

**REGULATIONS FOR THE DEGREE OF
MASTER OF SOCIAL SCIENCES
(MSocSc)**

(See also General Regulations and Regulations for Taught Postgraduate Curricula)

These regulations apply to candidates admitted to the Master of Social Sciences in the academic year 2022-23 and thereafter.

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

The degree of Master of Social Sciences (MSocSc) is a postgraduate degree awarded for the satisfactory completion of a prescribed course of study in one of the following fields: Behavioral Health; Clinical Psychology; Counselling; Criminology; Educational Psychology; Gerontology; Media, Culture and Creative Cities; Mental Health; Nonprofit Management; Psychology; Social Service Management; Social Work; and Sustainability Leadership and Governance. These fields of study will not necessarily be offered every year.

Admission requirements

MSS 1. To be eligible for admission to the courses leading to the degree of Master of Social Sciences, candidates

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
- (b) shall hold
 - (i) a Bachelor's degree of this University; or
 - (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose;
- (c) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b);
- (d) shall satisfy any other admission requirements which may be specified for individual fields of study in the regulations below; and
- (e) shall satisfy the examiners in a qualifying examination if required.

MSS 1.1 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the fields of Behavioral Health, Counselling, Gerontology, Mental Health, Social Service Management and Social Work, candidates shall preferably have had a minimum of two years of post-qualification experience in the relevant fields, in addition to the requirements set out in Regulation MSS 1.

MSS 1.2 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Clinical Psychology, candidates

- (a) shall hold a Bachelor's degree with a major in Psychology, or a recognized equivalent qualification;
- (b) shall have demonstrated empirical research experience in the form of a dissertation completed in the Bachelor's degree programme or another equivalent programme in psychology, or first-authorship in published journal article;
- (c) shall be eligible for the Graduate Membership of the Hong Kong Psychological Society; and
- (d) shall preferably have relevant working experience, in addition to the requirements set out in Regulation MSS 1.

MSS 1.3 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Criminology, candidates

- (a) shall hold a Bachelor's degree preferably with a major in the social sciences or humanities discipline; or
- (b) shall preferably have working experience in the criminal justice system, social welfare agencies, or in other work with offenders,

in addition to the requirements set out in Regulation MSS 1.

MSS 1.4 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Educational Psychology, candidates

- (a) shall hold a Bachelor's degree with a major in Psychology, or a recognized equivalent qualification;
- (b) shall be eligible for the Graduate Membership of the Hong Kong Psychological Society; and
- (c) shall preferably have relevant working experience in educational or related settings,

in addition to the requirements set out in Regulation MSS 1.

MSS 1.5 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Nonprofit Management, candidates shall preferably have three years of relevant working experience, in addition to the requirements set out in Regulation MSS 1.

MSS 1.6 To be eligible for admission to the courses leading to the degree of Master of Social Sciences in the field of Psychology, candidates

- (a) shall preferably have more than one year of work experience; and
- (b) shall satisfy the examiners in a qualifying examination and interview if shortlisted,

in addition to the requirements set out in Regulation MSS 1.

MSS 2. An application for exemption from the above requirements shall be considered on a case by case basis.

Qualifying examination

MSS 3.

- (a) A qualifying examination may be set to test the candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.
- (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.

Award of degree

MSS 4. To be eligible for the award of the degree of Master of Social Sciences, candidates

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula; and
- (b) shall complete the programme as prescribed in the syllabuses and satisfy the examiners in accordance with the regulations set out below.

Period of study

MSS 5. The curriculum shall normally extend over one academic year of full-time study; or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or three academic years of part-time study, unless otherwise specified for individual fields of study in the regulations below.

MSS 5.1 In the field of Clinical Psychology, the programme shall normally extend over two academic years of full-time study, with a maximum period of registration of four academic years of full-time study.

MSS 5.2 In the field of Counselling, the programme shall normally extend over two or three academic years of part-time study, with a maximum period of registration of three academic years for the two-year part-time study or four academic years for the three-year part-time study.

MSS 5.3 In the field of Criminology, the programme shall normally extend over one academic year of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or four academic years of part-time study.

MSS 5.4 In the field of Educational Psychology, the programme shall normally extend over two academic years of full-time study or three academic years of part-time study, with a maximum period of registration of four academic years for both full-time and part-time study.

MSS 5.5 In the fields of Media, Culture and Creative Cities, the programme shall normally extend over one academic year of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or four academic years of part-time study.

MSS 5.6 In the field of Nonprofit Management, the programme shall normally extend over one academic year (three semesters) of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or three academic years of part-time study.

MSS 5.7 In the fields of Mental Health, Social Service Management, and Social Work, the programme shall normally extend over two academic years of part-time study, with a maximum period of registration of three academic years of part-time study.

MSS 6. Candidates shall not be permitted to extend their studies beyond the maximum period of registration specified in the above regulations, unless otherwise permitted or required by the Board of the Faculty.

Advanced Standing

MSS 7. Advanced Standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. The amount of credits to be granted for Advanced Standing shall be determined by the Board of the Faculty, in accordance with the following principles:

- (a) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
- (b) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of the Faculty but will be recorded on the transcript of the candidate.

Exemption

MSS 8. Candidates may be exempted, with or without special conditions attached, from the requirement prescribed in the regulations and syllabuses governing the curriculum with the approval of the Board of the Faculty, except in the case of a capstone experience. Approval for exemption of a

capstone experience may be granted only by the Senate with good reasons. Candidates who are so exempted must replace the number of exempted credits with courses of the same credit value.

Progression in curriculum

MSS 9. Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The combined total number of credits to be granted for Advanced Standing and credit transfer shall not exceed half of the total credits normally required under the curricula of the candidates during their candidature at the University.

Completion of curriculum

MSS 10. To complete the curriculum, candidates

- (a) shall satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
 - (b) shall follow courses of instruction and complete satisfactorily all prescribed written work and field work;
 - (c) shall complete and present a satisfactory dissertation or capstone project as prescribed in the syllabuses; and
 - (d) shall satisfy the examiners in all prescribed courses and in any prescribed form of examination.
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Dissertation and Capstone project

MSS 11. Subject to the provisions of Regulation MSS 10(c), the title of the dissertation or capstone project shall be submitted for approval by not later than March 31 of the final academic year in which the teaching programme ends and the dissertation or capstone project shall be presented by a date as prescribed in the syllabuses for each field of study; candidates shall submit a statement that the dissertation or capstone project represents their own work (or in the case of conjoint work, a statement countersigned by their co-worker(s), which show their share of the work) undertaken after registration as candidates for the degree.

Assessment

MSS 12. Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of continuous assessment of coursework, written examinations and/or any other assessable activities. Only passed courses will earn credits.

MSS 13.

- (a) Where so prescribed in the syllabuses, coursework or a dissertation or a capstone project shall constitute part or whole of the examination for one or more courses.
- (b) An assessment of the candidates' coursework during their studies, including completion of written assignments and participation in field work or laboratory work, as the case may be, may be taken into account in determining the candidates' result in each written examination paper; or, where so prescribed in the syllabuses, may constitute the examination of one or more courses.

MSS 14. Candidates shall not be permitted to repeat a course for which they have received a passing grade for the purpose of upgrading.

MSS 15. Candidates who have failed to satisfy the examiners at their first attempt in not more than

half of the number of courses to be examined, whether by means of written examination papers or coursework assessment, during any of the academic years of study, may be permitted to make up for the failed course(s) in the following manner:

- (a) undergoing re-assessment/re-examination in the failed course; or
- (b) re-submitting failed coursework, without having to repeat the same course of instruction; or
- (c) repeating the failed course by undergoing instruction and satisfying the assessments; or
- (d) for elective courses, taking another course in lieu and satisfying the assessment requirements.

MSS 16. Subject to the provision of Regulation MSS 10(c), candidates who have failed to present a satisfactory dissertation or capstone project may be permitted to submit a new or revised dissertation or capstone project within a specified period.

MSS 17. Candidates who have failed to satisfy the examiners in any prescribed field work/practical work/internship may be permitted to present themselves for re-examination in field work/practical work/internship within a specified period.

MSS 18. Candidates who are unable because of their illness to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within seven calendar days of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provision made in the regulations for failure at the first attempt shall apply accordingly.

MSS 19. There shall be no appeal against the results of examinations and all other forms of assessment.

MSS 20. Candidates who

- (a) are not permitted to present themselves for re-assessment/re-examination in any failed course(s) or to repeat the failed course(s) or take another course in lieu under Regulation MSS 15; or
- (b) have failed to satisfy the examiners in any course(s) at a second attempt; or
- (c) are not permitted to submit a new or revised dissertation or capstone project under Regulation MSS 16; or
- (d) have failed to submit a satisfactory new or revised dissertation or capstone project under Regulation MSS 16; or
- (e) have exceeded the maximum period of registration.

may be required to discontinue their studies.

MSS 20.1 In the field of Clinical Psychology, candidates who have failed two external placements or the second attempt of either the external placement or internal practicum may be required to discontinue their studies.

MSS 20.2 In the field of Educational Psychology, candidates who have failed any two practicum courses may be required to discontinue their studies.

Grading systems

MSS 21. Individual courses shall be graded according to the one of the following grading systems:

- (a) Letter grades, their standards and the grade points for assessment as follows:

<i>Grade</i>		<i>Standard</i>	<i>Grade Point</i>
A+	}	Excellent	4.3
A			4.0
A-			3.7
B+	}	Good	3.3
B			3.0
B-			2.7
C+	}	Satisfactory	2.3
C			2.0
C-			1.7
D+	}	Pass	1.3
D			1.0
F		Fail	0

or

(b) 'Pass' or 'Fail'.

Courses graded according to (b) above shall not be included in the calculation of the GPA.

Classification of awards

MSS 22. On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diploma.

SYLLABUSES FOR THE DEGREE OF MASTER OF SOCIAL SCIENCES

EDUCATIONAL PSYCHOLOGY

The Department of Psychology offers a postgraduate programme leading to the degree of Master of Social Sciences in the field of Educational Psychology. The programme is designed to provide instruction and training in the theory and practice of educational psychology. To this end, emphasis will be placed on both academic studies and related practical experience in the field.

STRUCTURE AND EVALUATION

The period of study extends over two years full-time or three years part-time, commencing in September and including the intervening vacations. Throughout the programme, in both its theoretical and practical aspects, special attention will be paid to the needs and issues concerning educational psychology in the local setting.

The full time programme consists of a total of 156 credits. The quantitative value of a credit is equivalent to 20 hours of student learning activities (including both contact hours and all other forms of student learning activities) for taught course or 27 hours of work for practicum, under supervision of an experienced psychologist. Candidates are required to complete 21 compulsory courses, including 15 taught courses (6 credits each) (a total of 90 credits), 5 practicum courses (a total of 54 credits) and a 2-year dissertation research course (12 credits). 10 of the taught courses are normally taken in the first year and the remaining 5 in the second year. Duration of each taught course is normally one semester and consists of three hours of weekly lectures, discussions, seminars or workshops. The courses are as follows:

First year courses

PSYC6002.	Research methods & statistics I (6 credits)
PSYC6003.	Research methods & statistics II (6 credits)
PSYC7010.	Psychoeducational assessment I (6 credits)
PSYC7011.	Psychoeducational assessment II (6 credits)
PSYC7026.	Children with special needs I (6 credits)
PSYC7027.	Children with special needs II (6 credits)
PSYC7014.	Psychoeducational intervention I (6 credits)
PSYC7015.	Psychoeducational intervention II (6 credits)
PSYC7016.	Skills training seminar I (6 credits)
PSYC7017.	Skills training seminar II (6 credits)
PSYC6012.	Practicum I (9 credits)
PSYC6013.	Practicum II (3 credits)
PSYC6014.	Practicum III (6 credits)

Capstone Experience Course

PSYC7028.	Dissertation research (12 credits)
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Second year courses

PSYC6004.	Curriculum and instruction (6 credits)
PSYC6019.	Professional ethics and issues in educational psychology (6 credits)
PSYC8010.	Skills training seminar III (6 credits)
PSYC8007.	Applied developmental psychology (6 credits)
PSYC8008.	Motivation and learning (6 credits)
PSYC6015.	Practicum IV (18 credits)
PSYC6016.	Practicum V (18 credits)

Capstone Experience Course

PSYC7028.	Dissertation research (12 credits)
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The part-time programme consists of the same 15 compulsory courses, five practicum courses and a 2-year dissertation research course. Of the taught courses, seven are normally taken in the first year, five in the second and three in the third year. The courses are as follows:

First year courses

PSYC7010.	Psychoeducational assessment I (6 credits)
PSYC7011.	Psychoeducational assessment II (6 credits)
PSYC7026.	Children with special needs I (6 credits)
PSYC7027.	Children with special needs II (6 credits)
PSYC7014.	Psychoeducational intervention I (6 credits)
PSYC7015.	Psychoeducational intervention II (6 credits)
PSYC7016.	Skills training seminar I (6 credits)

PSYC6012.	Practicum I (9 credits)
PSYC6013.	Practicum II (3 credits)
PSYC6014.	Practicum III (6 credits)

Second year courses

PSYC8007.	Applied developmental psychology (6 credits)
PSYC8008.	Motivation and learning (6 credits)
PSYC6004.	Curriculum and instruction (6 credits)
PSYC6019.	Professional ethics and issues in educational psychology (6 credits)
PSYC7017.	Skills training seminar II (6 credits)
PSYC6015	Practicum IV (18 credits)

Capstone Experience Course

PSYC7028.	Dissertation research (12 credits)
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Third year courses

PSYC6002.	Research methods & statistics I (6 credits)
PSYC6003.	Research methods & statistics II (6 credits)
PSYC8010.	Skills training seminar III (6 credits)
PSYC6016.	Practicum V (18 credits)

Capstone Experience Course

PSYC7028.	Dissertation research (12 credits)
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The part-time programme may not be offered. An announcement would be made whenever it is available.

EXAMINATIONS

Examinations of the courses followed by a candidate may be either by a written paper in the examination held in December or May of the academic year of study, or by continuous assessment of the candidates' performance in completing the requirements of these courses, or by a combination of these methods.

A candidate's performance in the programme, whether full-time or part-time, is evaluated in three parts: (1) formal courses on the basis of written examination and/or continuous assessment of all written and practical work carried out during the year; (2) dissertation research and (3) practical training as set out below. Candidates must pass all three components of the programme.

COURSE DESCRIPTIONS

PSYC6002. Research methods and statistics I (6 credits)

The topics in this course include intermediate research methods and statistics. This course is designed to extend the knowledge and skills of students on research design and quantitative methods, using empirical examples in psychology to illustrate the key concepts and statistical reasoning involved. Students learn to become more intelligent consumers of research findings and more independent in conducting their own empirical studies.

Assessment: 100% coursework

PSYC6003. Research methods and statistics II (6 credits)

The topics in this course include intermediate research methods and statistics. This course is designed to extend the knowledge and skills of students on research design and quantitative methods, using empirical examples in psychology to illustrate the key concepts and statistical reasoning involved. Students learn to become more intelligent consumers of research findings and more independent in conducting their own empirical studies. At the end of this course, each student will have developed a viable research proposal in preparation for his/her thesis according to standards of the American Psychological Association.

Assessment: 100% coursework

PSYC7010. Psychoeducational assessment I (6 credits)

This course provides students with theoretical foundations of psychoeducational assessment and basic concepts in measurement. Starting with standards related to professional conduct and ethics in assessment, the course introduces students to formal and informal techniques and instruments used most frequently in the local setting. Focus will be put on the assessment of intelligence, achievement, and learning disabilities. The assessment of infants and young children is a special topic. The integration of assessment data into a comprehensive psychological report with associated recommendations for intervention is an essential component of this course.

Assessment: 100% coursework

PSYC7011. Psychoeducational assessment II (6 credits)

The focus of this course is on the assessment of behavioural and adjustment problems in children and adolescents. Using the problem-solving and systems approach as framework, students will be introduced to important concepts, procedures and instruments associated with the assessment of behaviour, personality, and social-emotional functioning in the school context.

Assessment: 100% coursework

PSYC7026. Children with special needs I (6 credits)

This course introduces some basic concepts and issues on educating students with special educational needs with focus on the characteristics, identification and intervention strategies for students with intellectual and learning related disabilities. The course covers the following topics: Historical background; inclusive education; early identification and early intervention; provisions for students with intellectual disability and learning disability.

Assessment: 100% coursework

PSYC7027. Children with special needs II (6 credits)

This course focuses on the basic characteristics, identification and intervention measures for students with emotional and behavioural related disabilities. Topics include different classification systems, general remediation strategies and specific training programmes in mainstream and special educational settings for students with emotional and behavioural problems.

Assessment: 100% coursework

PSYC7014. Psychoeducational intervention I (6 credits)

The nature and basic principles of psychoeducational intervention are introduced. The first half of the course will cover the fundamentals of counselling and guidance. It focuses on the process and stages of counselling in a pan-theoretical way. The second half of the course will cover some of the major approaches in counselling and intervention (e.g., person-centred therapy and behavior modification). It aims at equipping the students with specific and useful techniques and procedures derived from these approaches. Students are expected to master both theories and practical skills. Practical training is an indispensable component of this course.

Assessment: 100% coursework

PSYC7015. Psychoeducational intervention II (6 credits)

Major approaches and different levels of psychoeducational intervention are covered. The course emphasizes both direct and indirect intervention. Students are encouraged to go beyond the remedial model and are expected to work as an active agent with broader perspective in preventive intervention. Practical training is an indispensable component of this course. The students are expected to apply the acquired knowledge and practical skills to their work in educational settings. Topics include cognitive-behavioural intervention, systems and ecological approaches, school consultation, family work, psychodynamic approaches, alternative forms of therapy with children and adolescents, and career and vocational counselling.

Assessment: 100% coursework

PSYC7016. Skills training seminar I (6 credits)

This course is the first in a series of practical skills training seminars. It provides an initial orientation programme immersing students into settings related to roles and functions of educational psychologists. Subsequently more intensive discussion and hands-on practice of assessment skills and intervention programmes are provided. Students observe and practise skills related to consultation and interviewing, observational techniques, testing procedures, reporting test results and recommending interventions.

Assessment: 100% coursework

PSYC7017. Skills training seminar II (6 credits)

This course is the second in a series of practical skills training. It is offered when the students start their first practicum. It provides a platform for the students to polish the micro-skills that are required in their first practicum. These are the skills in assessment, counselling, consultation, inter-disciplinary collaboration, and systems-intervention. This course also provides a forum in which experienced educational psychologists from the field can share their specialities and expertise with the students.

Assessment: 100% coursework

PSYC8010. Skills training seminar III (6 credits)

This course is the last in a series of practical skills training seminars. It is offered in the second year when the students are immersed in practicums. It provides a platform for them to further polish the micro-skills that are required in field work. It also provides them with opportunities to seek support and guidance for the challenges they come across in practicum. In addition, it is a forum in which educational psychologists and allied professionals from the field can share with the students their experience in difficult cases and latest development in intervention.

Assessment: 100% coursework

PSYC6004. Curriculum and instruction (6 credits)

This course helps students understand and enact the principles of curriculum design, teaching, and assessment of learning, as they apply to the contexts and issues educational psychologists are likely to meet. A systemic view of children's learning problems will be emphasized. Curriculum and instructional issues for both mainstream and special schools in Hong Kong will be reviewed. Assessment: 100% coursework

PSYC6019. Professional ethics and issues in educational psychology (6 credits)

This course prepares students for professional practice in educational psychology by examining the organizational, ethical, and legal considerations as well as current issues related to such practice in Hong Kong. Ethical and legal guidelines pertinent to the delivery of school psychological services will be introduced to enable students to make well-informed choices in resolving professional problems and ethical dilemmas when they occur. Students will also engage in discussion and analysis of contemporary issues related to educational psychology practice. Topics covered are broad and diversified and are highly relevant to the local context.

Assessment: 100% coursework

PSYC8007. Applied developmental psychology (6 credits)

This course focuses on an integrated study of human development across the life span with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, cognitive, social, and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

Assessment: 100% coursework

PSYC8008. Motivation and learning (6 credits)

This course aims at familiarizing students with theories, research, and practices in the field of motivation and learning. It focuses on how educational psychologists can use existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Topics include theories of motivation and learning; their application in educational settings; effects of social cognitions on motivation; instructional environment that fosters motivation; and biological, cultural and contextual factors of learning.

Assessment: 100% coursework

PSYC6012. Practicum I (9 credits)

PSYC6013. Practicum II (3 credits)

PSYC6014. Practicum III (6 credits)

PSYC6015. Practicum IV (18 credits)

PSYC6016. Practicum V (18 credits)

The programme considers practicum an important and indispensable part of the training and whenever possible tries to integrate theories discussed at the University with that of fieldwork practice. All students are required to do fieldwork for a total of 180 days in five practicums.

PSYC6012	Practicum I (9 credits)
PSYC6013	Practicum II (3 credits)
PSYC6014	Practicum III (6 credits)

PSYC6015	Practicum IV (18 credits)
PSYC6016	Practicum V (18 credits)

Each credit is equivalent to 27 hours of practical work. The total duration of the five practicum courses is 180 days (1,458 hours). Each practicum aims at providing the students with:

- (a) exposures to a broad spectrum of work of an EP working in a particular setting;
- (b) adequate hands-on experiences at different levels (such as individual casework, group work, consultations to parents and teachers, in-service training for teachers, etc.) in the development of the necessary practical knowledge and skills;
- (c) knowledge of different types of provisions and systems accessible to children with special educational needs and referral procedures; and
- (d) opportunities for collaborative work with other professionals.

Assessment: 100% practicum

Prerequisite requirements:

PSYC6014 – prerequisite: PSYC6013

PSYC6015 – prerequisite: PSYC6012

PSYC6016 – prerequisite: PSYC6012

Capstone Experience Course

PSYC7028. Dissertation research (12 credits)

The dissertation should be a critical study within the field, normally including an empirical element, and should not exceed 20,000 words in length. Where appropriate, studies involving qualitative methodology and other approaches may also be included. The title of the dissertation shall be submitted for approval on March 31 of the final academic year of study, and the dissertation shall be presented by July 15 of the final academic year of study. The candidate shall submit a statement that the dissertation represents his own work (or in the case of conjoint work, a statement countersigned by his co-worker, which shows his share of the work) undertaken after registration as a candidate for the degree. The examiners may also prescribe an oral examination on the subject of the dissertation.

Assessment: 100% coursework
