



香港教育大學  
The Education University  
of Hong Kong



# Master of Arts in Positive Psychology in Education 正向教育心理學文學碩士

Programme Code: A1M100 (Full-time) / C2M031 (Part-time)

課程編號: A1M100 (全日制) / C2M031 (兼讀制)

## Programme Handbook 課程手冊

August, 2024



Faculty of Education  
and Human Development  
教育及人類發展學院



Department of  
PSYCHOLOGY  
心理學系



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In the event of inconsistency between information contained in this Programme Handbook and any University or Programme policies and regulations or where an interpretation of this Programme Handbook is required, the decision of the University shall be final.

The information given in this handbook is accurate as of 16 August 2024. Please refer to the online version of this handbook (<https://www.eduhk.hk/mappestudent>) for any additions or alterations made after that date.

Please refer to the online version of the Student Handbook 2024-2025 ([http://www.eduhk.hk/re/student\\_handbook](http://www.eduhk.hk/re/student_handbook)) and the General Academic Regulations for Taught Postgraduate Programmes (<https://www.eduhk.hk/gradsch/index.php/policies.html>) for any additions or alternations made beyond the production of this Programme Handbook.

**THE EDUCATION UNIVERSITY OF HONG KONG  
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT  
DEPARTMENT OF PSYCHOLOGY**

**Master of Arts in Positive Psychology in Education Programme  
(One-year Full-time/ Two-year Part-time)**

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The Education University of Hong Kong reserves the right to review the information contained in this Programme Handbook where necessary.

# 1. Programme Aims and Objectives

The MA(PPE) programme aims to provide students with knowledge of positive psychology and positive education, enabling them to integrate the science and application of positive psychology in educational and community settings. The programme will introduce the theoretical foundations and practical applications of positive psychology and positive education. This will help parents, teachers, school administrators, youth service providers, and other stakeholders to promote the well-being of themselves and others. Throughout the programme, students will learn how to assess and enhance their own well-being and how to share positive psychological practices with others. They will also learn how to design, implement, and evaluate evidence-based positive psychology interventions and positive education programmes. Specifically, students will first learn how to be positive themselves, then how to guide others to be positive, and finally how to develop and sustain a positive environment and culture. On successful completion of the programme's Mental Health Support for Young People course, students will be qualified as a Youth Mental Health First Aider with a Certificate in Youth Mental Health First Aid issued by the Mental Health Association of Hong Kong. Graduates of the programme are expected to be capable of helping individuals, groups, and organisations build the pathways of flourishing. They are also expected to have the knowledge and skills required for enhancing their own and other people's well-being in personal and professional lives.

Upon successful completion of the programme, students should be able to:

- demonstrate a comprehensive understanding of professional knowledge in positive psychology and positive education;
- utilise major positive psychological theories/principles to identify and analyse factors influencing well-being through different perspectives;
- integrate major theories/principles of positive psychology to innovatively and sensibly address real life issues and challenges in educational and community settings;
- evaluate theoretical foundations and practical applications of positive psychology and positive education using rigorous scientific principles and ethical standards; and
- design and implement professional, effective, and ethical positive psychology interventions and positive education programmes in local, regional, and global contexts.

## 2. Medium of Instruction

The medium of instruction is English.

## 3. Programme Duration

- 1 year full-time (maximum: 2 years)
- 2 years part-time (maximum: 4 years)

Remarks: An extension fee will be payable by students who have to study beyond the normative study period (i.e., one year for full-time students and two years for part-time students). Please refer to policy 9.1.2 for details.

## 4. Programme Structure <sup>#</sup>

The programme comprises 24 credit points (cps). Students are required to complete 5 core courses and 3 elective courses for graduation. Each course is worth 3 cps.

Course Title		cps	cps subtotal
<b>Core Courses</b>			
1.	PSY6064 Positive Psychology	3	15
2.	PSY6089 Research Methods in Positive Psychology	3	
3.	PSY6067 Positive Education	3	
4.	PSY6068 Engagement, Meaning, and Happiness in Learning and Teaching	3	
5.	PSY6071 Positive Psychology Interventions	3	
<b>Elective Courses* (choose 3 courses)</b>			
6.	PSY6088 Mental Health Support for Young People	3	9
7.	PSY6069 Mindfulness in Education	3	
8.	PSY6070 Parenting and Child Flourishing	3	
9.	PSY6072 Capstone Project	3	
10.	PSY6090 Cultural Perspectives on Well-being	3	
11.	PSY6002 Human Development across the Lifespan <sup>^</sup>	3	
12.	PSY6055 Interpersonal Communication Skills <sup>^</sup>	3	
13.	PSY6056 Stress and Coping <sup>^</sup>	3	
<b>Total cps</b>			<b>24</b>

# Any aspect(s) of the course and course offerings (including, while not limited to, the content of the Course and the manner in which the Course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.

\* The department reserves the discretion to not offer any elective courses.

<sup>^</sup> This course is a cross-listed course with another taught postgraduate programme offered by the PS department. Students can apply to take a maximum of one elective course out of these cross-listed courses.

## 5. Mode of Delivery

Students taking the full-time mode are expected to complete the programme in one year, while those studying part-time mode are expected to complete the programme in two years. Full-time students are expected to attend four classes per week and part-time students are required to attend two classes per week which may be held on the weekday evenings, daytime on Saturdays at the Tai Po Campus.

## 6. Course Sequence

### All Course Offerings\* in 2024/2025 Academic Year

Year	Month	Semester	Course	cps
2024	Sep - Dec	I	PSY6064 Positive Psychology	3
			PSY6089 Research Methods in Positive Psychology	3
			PSY6067 Positive Education	3
			PSY6071 Positive Psychology Interventions	3
2025	Jan - Jun	II	PSY6088 Mental Health Support for Young People <sup>**^</sup>	3
			PSY6068 Engagement, Meaning, and Happiness in Learning and Teaching	3
			PSY6069 Mindfulness in Education <sup>**^</sup>	3
			PSY6070 Parenting and Child Flourishing <sup>**^</sup>	3
			PSY6072 Capstone Project <sup>**/**^</sup>	3
			PSY6090 Cultural Perspectives on Well-being <sup>**^</sup>	3
			PSY6002 Human Development across the Lifespan <sup>**#</sup>	3
			PSY6055 Interpersonal Communication Skills <sup>**#</sup>	3
PSY6056 Stress and Coping <sup>**#</sup>	3			

\* The course offerings and sequence are tentative and subject to change if necessary. Announcements will be made in due course. Please see the next two pages for recommended course sequences.

\*\* Department has the discretion of not to offer any elective courses.

\*\*\* The course duration is approximately **7 months**. Prerequisites: Successful completion of 12 credit points [including Positive Psychology (or equivalent), Positive Education (or equivalent), and Research Methods in Positive Psychology (or equivalent)]. There are two tracks for final report submission. For the fast track, i.e., submitting final report before mid-May, the grade would normally be released in June. For the regular track, i.e., submitting final report by mid-June, the grade would normally be released in July.

^ Students may also take additional elective courses by paying extra tuition fee. However, priority will be given to students who have not yet fulfilled the graduation requirement. The credit points earned from any additional courses will also be counted towards the total credit points of the programme and shown on the transcript.

# This course is cross-listed course. Students can apply to take a maximum of one elective course out of these cross-listed courses.



## Course Sequence\* for 1-year Full-time Students Starting 2024/25

Year	Month	Semester	Courses	Course Title	cps
2024	Sep - Dec	I	4 Core Courses (12 cps)	PSY6064 Positive Psychology	3
				PSY6089 Research Methods in Positive Psychology	3
				PSY6067 Positive Education	3
				PSY6071 Positive Psychology Interventions	3
2025	Jan - Jun	II	1 Core Course (3 cps)	PSY6068 Engagement, Meaning, and Happiness in Learning and Teaching	3
			3 Elective Courses (9 cps)	PSY6088 Mental Health Support for Young People**^	9
				PSY6069 Mindfulness in Education **^	
				PSY6070 Parenting and Child Flourishing **^	
				PSY6072 Capstone Project **/**^	
				PSY6090 Cultural Perspectives on Well-being**^	
				PSY6002 Human Development across the Lifespan**#	
				PSY6055 Interpersonal Communication Skills**#	
PSY6056 Stress and Coping**#					

\* The course offerings and sequence are tentative and subject to change if necessary. Announcements will be made in due course.

\*\* Department has the discretion of not to offer any elective courses.

\*\*\* The course duration is approximately **7 months**. Prerequisites: Successful completion of 12 credit points [including Positive Psychology (or equivalent), Positive Education (or equivalent), and Research Methods in Positive Psychology (or equivalent)].

There are **two tracks** for final report submission.

For the **fast track**, i.e., submitting final report before mid-May, the grade would normally be released in June. The graduation status of the students who choose this track would normally be approved by the Academic Board before July 2025 (The graduation date listed on the graduation certificate will be July 2025).

For the **regular track**, i.e., submitting final report by mid-June, the grade would normally be released in July. The graduation status of the students who choose this track would normally be approved by the Academic Board after August 2025 (The graduation date listed on the graduation certificate will be October 2025).

^ Students may also take additional elective courses by paying extra tuition fee. However, priority will be given to students who have not yet completed the graduation requirement. The credit points earned from any additional courses will also be counted towards the total credit points of the programme and shown on the transcript.

# This course is cross-listed course. Students can apply to take a maximum of one elective course out of these cross-listed courses.



## Course Sequence\* for 2-year-Part-time Students Starting 2024/25

Year	Month	Semester	Courses	Course Title	cps
2024	Sep - Dec	I	2 Core Courses (6 cps)	PSY6064 Positive Psychology	3
				PSY6067 Positive Education	3
2025	Jan - Jun	II	1 Core Course (3 cps)	PSY6068 Engagement, Meaning, and Happiness in Learning and Teaching	3
				PSY6088 Mental Health Support for Young People**^	3
			PSY6069 Mindfulness in Education **^	3	
			PSY6070 Parenting and Child Flourishing **^	3	
			PSY6090 Cultural Perspectives on Well-being**^	3	
			PSY6002 Human Development across the Lifespan**#	3	
			PSY6055 Interpersonal Communication Skills**#	3	
PSY6056 Stress and Coping**#	3				
2025	Sep - Dec	I	2 Core Courses (6 cps)	PSY6089 Research Methods in Positive Psychology	3
				PSY6071 Positive Psychology Interventions	3
2026	Jan - Jun	II	2 Elective Courses (6 cps)	PSY6088 Mental Health Support for Young People**^	3
				PSY6069 Mindfulness in Education **^	3
				PSY6070 Parenting and Child Flourishing **^	3
				PSY6072 Capstone Project **/****^	3
				PSY6090 Cultural Perspectives on Well-being**^	3
				PSY6002 Human Development across the Lifespan**#	3
				PSY6055 Interpersonal Communication Skills**#	3
PSY6056 Stress and Coping**#	3				

\* The course offerings and sequence are tentative and subject to change if necessary. Announcements will be made in due course.

\*\* Department has the discretion of not to offer any elective courses.

\*\*\* The course duration is approximately **7 months**. Prerequisites: Successful completion of 12 credit points [including Positive Psychology (or equivalent), Positive Education (or equivalent), and Research Methods in Psychology (or equivalent)].

There are **two tracks** for final report submission.

For the **fast track**, i.e., submitting final report before mid-May, the grade would normally be released in June. The graduation status of the students who choose this track would normally be approved by the Academic Board before July 2025 (The graduation date listed on the graduation certificate will be July 2025).

For the ***regular track***, i.e., submitting final report by mid-June, the grade would normally be released in July. The graduation status of the students who choose this track would normally be approved by the Academic Board after August 2025 (The graduation date listed on the graduation certificate will be October 2025).

^ Students may also take additional elective courses by paying extra tuition fee. However, priority will be given to students who have not yet completed the graduation requirement. The credit points earned from any additional courses will also be counted towards the total credit points of the programme and shown on the transcript.

# This course is cross-listed course. Students can apply to take a maximum of one elective course out of these cross-listed courses.

## 7. Course Synopses

Course Code	: PSY6064
Course Title	: Positive Psychology
Credit Points	: 3
Pre-requisite(s)	: Nil

Positive psychology is the scientific study of positive subjective experiences, positive individual traits, and positive institutions that promote quality of life and prevent pathologies from occurring. This introductory course provides basic knowledge on the science of happiness, well-being, and the positive aspects of everyday life. Students will gain an understanding of the core elements of well-being and the key factors that contribute to a pleasant, engaged, and meaningful life. Throughout the course, students will have opportunities to explore the positive psychology concepts, theories, and research that address the question: What makes life worth living? Topics covered include positive emotions, character strengths, resilience, meaning in life, life satisfaction, kindness, empathy, gratitude, and compassion, among others. Experiential learning and practical exercises will be used to help students identify individual strengths, cultivate positive attitudes, and develop engagement in the contexts of work, family, school, and community.

Course Code	: PSY6089
Course Title	: Research Methods in Positive Psychology
Credit Points	: 3
Pre-requisite(s)	: Nil

Rigorous scientific research lays the important foundation for advancement of psychological science. This course provides students with an overview of how systematic psychological research takes place. Specifically, it covers fundamental principles, theories, concepts, and practices relevant to research in positive psychology, a scientific study of positive qualities of life and psychological capacities that promote well-being and maximize human functioning in their daily life. The course systematically guides students to learn about scientific psychological research processes in its broadest context, covering areas such as philosophy of science, theories of knowledge, research methodologies, and ethical considerations. It also provides students with knowledge of different research designs (e.g., experimental, quasi-experimental, and non-experimental designs), as well as opportunities to critically evaluate research designs and findings in local, regional, and international contexts.

Course Code	: PSY6088
Course Title	: Mental Health Support for Young People
Credit Points	: 3
Pre-requisite(s)	: Positive Psychology

To cater diverse needs among students, “Mental Health Support for Young People” will provide students with training that takes a related but different perspective from positive psychology and positive education. Specifically, this course aims to help students develop the essential knowledge, skills, and personal qualities to become an effective Youth Mental Health First Aider in Hong Kong. The course has two components. The first component is to provide students with training in the Youth Mental Health First Aid (YMHFA) course and working with children and young people who require mental health assistance and support in educational and community settings in Hong Kong. Students who complete the YMHFA course will be qualified as a Youth Mental Health First Aider with a Certificate in Youth Mental Health First Aid if they pass the standardized examination. Students will also learn to develop systematic strategies to promote mental well-being in young people based on theories of mental well-being and helping models. The second component is to provide students with the opportunity for self-understanding and self-growth for becoming an effective Youth Mental Health First Aider. Students will reflect on their personal qualities and experiences. They will also apply positive psychology approach to address personal issues and develop the essential qualities as an effective practitioner.

Course Code	: PSY6067
Course Title	: Positive Education
Credit Points	: 3
Pre-requisite(s)	: Nil

Positive education is an approach that integrates evidence-based means of promoting character, life skills, and well-being with traditional education principles for academic learning. This course introduces the major theoretical perspectives for understanding how to promote optimal human functioning in the context of positive education. Some major dimensions, such as the PERMA model and the Values in Action (VIA) classification, are discussed. This course also covers some case studies using positive education to improve the level of well-being at an individual level and at a whole school level. Attention will also be given to the appropriate application of theories and findings drawn from the West within the East Asian context. The course will include a variety of learning and teaching activities including lectures, case studies, and group discussions to ensure a coherent grasp of the theoretical and applied features of positive education.

Course Code	: PSY6068
Course Title	: Engagement, Meaning, and Happiness in Learning and Teaching
Credit Points	: 3
Pre-requisite(s)	: Positive Education

Students flourish when they experience positive learning in educational settings. This course introduces various pedagogical strategies that promote positivity and effective learning within classrooms. Students will be engaged to devise pedagogical practices that target the development of students' positive cognitions, positive emotions, and positive behaviors. The course will also introduce positive discipline in educational settings and discuss how it impacts on students' behaviors. The course will draw on recent research evidence on positive psychology and positive education to deepen students' understanding of learning and teaching in school settings. In this course, there will be a strong emphasis on making links between theory and practice with an objective to develop positivity in educational settings. The course will use a variety of learning and teaching methods, including lectures, case studies, in-class discussions, role plays, and online learning to achieve the learning outcomes.

Course Code	: PSY6069
Course Title	: Mindfulness in Education
Credit Points	: 3
Pre-requisite(s)	: Nil

The course aims at providing students with the basics of mindfulness practice and understanding of mindfulness. It has a strong experiential component. A standard 8-week programme of “.b Foundations” is embedded in the course. Students will have first-hand experience as the participants of a mindfulness-based intervention, and will be required to do mindfulness practice at home. In addition to the experiential learning, students will learn about the theoretical background of mindfulness and how mindfulness is applied in education settings. Students who completed the course will be eligible to take the “Teach .b” or “Teach Paws b” course organized by the Mindfulness in Schools Project to further develop their practical skills as an emerging mindfulness trainer. This is a course that requires both practical involvement and theoretical understanding.

Course Code	: PSY6070
Course Title	: Parenting and Child Flourishing
Credit Points	: 3
Pre-requisite(s)	: Positive Education

Positive parenting is related to children’s short-term and long-term adaptive outcomes. This course will introduce the major theories underpinning positive parenting and positive discipline, and their impacts on child development. Students will learn about developmentally appropriate positive parenting and discipline practices. They will also explore the effectiveness of existing positive parenting programmes. Upon completion of this course, students will be able to critically evaluate parenting practices with their understanding of positive psychology. The learning and teaching activities of the course include lectures, case studies, journal paper critique, and programme evaluation.

Course Code	: PSY6071
Course Title	: Positive Psychology Interventions
Credit Points	: 3
Pre-requisite(s)	: Positive Psychology

While psychology has traditionally focused on the diagnosis and treatment of mental health problems and psychopathological issues, the positive psychology movement has shifted its focus to prevention-based interventions. Positive psychology interventions (PPIs) are scientific tools and strategies for promoting happiness and well-being through positive thoughts and emotions. This course covers recent advancements in positive psychology, with emphasis on its application for individuals, families, schools, and communities. Topics covered include PPIs (e.g., savouring, gratitude, kindness, empathy, optimism, and character strengths) that promote individuals’ and students’ well-being and flourishing, resilience, emotional, intellectual and social growth, positive relationships, and health. This course will also provide students with knowledge about the applications of positive psychology in work settings. Students will learn to develop, implement, and evaluate PPIs.

Course Code	: PSY6072
Course Title	: Capstone Project
Credit Points	: 3
Pre-requisite(s)	: Successful completion of 12 credit points [including Positive Psychology (or equivalent), Positive Education (or equivalent), and Research Methods in Positive Psychology (or equivalent)]

This course provides opportunities for students to put their understanding of theories and research methods of positive psychology and positive education into practice by completing an individual inquiry-based project in a real-life context. Specifically, students will first identify an issue that needs to be addressed, and then design and implement a positive psychology intervention or a positive education programme in a student-initiated setting that aims to tackle the identified issue. While working on the independent project, students are expected to apply knowledge and skills in positive psychology and positive education within an educational or a community setting. Such an inquiry-oriented learning avenue will enable students to consolidate, integrate, and reflect upon the knowledge and skills they acquire from the programme before the impending transitions to post-graduation career pursuits.

Course Code	: PSY6090
Course Title	: Cultural Perspectives on Well-being
Credit Points	: 3
Pre-requisite(s)	: Nil

Like in other domains, culture has a substantial role in shaping people's well-being. This course introduces how culture shapes psychological processes and behavioral tendencies relevant to well-being. This course provides students with an understanding of major theories in cultural psychology that relate to different constructs of well-being (e.g., happiness, life satisfaction, subjective well-being, mental disorders, etc.) for individuals, families, schools, and communities. Students will learn to critically analyze themselves and others for the influence of culture and to understand human diversity and its implications for well-being. Students will also develop better skills for interpreting scientific research findings and applying them to their own life experiences and future work related to wellness. Through a mixture of lectures and a variety of hands-on activities and discussions, students will gain insights into promoting better well-being across different cultural contexts.



## Cross-listed courses

Course Code	: PSY6002
Course Title	: Human Development Across The Lifespan
Credit Points	: 3
Pre-requisite(s)	: Nil

Understanding the nature of human development across the lifespan is essential to professionals concerned with enhancing the life quality of individuals as they grow from infancy to maturity. This course is intended to help students study the physical, emotional, cognitive and social development of men and women from infancy to adulthood through evaluation of various research, theories and methodologies. Attention will be given to the appropriate application of developmental theories and research findings within the Hong Kong context.

Course Code	: PSY6055
Course Title	: Interpersonal Communication Skills
Credit Points	: 3
Pre-requisite(s)	: Nil

Everyday communication requires a thorough understanding of both social and psychological issues, and can lead to problems such as stereotyping, misunderstanding, and conflicted or ineffective relationships. This course provides students with a rigorous overview of relevant theories, scientific findings, and practical skills to help improve their ability to constructively and effectively communicate with others, whether receiving or transmitting messages. The course includes elements to improve verbal and nonverbal communication skills, with the context in school and community settings ranging from dyadic/private relationships to professional relationships to public speaking.

Course Code	: PSY6056
Course Title	: Stress and Coping
Credit Points	: 3
Pre-requisite(s)	: Nil

This course aims to introduce students to the concepts, theoretical approaches, and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will critically evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes and apply related knowledge to enhance adjustment of people in school and community settings.

## 8. Academic Calendar 2024 – 2025

		Semester I									
		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Week	Date	Events
2024	Sep	1	2	3	4	5	6	7	1	2 Sep - 14 Dec	Dates of Semester I
		8	9	10	11	12	13	14	2	2 - 14 Sep	Add/ Drop Period of Semester I
		15	16	17	18	19	20	21	3	18 Sep	Day following Chinese Mid-Autumn Festival
		22	23	24	25	26	27	28	4		
		29	30						5		
	Oct			1	2	3	4	5	5	1 Oct	National Day
		6	7	8	9	10	11	12	6	11 Oct	Chung Yeung Festival
		13	14	15	16	17	18	19	7		
		20	21	22	23	24	25	26	8	26 Oct	Information Day
		27	28	29	30	31			9		
	Nov						1	2	9		
		3	4	5	6	7	8	9	10		
		10	11	12	13	14	15	16	11		
		17	18	19	20	21	22	23	12		
		24	25	26	27	28	29	30	13		
	Dec	1	2	3	4	5	6	7	14		
		8	9	10	11	12	13	14	15	14 Dec	Semester I end date
		15	16	17	18	19	20	21			
		22	23	24	25	26	27	28		25 Dec	Christmas Day
		29	30	31						26 Dec	First weekday after Christmas Day

		Semester II									
		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Week	Date	Events
2025	Jan				1	2	3	4		1 Jan	New Year's Day
		5	6	7	8	9	10	11	1	6 Jan - 21 Jun	Dates of Semester II
		12	13	14	15	16	17	18	2	6 - 18 Jan	Add/ Drop Period of Semester II
		19	20	21	22	23	24	25	3	16 Jan	Grade Release Date for Semester I*
		26	27	28	29	30	31		4	29 – 31 Jan	Lunar New Year's Holidays
	Feb							1	4		
		2	3	4	5	6	7	8	5	5 Feb	Last Day of Board of Examiners Meeting for Sem I*
		9	10	11	12	13	14	15	6		
		16	17	18	19	20	21	22	7		
		23	24	25	26	27	28		8		
	Mar							1	8		
		2	3	4	5	6	7	8	9		
		9	10	11	12	13	14	15	10		
		16	17	18	19	20	21	22	11		
		23	24	25	26	27	28	29	12		
	Apr	30	31						13		
				1	2	3	4	5	13	4 Apr	Ching Ming Festival
		6	7	8	9	10	11	12	14		
		13	14	15	16	17	18	19	15	18 – 21 Apr	Easter Public Holidays
		20	21	22	23	24	25	26	16		
27	28	29	30				17				

Key					
	Public Holidays	□	Add/ Drop Period	○	Grade release Date

The above calendar contains mainly dates which are relevant to the Programme. For a more comprehensive overview and an up-to-date version of the institutional calendar, please visit the Registry website (<http://www.eduhk.hk/re>).

		Semester 2									
		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Week	Date	Events
2025	May					1	2	3	17	1 May	Labour Day
		4	5	6	7	8	9	10	18	5 May	Buddha's Birthday
		11	12	13	14	15	16	17	19		
		18	19	20	21	22	23	24	20	24 May	Semester 2 end date#
		25	26	27	28	29	30	31	21	31 May	Tuen Ng Festival
	Jun	1	2	3	4	5	6	7	22	6 Jun	Grade Release Date for Semester II*#
		8	9	10	11	12	13	14	23	12 Jun	Last Day of Board of Examiners Meeting for Sem II*#
		15	16	17	18	19	20	21	24	21 Jun	Semester 2 end date^
		22	23	24	25	26	27	28			
		29	30								
	Jul			1	2	3	4	5		1 Jul	HKSAR Establishment Day
		6	7	8	9	10	11	12			
		13	14	15	16	17	18	19			
		20	21	22	23	24	25	26		14 Jul	Grade Release Date for Semester II*^
		27	28	29	30	31				25 Jul	Last Day of Board of Examiners Meeting for Sem II *^

Key					
	Public Holidays	□	Add/ Drop Period	○	Grade release Date

The above calendar contains mainly dates which are relevant to the Programme. For a more comprehensive overview and an up-to-date version of the institutional calendar, please visit the Registry website (<http://www.eduhk.hk/re>).

\* Tentative

# Non-capstone project courses and capstone project (fast track)

^ Capstone project (regular track)

# Programme-specific Academic Policies and Regulations

The General Academic Regulations are adopted as University-wide policies. Programme-specific academic regulations for individual programmes (if any) should also be observed and are separately presented in their Programme Handbooks or programme materials. Changes to the General Academic Regulations may occur during the year and students are requested to refer to the web version at <https://www.eduhk.hk/gradsch/index.php/policies.html> for the most up-to-date information. Students should also pay special attention to the guidelines/regulations related to late submission of assignment, absence from assessment activities, and academic dishonesty of the PS Department <http://www.eduhk.hk/ps/en/information.php?s=guideline>.

## 9.1 Period of Study

- 9.1.1 Students are expected to graduate within the stipulated period of study, inclusive of any change of programmes/majors, periods of leave of absence, deferment of study, or suspension of study. Students who have to study beyond the normative study period (i.e., one year for full-time programme and two years for part-time programme) have to pay an extension fee by semester as specified by the respective programme. Students who fail to complete a programme within the maximum period of study (two years for full-time programme and four years for part-time programme) will normally be required to discontinue their studies at the University.
- 9.1.2 If a student in a self-financed Master's programme has to study beyond the normative study period, he/she has to pay an extension fee by semester. The extension fee is set at 10% of the total programme tuition fee and has to be paid by semester. The policy takes effect from the cohort admitted in the 2020/21 academic year and thereafter.
- 9.1.3 Students who wish to extend their period of study beyond the maximum programme duration are required to apply in writing with strong justification and evidence (e.g., serious illness) to obtain prior approval from the Programme Leader. Otherwise, the application will not be considered.

## 9.2 Course Enrolment

- 9.2.1 The MA(PPE) consists of 24-credit points. Students are required to complete all five core courses (15 cps) and three 3-cp elective courses (9 cps). Students must ensure the completion of course registration before the course starts. Students may add or drop any course(s) during the add/drop period. Yet, students may not be allowed to drop ALL the courses in a semester unless deferment of studies has been approved if applicable. Full-time students are required to take all the courses in each semester as listed in the "Course Sequence for 1-year Full-Time students" unless they request and receive special permission from the Programme Leader.
- 9.2.2 Students who have not registered for any course in a semester (for full-time students)/ two consecutive semesters (for part-time students) (excluding the summer semester) will be considered to have withdrawn from their programme with the University unless prior approval of deferment of studies by the Programme Leader was obtained.
- 9.2.3 Registration in some courses is restricted to students having the necessary prerequisites.

- 9.2.4 Students are permitted to drop a course after the add-drop period but before the examination period or the deadline for submission of final assignments or presentation, whichever applicable, only for strong personal reasons, such as serious illnesses; the grade W (Withdrawn) will be recorded on the students' transcript.
- 9.2.5 Failure to attend a course does not automatically result in the course being dropped. Students who are reported for prolonged absence in a course without permission will be accorded a grade F (Fail) for the course (as stipulated in 9.5.2). Please refer to policy 9.5 for the regulation on Leave of Absence.
- 9.2.6 A visiting student is not enrolled in any particular programme, but may take courses. Students who have completed their programme but wish to take further courses will be considered visiting students.

### **9.3 Change of Mode of Study**

A current student, who wishes for special reasons to change from one mode of study to another during the course of study should meet the stipulated requirements and consult the relevant Programme Leader for advice and approval. The change, once approved, normally takes effect from the next semester/academic year.

### **9.4 Credit Transfer**

- 9.4.1 Credit Transfer may be granted for courses of equivalent level and content completed successfully at the University previously or another accredited tertiary institution.
- 9.4.2 The transferred courses will appear on the student's transcript. The credit points transferred will be counted towards the graduation requirements but will be excluded from the calculation of the student's GPA. Students may apply for credit transfer within the first two weeks of each semester in each academic year, but early applications are encouraged. For courses on offer in the summer semester, applications should be submitted at least one week before the commencement of the semester.
- 9.4.3 The total number of credit points transferred cannot exceed 50% of the total credit points of the programme, i.e., cannot exceed 12 credit points.

### **9.5 Leave of Absence**

- 9.5.1 In exceptional circumstances where students need to take a leave of absence for 30% of scheduled classes/lectures or more, students should inform their course lecturers and are required to obtain prior approval from the Programme Leader by submitting a leave application form.
- 9.5.2 Students are required to attend a minimum of 70% of scheduled classes/lectures to pass the course. Students who are absent for 30% of scheduled classes/lectures or more in a course without prior permission (as stipulated in 9.5.1) will be given a grade F (Fail) by their course lecturers. The grade F will be recorded on the students' transcript.

## 9.6 Policy on Late Submission of Assignment and Absence from Assessment Activities

- 9.6.1 Students shall follow the deadline for submission of assignments and present themselves for tests, examinations and prescribed assessment activities at the appointed time.
- 9.6.2 For courses with multiple groups; mutual consensus must be sought among the course team on the submission date and assessment criteria of an assignment.
- 9.6.3 To ensure all assignments are received safely, students must submit their assignments via Moodle and may need to submit a hardcopy to course lecturer(s) as specified.
- 9.6.4 Subsequent to 9.6.3, it is students' own responsibility to keep a copy of their assignment (besides the one they submitted) for security reasons. In case the assignment is lost or cannot be found for whatever reason, students should submit the copy to the course lecturer(s) for assessment.
- 9.6.5 Grade will be deducted for every late submitted assignment without a valid reason. A 7-day grace period (1<sup>st</sup> – 7<sup>th</sup> days after the stipulated deadline) will be given to students; assignments submitted within the grace period will be penalized by grade deduction up to one full grade; for those submitted after the grace period (i.e., the 8<sup>th</sup> day onwards), no marks will be given and a fail grade (grade F) will be accorded.
- 9.6.6 Students who wish to submit an assignment later than the due date should obtain permission in advance from the course lecturer(s); otherwise, it may be treated as failure to submit the assignment as required. To obtain permission, student should complete an application form - *Application for Late Submission of Assignment* and submit it to the course lecturer(s) for approval. Approved applications shall be copied to the Programme Leader for information. To obtain the application form, please visit the webpage of Department of Psychology at <https://www.eduhk.hk/ps/en/information.php?s=guideline&id=1687>.
- 9.6.7 Students who are unable to complete a class test/examination/other assessment task should apply to the Head of Department (or Delegate) through the course lecturer for special consideration. The application must be accompanied by original copies of any relevant documentary evidence, including medical certificates in cases of illness or disability.
- 9.6.8 All absence applications must be in written form and to include:
- applicant's name, student ID, programme, and year of study;
  - full details of the absence;
  - relevant documentary materials (original/ certified true copy is required) which may support the application;
  - applicant's contact details;
  - applicant's signature; and
  - applicant's consent for the Department of Psychology of The Education University of Hong Kong to make any necessary enquiries in relation to the information/ documentary materials provided and for verification purpose (please include the statement below in the application).

*"I understand that if I willfully give any false information or withhold any material information in the application form, it will render me liable to disciplinary action(s)*



*by the University. I consent to the Department of Psychology of The Education University of Hong Kong making any necessary enquiries in relation to the information/documentary materials provided and for verification purpose. I authorize all organizations or agencies to release any record or information as may be required for these enquiries.”*

9.6.9 If the Head of Department (or Delegate) is satisfied that a student's absence from or inability to complete a class test/examination/other assessment task has a valid cause, the student will be permitted to complete further assessment work in a form to be determined by the Head of Department (or Delegate) in consultation with the course lecturer. The grading of the further assessment work so prescribed may be lowered, on a case-by-case basis, up to one full grade.

9.6.10 If the Head of Department (or Delegate), after considering all available information, decides to reject a student's request for special consideration, the student will be accorded a fail grade (grade F) in the unattended component(s) of assessment for the course.

## 9.7 Conduct of Examinations

Students who have any queries on the legibility of the examination question papers shall by raise of hands indicate requests to consult the Chief Invigilator and/or Invigilator(s), normally within the first fifteen minutes of the examination.

## 9.8 Assessment

Students' performance in each course shall be expressed in terms of the following system:

Grade	Mark range
A+	96-100
A	88-95
A-	81-87
B+	76-80
B	71-75
B-	66-70
C+	59-65
C	51-58
C-	46-50
D	41-45
F	0-40

## 9.9 Review of Course Grade

### 9.9.1 Resolving grade disagreements with the lecturers concerned

A student who disagrees with a course grade should approach the course lecturer or Capstone Project Supervisor concerned immediately after the announcement of the assessment results approved by the Head of Department, **preferably no later than 3 working days**. The course lecturer or Capstone Project Supervisor may recommend a grade adjustment if he/she finds any technical errors (such as wrong score entries, or calculation errors when totalling marks) or after hearing the student's representation. Recommendations for grade adjustments

should reach the Chairperson of the Departmental Assessment Panel of the department concerned with justifications for approval by the Head of Department. The student will be informed of the result as soon as possible.

#### 9.9.2 Formal procedures on grade reviews

If the student remains dissatisfied with the outcome after contacting the course lecturer or Capstone Project Supervisor according to the procedures in paragraph 9.9.1, he/she may request for a formal review of his/her course grade(s), for one or more of the following reasons:

- (i) the assessment result has been caused by a material error or irregularity in marking;
- (ii) the assessment was not conducted in accordance with the General Academic Regulations and the assessment scheme for the programme concerned; and
- (iii) there are special circumstances which the student has not been able to present to the relevant Head of department prior to the decision being made.

9.9.3 The formal request for a grade review should be made by the student to the respective Faculty Dean via Programme Staff by submitting the completed Grade Review Form with all supporting documents **within 14 working days** after the announcement of the assessment results approved by the Head of Department.

9.9.4 Upon receipt of the request, the Faculty Dean will pass it to the department concerned. In light of the department's response, the Faculty Dean will decide whether there are prima facie grounds for review. If so, the Faculty Dean will inform the respective Head of Department for follow-up action.

9.9.5 The Head of Department will re-convene the Departmental Assessment Panel meeting to hear the case. The student concerned will be invited to attend the hearing with the right to be accompanied by one other current student or staff of the University. In the case of internal disagreements or other exceptional circumstances, an external view may be sought.

9.9.6 The Head of Department after consideration of the case including the recommendation from the Departmental Assessment Panel, if any, will inform the student of the result normally within one month of the student's request for review. Grades after review may be upgraded, downgraded or left unchanged. The decision of the Head of Department is final.

### **9.10 Deferment and Withdrawal**

9.10.1 Students can apply for deferment of study if there is a genuine need (e.g., medical reasons, financial problem, or job-related reasons etc.). The period of deferment in each application is normally one semester. The deferment period is included in the maximum period of study (as stipulated in 9.1.1). A continuation fee per semester is required upon approval of the application. Students who have not settled the continuation fee will be considered to have withdrawn from the programme of study at the University. No re-instatement of student status will be considered for withdrawal students.

9.10.2 Students who fail to return to the University to resume studies at the end of the approved period of deferment will be considered to have withdrawn from the programme, effective on the day following the deferment period.

9.10.3 Students who wish to withdraw from studies shall submit a withdrawal form to the University. Effective date of withdrawal is given 3 working days from the date of submission of the completed form.

### **9.11 Academic Probation**

9.11.1 Students will be put on academic probation in the next semester when their Semester GPA is below 2.00. They will not be allowed to take the study load beyond the programme's maximum recommended credit points in the probation semester. Those who wish to take more credit points than what is stipulated in the programme should seek prior approval from their Programme Leader.

9.11.2 The academic probation status will be lifted when a student obtains a Semester GPA of 2.00 or above at the end of the probation semester. Otherwise, probation shall continue to apply in the next semester; UNLESS a student fails to have probation lifted after he/she has been put on academic probation for two consecutive semesters, in which case his/her study will normally be discontinued by the University.

### **9.12 Graduation Requirement**

Students are required to pass all the core courses of the programme (15 cps) and pass three 3-cp elective courses (9 cps), and obtain a programme GPA of 2.00 or above.

### **9.13 Award Classification**

The Board of Examiners recommends classification of award in accordance with the following guidelines:

<b>Award Classification</b>	<b>Overall GPA</b>
Distinction	3.40 or above
Credit	2.70 – 3.39
Pass	2.00 – 2.69

## 10. Upholding Academic Honesty

The University upholds the principles of honesty in all areas of academic work and adopts a zero-tolerance policy to academic dishonesty.

### 10.1 General

Academic dishonesty is an academic misconduct. Under the University's zero-tolerance policy on academic dishonesty, any forms of this misconduct are prohibited, including but not limited to plagiarism, cheating, multiple submissions, impersonation / surrogate, fabrication / falsification, and collusion. You may refer to the Chapter 8 of the Student Handbook of our University ([https://www.eduhk.hk/re/student\\_handbook/en/Academic-Honesty-And-Copyright.html](https://www.eduhk.hk/re/student_handbook/en/Academic-Honesty-And-Copyright.html)) for the details of common forms of academic dishonesty. Any assignment (i.e., project, presentation, essay, quiz, or paper and etc.) that shows evidence of academic dishonesty will be penalized. All university policies with regard to any forms of academic dishonesty will be enforced. Students are also required to fill out and sign the Assignment Submission Declaration Form (P.26) and attach the completed form in all written assignments. Please read the "Chapter 14: Citation System" in the EdUHK's Student Handbook ([https://www.eduhk.hk/re/student\\_handbook/en/Citation-System.html](https://www.eduhk.hk/re/student_handbook/en/Citation-System.html)) to learn the APA style for citing sources.

### 10.2 Consequences of Academic Dishonesty

Ignorance of the meaning or scope of academic dishonesty is not an excuse under any circumstances. If you do not know what academic dishonesty is, it is your duty to find it out such as consulting your course lecturers instead of just waiting to be told. Any alleged cases of academic misconduct will be handled by the Head of Department (HoD) concerned who shall then refer the cases to the Academic Dishonesty Review Panel to conduct a thorough investigation if a *prima facie* case for academic misconduct exists.

To ensure an equitable process, the student shall have the right to attend an interview meeting arranged by the Academic Dishonesty Review Panel, if desired and to be accompanied to the meeting with the Review Panel by a member of the University (a fellow student or a staff member). If the student does not wish to attend the meeting with the Review Panel or is unable to attend, he/she will be permitted to submit a written account or explanation of the alleged misconduct in his/her defence. However, the student is strongly advised to attend the meeting of the Review Panel such that his/her own right of self-defence can be protected.

An investigative report should be sent to the Head of Department (or HoD's delegate) who will consider whether the student is deemed to have committed academic dishonesty. Where a case of academic dishonesty is established, the Head of department (or HoD's delegate) may consider imposing penalties which include written reprimand; make-up work; a lower grade for the assignment/course concerned; and/or a failure grade for the assignment/course concerned.

Where the alleged offence is considered to be severe, or is a second offence of academic dishonesty, the Head of department (or HoD's delegate) shall refer the case to the Student Disciplinary Committee (SDC) via the Associate Dean of Faculty/Graduate School, where appropriate for further consideration. The SDC shall summon the student for an interview where he/she should be given ample opportunity to offer an explanation. The student shall have the right to be accompanied to the hearing by a member of the University (a fellow student or a staff member) at the hearing. Any proven acts of academic dishonesty may result in the imposition of penalties which include

but not limited to suspension of studies for a period of time; deferment of graduation\* for a period of time; and/or dismissal from the University.

\* For non-local students, the deferment of graduation may affect your applications to stay/return and study/work in Hong Kong. For details of the Immigration Guidelines, you may refer to the website of the Immigration Department (<http://www.immd.gov.hk/eng/services/index.html>), if necessary.

In the following, we will expand on plagiarism, which from our experience is by far the most common form of academic dishonesty that our teachers encounter.

### **10.3 Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students**

#### **Definition of Plagiarism**

Plagiarism is the most common academic misconduct. It is defined as copying passages and/or borrowing ideas, concepts, and arguments from other sources without properly referencing those sources and appropriate acknowledgement. By this definition, plagiarism may be intentional or unintentional.

Plagiarism is a serious academic offence in the intellectual world as it stifles creativity and originality, whilst denying you the opportunity of learning from your work. There is zero tolerance for plagiarism at any level at the University as clearly spelt out in the Policy. Even if you just copy a phrase or sentence, or borrow an idea and/or concept without proper referencing, you have already committed plagiarism, an academic theft similar to stealing. You should avoid it at all costs. Also, it does not matter what the nature of the source is. It may be a book, a magazine, a newspaper article, a table or passage from the internet, or simply a course work of another student or even teaching material distributed by your course teachers.

The most obvious form of plagiarism is direct copying without referencing. Modifying the way the author expresses his/her idea and passing this off as your own, that is, paraphrasing the author's idea, is another form of plagiarism though it is less explicit. Students, however, often fall prey to this form of plagiarism. Other forms may include borrowing the work of others by attaching one's name to it or the indirect borrowing of work from a secondary source cited in the original source without properly acknowledging both sources. The following example may help you to grasp the meaning more thoroughly:

*In Hong Kong, women are expected to live longer than men.*

(This fact has been widely known to Hong Kong people, so it is already common knowledge and there is no need to acknowledge the source.)

*In Hong Kong, women outlive men. According to the statistics of the Centre for Health Protection in 2022, the average life expectancy of women is 86.8 years while that for men is only 80.7 years.*

Centre for Health Protection's Major Health Indicators in 2022 and 2023. Retrieved 19 August 2024, from (<http://www.chp.gov.hk/en/statistics/data/10/27/110.html>)

(When we give exact figures, unless you are the source provider, you have to acknowledge the source. If you don't do so, you commit plagiarism!)

When you report someone else's ideas/findings you must put it in your own words and cite the source, and not merely copy full sentences or parts of sentences from the source article. Poor paraphrasing (e.g. copying another's sentence(s) and changing a few words to synonyms or changing the order of sentence structure) and translation of other's work (e.g. from Chinese to English/ English to Chinese) are also regarded as plagiarism even if a citation is also appended. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

It is intellectually dishonest to present someone else's ideas or words (whether written or not) as one's own, especially if this is done deliberately or with the intention to deceive the reader. Further, regardless of intention, plagiarism violates the principles of moral responsibility and intellectual integrity. It indicates a serious character flaw which leads to the erosion of trust (especially when it is repeated). It is inconsistent with our best sense of ourselves and our place in society. The integrity of any community, including the University and the broader academic community, is built on mutual trust and care – values which are threatened whenever plagiarism occurs. As such plagiarism is always morally wrong and, hence, unacceptable.

### **Online anti-plagiarism self-learning exercise**

All students enrolled in MA(PPE) are required to complete an online anti-plagiarism test/exercise offered by Indiana University (available at <https://plagiarism.iu.edu/certificationTests/>; the “undergraduate college or advanced high school student” version is recommended) and attend the Anti-plagiarism Workshop offered by our Programme. Upon completion of the Indiana University test, students will obtain a personalized confirmation certificate (see P.28 for an example) which should be submitted to the Programme Office and be attached to essay assignments upon course lecturers' request.

### **Turnitin**

It is required that a soft (electronic) copy of written work for all MA(PPE) courses is submitted to the online *Turnitin* system in *Moodle*. *Turnitin* is an online software to help plagiarism detection. Students are required to declare if they used materials generated by artificial intelligence-enabled (AI) tools in the system. In case a student declares that his/her assignment contains materials generated by AI tools, he/she should state how these materials were incorporated in/used for the assignment on the Assignment Submission Declaration Form (P.27) (<https://eduhk.ap.panopto.com/Panopto/Pages/Viewer.aspx?id=1748a331-ab7d-46e0-92fd-b05b009b5027>). Students are advised to read their *Turnitin* report carefully to avoid plagiarism. Upon submission of the electronic copy, the system will generate a submission record which will be taken as the final submission record. Students must upload the assignment by themselves but not via anyone else; assignments that are not uploaded by the author will not be graded.

### **Consequences of Plagiarism**

The University adopts a zero-tolerance policy to plagiarism. Plagiarism stifles creativity and originality, and denies students the opportunity to learn from their own work. Further, if the distinction between students' work and the work of others is unclear, the University will be unable to fulfill its responsibility to evaluate students' academic performance.

Each and every case of suspected plagiarism will be responded to in accordance with the Policy and Guidelines for Handling Student Disciplinary Matters ([http://www.eduhk.hk/re/student handbook/text en4 4.html](http://www.eduhk.hk/re/student%20handbook/text_en4_4.html)), which are supplemented by the Procedures for Handling Suspected Cases of Academic Dishonesty (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=20&lid=75>), taking into account the particular circumstances of the occurrence. Plagiarism may lead to grade deduction, course failure, and discontinuation of studies. Suspected cases will be investigated and handled by the Department initially. Severe cases or a second offence of plagiarism will be forwarded to the Student Disciplinary Committee at the University level for further consideration, decision and action, as appropriate.

#### **10.4 Other Forms of Academic Dishonesty**

**Cheating:** This mainly concerns cheating in examinations and tests/quizzes. It could be copying from notes (with the exception of open book examinations), giving or receiving assistance, altering an examination answer for re-grading, or getting the examination paper in advance.

**Multiple Submissions:** You are not allowed to submit one paper for two or more courses without prior approval from all the course teachers concerned. You are also prohibited from re-submitting any already assessed paper for another course, or using any part of the same without proper acknowledgement.

**Impersonation / Surrogate:** You must not engage anyone to take an examination or to complete a paper/coursework on your behalf, neither should you sit an examination for other nor complete a paper/coursework for other nor submit a paper/coursework in another's name.

**Fabrication / Falsification:** You must not fabricate data for research or provide falsified information or facts (e.g. forging medical certificates in case of absence from examinations).

**Collusion:** You must not work with another student in the preparation and production of work which is presented as your own or his/her own.

#### **10.5 Suggestions: How to avoid academic misconduct**

With a view to enabling you to follow good practice, you are required to indicate your agreement that you will uphold the principles of academic honesty throughout your studies upon your admission to the University. Additionally, in order to avoid falling into the trap of academic dishonesty, you should:

- know what academic dishonesty and copyright violation mean and what you have to do to avoid them, and take full responsibility for all your submitted work;
- make a full and proper acknowledgment of the sources of your work and of their intellectual property;
- keep a reasonable work, study and life balance. Please give yourself sufficient time for research, field work or preparation of your course assignment, plan your work in advance, and know what you have to do and when in order to avoid doing your writing or research at the last minute;
- strive for originality, creativity and independence, and ensure that all submitted work is your original work;



- deal with your personal and health problems properly and in a timely manner, so as to prevent unfavorable factors from affecting academic progress. Please do not hesitate to seek assistance or counselling from the Student Affairs Office if need be;
- contact and consult your course lecturer/ supervisor for guidance and assistance in case of uncertainties or difficulties, and
- seek the approval of your course lecturer/ supervisor when you wish to use your previous work as a foundation or part of your present work.
- declare if your assignment contains materials generated by AI tools. You should state how these materials were incorporated in/used for the assignment on the Assignment Submission Declaration Form.

## **10.6 Anti-Plagiarism Guidelines on the Departmental Website**

Our academic and teaching staff has developed some avoiding plagiarism guidelines and uploaded to the departmental website (<http://www.eduhk.hk/ps/en/information.php?s=guideline>). Our library provides detailed information on plagiarism and how to avoid it. For details, please visit: <https://libguides.eduhk.hk/citing-information/> .Students are recommended to study these guidelines before having the class. Also please visit the following additional websites for discussions of how to recognize and avoid plagiarism.

<https://wts.indiana.edu/writing-guides/plagiarism.html/>

<http://www.hamilton.edu/style/avoiding-plagiarism>

<https://sway.com/FQfMpTmCAL5bdb4X>

### **Further Advice**

You have been studying hard to become a student of higher education. Following these guidelines will help you to thrive academically and get the most from your time at EdUHK.

**THE EDUCATION UNIVERSITY OF HONG KONG  
DEPARTMENT OF PSYCHOLOGY**

**Assignment Submission Declaration Form**

**Student Name:** \_\_\_\_\_ (**Student ID No.:** \_\_\_\_\_ )

**Programme:** \_\_\_\_\_

**Course Code and Title:** \_\_\_\_\_

**Section No:** \_\_\_\_\_

**Name of Lecturer/Tutor:** \_\_\_\_\_

**Title of Assignment:** \_\_\_\_\_

-----  
**I have read and understood the following:**

- *Chapter 8 of Student Handbook*  
([https://www.eduhk.hk/re/student\\_handbook/en/Academic-Honesty-And-Copyright.html](https://www.eduhk.hk/re/student_handbook/en/Academic-Honesty-And-Copyright.html)):

“The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. This means that you

- take full responsibility for all your submitted work;
- must ensure that all submitted work is your original work; and
- must make a full and proper acknowledgment of the sources of your work and of their intellectual property.

You should always approach your work in a spirit of integrity and honesty, avoiding any actions which might call into question your present and future academic reputation, or that of the University and your fellow students.”

**Checklist (please tick):**

- ( ) This assignment is my own individual and original work.
- ( ) No part of this assignment has been submitted to any other courses.
- ( ) All sources consulted have been acknowledged in the text and are listed in the reference list, with sufficient documentation to allow their accurate identification.
- ( ) All quotations are enclosed in quotation marks and the source for each quotation has an accurate citation.
- ( ) The information and facts provided are true to my best knowledge.
- ( ) ( \_\_\_\_\_ %, self-estimation) including text and/or image of this assignment are directly generated by AI-enabled tools.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Sample of Confirmation Certificate of Online Self-Learning Anti-Plagiarism Exercise



INDIANA UNIVERSITY BLOOMINGTON

SCHOOL OF EDUCATION

Preparing educators, advancing knowledge, improving education

## Indiana University Confirmation Certificate: Primary level for undergraduate college students and advanced high school students

Unique Test ID: 22492552483454471038

A **Primary Level Certificate** indicates that the person listed below has passed a Certification Test intended for undergraduate students and advanced high school students. The person below has passed a test by correctly answering at least 9 out of 10 questions selected randomly from a large inventory. To validate this Certificate, e-mail it again, or to view it in the future, use this link: <https://www.indiana.edu/~istd/validate.html> (requires Test ID and IP number below).

Each question provides source material from another author and a sample of student writing. The test taker must determine whether the student version is word-for-word plagiarism, paraphrasing plagiarism, or not plagiarism. Many questions exemplify subtle forms of plagiarism which represent incomplete or incorrect understanding of plagiarism, carelessness, or attempts to disguise actual plagiarism.

Please read the information below carefully. You can forward this e-mail to your academic department or program area, or to your instructor, if required to do so. In addition, print this message now, or otherwise save it as a file on your computer. You can also print or save this message as a PDF file for later use. Your e-mail app may have a "File" option on the top menu bar, where you can do this. It may also have an option for you to "Send" or to "Export" this message to another app such as a word processing program.

I have studied the pages of the "How to Recognize Plagiarism" tutorial site. After doing so, I have taken the test available on the site. I am confident that I know what plagiarism is and how to avoid it. If I had questions after finishing the tutorial, this document confirms that I have sought help from my academic advisor and I do now understand what plagiarism is and how to avoid it.

**I understand that there will be no acceptable excuse for plagiarism if it is discovered in my work.**

The person(s) at IP # **202.45.42.119** passed the test on:  
Sunday, 26th of October 2014, 10:45:16 PM  
Unique Test ID: 22492552483454471038  
Time it took to pass the test (in minutes): 6.7

Printed Name: **[Your Name, as Submitted on Website]**

Signature: \_\_\_\_\_

Instructors can check the validity of this Certificate at this Web address:  
<https://www.indiana.edu/~istd/validate.html>. This will require entry of unique information from this Certificate. The test taker can also do this, to view this Certificate again.

Instructors should note that there is no practical way of determining whether the student above is indeed the one who took the test, unless it is taken under proctored conditions.

Also, Certificates with the same IP number and same Test ID, but with different printed names should be questioned. This means that after someone passed the test and viewed their Certificate, this was followed by another person who clicked the 'Back' button, who entered a different name, and who got their Certificate without retaking the test themselves.

INDIANA UNIVERSITY

School of Education  
201 North Rose Ave.  
Bloomington, IN 47405-1006

[Comments or questions? E-mail us.](#)

This file was last updated on September 11, 2014 by T. Frick

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# 11. Class/Examination Arrangements during Tropical Cyclone/Rainstorm

You should refer to the following arrangements of class and examination in the event of tropical cyclone and rainstorm. You should check the University Announcements in The Portal of EdUHK for any special class/examination arrangements. Announcements made by the Education Bureau and Hong Kong Examinations and Assessment Authority (HKEAA) **DO NOT** apply to the University.

When Tropical Cyclone Signal No.3 or Amber/ Red Rainstorm Warning Signal is in force, all classes and examinations will continue to be held as scheduled, unless otherwise announced by the University.

When Tropical Cyclone Signal No. 8 (or above) is in force or will be issued within the next 2 hours (as announced by the Hong Kong Observatory), or “extreme conditions”^ announced by the Government after super typhoon are in force, or the Black Rainstorm Signal is in force, the following arrangements shall apply to all classes and examinations regardless of the mode of learning and teaching:

## For Classes and Examinations Not Yet Started

Situation	Action to be taken
<b>For Morning Classes and Examinations</b>	
When Tropical Cyclone No.8 (or above), “extreme conditions” or Black rainstorm warning is/are in force at or after 6:00am	All morning classes and examinations commencing before 1:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
<b>For Afternoon Classes and Examinations</b>	
<ul style="list-style-type: none"> <li>• When Tropical Cyclone No.8 (or above) is lowered without “extreme conditions” announcement; or</li> <li>• When “extreme conditions” are cancelled; or</li> <li>• When Black rainstorm warning is cancelled between 6:01am and 11:00am</li> </ul>	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be held as scheduled.
When Tropical Cyclone No.8 (or above), “extreme conditions” or Black rainstorm warning is/are in force at or after 11:00am	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.

<b>For Evening Classes and Examinations</b>	
<ul style="list-style-type: none"> <li>• When Tropical Cyclone No.8 (or above) is lowered without “extreme conditions” announcement; or</li> <li>• When “extreme conditions” are cancelled; or</li> <li>• When Black rainstorm warning is cancelled at or before 3:00pm</li> </ul>	All evening classes and examinations scheduled for 5:30pm and after will be held as scheduled.
<ul style="list-style-type: none"> <li>• When Tropical Cyclone No.8 (or above) is lowered without “extreme conditions” announcement; or</li> <li>• When “extreme conditions” are cancelled; or</li> <li>• When Black rainstorm warning is cancelled between 3:01pm and 4:00pm</li> </ul>	All evening classes and examinations scheduled for 6:30pm and after will be held as scheduled.
When Tropical Cyclone No.8 (or above), “extreme conditions” or Black rainstorm warning is/are in force at or after 4:00pm	All evening classes and examinations will be cancelled and the examinations will be re-scheduled to a specific date according to the arrangement of course lecturer.

#### **For Classes and Examinations Already Started**

<b>Situation</b>	<b>Action to be taken</b>
When Tropical Cyclone No.8 (or above) is issued	All classes will be suspended immediately. All examinations, except those held outdoors, will continue until the end of that session, unless the Chief Invigilator advises that the examination be suspended.
When Black rainstorm warning is issued	All classes and examinations, except those held outdoors, will continue until the end of that session, unless the lecturer(s) or Chief Invigilator(s) advise(s) that the class or examination be suspended.

#### **Contingency Arrangement for Examinations during Bad Weather**

For examinations that are not administered by the Registry, you are requested to contact the lecturer(s) or the Department(s)/Centre(s) concerned for the contingency arrangements.

^ Under certain “extreme conditions” caused by super typhoons, such as serious disruption of public transport services, extensive flooding, major landslides or large-scale power outage after super typhoons, the Government will review the situation (including public transportation and other aspects) and make announcement to the public.

## 12. Programme Team 2024/2025

### Programme Leader

Dr HO Chun Yip Henry (Assistant Professor)

Tel. No.: 2948 8729

Email: [hcyho@eduhk.hk](mailto:hcyho@eduhk.hk)

### Associate Programme Leader

Dr CHUNG Yiu Bun (Senior Lecturer II)

Tel. No.: 2948 8160

Email: [ybchung@eduhk.hk](mailto:ybchung@eduhk.hk)

### Programme Matters

Ms LAM Wing Yan Zita (Executive Assistant)

Tel. No.: 2948 8165

Email: [mappe@eduhk.hk](mailto:mappe@eduhk.hk)

You **MUST** read emails and announcement(s) on *Moodle* about the Programme and individual courses regularly.

## 13. Useful Telephone Directory and Websites

### Department of Psychology

#### Head of Department

Dr CHAN Ka Shing Kevin (Associate Professor)

#### **General Office**

Location: D1-2/F-26

Hotline: 2948 8544

Fax No.: 2948 8454

Email: [ps@eduhk.hk](mailto:ps@eduhk.hk)

Website: [www.eduhk.hk/ps](http://www.eduhk.hk/ps)

#### **Office Hours**

Monday to Friday	08:30 – 12:30 13:30 – 17:20
Saturday, Sunday and Public Holiday	Closed

# 14. Campus Maps

## Location Map of EdUHK



Address: 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

Public Transport: **KMB No. 74K Bus (Circular)**

between the MTR Tai Po Market Station and Sam Mun Tsai visiting The Education University of Hong Kong

**Green Minibus No. 26 Service**

between Tai Po Campus and Bayshore Towers, Ma On Shan

**Green Minibus No. 26A Service**

between Tai Po Campus and Yuen Chau Tsai, Tai Po circular service (7:30 am to 9:30 am & 5:30 pm to 8:30 pm, Monday through Friday)

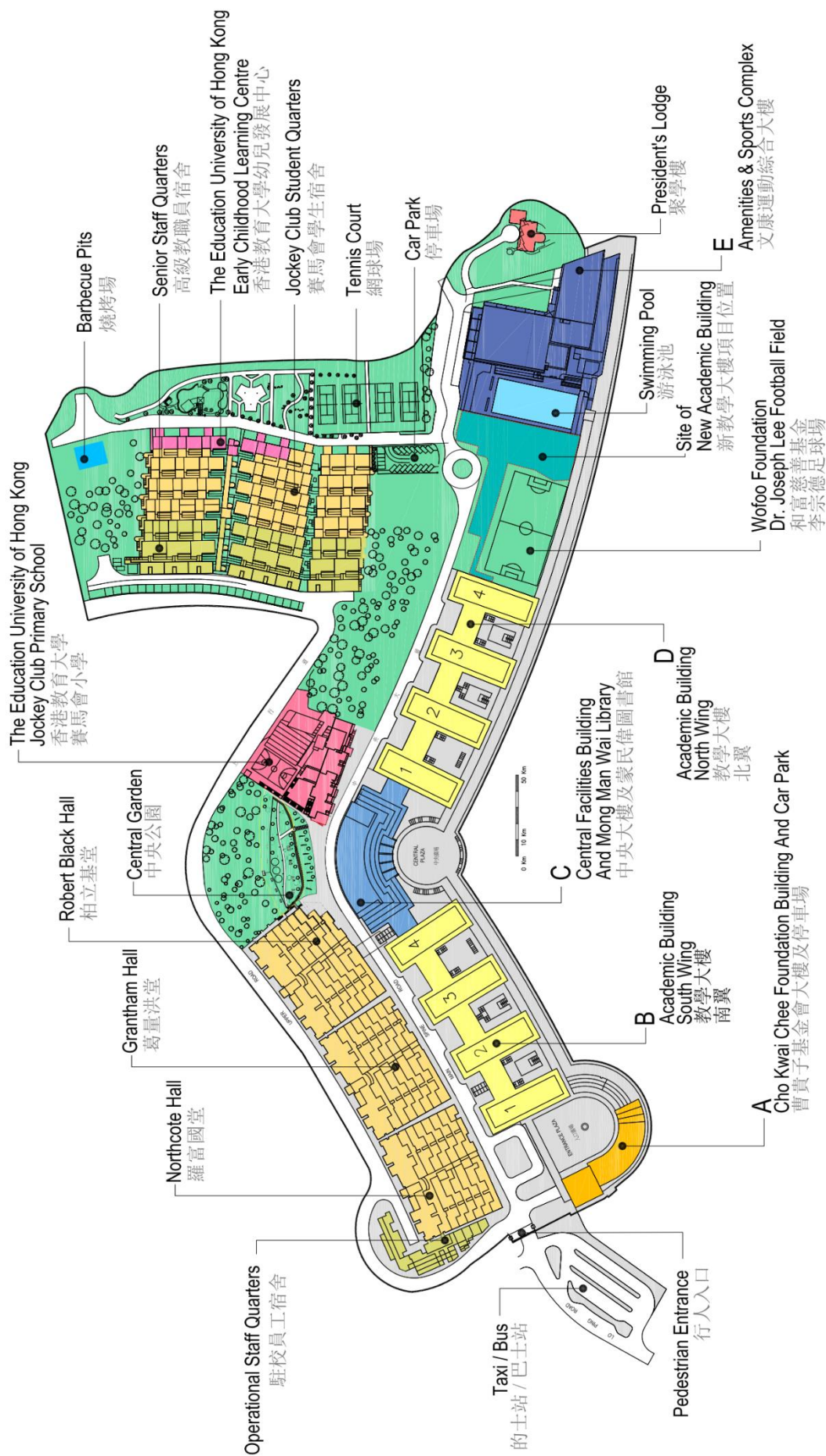
Shuttle Bus Services: Shuttle Bus between Tai Po Campus and the MTR University Station  
Shuttle Bus between Tai Po Campus and EdUHK Sports Centre

Please visit webpage of Estate Office at [www.eduhk.hk/eo](http://www.eduhk.hk/eo) for details of transportation.



# The Education University of Hong Kong – Tai Po Campus

## The Education University of Hong Kong Tai Po Campus 香港教育大學大埔校園

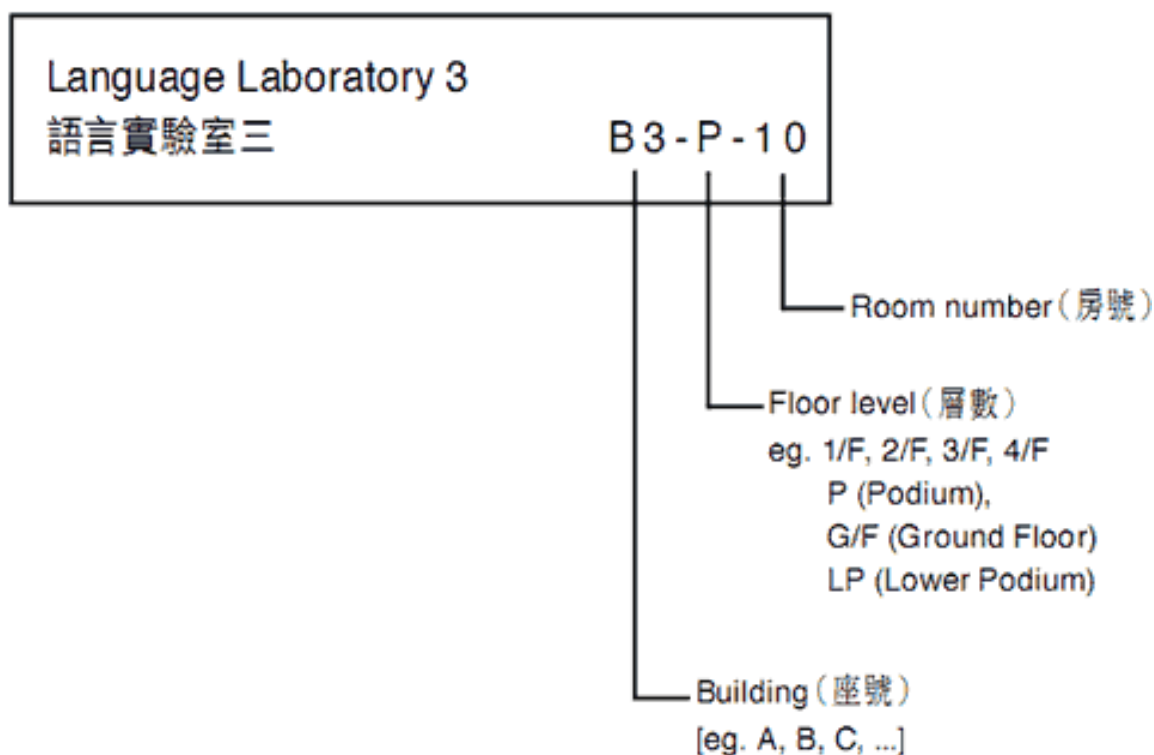


SCALE 1 : 2500  
(in A3 paper size)

## Signage System on Tai Po Campus

The room numbering system comprises a building code, a floor level code and a room number. The diagrams below illustrate how the system works:

- Directional Sign



- Door Sign





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