plan will then be forwarded to the GS for submission to SCTL and the Visiting Committee concerned. Faculty Board might also align the programme review with the review required by the 'sunset clause' requirement.

8.5   **Action plan**

8.5.1   The programme self-evaluation document requires the programme committee to identify strengths and challenges within a programme. In addition the panel makes its own assessment of these and provides recommendations to departments. Identification of strengths provides useful information on best practice for other programmes. Identification of challenges should lead to a detailed action plan for improvement. The action plan should be formulated by the programme committee and endorsed by the Faculty Board concerned.

8.5.2   In subsequent reviews, the panel assesses the progress against the original action plan. Progress on action plans can be tracked via annual progress reports by programme committees to the Department Board.

8.6   Consideration by the Faculty Board

8.6.1   The Faculty Board considers the review panel's report, including its judgement on progress and on the quality in T&L. The Faculty Board then makes final recommendations to the programme committee for action.

8.7   Dissemination

8.7.1   The programme-review documentation and the programme committee's response are made available to the division, the Faculty Board, GS and SCTL.

8.8   Review by a Panel of SCTL

8.8.1   Each year a small number of the programmes reviewed by Faculty panels will normally be selected for further review by a panel appointed by SCTL. The composition of the panel and the review procedures followed will be as for Ug programmes.

8.9   Review by the Committee on Self-financed Taught Postgraduate Programmes

8.9.1   Programmes endorsed by the Committee on Self-financed Taught Postgraduate Programmes will be reviewed after three cohorts of intake, principally on the resources management of the programme.

9.   Professional Development

9.1   A programme of professional development is compulsory for all new CUHK teaching staff at the level of Assistant Professor or below, including Teaching Assistants. Evidence of satisfactory completion is required for consideration of contract renewal, substantiation and promotion. New teachers in other ranks are also encouraged to take the course.

9.2   Programme committees are also expected to have in place effective procedures for ensuring the quality of teaching by any part-time teaching staff. These measures should be reported in the programme self-evaluation document.

10.   Incentives

10.1   Incentives, at both the individual and the programme level, are incorporated into University policies and procedures to promote attention to the matters contained in this integrated framework. Faculties are expected to ensure that there are high levels of commitment.

10.2   Programme level

10.2.1 The Dean of a Faculty is responsible for ensuring that programme committees take appropriate action in respect of the action plans they formulated in response to recommendations of review panels. The actions of the Dean are reinforced by the endorsement of action plans by Faculty Boards. Where necessary, action will be reinforced by the Chair of the SCTL. In extreme cases the Faculty Dean and/or the SCTL may recommend to the Graduate Council that new enrolments may be suspended if specified steps in the action plan are not implemented.

10.3   Individual level

10.3.1 Course evaluation is used to ensure the quality of teaching of individual teachers.

The Chinese University of Hong Kong
Graduate School
Proposal for <u>Introduction of New</u> Self-financed Taught Postgraduate Programme

Please read the "General Framework of Taught Postgraduate Programmes" before completing the proposal.

Degree/award Title[Note 1] (English)	(Example: Master of Arts)
(Chinese)	（例：文學碩士）

Programme Title (English)	(Example: Anthropology)
(Chinese)	（例：人類學）

Offered by Graduate Division of

Partner Institution & Location *(if applicable)*

1. Proposed Year of Commencement (Example: 2014-15)

2. Target Participants and Proposed Intake

2.1 Target participants *(Please also state clearly whether or not the target participants would meet the minimum entry requirements of the Graduate School)*:

2.2 Proposed total student intake per year (headcount) :
(include the numbers in Section 2.3)   Full-time   Part-time

2.3 Intended non-local student intake per year (headcount):   Full-time   Part-time

3. Programme Information

3.1 Mode of study*:   Full-time   Part-time

3.2 Study period   Full-time   Part-time
   3.2.1 Normative[Note 2]:   years   years
   3.2.2 Maximum[Note 2]:   years   years
3.3 No. of terms per year: Terms (i.e. regular term[Note 3])

4. Existing programmes to be phased out in connection with the introduction of the proposed new programme *(if applicable)*

Programme Title	Time Basis	Effective from (Intake or Year)

* Please submit the "Proposal for Programme Change" form for endorsement/approval of the Faculty Board/GCExCo/Senate to phase out the programme listed above.

5. Background

6. Objectives/Expected Learning Outcomes/Graduate Attribute

6.1 Objectives/Expected Learning Outcomes

6.2 Graduate Attribute Statement *(Based on the expected course outcome, please prepare a statement describing the attributes of the graduates of the proposed programme for student and general public information.)*

7.　Evidence of Student Demand for the Programme

8.　How is the programme benchmarked with other programmes in Hong Kong and worldwide?

9.　Entry Requirements

9.1 All applicants must fulfil the general qualifications for admission and the English Language Proficiency Requirement prescribed by the Graduate School.

9.2 Additional entry requirements set by Division/Programme *(if applicable)*:

10.　Credit Unit Requirements for Graduation

Total: _____ units, including -

Required courses: _____ Units

Elective courses: _____ Units

Project: _____ Units ☐ Required* ☐ Optional*

11.　Study Programme Requirements [Note 4]

11.1 List of Required Courses

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units	Contact Hours	Minimum Grade#
Brief course description:				
Brief course description:				
Brief course description:				

11.2 List of Elective Courses

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units	Contact Hours	Minimum Grade#
Brief course description:				
Brief course description:				
Brief course description:				
Brief course description:				

#'Minimum grade' refers to the grade required to fulfil the programme requirement. All courses should be graded A – F, where F = fail. Where such minimum is not explicitly stated, it shall be taken to be D. If Programme sets a higher grade requirement, please also complete section 10.5 for additional term assessment requirement set by Programme.

11.3 Project *(If the project has already been included under 'Required' or 'Elective' Courses in previous sections, there is no need to put it here again.)*

Course code	Course Title *(please provide both English & Chinese Title and indicate if it is a new or existing course)*	Units	Contact Hours	Minimum Grade#

Brief course description:

#'Minimum grade' refers to the grade required to fulfil the programme requirement. All courses should be graded A – F, where F = fail. Where such minimum is not explicitly stated, it shall be taken to be D. If Programme sets a higher grade requirement, please also complete section 10.5 for additional term assessment requirement set by Programme.

11.4 Other Requirements (e.g. third language requirements, fieldwork/laboratory/practicum, etc)

11.5 Additional term assessment requirement set by Programme [Note 5] *(Applicable to programmes with higher grade requirement, etc)*

12. Course and Unit Exemption *(Please complete this section only if the programme wishes to apply for EN BLOC exemption for a particular group of students. As stipulated in the Policy on Course and Unit Exemptions for Postgraduate Students, the total number of units exempted may not exceed half of the required number. Please also specify clearly the minimum grade required for such exemption and if the exemption would lead to a shorter study period.)*

13. Assessment and Graduation

13.1 Assessment Methods [Note 6]

13.2 Graduation Requirement

All students are required to meet all the programme requirements, pass all the assessment and obtain a cumulative overall GPA of at least 2.0 in order to graduate.

13.3 Additional requirements for graduation set by Graduate Division/Programme *(if applicable)*:

14. Resources

14.1 Teaching Staff

13.1.1 Programme Director [Note 7] *(if applicable)*:

13.1.2 Deputy Programme Director [Note 7] *(if applicable)*:

13.1.3 Please provide the list of teaching staff for this programme e.g. full-time, part-time., etc at the time the programme is launched.

Teacher's Name	Full-time/Part-time	In-load/Outside Practice

14.2 Budget (Please attach the budget as Appendix)

* Please tick as appropriate.

Signature of Department Chairman	Department Name

In Block Letters	Date

- -

Signature of Division Head	Division Name

In Block Letters	Date

- -

Signature of Co-organizing Unit (if applicable)	Unit Name

In Block Letters	Date

Notes:
1. If the proposed degree title is a new one, i.e., different from the general taught postgraduate degree titles like Master of Arts, Master of Science and Master of Social Sciences or those listed in Statute 26 of the University Ordinance, statutory amendment is required which will take about one year's time to complete all amendment procedures.
2. For Master of Arts/Science/Social Science Programme, the study periods are normally as follows:

	Normative study period	Maximum study period
Full-time	1 year	3 years
Part-time	2 years	4 years

3. GCExCo approved at its Meeting held on 11 September 2009 that all postgraduate programmes are assumed to have an optional summer term automatically.
4. Postgraduate students taking undergraduate courses to satisfy programme requirements for an advanced degree (masters and taught doctorals) should be discouraged; where approved on an exceptional basis, such undergraduate courses should not exceed 15% of the unit/graduation requirement for the postgraduate degree, and unless specifically approved with good justification, should be limited to 4000 level courses. For new programmes, if 15% or more 4000

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level (or below) courses are included as programme requirements, justification should be entered into the programme proposal and explicit approval from GCExCo would be required in this respect.

5. Please specify the Programme's additional assessment requirement in addition to the term assessment requirement of the Graduate School (refer to clauses 13.1-13.4 of the General Regulations Governing Postgraduate Studies).

6. The nature of the assessment methods should be clearly stated. For example, projects or take-home open-book examinations should be identified as such, rather than loosely grouped under examination. The Programme Committee of individual departments should screen cases with a certain percentage of non-examination/test component.

7. It is considered unfavorable to appoint Visiting Professors to assume the role of (Deputy) Programme Director. In addition, (Senior) instructors / Professional Consultants / Teaching Fellows who take up such roles should have relevant experience.

8. The proposal for introduction of a new self-financed taught postgraduate programme should be endorsed/approved by the i) Faculty Board, ii) Graduate Council, iii) RAC and iv) Senate APC/Senate, and also approval from Bursary in regard to the budget.

(S:/Prog Info/Templates for new SF TPg/NewSFTPgProgProposal temp_20140220.doc)

Programme Name (please fill in)
Budget for the Programme Duration (at least 2 years)

(Please consult the Self-financed Programmes Management Unit of the Bursary in the course of preparing this budget and submit the budget together with the programme proposal to the Senate for consideration after endorsement by the Faculty Board and Faculty Dean.)

General Information

Study Mode :		Part-time	Full-time	
Normative Study Period :				
Number of Students to be enrolled:				
Financial Year		2015-16	2016-17	**Additional years if applicable**
Number of Courses to be offered				
Contact Hours				

Budget for the Programme (at least 2 years)

		2015-16	2016-17	**Additional years if applicable**
		$	$	**$**
Income Budget				
Tuition Fee	[Note 1]			
Miscellaneous Income				
(Other, please specify)				
Total Income Budget				
Staff Cost Budget	[Note 2]			
Teaching Staff Cost	[Note 3]			
Administrative Staff Cost	[Note 3]			
Programme Administrative Services	[Note 4]			
Other Teaching Fee	[Note 5]			
Other Staff Cost				
(Other, please specify)				
Sub-total				
Non-staff Cost Budget	[Note 2]			
Office Expenses				
Furniture & Equipment				
Printing, Stationery & Supplies				
Repairs & Maintenance				
General Expenditure				
Official Entertainment	[Note 6]			
Activities Entertainment	[Note 6]			
(Other, please specify)				
Programme Expenses				
Overseas Travel - Air Passage	[Note 6]			
Overseas Travel - Per Diem	[Note 6]			
Visiting Scholars - Air Passage	[Note 6]			
Visiting Scholars - Other				
External Examiner - Honorarium				
Organization of Conference-Other				
Student Related Expenses				
Classroom Rental				
(Other, please specify)				
Overhead				
University Management Fee	[Note 7]			
Faculty/Departmental Overhead	[Note 8]			
Sub-total				
Total Expenditure Budget				
Operating Surplus/(Deficit) for the year	[Note 9]			
Levy from Faculty				
Net Surplus/(Deficit)				
Accumulated Surplus Brought Forward		▨▨▨		
Accumulated Surplus Carried Forward	[Note 9]			

Financial Analysis:			
% of Total Administrative Staff Cost over Total Expenditure			%
% of Total Staff Cost over Total Expenditure			%
% of Surplus for the year over Total Income			%

Approved by Faculty:

	Name in Block Capitals	Signature	Date
Programme Director			
Department Chairman			
Faculty Dean			

Confirmed with Bursary:

Signature _____

Name _____   Date _____

Notes:

1. Calculation of total tuition fee:
   (expand the table as necessary)

	Study Mode	Amount	No. of Students	No. of Terms/Units	Total Tuition Fee
Whole programme	Full-time				
	Part-time				
Per annum	Full-time				
	Part-time				
Per term [a]	Full-time				
	Part-time				
Per credit unit [a]	Full-time				
	Part-time				
Total no. of units per programme					
Deemed tuition fee for 30 units [b]					

[a] *From 2010-11 onwards, tuition fees are collected on a term/unit basis and should be rounded up to the nearest dollar.*

[b] *The minimum level of fee for self-financed TPg programmes is not less than $100,000 per 30 units for 2014-15 and not less than $105,000 per 30 units for 2015-16 .*

2. Reducible cost requirements are detailed in the Funding Model operation manual for self-financed teaching programmes.

3. Breakdown of the staff cost:

Teaching Mode	No. of Courses	No. of hours	$ per hour/ course/ month	Total Amount
In-load [a]				
Part-time / Outside Practice [b]				
Co-teaching [c]				
Other (by rank) [d]				

[a] *RAC at its 8th (2008) meeting held on May 23, 2008 approved that the full in-load teaching cost should be defined as the standard notional cost of a professor/instructor or the average teaching cost commitment specific to a Department, taking into account the housing cost and a nominal 30% discount for research activities. The formula for calculating the in-load teaching cost per course is as follows:*

Standard Notional Cost of a Professor/Instructor or Average Teaching Cost Commitment Specific to a Department + Average of the Top Two Prevailing Rates of Non-accountable Cash Allowance*) / Normative Full Teaching Load as Defined by a Department] x 70% (applicable to Professor only)

*Applicable to teaching staff ranks eligible for housing benefit.

[b] *Part-time teaching rate ranges from $800/hour to $2,400/hour with $1,500/hour for 2013-14 and $1,600/hour for 2014-15, being the minimum outside practice rate for Assistant Professor or above. Up to 10%, 15% and 25% additional loading on hourly rate, with a maximum of 10 hours per trip is provided for teaching services rendered in Shenzhen, other part of Guangdong and other part of China and other countries respectively (re: AAPC Circular No. 37/2007 dated 11/9/2007).*

AAPC at its 9th meeting held on August 28, 2012 approved that the contact hours for a teaching staff involved in a taught 3-unit course of a self-financed programme will be standardized to 42 hours with effect from 2012-13.

[c] *The co-teaching charges to be paid (received) by self-financed programmes for courses taught by (for) other UGC-funded programmes are as follows:*

Courses	Charge per Student for Each Credit Unit (with effect from 2012-13)
Bachelor of Medicine and Bachelor of Surgery (MBChB)	*$4,870*
Others	*$1,800*
Language	*$1,100*

For co-teaching between self-financed programmes, the charges should be handled between themselves.

[d] *Retirement benefits as well as other fringe benefits should be built in as appropriate.*

With effect from July 1, 2011, the staff budget and expenditure of all self-financed programmes are accounted for on a full actual cost basis, including actual salary, retirement benefit, housing benefit and other fringe benefits.

Staff (by rank) [d]	Basic Salary	Retirement Benefit	Other Fringe Benefits	Total

4. AAPC at its 17th (2007) meeting held on November 13, 2007 agreed with effect from 2007-08 that
    (i) The Faculty Deans will decide on the cap (in terms of the maximum number of working hours payable), if any, for the programme administrative service appropriate to the self-financed programmes under their Faculties.

    (ii) The respective Faculty Executive Committees will determine the types of programme administrative service to be remunerated for self-financed programmes, the number of hours payable for each type of administrative service, as well as the applicable hourly rate.

    (iii) The amount of approved programme administrative fee should be included in the budgets of the self-financed programmes concerned.

    (iv) The appointments of programme director, module coordinator, panel chairman, etc, should be approved by the respective Faculty Deans. The relevant Board minutes should be appended to the application for outside practice as supporting document.

5. Other teaching fee includes guest speaker's fee, interviewer's fee, reviewer's fee and consultation fee.

6. Official entertainment, outgoing air-passage, per diem (or actual outlays) and incoming air-passage are each capped at 2% of tuition fee income (or 4% for programmes with non-local collaboration). Within the budget for official entertainment, a sub-cap of 1% of fee income can be used for activities entertainment.

7. University management fee is chargeable on the total income of self-financed teaching programmes at the following rates:

	Full-time	Part-time
On-campus	26%	17%
Off-campus	20%	13%

8. With effect from July 1, 2006, an extra 10% overhead charge is imposed on the total income of self-financed teaching programmes for use of infrastructure and facilities provided by Faculty/Department. The amount is channelled back to the Faculty/departmental one-line budget as appropriate.

9 In case that programme is in deficit, the organizing department should critically assess the programme's status as a going concern. If only temporary financial assistance is needed, departmental private funds and the faculty's private funds should be called on as appropriate. Any such request should be made with adequate transparency Department Board and the Faculty Executive Committee and formally approved by the Faculty Dean. Interest at 1% below prime rate will also be charged on deficit balance.

(February 2014)

THE CHINESE UNIVERSITY OF HONG KONG

MEMO

To : Faculty Deans

From : Secretary, Resource Allocation Committee
c/o Financial Planning Unit, Bursary (ext. 37231)

Ref : RAC/2012/112

Date : September 11, 2012

Rates for Co-teaching Charges with effect from 2012-13

With the conversion of the majority of the UGC-funded TPg programmes to a self-financing basis, there are instances where students of UGC-funded programmes and self-financed programmes will take courses together for cost efficiency. In 2004, UGC advised that it was the responsibility of the University to ensure that a robust costing and fund transfer system should be in place for making fair and appropriate cost apportionment between the UGC-funded programmes and self-financed programmes under the "co-teaching" arrangement so that there would not be cross-subsidization of UGC resources to self-financed programmes. In response to this call, RAC established the standard co-teaching charging rates in 2004 for implementation with effect from 2005-06 to reflect the marginal cost to be recovered for students of self-financed programmes taking UGC-funded courses. The co-teaching rates were calculated based on a marginal funding rate of 50% for teaching a UGC-funded student.

In 2008-09, RAC reviewed the revised rates for co-teaching charges using the same calculation methodology for 2005-06 and agreed to continue to adopt the 2005-06 co-teaching rates noting that the differences in the respective rates were not significant. RAC further agreed that the co-teaching rates should be reviewed at the end of each triennium.

RAC at its 9th (2012) meeting held on August 28, 2012 reviewed the co-teaching rates for implementation with effect from 2012-13. Taking into account that the marginal funding rate for a UGC-funded student is 60%, the co-teaching rates are revised accordingly. The co-teaching rates are tabulated below:

With effect from	2005-06	2008-09	2012-13
MBChB	$4,000	$4,000	$4,870
Others	$1,500	$1,500	$1,800
Language	$850	$850	$1,100

The policy on co-teaching charges is updated accordingly as set out in the attachment. It would be most grateful if Faculty Secretaries could help disseminate the information to the departments and self-financed programmes under the respective Faculties.

       With regards,

Salome Chan

Enc.
SC/ic

c.c.   Provost
       Professor Michael K.M. Hui, Pro-Vice-Chancellor
       Dean of the Graduate School
       Bursar
       Senior Assistant Registrar, Graduate School Office
       Faculty Secretaries
       Head, Planning Office, Faculty of Medicine
       Finance Manager, Financial Planning Unit

THE CHINESE UNIVERSITY OF HONG KONG

Policy on Co-teaching Charges

1. Following the conversion of the majority of the UGC-funded taught postgraduate programmes to a self-financing basis, there has been a rapid increase of self-financed programmes offered by the University. To guard against the risk of cross-subsidization of UGC resources to self-financed activities and for the proper use of public resources, the University has decided to implement three standard co-teaching charges with effect from 2005-06 for (a) students of UGC-funded programmes (including IAS fee-paying students, exchange students and non-local fee-paying students) taking credit units of self-financed programmes; and (b) students of self-financed programmes enrolling in UGC-funded programmes. The standard co-teaching charging rates are revised with effect from 2012-13 as follows:

		Charges per student for each credit unit
a)	MBChB courses	$4,870
b)	Other courses	$1,800
c)	Language courses	$1,100

    The Faculties/Departments concerned should assure that the quality of their programmes will not be affected by co-teaching of UGC-funded students and self-financed students.

2. Co-teaching charges arising from language courses offered by the Department of Chinese Language and Literature (Chinese Department) and the English Language Teaching Unit (ELTU) will be payable to the University since the Chinese Department and ELTU are funded on the basis of post establishment as agreed with the University according to the prevailing policies with regard to the provision of these service courses, teaching load requirements, class size, as well as the need and demand of students. These two units should enroll students according to the admission priority and class capacity.

3. Charges for postgraduate students of UGC-funded programmes enrolling in other UGC-funded courses should be as follows:

    a) For required courses specified in the study scheme but not offered by the home department/programme, co-teaching charges should be paid by the home department/programme.

    b) For courses taken on a voluntary basis, no charges will be levied. Departments should in principle open their courses to postgraduate students as appropriate subject to admission priority and class capacity.

4. Pursuant to the UGC's requirement that (a) no cross-subsidization between UGC-funded and self-financed programmes should be allowed and (b) the additional year required for the second degree of a double degree programme at the undergraduate level should be self-financing, self-financed undergraduate programmes and the extra year of the double degree programme shall be separately accounted for. The tuition fee income will be credited to a self-financing account, against which co-teaching charges and university and departmental overhead will be levied. The remaining surplus will be retained in the self-financing account of the programme concerned. However, to reduce the cumbersome work in tracking

co-teaching charges in detail, a lump sum transfer between block grant and self-financed accounts will be made.

5. Co-teaching charges for students of self-financed programmes taking self-financed courses offered by other departments/programmes will continue to be dealt with separately between the departments/programmes concerned as in the existing practice.

6. The Graduate School will coordinate with the Registry to set up a centralized database to monitor the aforesaid charging system and the Bursary will serve as the central clearing house to effect all transactions for co-teaching charges, with funding to be disbursed to the departments/programmes concerned with a one-year lag.

7. A summary of co-teaching charging arrangement for different types of courses taken by different categories of students is set out in the attachment.

September 11, 2012

THE CHINESE UNIVERSITY OF HONG KONG

Summary of Co-teaching Charging Arrangement for Different Types of Courses Taken by Different Categories of Students
(With effect from 2005-06 unless otherwise stated)

Types of Courses	Categories of Students			
	UGC-funded Programmes		IAS Fee-paying & Exchange Students	Self-financed Undergraduate & Postgraduate Students [a]
	Undergraduate Students Local & Non-local	Postgraduate Students Local & Non-local		
UGC-funded Courses				
Undergraduate Level — Chinese & English Language Proficiency Courses	No charge [b]	No charge [b]	No charge [b]	With charge [h]
Undergraduate Level — Other Undergraduate Courses	No charge [c]	Conditional [f] For 2005-07 No charge [c] Wef 2007-08	No charge [c]	With charge [e]
Postgraduate Level — English Language Proficiency Courses	No charge [b]	No charge [b]	No charge [b]	With charge [h]
Postgraduate Level — Other Postgraduate Courses	No charge [c]	Conditional [f] For 2005-07 No charge [c] Wef 2007-08	No charge [c]	With charge [e]
Chinese Language Centre (CLC) Courses				
▪ Cantonese Courses for Mainland Students *(capped at 6 units per term)*	No charge [d]	No charge [d]	No charge [d]	With charge [h]
▪ Putonghua Courses for Local Students *(capped at 6 units per term)*	No charge [d]	No charge [d]	N/A	With charge [h]
▪ Chinese Language Courses for Beginners *(capped at 6 units per term except with special arrangement)*	No charge [d]	No charge [d]	No charge [d]	With charge [h]
▪ Self-financed Language Courses	With Charge [i]	With Charge [i]	With charge [i]	With charge [i]
Self-financed Courses	With charge [e]	With charge [e]	With charge [g]	With charge [i]

Remarks: See notes overleaf.

September 11, 2012

Note:

(a) Including self-financed undergraduate programmes and the second of the double degree programmes. Co-teaching charges will be calculated on a lump sum basis.

(b) Resources to be dealt with through <u>post establishment</u> in the usual way.

(c) Resources to be dealt with through <u>FLE arrangement or outside practice</u> in the usual way.

(d) Resources to be dealt with through special funding arrangement with the Chinese Language Centre (CLC). For exchange and IAS fee-paying students, there are caps on the number of credit units funded by the University.

<u>For Undergraduates</u>

- Capped at 6 units per term for undergraduate exchange and IASP fee-paying students. Undergraduate exchange students from the University of California Education Abroad Programme may take a maximum of 9 units per term subject to approval for each case.

- Capped at 12 units per term for undergradute exchange students coming under JAS exchange programmes.

- Capped at 12 units per term for selected college exchange programme with partners of Japanese universities.

- Students wishing to take beyond the capped no. of units will be responsible for the extra fees.

<u>For Postgraduates</u>

- Capped at 12 units per term for fee-paying postgraduate students.

- Postgraduate exchange students wishing to take Chinese language training will be responsible for the fees.

(e) The co-teaching charges to be paid by the <u>home department/programme</u> for courses offered by another department/programme is as follows:
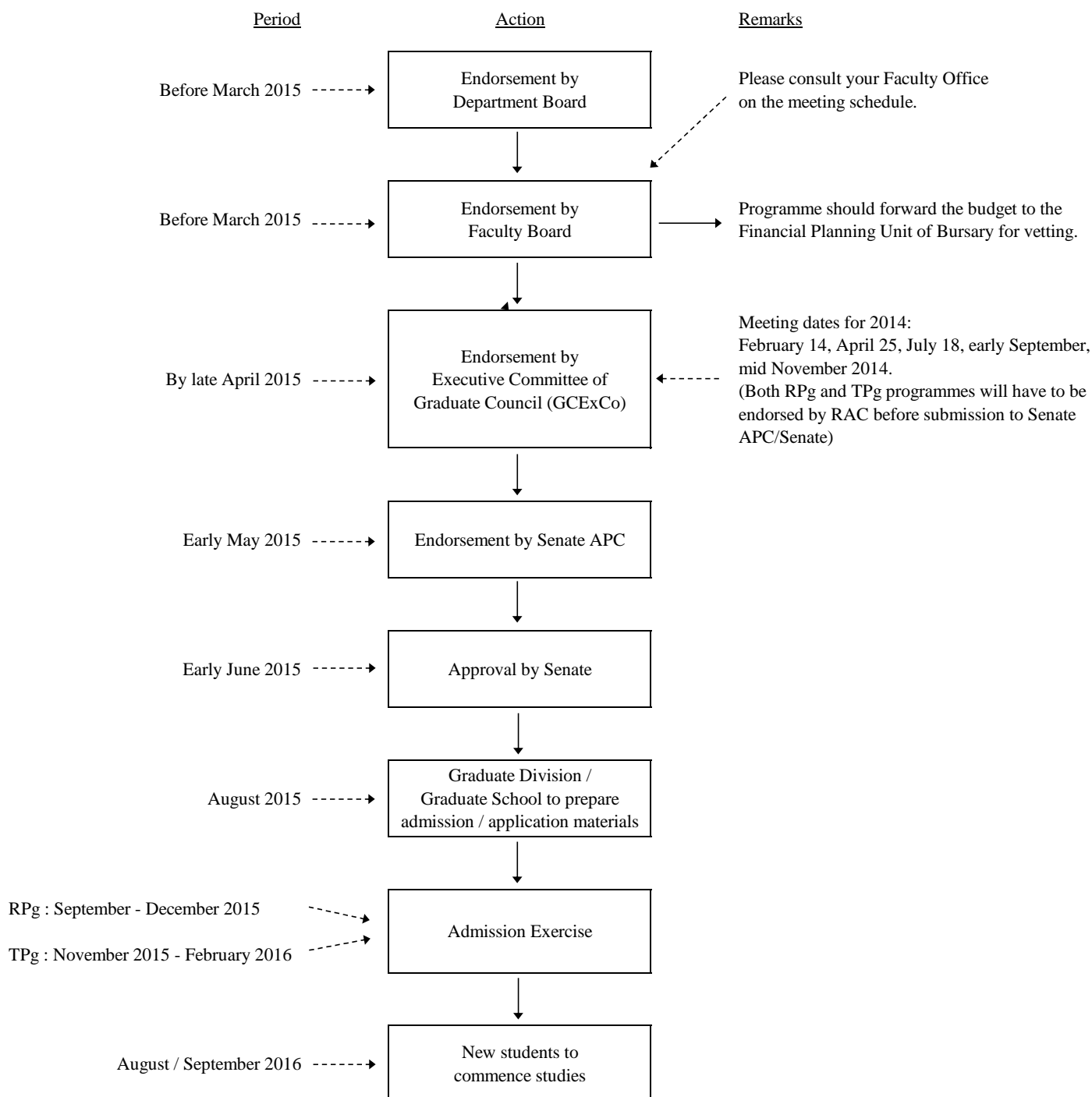
Types of Courses	Charge per Student for Each Credit Unit
- MBChB	$4,870
- Others	$1,800
- Language	$1,100

(f) For required courses specified in the study scheme but not offered by the home department/programme, co-teaching charges stipulated in Note (e) will be paid by the home department/programme; for courses taken on a voluntary basis, no charges will be levied but departments should in principle open their courses to postgraduate students if deemed appropriate subject to admission priority and class capacity.

(g) The co-teaching charges stipulated in Note (e) apply, but the University, as the home department of IAS fee-paying students and exchange students, will cover the cost other than that arranged through outside practice.

(h) The co-teaching charges stipulated in Note (e) apply, payable to the University.

(i) To be paid by the students taking CLC self-financed language courses in addition to the prescribed limit, at CLC's fee rate.

(j) To be separately handled between the self-financed programmes concerned.

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School

Procedures for Introduction of New Postgraduate Programmes #

For a new programme to be launched in e.g. **2016-17** :

Period	Action	Remarks

Before March 2015 ------> **Endorsement by Department Board**
→ Please consult your Faculty Office on the meeting schedule.

Before March 2015 ------> **Endorsement by Faculty Board**
→ Programme should forward the budget to the Financial Planning Unit of Bursary for vetting.

By late April 2015 ------> **Endorsement by Executive Committee of Graduate Council (GCExCo)**
→ Meeting dates for 2014: February 14, April 25, July 18, early September, mid November 2014. (Both RPg and TPg programmes will have to be endorsed by RAC before submission to Senate APC/Senate)

Early May 2015 ------> **Endorsement by Senate APC**

Early June 2015 ------> **Approval by Senate**

August 2015 ------> **Graduate Division / Graduate School to prepare admission / application materials**

RPg : September - December 2015 ------>
TPg : November 2015 - February 2016 ------> **Admission Exercise**

August / September 2016 ------> **New students to commence studies**

Not applicable to <u>current</u> RPg programmes converting to "articulated" M.Phil.-Ph.D. scheme

November 2014

The Chinese University of Hong Kong
Graduate School
Proposal for Programme Change

Degree/award Title	(English) (Example: Master of Arts)
	(Chinese) （例：文學碩士）

Programme Title	(English) (Example: Anthropology)
	(Chinese) （例：人類學）

Offered by   Graduate Division of

Please indicate the action by putting a tick in the appropriate box below.

Phase out[Note 1] ☐   **Change Programme title**[Note 2] ☐   **Addition of Study mode**[Note 3] ☐

1. **Effective from**   E.g. 2015-16 ☐ Intake* *(for change of programme title and addition of study mode only)*

☐ Academic year* *(for phase out only)*

2. **Reasons for phasing out / change of programme title / addition of study mode** *(please cross out as appropriate)***:**

For change of programme title, please fill in the following section:

3. **Change Programme Title to:**

3.1 Degree Title[Note 4]   (English) (Example: Master of Arts)

(Chinese) （例：文學碩士）

3.2 New Programme Title   (English) (Example: Anthropology)

(Chinese) （例：人類學）

3.3 Please specify the arrangement for remaining active students registered in the current programme:

3.3.1   Change to the new programme*
(The Programme will obtain consent from the students.): ☐

3.3.2   Remain in the current programme*: ☐

For addition of study mode, please fill in the following section:

4. **Addition of Study Mode**[Note 5]

4.1 New Mode of study*:   ☐ Full-time   ☐ Part-time

		Full-time		Part-time	
4.2 Study period		<u>Full-time</u>		<u>Part-time</u>	
4.2.1 Normative[Note 6]:			years		years
4.2.2 Maximum[Note 6]:			years		years
4.3 No. of terms per year:		Terms (i.e. regular term[Note 7])			

4.4 This is to confirm that the study scheme of the new study mode is the same as the one offered in the current study mode.*

   (If not, please do <u>not</u> use this form but submit a separate proposal for approval.)

Please fill in the section below, if necessary

5. Remarks

  * Please tick as appropriate.

The above proposal has been endorsed by the Graduate Panel (if applicable) and Department Board.

_____	_____
Signature of Graduate Division Head	Name of Graduate Division
_____	_____
In Block Letters	Date

<u>*Notes:*</u>
1. The proposal for phasing out a programme should be endorsed/approved by the i) Faculty Board, ii) Graduate Council and iii) Senate.
2. The proposal for change of programme title should be endorsed/approved by the i) Faculty Board, ii) Graduate Council and iii) Senate APC/Senate.
3. The proposal for addition of study mode should be endorsed/approved by the i) Faculty Board, and ii) Graduate Council.
4. If the proposed change of programme title involves the addition of new degree, which was not listed in Statute 26 of the University Ordinance, statutory amendment is required which will take about one year's time to complete all amendment procedures.
5. <u>No</u> additional quota will be allowed for programmes that introduce a new study mode.
6. For Master of Arts/Science/Social Science Programme, the study periods are normally as follows:

	Normative study period	Maximum study period
Full-time	1 year	3 years
Part-time	2 years	4 years

7. GCExCo approved at its Meeting held on 11 September 2009 that all postgraduate programmes are assumed to have an optional summer term automatically.

(S:/Prog Info/ChangeProgtemplate_20140121.doc)

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School
Guidelines on Inputting Thesis Research Courses in the Course Catalog

Data Language: English | New Window | Customize Page | http

| Catalog Data | Course Outcomes | Offerings | Components | Approve Course |

Course ID: **001234**

Find | View All   First ◄ 1 of 3 ► Last

A1

*Effective Date: 01/07/2010 🗓   *Status: Active   Course Offering ◄ 1 of 1 ► ➕ ➖

A2
*Description: Thesis Research   F ABCD   8003

A3
Long Course Title: Thesis Research

A4
Long Description: In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress.

A5 **Course Units/Hours/Count**   **A6**

Minimum Units: 3.00   Last Course of Mult Term Seq: ☐
Maximum Units: 3.00   *Enrollment Unit Load Calc Type: Actual Units
Academic Progress Units: 3.00   Course Count: 1.00
Financial Aid Progress Units: 3.00   Course Contact Hours: 0.00

A7 **Course Grading**

*Grading Basis: Graded   *Grade Roster Print: Component
Graded Component: Thesis Mon

Repeat for Credit Rules

A9

☑ Repeat for Credit   Total Units Allowed: 999.00
A8   Total Completions Allowed: 99
☐ Allow Multiple Enroll in Term

A10 **Additional Course Information**

*Instructor Edit: No Choice

*Add Consent: No Consent   *Drop Consent: No Consent
Requirement Designation: 🔍
Equivalent Course Group: 🔍

Course Attributes   Customize | Find | 📋   First ◄ 1 of 1 ► Last

*Course Attribute		*Course Attribute Value			
TZBF 🔍	Zero Billing Factor	ZEROBF 🔍	Zero Billing Factor	➕	➖

A11

Override Topic Link ID ☐

Course Topics   Customize | Find | 📋   First ◄ 1 of 1 ► Last

Description	Repeat For Credit			
*Course Topic ID	*Description	*Short Description	*Formal Description	Topic Link ID
1				➕ ➖

💾 Save   🔍 Return to Search   📋 Previous in List   📋 Next in List   📋 Add   📋 Update/Display   📋 Include History

📋 Notify   📋 Correct History

Catalog Data | Course Outcomes | Offerings | Components | Approve Course

Please input as follows:

A1. Effective Date   = 01/07/2010 (must be 1 July of a year)

A2. Description   = Thesis Research (for English version)

                                      = 論文研究 (for Traditional Chinese version)

A3. Long Course Title   = Thesis Research (for English version)

                                      = 論文研究 (for Traditional Chinese version)

A4. Long Description   = In this course, a student is required to meet with his/her supervisor regularly who provides necessary guidance and supervision to write up a thesis and monitors the student's academic progress. (for English version)

                                      = 學生須定期與論文指導老師會面，在導師指導下完成論文寫作，導師並從中監察學生研究進度。 (for Traditional Chinese version)

A5. Minimum Units = Maximum Units = Academic Progress Units = Financial Aid Progress Units

                                      = 3.00 (for "8003" courses)

                                      = 6.00 (for "8006" courses)

                                      = 12.00 (for "8012" courses)

A6. Leave them as default

A7. Grading Basis   = Graded

A8. Check the box "Repeat for Credit"

A9. Total Units Allowed   = 999.00

     Total Completions Allowed = 99

A10. Leave them as default

A11. Course Attribute   = TZBF

Catalog Data | **Course Outcomes** | Offerings | Components | Approve Course

Course ID: **001234**

Find | View All   First ◀ 1 of 3 ▶ Last

Effective Date: 01/07/2010   **Status:**   Active

Description: Thesis Research

Learning Outcome

*Data Input Type: ◉ Free Text   ○ HTML File

*What are the students expected to know and be able to do after taking this course?

Attached File	Add Attachment	View	
	Add Attachment	View	−

Course Syllabus

*Data Input Type: ◉ Free Text   ○ HTML File

*What are the major concepts and topics to be covered?

The core content/syllabus should be covered by all sections of the same course and selected topics may be added by individual course teacher. Core content should comprise not less than 50% of the course

Attached File	Add Attachment	View	
	Add Attachment	View	−

Assessment Type

Customize | Find | View All | First ◀ 1 of 1 ▶ Last

	Assessment Type	Percentage		
1			+	−

Feedback for Evaluation

*Data Input Type: ◉ Free Text   ○ HTML File

Attached File	Add Attachment	View	
	Add Attachment	View	−

B. Please provide information for the following fields either by typing free text in the box or uploading HTML file:

1) Learning Outcome
2) Course Syllabus
3) Assessment Type
4) Feedback for Evaluation
5) Required and Recommended Readings

C1. Select the appropriate value:

1) Academic Group = Division code
2) Subject Area
3) Campus = MAIN
4) Academic Organization = Academic Group
5) Academic Career = RPG

C2. Catalog Nbr = 8003 / 8006 / 8012

C3. Leave them as default

Catalog Data | Course Outcomes | Offerings | **Components** | Approve Course

Course ID: 001234

Find | View All   First ◄ 1 of 3 ► Last
◄ 1 of 1 ►
| ABCD | 8003 |

Effective Date: 01/07/2010   **Status:** Active

Description: Thesis Research

D1 Course Component   **D4**   Find | View All   First ◄ 1 of 1 ► Last

☐ Auto Create
☑ Graded Component
☑ Primary Component
▨ Optional Component
☐ Generate Class Mtg Attendance

Field	Value
D1 *Course Component:	Thesis Monitoring Course
D2 Instructor Contact Hours:	3.000
Default Section Size:	30
Workload Hours:	
OEE Workload Hours:	
D3 *Final Exam:	Yes
Exam Seat Spacing:	1
Provider for Authentication	
LMS Extract File Type:	

Add Fee

Course Attendance   Find | View All   First ◄ 1 of 1 ► Last

Instruction Mode: 🔍
*Attendance Type:

☑ Use Present   ☑ Use Contact Minutes
☑ Use Reason   ☑ Use To and From Time
☑ Use Tardy   ☐ Override Template Date / Time
☑ Use Left Early

Room Characteristics Required   Customize | Find | ▦   First ◄ 1 of 1 ► Last

*Room Characteristic	Description	*Room Characteristic Quantity		
🔍		1	+	−

💾 Save   🔍 Return to Search   ↑▤ Previous in List   ↓▤ Next in List   ➕Add   📝Update/Display   📄 Include History
📧 Notify   📝 Correct History

Catalog Data | Course Outcomes | Offerings | Components | Approve Course

D1. Course Component	= Thesis Monitoring Course	
D2. Instructor Hours	= 3 (for "8003" courses)	
	6 (for "8006" courses)	
	12 (for "8012" courses)	
D3. Final Exam	= Yes	
D4. Check "Graded Component" <u>and</u> "Primary Component"		

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School
Request Form for Creating New Courses/Updating Information for Existing Courses

Course Code: __ __ __ __   __ __ __ __   Course ID: __ __ __ __ __ __

Offered by the Graduate Division of _____

Please input/update course information in CUSIS and submit the Course Catalog Report together with this form. You may refer to the Guideline on Creating New Course(s) / Updating Information for Existing Course(s) (http://www.cuhk.edu.hk/gss/internal/CourseCatalogGuideline.pdf) for detailed instruction.

Please tick		Type of Changes	Course Catalog	Study Scheme	
				Coursework Requirement	Course List
☐		**Introduction of new course**	✓	✓	✓
		Revision of existing course			
☐	a.	Cancellation of existing course	✓	✓	✓
☐	b.	Update English course title / course description	✓		✓
☐	c.	Update Chinese course title / course description	✓		
☐	d.	Change of course units	✓	✓	✓
☐	e.	Change of grading basis	✓		
☐	f.	Change to a multi-taking course, or vice versa	✓		
☐	g.	Update programme-course relationship (for timetable & grade distribution report)	✓		
☐	h.	Update learning outcome of the course	✓		
☐	i.	Update course syllabus, assessment type, feedback for evaluation, required and recommended readings	✓		
☐	j.	Change of course code	✓	✓	✓
☐	k.	Change of Graduate Division that offers the course	✓	✓	
☐	l.	Change of classification of academic career (i.e. RPg or TPg)	✓		
☐	m.	Change of course components (e.g. lecture, tutorial, etc.)	✓		
☐	n.	Change of course relations (e.g. pre-requisite, course exclusion, etc.)	✓		
☐	o.	Change of programmes for which students are allowed to enroll the course in CUSIS without prior approval	✓	✓	
☐	p.	Change of an elective course to a required course, or vice versa		✓	

Table header note: "Please update:" spans Course Catalog and Study Scheme.

Graduate Division

Please submit this form together with the Course Catalog Report (if applicable) to the Faculty Board* for approval.

_____   _____   _____
Head of Graduate Division   Signature   Date

Faculty Secretary

Please submit this form to the Graduate School upon Faculty Board's approval.

☐ Approved by Faculty Board*   ☐ Faculty Board* approval NOT required

_____   _____   _____
Faculty Secretary   Signature   Date

* Or other committees designated by the Faculty Board concerned

THE CHINESE UNIVERSITY OF HONG KONG

Senate Paper

**Course Sharing between Undergraduates and Postgraduates
and Guidelines for Assignment of Level of Course Code**

---

1.   The Quality Assurance Council (QAC) has drawn attention to the policy of allowing undergraduates (Ug) and postgraduates (Pg) to share the same course, and asked CUHK to review the situation.   There are actually several different types of situations, for which the policy ought to be different.

2.   The fundamental premise is that a course is a coherent collection of learning activities, with a clearly specified set of learning objectives against which students are assessed and grades are assigned.   This definition then implies that the treatment of all students in the same course should be identical, irrespective of their status.

Policy for enrolment across levels

3.   For the present purpose, a course is designated as Ug or Pg depending on whether its course code is below or above 5000 (see also Paragraph 6 below), and enrolment across levels include the following situations.

(a)   Ug students taking a Pg course as an elective

So long as the course is taken as an elective and therefore on a voluntary basis (including the case of an elective course that contributes to the major requirement), there is no problem in principle with an Ug student subjecting himself/herself to more stringent standards and less favourable chances of obtaining good grades (even though the QAC Report seems to query this practice).   Such practice is common in many United States universities, within the credit-unit system, especially among the better students intending to go on to graduate school.

Individual programmes may of course impose restrictions or conditions on enrolment, but these should be clearly spelt out in advance.

(b)   Ug students taking a Pg course as a programme requirement

However, if an Ug programme specifies a Pg course as a programme requirement, without alternate choices of Ug courses, this can be unfair to the students concerned. This practice should be disallowed at programme approval stage.

(c)   Pg students taking Ug courses to satisfy programme requirement for an advanced degree

Such practice for advanced degree programmes (masters and taught doctorates) should be discouraged; where approved on an exceptional basis, such Ug courses should not exceed 15% of the unit requirement for the Pg degree, and unless specifically approved

with good justification, should be limited to 4000 level courses. (The limit of 15% is suggested by QAC in its audit report, while the restriction to 4000 level courses would appear to be common sense.)

Moreover, in such cases, the programme may wish to set a higher grade requirement, e.g., "to complete BIO4123 with a grade of at least B".

The case of Pg programmes *not* leading to an advanced *degree* is dealt with separately below.

(d)   Pg students taking Ug courses as make-up requirements

A student with a first degree in subject A admitted to a Pg degree programme in subject B may have to make up some Ug courses in subject B. There should be no limit on such practice, provided such make-up is genuinely *additional* and does not count towards the normal Pg degree programme requirement.

(e)   Pg students taking Ug courses that are not required

Pg students may take other Ug courses, typically in a different subject, purely for broadening and interest (e.g., calligraphy or music), or to develop other skills (e.g., language, including a third language). These *additional* courses, which are not required, should be allowed without limit. It is of course up to the student and the advisor to consider overall workload.

Postgraduate Diplomas

4.   Postgraduate diplomas (PgDip) are offered in two modes.

   (a)   In many cases, a PgDip is offered to allow a first degree in one subject to be topped up or converted to another subject – with no claims that the latter is at a higher level than a first degree (i.e., a Bachelor's degree). In fact, this is the recognized mode in the largest UGC-funded PgDip programme, namely the PGDE, since the official policy is that a subject degree (BA, BSc etc.) plus a PGDE is regarded as equivalent as BEd. The PgDip in Psychology is also intended to bring a student with a first degree in another subject up to a level comparable to that of a BSocSc in psychology, in preparation for Pg or professional training. For these programmes, so long as the designated programme outcome is broadly as described above, and is so stated in the programme description, approval can be sought from the Graduate Council for exemption from the rules in Paragraph 3 above.

   (b)   In other cases, a PgDip is just the first part of a master-degree programme, and can count towards the requirements of the latter. In these cases, the rules in Paragraph 3 above will apply.

Grading policy

5.   Students in the same course should be graded in exactly the same way, blind to their

status, i.e., the definition of A/B/C/D etc. should be the same for all students. (This policy should apply not only to Ug versus Pg, but also to RPg versus TPg, and also within the Ug sector between majors and non-majors.)

6.   Nevertheless programmes should have the authority to apply the percentage guidelines on grade distribution to the appropriate subset of students. As an example, suppose the enrolment in a 4000-level course contains significant number of Pg students. Then the percentage guidelines on grade distribution can be applied to the Ug subset first of all to obtain grade boundaries (e.g., the B/C cut-off is 70 marks), and then the same boundaries are applied to all students. The result (assuming the Pg students perform better on average) could be that for the whole group, the cumulative percentage above a certain grade may exceed the guidelines significantly. Likewise, in a 5000-level course, the percentage guidelines can be first applied to Pg students only, and the resultant grade boundaries applied to the whole group.

7.   It is recognized that the definition of "pass" as well as the use of D+ is currently different between the Ug and Pg sectors. This technical issue will be separately addressed, but in the meantime, it is best if the concept of "pass" is totally avoided in this context, and reference is only made to letter grades. If a higher standard is needed for the Pg programme, then that should be specified as a higher grade requirement (e.g., "at least B"), not by altering the meaning of any grade.

Sharing of learning activities

8.   In special cases where there is a genuine need, two similar but not identical courses, respectively at Ug and Pg levels, can share the same learning activities but differ in other aspects such as assessment. The shared learning activities might be lectures, laboratory classes, formal workshops, excursions or field trips, etc. Indeed, a wide range of shared learning activities are possible. The conditions for such practice will be separately considered, but a central tenet is that the two groups of students are given genuinely different assignments or tasks as assessments, and because of this difference, the resulting credits are not transferable between the two courses. This practice should not be conceptualized as double coding the *same* course, because the courses must not be the same.

Student support

9.   Course teachers should be alerted to the need for special attention in student support when there is a mix of Ug and Pg students in the same class.

Cross-charging

10.   The Ug / TPg division happens to be closely related to the Block Grant / self-funded division (though the two are not identical). But the issue of enrolment across levels discussed here, as a matter of quality assurance, should not be confused with the issue of possible cross-subsidy. The latter can always be handled by imposing a level of cross-charging approved by the Bursar.

Guidelines on level assignment of course code

11.   The above policy recommendations presuppose a clear understanding of what a particular level of course code means (in particular the difference between 4000 level and 5000 level).   In the language of OBA, there should be an articulated set of outcomes for different levels.   The present discussion presents a good opportunity to formalize a set of guidelines, which are proposed as below.

Level	Specification
1000	An introductory course appropriate to 1st year students in a 4-year normative Ug programme, but could also be open to more senior students, especially non-majors seeking an introduction to the subject. There should be no prerequisite requirements, not even at A-level. The learning outcome would typically be to gain an introduction to a subject at university level, and to enable students to then access 2000 level courses and higher.
2000	An introductory course appropriate to 2nd year students in a 4-year normative Ug programme (or 1st year students in a 3-year normative Ug programme), but could also be open to more senior students, especially non-majors seeking an introduction to the subject. The prerequisites, if any, should be limited to 1000 level courses or A-levels. The learning outcome would typically be to gain an introduction to a subject at university level (over and above A-level), and to enable students to then access 3000 level courses and higher.
3000	An intermediate course appropriate to 3rd and/or 4th year students in a 4-year normative Ug curriculum (or 2nd and/or 3rd year students in a 3-year normative Ug curriculum), building on introductory courses at 1000 and 2000 level. The level of sophistication should be appropriate to upper years of university study, and typical learning outcomes would include the ability to integrate knowledge, make use of high-level skills, master advanced and specialist content. Such courses would typically not be appropriate as a required part of Pg studies, with possible exceptions such as a third language.
4000	An advanced course appropriate to 4th (and possibly 3rd) year students in a 4-year normative curriculum (or 3rd (and possibly 2nd) year students in a 3-year normative curriculum), building on introductory and intermediate courses at 2000 and 3000 level. The level of sophistication should be appropriate to the culmination of undergraduate studies, and typical learning outcomes would include the ability to integrate knowledge, make use of high-level skills, master advanced and specialist content, begin to undertake research and provide preparation for immediate entry to graduate school. Some such courses could form a (small) part of programme requirements in postgraduate studies.
5000	An advanced course designed with standards and learning outcomes appropriate to Pg studies, with an associated teaching and learning strategy that emphasizes independent learning, some research, engagement with open questions and possibly contact with the frontiers of knowledge in the subject. Some such courses could be made available as electives in Ug programmes; however, courses at this level should not be made part of the requirement of Ug programmes.
6000+	A highly advanced or specialized course designed with standards and learning outcomes appropriate to Pg studies, especially upper-year Pg students, with an

| | | associated teaching and learning strategy that emphasizes independent learning, research, engagement with open questions and contact with the frontiers of knowledge in the subject. Such courses would not normally be appropriate for Ug students even as electives, and any Ug students seeking to enrol would require justification and exceptional approval. |

Notes:

(a)   The descriptors cannot be absolutely sharp, and each Faculty/ Department/ Programme Board is expected to exercise its discretion taking into account the particular circumstances of the course.

(b)   The level is defined by course design, including: desired outcomes, standard, teaching and learning strategies and assessment.   It is *not* defined by the enrolment pattern. For example, if a course is designed with outcomes and standard etc. appropriate to Pg level, but for some reason the enrolment is predominantly Ug (e.g., the department has a small Pg enrolment, but many Ug with good standards), that course should still be classified as 5000 level rather than 4000 level.

(c)   The Visiting Examiner/ External Examiner/ Visiting Committee/ Programme Review Panel in reviewing the course should apply a benchmark appropriate to the level assigned.

12.   It is noted that at present some units use the first digit of the course code to denote attributes other than the level (e.g. "9" for a course in a non-local programme).   Such practice should be phased out, and the first digit should be reserved exclusively for denoting the level as above.   The CUSIS steering group will be asked to consider the need for allowing one more digit for labeling other attributes.

Decision requested
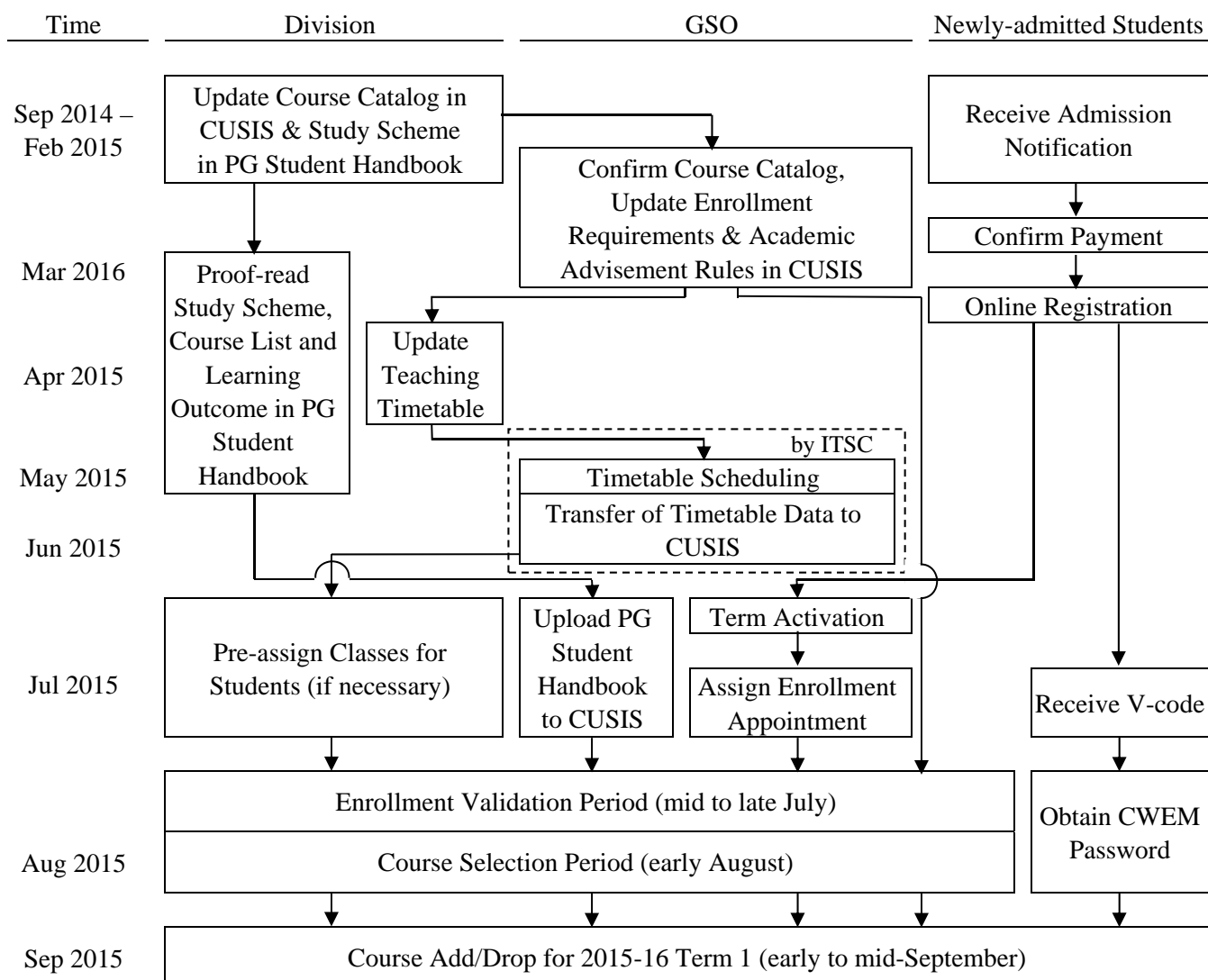
13.   The Senate Committee on Teaching and Learning (SCTL) has endorsed these proposals at its meeting on 21 January 2009.   The Senate is requested to approve the policies contained in this paper.   Subject to such approval, course sharing arrangements and course code assignments should be brought into conformity with this policy not later than the academic year 2010-11.

10 March 2009

THE CHINESE UNIVERSITY OF HONG KONG
Graduate School

Schedule of Tasks for Course Planning

To facilitate Departments/Graduate Divisions in course planning, a schedule of related tasks is shown below. The arrows represent the relationship of tasks. For example, classes cannot be pre-assigned to students before the data of Teaching Timetable is transferred to CUSIS. The schedule listed below has adopted the example of introduction of courses for 2015-16 academic year.

Time	Division	GSO	Newly-admitted Students
Sep 2014 – Feb 2015	Update Course Catalog in CUSIS & Study Scheme in PG Student Handbook	Confirm Course Catalog, Update Enrollment Requirements & Academic Advisement Rules in CUSIS	Receive Admission Notification
Mar 2016	Proof-read Study Scheme, Course List and Learning Outcome in PG Student Handbook		Confirm Payment
Apr 2015		Update Teaching Timetable	Online Registration
May 2015		Timetable Scheduling / Transfer of Timetable Data to CUSIS (by ITSC)	
Jun 2015			
Jul 2015	Pre-assign Classes for Students (if necessary)	Upload PG Student Handbook to CUSIS / Term Activation / Assign Enrollment Appointment	Receive V-code
Aug 2015	Enrollment Validation Period (mid to late July) / Course Selection Period (early August)		Obtain CWEM Password
Sep 2015	Course Add/Drop for 2015-16 Term 1 (early to mid-September)		

October 2014