2. Basic information on programmes and courses

2.1 Taught postgraduate programmes

The Graduate School offers through 59 Graduate Divisions (in 8 Faculties) a total of 138 taught postgraduate (TPg) programmes leading to postgraduate certificate, diploma, Masters and Doctoral degrees. As of December 2015, the number of taught postgraduate programmes offered by CUHK is tabulated below:

<table>
<thead>
<tr>
<th>Taught Doctoral programmes</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Master’s programmes</td>
<td>119</td>
</tr>
<tr>
<td>Postgraduate Diploma / Certificate programmes</td>
<td>16</td>
</tr>
</tbody>
</table>

New programmes may be proposed by Graduate Divisions/Faculties or initiated by the University in accordance with its strategic development. Such initiative may be mobilized by intellectual pursuits, international and societal developments, academic advancement, technological breakthrough or available resources. Graduate Divisions may also propose changes to existing programmes/courses to refresh or revitalize them. There is a well-defined process and a schedule for submission of programme proposals which is available at the website of the Graduate School.

2.2 Strategic goal statement for taught postgraduate programmes

TPg programmes form the backbone of postgraduate education in many academic fields, for example, in professional disciplines such as legal studies, business administration, and education. In view of the role they play, the University regards self-financed TPg programmes as an essential component of its mission of a first-class comprehensive research university. These programmes should be pursued with the following strategic objectives in mind:

(a) TPg programmes aim at providing valuable resources to help advance the University’s goal of achieving academic excellence. This is in alignment with the other stated programme goals.

(b) TPg programmes are targeted to deliver scholastic values at the quality level of a first-class university. They should fully support faculty and departmental strategies and built upon Faculty strengths.

(c) The aim of TPg programmes is to address societal needs in postgraduate education in fulfillment of the University’s role to serve as an educational leader at the national and international level.

(d) TPg programmes should serve as a two-way link between the University and the outside society. They are expected to incorporate and disseminate knowledge gained from the University’s research. At the same time, they could help identify and recruit top candidates for the University’s research programmes.
Future policies and plans for TPg Programmes should be formulated with these objectives in mind.

### 2.3 Graduate attributes of taught postgraduate programmes

The University has clear expectations of the attributes of its graduates. The TPg programmes aim to educate students to embark on careers that would allow them to become world leaders in their fields, working as senior managers in enterprises, or experts in other professions related to the pursuit and application of knowledge.

Degree graduates of TPg programmes are expected to have acquired comprehensive, state-of-the-art knowledge and relevant expert skills in the subject discipline. Graduates of taught programmes should have gained access to results from up-to-date advances in the field and a depth of knowledge in specialty areas. They should have accumulated ample experience in practical training, clinical work, project development, or research activities, as prescribed by their programmes. Communication and language skills at a level appropriate to university graduates are expected already at the time of admission. In particular, fluent communication skills are expected in languages essential to their discipline. Proficiency in English is expected as it is the default international language in many professional and scholastic fields.

Postgraduate diploma programmes tend to serve very specific and diversified objectives and have relatively short study periods. The expected attributes of the graduates of these programmes should be specified by the divisions concerned.

Postgraduate students are expected to possess attributes of holders of first degrees obtained from the University or other leading tertiary institutions in domains such as academic honesty, personal integrity, critical and independent thinking, communication and language skills, global vision, desire to serve the society, and others. Whole-person development therefore does not form part of the formal educational objectives of most postgraduate programmes offered at the University.

### 2.4 Modes of study

The mode of study may be full-time or part-time. Unless otherwise specified, classes of part-time programmes may be scheduled in day time as for full-time programmes. Part-time students have to make their own arrangements to attend day-time classes.

Application for change of study mode would be allowed only within the normative period of study and it must be recommended by the Graduate Division concerned and approved by the Dean of the Graduate School.

The remaining normative and maximum periods of study for both full-time students changing to part-time or part-time students changing to full-time are computed based on the principle that time spent in part-time students count with the ratios as full-time equivalents as specified in the conversion
tables published in the Postgraduate Student Handbook. Continuing students, i.e., students beyond the normative study period, are not allowed to change their study mode.

2.5 Courses

A TPg programme is made up of courses on specific topics. Courses could be lectures, tutorials, seminars, field study, etc. Courses carry different number of units. All TPg students are required to complete the number of units of courses specified in the respective study schemes.

A typical 3-unit taught course is made up by two hours of lecture and one hour of tutorial per week throughout a teaching term (the number of hours which students spend out of class studying reference materials or other related activities not included). The general rule is that each unit of course is regarded as equivalent to approximately 3 hours of study per week by the student.

The fundamental concepts which need to be understood in each course are listed in the course outline with key principles, though content specification should not be exhaustive. Besides, for each course, learning outcomes, i.e., capabilities, knowledge and skills that students expected to have developed during the course, are clearly specified.

2.6 Course code and sequence

With effect from 2010-11, the course code structure has been revised. It comprises 4 letters of the alphabets and 4 numerals. The first 4 letters stand for the subject (e.g. BIOL for Biology). The first numeral stands for the level of study. Undergraduate courses are coded 1000 to 4000 while Postgraduate courses 5000 or above. The definition for 5000 – 8000 level courses is detailed below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>Postgraduate Diploma/Master's courses</td>
</tr>
<tr>
<td>6000</td>
<td>Advanced Master's courses</td>
</tr>
<tr>
<td>7000</td>
<td>Doctoral courses</td>
</tr>
<tr>
<td>8000</td>
<td>Thesis monitoring courses, e.g., Thesis Research courses of “articulated” MPhil-PhD Programmes or thesis monitoring courses for other MPhil and PhD programmes.</td>
</tr>
</tbody>
</table>

Normally, lower level courses should be taken before upper level courses. However, for the sake of flexibility, most courses are open to students of all years of attendance subject to satisfactory fulfillment of prerequisite and co-requisite requirements, unless otherwise stipulated by the Programme.

The Senate has resolved that no double-coding of a single course would be allowed.