

## 2. Basic Information on Programmes and Courses

### 2.1 Taught postgraduate programmes

The Graduate School offers through 58 Graduate Divisions a total of 132 TPg programmes leading to postgraduate certificate, diploma, master's and doctoral degrees. As of September 2018, the number of taught postgraduate programmes offered by CUHK is:

Taught Doctoral programmes	3
Taught Master's programmes	116
Postgraduate Diploma/Certificate programmes	13
Total	132

New programmes may be proposed by Graduate Divisions/Faculties or initiated by the University in accordance with its strategic development. Such initiative may be triggered 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 restructure or revitalise them. There are well-defined guidelines and procedures and a schedule for submission of programme proposals which are available on the Graduate School website.

### 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. The University regards self-financed TPg programmes as an essential component of its mission as a first-class comprehensive research university. TPg programmes should be pursued with the following strategic objectives:

- (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 shall deliver scholastic values at the quality level of a first-class university. They should fully support faculty and departmental strategies and be built upon Faculty strengths.
- (c) The aim of TPg programmes is to address societal needs in postgraduate education in fulfilment of the University's role to serve as an educational leader at the national and international levels.
- (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.

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 will 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.

Graduates of the TPg programmes are expected to have acquired comprehensive, state-of-the-art knowledge and relevant expert skills in the subject discipline. Graduates of the TPg 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 for 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 Graduate Divisions.

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 of a postgraduate programme 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 is allowed only within the student's normative period of study and must be recommended by the Graduate Division and approved by the Dean of the Graduate School.

Normative and maximum periods of study for students who change the study mode are computed based on the principle of ratios of time spent by part-time students as compared with full-time equivalents, 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 studies, etc., which carry a 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 of a two-hour lecture and a one-hour tutorial per week throughout a teaching term (the number of hours students spent on out-of-class self-studying is not included). The general rule is that each unit of course is regarded as equivalent to approximately three hours of study per week by the student.

The fundamental concepts and key principles covered by each course are listed in the course outline. The content specification is not exhaustive. Learning outcomes, i.e., capabilities, knowledge and skills students expected to have developed during the course, are specified in the course outline.

## **2.6 Course code and sequence**

Since 2010-11 the course code comprises four letters and four numerals. The first four letters stand for the subject (e.g., BIOL for Biology) and the first numeral stands for the level of study. Undergraduate courses are coded 1000 to 4000 while postgraduate courses are coded 5000 to 8000. Details are given below:

<u>Level</u>	<u>Definition</u>
5000	Postgraduate Diploma/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.

Lower level courses should normally be taken before upper level courses. However, some flexibility is allowed through opening most courses to students of all years subject to satisfactory fulfilment of prerequisite and corequisite requirements, unless otherwise stipulated by the Programme.

As resolved by the Senate, no double-coding of a single course is allowed.