



**Department of Social Work and
Social Administration**

Master of Social Work

Student Handbook

(2025 Intake)



香 港 大 學

THE UNIVERSITY OF HONG KONG

HKU *SWSA* **msw**

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1. Educational Objectives

1.1 Vision of Our Programme

The Master of Social Work (MSW) programme is designed to develop competent professional social workers who can contribute to advancing the well-being of vulnerable populations and to building a just and caring society locally and globally. The values, knowledge and skills conveyed in the programme should enable social workers to deliver quality social service to individuals, groups and the community in an appropriate, competent, ethical and humane manner, as well as to commit themselves to maintaining high standards of service upon graduation through life-long learning.

Specifically, our programme aims to:

- a. Develop students with generalist knowledge, values, and skills and to prepare competent professionals for social work practice with diverse systems

Students will be equipped with values, knowledge and skills to develop the strengths and enhance self-help capabilities among individuals, families, groups, organizations and communities in times of change. They will develop passion for helping and empowering others, especially those who are disadvantaged in society, by developing and recognizing their potential as well as improving their quality of life. They will also develop a strong commitment to advancing a more just and equitable society. They will learn to command up-to-date evidence-based intervention skills, research and evaluation skills, and policy advocacy skills, so that they can respond adequately as agents of social care, control and change.

- b. Advance knowledge and practice relevant to social work and social administration

The social work profession incorporates the person-environment interaction in the service of improving peoples' lives and facilitating transformation and growth through skilful interventions. Integration is therefore an important concept in professional practice. Throughout their study, students will master both academic knowledge and professional skills and experience.

A professional social worker will be also competent in working with individuals, families, groups and communities based on the needs of the clients, not the preference of the worker or agency. Micro and macro levels of practice and policy analysis are complementary and should never be divorced. In order to improve our services and skills, we must weave research into the fabric of our professional lives. We need to know whether what we are doing is effective and welcomed by our clients.

- c. Enhance students' cultural awareness, sensitivity and respect for the influence of human diversity in shaping life experiences across the lifespan, locally as well as globally

Social work should be practiced within the context of respect and appreciation of difference. Students are encouraged to recognize and use the influence of research and policy on service delivery as well as the influence of social work practice on policy development. They will be able to apply effective strategies of advocacy and social change that empower populations at risk and promote social justice. In Hong Kong, many minority groups are being discriminated against. Our aim is to train social workers to practice with a high degree of cultural sensitivity and work to make Hong Kong a more inclusive and understanding community.

1.2 Learning Outcomes

University Taught Postgraduate Curricula (TPG) Educational Aims
1. Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline or profession
2. Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity
3. Tackling novel situations and ill-defined problems
4. Collaboration and communication of disciplinary knowledge to specialists and the general public
5. Awareness of and adherence to personal and professional ethics
6. Enhancement of leadership and advocacy skills in a profession

Programme Learning Outcomes (PLOs)
1. Show mastery of a critical and independent learning habit and readiness for lifelong learning
2. Apply multi-disciplinary knowledge and understanding to adapt to new and uncertain situations and problems
3. Show commitment to ethical practice and recognize personal strengths and weaknesses
4. Communicate effectively and ethically with clients and people from all walks of life and develop abilities in collaborative team work
5. Recognize multi-cultural diversity and identify socio-cultural factors that contribute to the development of social problem solutions
6. Show readiness to serve the needy in society through direct service provision, strategic research and policy advocacy

2. Curriculum

2.1 Curriculum Structure

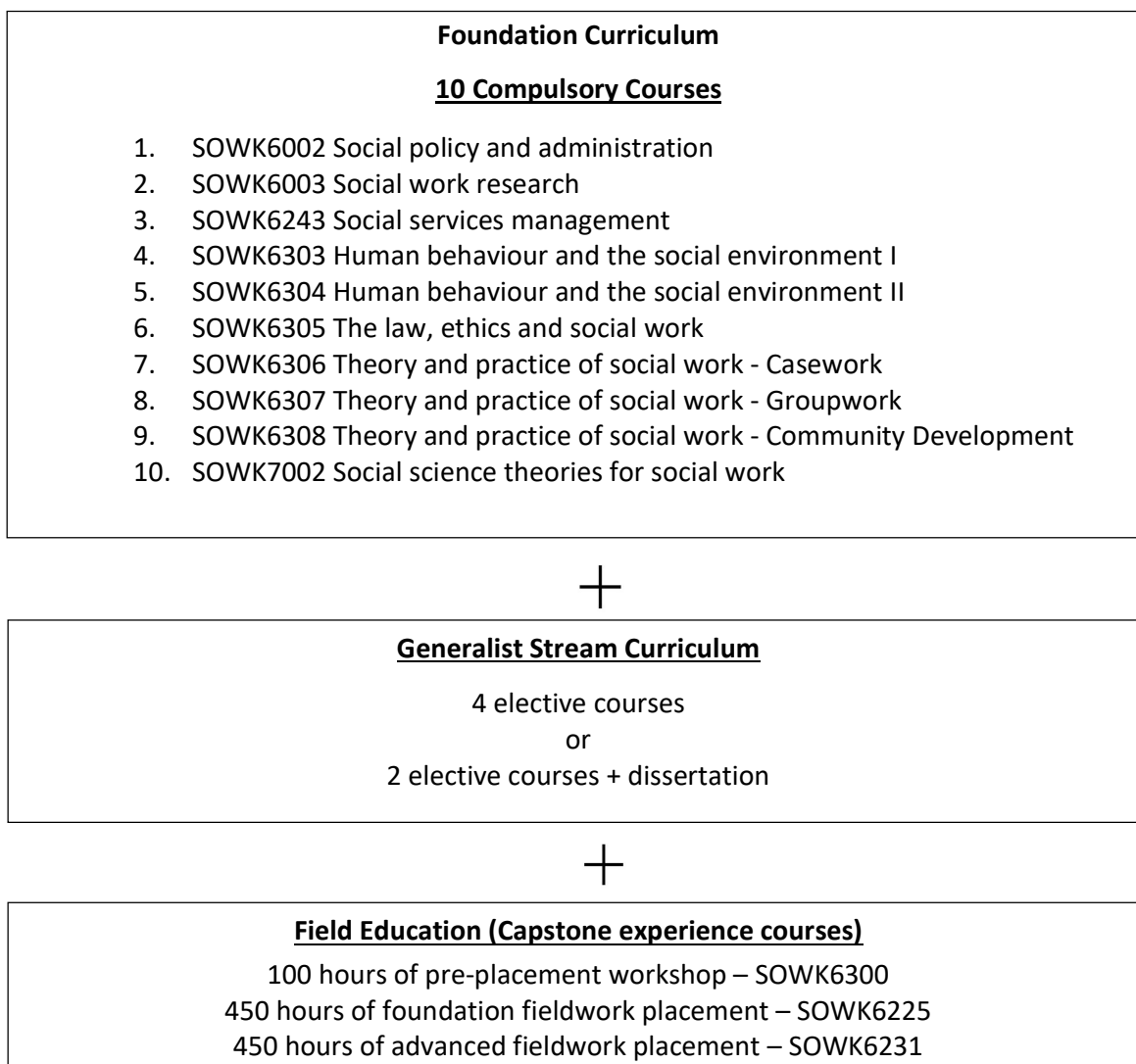
The MSW programme serves both full-time and part-time students:

Full-time programme : 2 consecutive years

Part-time programme : 3 consecutive years

The curricula for full-time and part-time students differ only in schedule but not in substance. The overall structure of the MSW curriculum is presented in the following figures:

Figure 1: HKU MSW Programme Curriculum Structure



MSW Full-time Curriculum Structure 2025-26				
Year 1			Year 2	
First Semester	Second Semester	Summer Semester	First Semester	Second Semester
SOWK6300 Pre-placement workshop		SOWK6225 Field placement I	SOWK6231 Field placement II	
SOWK6003 Social work research	SOWK6002 Social policy and administration		SOWK6243 Social services management	SOWK6305 The law, ethics and social work
SOWK6303 Human behaviour and the social environment I	SOWK6304 Human behaviour and the social environment II		4 Elective Courses + 2 Elective Courses / Dissertation	
SOWK6306 Theory and practice of social work – Casework	SOWK6307 Theory and practice of social work – Groupwork			
SOWK6308 Theory and practice of social work – Community Development	SOWK7002 Social science theories for social work			

*Remarks: Curriculum structure is subject to adjustments.

MSW Part-time Curriculum Structure 2025-26						
Year 1			Year 2			Year 3
First Semester	Second Semester	Summer Semester	First Semester	Second Semester	Summer Semester	Full year
SOWK6300 Pre-placement workshop		SOWK6002 Social policy and administration	SOWK6225 Field placement I		SOWK6305 The law, ethics and social work	SOWK6231 Field placement II
SOWK6303 Human behaviour and the social environment I	SOWK6307 Theory and practice of social work – Groupwork	SOWK6304 Human behaviour and the social environment II	SOWK6003 Social work research		SOWK6243 Social services management	
SOWK6306 Theory and practice of social work – Casework	SOWK6308 Theory and practice of social work – Community Development	SOWK7002 Social science theories for social work	4 Elective Courses + 2 Elective Courses / Dissertation			

*Remarks: Curriculum structure is subject to adjustments.

2.2 Assessment

Ongoing assessment based on coursework will be conducted to appraise candidates' individual performance and will be designed according to learning objectives. They may include essays, portfolios, oral presentations, learning journals or other assignments prepared individually or in groups. Written examination papers, tests, ongoing assessment, a dissertation or any combination of these shall constitute part or whole of the examination for one or more courses.

2.3 Dissertation

Students can choose to complete a social work study or research project under the supervision of a dissertation supervisor as a partial fulfillment of the MSW degree. Candidates shall submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree. Candidates who prefer not to complete a dissertation are permitted to choose two additional electives offered by the Department.

The format and style of the dissertation should conform to the university's requirements, you may see the Graduate School's suggested format for MPhil and PhD theses at: https://intraweb.hku.hk/reserved_1/gradsch/PreparingandSubmittingYourThesis.pdf.

Below please find some basic guidelines on writing dissertation:

a. Style

- Write simply and directly. Avoid unnecessary repetition.
- Be consistent in the use of tenses: use past tense when referring to the study itself.
- Use an impersonal style without it becoming mechanical or stilted. Avoid colloquialism or the excessive use of professional terminology.

b. Format

The following items are required:

- Title-page
- An abstract of the Dissertation
- Acknowledgements (if desired)
- Declaration on originality
- Table of contents
- List of Tables (if any)
- List of Figures (if any)

- Contents
- Bibliography
- Appendix (if any)

c. Assessment

The dissertation will be assessed in terms of clarity and robustness in the following areas:

- Significance of the study
- Literature review
- Methodology
- Results, discussion and conclusions
- Analytical thinking, language and presentation

d. Word limit: 25,000 words

e. Criteria

Students are eligible to apply if obtaining a minimum CGPA of 3.6 or above

f. Timeline:

Action to be taken	Deadline
Submission of “Research Proposal for Dissertation” & “Dissertation or Electives Option Form”	End of May in the penultimate academic year of study
Matching supervisor	End of June in the penultimate academic year of study
Application for ethical approval	Early December in the penultimate academic year of study
Submission of dissertation topic	Mid-March in the final academic year of study
Submission of dissertation to supervisor	Early June in the final academic year of study <i>(If you graduate in September, the deadline should be in early August of the final year of study.)</i>

3. Fieldwork Placement

3.1 Nature and Objectives of Fieldwork Placement

The fieldwork placement is an integral part of social work education with the emphasis on learning through practicum. The student being placed in real life work situations, and under the guidance of fieldwork supervisors, is expected to deliver services commensurate with professional requirements.

The fieldwork placement gives students opportunities to combine theory and practice, particularly in:

- Demonstrating social work principles and values;
- Testing out theories and models;
- Developing practice skills.

It also provides an opportunity for students to:

- Enhance self-understanding;
- Develop a personal style of work, within the bounds of professional practice.

If a student is working with a team or in a secondary setting, he/she is also expected to engage in inter-disciplinary collaboration with others and polish his/her teamwork skills.

3.2 Pre-requisites

The courses SOWK6300 “Pre-placement workshop”, SOWK6306 “Theory and practice of social work – Casework” and SOWK6307 “Theory and practice of social work – Groupwork” and SOWK6308 “Theory and practice of social work – Community Development” are the pre-requisites of SOWK6225 “Field placement I” and SOWK6231 “Field placement II”. If students have not completed the courses SOWK6300, SOWK6306, SOWK6307 and SOWK6308, they will not be allowed to take any practical training.

3.3 Structure of Fieldwork Placements

MSW students are required to undertake two fieldwork placements in two different social service agencies during their studies.

a. **Full-time MSW Students**

The First Placement

The first placement is a summer block placement which takes place in the summer between year one and two. From June to August, students are required to work 450 hours for the placement, which is 45 hours per week that are usually spread across 5 or 5.5 working days.

The Second Placement

The second placement is a concurrent placement. It is made up of twenty-eight weeks of practice learning in a social service agency throughout the first and second semesters of the final year of study. Students will work on Tuesdays and Wednesdays in agencies to complete 450 placement hours and attend classes during the rest of the week.

b. **Part-time MSW Students**

The First Placement

The first placement is a concurrent placement of 450 hours within twenty-eight weeks (4 sessions per week) throughout the first and second semesters in the second year of study.

The Second Placement

The second placement is also a concurrent placement of 450 hours within twenty-eight weeks (4 sessions per week) throughout the first and second semesters in the final year of study.

Summer Placement for Part-time MSW Students

Part-time MSW students whose application for changing a concurrent placement to a summer block placement has been approved will undergo a summer block placement during the summer before their final year of studies or the summer in their graduating year. Students are required to finish the number of working hours (usually a 450-hour placement working for 5 or 5.5 days a week) within the period of summer block placement. Requests for special arrangements will be considered only if sufficient and appropriate reasons are submitted in a written application.

Part-time students working in social service agencies are permitted to undergo one attached field placement. In such cases the student will be assigned a fieldwork supervisor from the Department who will, after consultation with the student's agency supervisor, work out the student's fieldwork assignments in order to match the student's academic level.

3.4 Information of Fieldwork Placement

The design of the Fieldwork placement is such that individual students will, as far as possible, experience a variety of different settings, dealing with a wide range of problems and situations, and have opportunities to learn how to use at least two social work practice methods. Placements are classified according to the setting and nature of work, such as:

- a. Family Services
- b. Medical Social Work Services
- c. Services for Children and Youth
- d. School Social Work Services
- e. Rehabilitation Services
- f. Services for the Elderly
- g. Community Development Services
- h. Multicultural Social Work Services

Students may be placed alone or in a unit of two or three students. In both instances, a fieldwork supervisor will be responsible for the field teaching. In fieldwork placements, the supervisor can either be a fieldwork supervisor employed by the University or an agency staff member appointed to act as such by the agency. The field supervisor will hold regular individual and group supervisory meeting with the students in planning their assignments, discussing their work and making ongoing assessments of the students' performance.

Generally speaking, all placements are concerned with the same broad areas of learning/teaching i.e. knowledge, skills and attitudes. As students go through different learning stages during the process of training and education, their needs at different stages require special consideration. Hence the learning/teaching goals of the first placement do differ somewhat from those of the final one.

The emphasis of the first placement is to help students to acquaint themselves with social work values and assumptions, to embark on a process of continuous self-

assessment and self-analysis for the purpose of learning, to develop a professional stance and attitude in their work and to acquire some basic social work skills. As beginning student workers, students are expected to learn how to establish their roles in the agency, start to build up their knowledge on community resources and attempt to apply what is learnt in class to the field situation. They have also to learn listening, observation, organizing, planning and relating skills. They have to start developing a systematic approach towards exploration, analysis, intervention and evaluation.

The second and final placement serves as a transition in role-learning from being a student social worker to a full-fledged social worker. Students are encouraged to develop greater responsibility and sophistication in their work. They are expected to have consolidated the knowledge and experience gained in their previous placements. They have to take more initiative and use their judgment and personal abilities in carrying out their work systematically and independently. They have also to be prepared to cope with work pressure and deal with emergency and crisis situations. Students should be aware of their own strengths and weaknesses and should be ready to make continuous efforts to further develop in professional competence after graduation.

3.5 Practice Hours

Student's field practice is composed of one pre-placement workshop and two placements. Each student has to complete 100 hours of pre-placement workshop and 450 hours of supervised practice in each placement and to fulfill a total of 1000 hours, as required by the international accreditation and the Hong Kong Social Workers Registration Board.

3.6 Working Hours

Students work normal agency hours on fieldwork days, though this can be modified at the discretion of the fieldwork supervisor and the agency. Students must be prepared to do evening and weekend work when necessary. Compensatory leave is given for overtime work, which should be taken as soon as possible and should not be accumulated. Students are not encouraged to spend substantial amounts of their free time on other agency programmes, as this can cut into their study time for course work.

3.7 Sick Leave and Time Off

Students follow the normal practice of submitting a medical certificate if they are off sick for more than two consecutive days. Time off, in special circumstances, can be given at the discretion of the fieldwork supervisor and the consent of the agency. The students can be required to make up this time during the placement period.

3.8 Responsibility to Fieldwork Supervisor and Towards Learning

- a. Learning Contract: There should be some form of agreement between fieldwork supervisor and students regarding supervision, agency requirements and learning goals. The agreement may be in written form. The student's learning goals are negotiated and agreed upon between the student himself/herself and the fieldwork supervisor. They will be determined with consideration of available agency assignments; the student's learning needs and the student's own interests and capacity. Learning goals are linked to the Department's expectations described in the Evaluation Forms. Goals may be modified from time to time.
- b. Assignments: After consultation with the agency supervisor and staff, assignments directed to the educational goals of the student are given to the student by the fieldwork supervisor. Consideration will be given to the special characteristics of different placement settings, actual needs of service recipients and the student's stage and capacity of learning.
- c. Responsibility for Learning: Students are expected to seek learning opportunities outside of supervision. They may need to read up on areas that are not yet covered in class through library research. Wherever possible, they should attend agency meetings and staff development programs. They can also initiate visits to other organizations relevant to their work.
- d. Supervision: Regular supervision individually or in groups, of 1.5-2 hours per week is provided by the fieldwork supervisor. The student is required to attend these weekly sessions, to be properly prepared (e.g. submit any required records ahead of time), and to take initiative in bringing up issues/ problems for discussion. A positive fieldwork supervisor-student relationship facilitates student growth and learning. Mutual trust and respect are essential. Students are encouraged to "open up" themselves, to readily share difficulties, frustrations, achievements and satisfactions with the fieldwork supervisor, as well as to examine their own strengths and weaknesses during the supervision sessions.

- e. Evaluation: Evaluation is an ongoing process throughout the placement period. The fieldwork supervisor monitors the student's work and assesses the student's performance through various means, such as the student's written and verbal reports, observation of the student at work, audio/ video recordings of the student's intervention process, and comments from agency staff and clients. He/she gives feedback on the student's progress regularly at supervisory sessions. A mid-placement evaluation is required, to alert both the student and the fieldwork supervisor as to whether satisfactory progress is being made towards the agreed-upon educational goals. A "Mid-Placement Review Report" is provided for this purpose. At the end of the placement, the student is encouraged to review his learning and development in relation to the placement experience by completing a "Student's Review of the Placement Experience Report." This report must be submitted to the fieldwork supervisor before the final evaluation session. The student is expected to cooperate with the fieldwork supervisor in the on-going process of evaluating his/her own performance and to participate in the mid-placement and final evaluation sessions. The student has the right to read the final evaluation report and to record any difference of opinion between himself/herself and the fieldwork supervisor. Students should sign the evaluation form indicating acknowledgment of having read the report.

- f. Difficulties: Individual students may encounter difficulties such as adjustment to the work/agency situation, a too heavy workload, confusion about the fieldwork supervisor's requirements etc. during the placement. They are encouraged to bring their difficulties or any personal or circumstantial problems that may interfere with their progress to the attention of the fieldwork supervisor as early as possible. Many difficulties can be resolved through clarification of expectations and regular feedback of opinions among the parties concerned. If students find problems in their placements that cannot be resolved through discussion with their fieldwork supervisors, they should consult the Director of Field Instruction.

3.9 Responsibility to Clients

Students should introduce themselves as “Student-Social-Workers” (實習社工) to clients unless this practice contradicts the agency’s advice. In this case, the agency’s rule should be followed. The student is himself/herself responsible for what he/she does with his/her client systems and target groups, though the fieldwork supervisor will be monitoring his/her work and making sure that assignments are within his/her capacity. Students have the responsibility to ensure that the client data are kept confidential, in line with the ethical practice of the profession and the requirements of the Personal Data (Privacy) Ordinance, 1995.

3.10 Assessment Procedures for Fieldwork Placement

The student’s performance in the fieldwork placement will be evaluated and assessed by the fieldwork supervisor throughout the placement.

When the placement ends the student must round up his/her task assignments in the agency properly, following the administrative requirements of the placement agency. Relevant written assignments to both the agency and the fieldwork supervisor should be submitted not later than two weeks upon the completion of placement period or according to the request of the placement agency.

The “Student Evaluation Report” should be prepared by the fieldwork supervisor within a month after the end of placement. The fieldwork supervisor should discuss the content and result of the evaluation with the student. The report should be submitted to the Director of Field Instruction on time as required.

If the student fails to finish and hand in written assignments within two weeks after the placement ends, he/she is deemed to be unable to complete the placement properly and a failure grade will be given.

The fieldwork mark given by the Fieldwork Supervisor is a tentative mark only. It will be reviewed in consideration with the details in the evaluation report, including whatever is written down by the students, and endorsed by the Internal Examiners for Field Instruction. Recommendations given by the Internal Examiner (other fieldwork supervisors) will be the “final mark”.

Failure in Field Practice

A student who fails in a placement is normally required to undertake another period of fieldwork practice to make up for the failure. If he/she fails again, he/she may be required to discontinue. If a fieldwork supervisor finds that a student is at risk of failing, he/she should give early warning to the student, at the mid-placement evaluation or sooner, specifying the areas that need to be improved and stating clearly the expectations. He/ She may also keep the Director of Field Instruction informed of the situation. At the end of the placement period, if a fieldwork supervisor decides to fail a student, he/she must let the student know as soon as possible.

During the placement period, a student may be discontinued from fieldwork placement and be given a failing grade if he/she displays one or more of the following kinds of behavior:

- a. Behavior so damaging to others that his/her immediate removal from placement is necessary protect the agency, the community, the student and/or clients. Examples of such are physically and/or psychologically abusing a client; extremely inappropriate behavior which is disruptive to the reputation or functioning of the agency and/or to its clients; illegal or immoral behavior.
- b. A recurrent series of irresponsible and/or inappropriate behavior with no signs of improvement despite repeated assistance; verbal and written warning from the fieldwork supervisor over a reasonable period of time. An example is chronic absenteeism from work and/or supervision.

A student who has failed his/her fieldwork placement because of the above-mentioned behavior may not be offered another placement opportunity.

A student who objects to being given a failing mark by the fieldwork supervisor or disagrees with not being offered a chance to repeat after being discontinued from placement under the circumstances stipulated above may make an appeal to the Department Head and request a review. However, he/she should first of all consult the Director of Field Instruction.

Students should consult the 'Fieldwork Placement Handbook' for a more detailed description of the contents and requirements of fieldwork placements.

4. Policy on Learning

Social work is a profession requiring statutory registration for practice in Hong Kong. The social work curriculum is designed to teach students the policies, skills, and theories that guide social work practice and to prepare them for the responsibilities and requirements associated with professional behavior that are bound by the Code of Practice for Registered Social Workers devised by the Hong Kong Social Workers Registration Board in 1998.

A social worker is expected to practice with professional competence and integrity. To achieve this aim, rigorous training and development in knowledge, skills, and attitudes are required in students. The adherence to the following departmental rules (which also apply to other students taking courses in the Department) is the first step towards professional training.

4.1 Attendance and Absence

Students are expected to attend all classes and be on time. Tutorial/Seminar/workshop attendance is compulsory. Roll-call and sanctions for unreasonable lateness beyond 15 minutes will be carried out. Regarding absence from tutorials/seminars/workshops, students should explain to the concerned course teachers in writing. If possible, prior notice should be given for reasonable absence. In case of illness, a medical certificate is required. For absence which is unexplained or unsatisfactorily explained, deduction of marks will result. The minimum attendance rate of tutorials/seminars/workshops is stated in respective course outlines.

4.2 Assessment

The assessment of core courses generally comprises the following components:

a. Participation

This includes tutorial attendance and the overall level of participation in the course.

b. Tutorial Presentation

Students are to present materials for discussion either individually, or in small groups in tutorials. The content and style of presentation will be assessed.

c. Written Assignments

Good writing is an essential aspect of professional social work practice. Therefore, papers and other written assignments are important and necessary training tools for

students. Term papers are expected to be around 3,000 words long. Case assignments should be around 1,500 words.

All papers will be evaluated both on their content, and also on the quality of the writing. Poor writing will result in a lowering of the grade on the written assignment or exam. Students with weak writing skills are strongly encouraged to seek assistance from the Centre for Applied English Studies. The following websites will be useful.

Academic Grammar :

<https://caes.hku.hk/acadgrammar/>

For most of the courses, students are expected to submit their assignments via Turnitin on the Moodle system. This system will detect any plagiarized materials. For some courses, teachers may require students to submit hard copies of their assignments. Please follow the instructions according to the respective course outlines.

d. Quizzes and /or Examinations

Quizzes and/or examinations are compulsory for some courses. Marks given to quizzes and the examinations will be weighted and aggregated. Details can be found in the course outlines of the courses.

Important note to students sitting examinations/quizzes

Students are reminded that “all electronic devices MUST be switched off and put under the chair/on the top of your desk throughout the examination/quizzes in a position visible to the invigilators. Make sure that you do not have any printed/written matter, mobile phone, or any other electronic/communication/sound-making devices on your desk, in your pocket or on your body throughout the examination/quizzes. Unless you have obtained the prior permission of an examiner or invigilator, you are not allowed to access the content of your bag at any time during the examination/quizzes. Students who do not comply with the above-mentioned instructions may be disqualified.

4.3 Grading System

Students will receive grades instead of marks for their assignments. The following scale is adopted for all MSW assessments:

<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

Distinction list

Distinctions are proposed to be awarded to students who achieved a cumulative grade point average (CGPA) of 3.6 or above without any failed courses, and attained the grade of A- at least in one of the capstone experience course(s), i.e. fieldwork placement. The Chief Examiner has the final decision on recommendation for conferment of the degree with a mark of distinction.

4.4 Submission Deadlines

Written assignments are to be submitted on or before the due date. Students should hand in assignments on time in one of the following ways:

- Turnitin
- Moodle
- Hard copy
- Other methods as required by the teacher (e.g. via email)

Penalty for late submission

All assignments should be submitted on time. According to the Departmental regulations, late submission of assignment will receive the following penalties:

Late for	% of marks to be deducted
1 day	10%
2 days	20%
3 days	30%
4 days	40%
5 days	50%
6 days	60%
7 days	70%
More than 7 days	No mark will be given

If the submission is overdue for more than 7 days, zero mark will be given to the assignment, but the teachers concerned will provide feedback on the paper.

Penalty on late submission of assignment for re-assessment of failed paper

If a student fails a particular paper, and if re-assessment is allowed by means of a resubmission of assignment, the student must submit the assignment for re-assessment on or before the due date. No marks will be given on late papers unless prior approval is sought from the teacher of the course.

4.5 Add-Drop Arrangements

Students should complete the add or drop courses within the designated period in first, second and summer semester, in accordance with the Academic Calendar (Appendix II). No amendments will be entertained after the add-drop period, except at the discretion with penalties unless there are very strong reasons.

4.6 Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism on the web:

<http://www.hku.hk/plagiarism/>.

Academic dishonesty is behavior in which a deliberately fraudulent mis-representation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

a. Plagiarism

- i. According to the HKU policy <http://www.hku.hk/plagiarism/>,
"Plagiarism is defined as the unacknowledged use, as one's own, of work of another person, whether or not such work has been published."
- ii. The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be **acknowledged**.
- iii. According to the assessment guidelines on Generative AI from the Teaching and Learning Innovation Centre (pp. 16), while citing AI generated language models like ChatGPT, detailed information about the model's specific version, its training data, and the responsible organization should be provided. For in-text citations, it is recommended to include the name of the organization, such as OpenAI, and the year of publication. The language model's title (for instance, ChatGPT), its version number, the responsible organization (like Open AI), and the URL to access the model should all be included in the reference list entry. In order to maintain clients' confidential data and in line with the ethical practice of the profession and the requirements of the personal data (Privacy) Ordinance, 1995, which are reiterated in the social work fieldwork placement handbook (pp.16), it is prohibited to use the AI generated language models for fieldwork courses.

- iv. The following also constitute plagiarism: (i) copying past papers of seniors or classmates without proper referencing, (ii) submission of assignments with similar content by the same student to different courses can be considered as self-plagiarism.
- v. Plagiarism is a serious offence in the academic world. This University takes plagiarism seriously. Academically, it is almost certain that the plagiarized work will receive a failing grade (and most likely a zero mark). There may also be disciplinary action against the student who commits the offence of plagiarism. A warning letter will be issued in cases of minor plagiarism. In the more serious cases, the students concerned will be referred to the Vice-Chancellor for referral to the University Disciplinary Committee for disciplinary action (extracted from HKU website <http://www.hku.hk/plagiarism/>).

b. Dishonesty in collaborative work

Where a candidate for a degree or other award represents his/her work as solely his/her own when in fact it is the result of a joint effort of a group of persons constitutes dishonesty and will thus be penalised.

c. Completing assignments for others

The department treasures mutual support among students. However, that does not mean that a student can complete an assignment for another classmate. Even if the act is well-intended, both students will be penalised for such acts.

Penalty

1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence.
2. The relevant Board of Examiners may report the candidate to the Senate, where there is *prima facie* evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

4.7 Core Course Exemption

Candidates may be granted an exemption of up to one core course in recognition of studies completed in related areas. Exemptions will only be considered in special circumstances and each application for an exemption will be considered on its own merits. The exempted course should be replaced by an additional elective course to meet the degree requirements. Candidates should take note that undergraduate courses are not comparable with taught postgraduate level courses and will not be accepted for course exemption.

To exempt a core course, students have to submit the following documents to the MSW Programme Director:

- the application letter;
- the course outline/description of the course you have taken before;
- the academic result you have obtained

Applications will only be accepted for those submitted **at least six weeks before the first teaching day of each semester**. The result will be released by the Faculty of Social Sciences by mail.

4.8 Student-Staff Consultation Committee (SSCC)

Communication, formal and informal, between students and teachers is important for facilitating mutual understanding and nourishing mutual trust. In order to promote frank exchange and open communication between students and teachers, a student-staff consultative committee meeting is arranged at least once every semester, as an open forum for sharing between students and teachers on various issues relating to students' learning. Students are encouraged to bring up their concerns in the meetings, while teachers can also share their views on related issues.

These meetings are formally arranged. Informal exchanges between students and teachers are also much encouraged.

4.9 Administrative Cost

A student will be charged an amount of HK\$5,000 for changing study mode and HK\$3,000 for placement re-arrangement in order to cover the administrative cost incurred. The application is not guaranteed to be successful after payment.

Students who consider they have sufficient medical/health grounds may apply for the waiving of the application fee with relevant and valid supporting document(s).

4.10 Tips for Studying at the Postgraduate Level

- A. Time management: Using time efficiently and effectively in the engagement of different academic and social activities is a big challenge. Try to stick to a planned schedule for studying and completing assignments. Do not procrastinate.
- B. Find a quiet and stable environment to study: Assign certain timeslots in the week for studying. The place must be quiet and provide an environment for you to study. The library and Chi Wah Learning Commons are such places.
- C. Writing academic papers: Students must conform to consistent style in writing academic papers. An academic paper requires the integration of concepts and theories, and most preferably with an independent and critical view expressed on the topic under examination. Students must also confirm a particular referencing style such as that of the APA format. Further details can be found at libguides.lib.hku.hk/c.php?g=766140&p=6737946.

5. Important Resources

5.1 Student Support

a. Libraries

The University of Hong Kong libraries are an important part of the educational facilities provided by the University. They consist of the General Library and six specialist branch libraries, providing excellent access to local and overseas library resources. (Website: www.lib.hku.hk; Tel: 3917 2202)

b. Learning Space & Learning Technologies

Central Learning Spaces are managed by Learning Environment Services (LES) under co-branding strategy between ITS and University Libraries provide various styles of learning spaces and technology facilities for students, located in Chi Wah Learning Commons, Level 3 of Main Library, Library Innovation Centre, Ingenium, Event space in Main Library, and Tin Ka Ping Education Library. (Website: its.hku.hk/services/teaching-learning/learning-space/; Tel: 3917 0123; Email: ithelp@hku.hk)

c. Centre of Development and Resources for Students

Centre of Development and Resources for Students (CEDARS) comprises various service units in the Meng Wah Complex, Main Building and Knowles Building. It provides activities, services, consultation and guidance on:

- Campus Life (including halls of residence) (Tel: 3917 2305)
- Careers & Placement (Tel: 3917 2317)
- Counselling & Personal Enrichment (Tel: 3917 8388)
- General Education (Tel: 3917 5044)

Counseling services

There are instances in which students have to face challenges in their academic study paths or stresses outside of class. Often, students find that they need some help coping with these issues. While students have to check in and take care of themselves, for some situations they should seek help from professional counselors. If you find that you or someone that you know needs counseling service, please contact Counseling and Psychological Services at CEDARS.

SEN Support

CEDARS is committed to support students with disabilities or special educational needs (SEN) to overcome barriers, so that they can achieve a successful university education. SEN Support includes:

Academic studies

- Special examination arrangements
- Volunteer note-taking service
- Individual and group coaching on study skills and learning strategies

Non-academic services

- Counselling service and psychological assessment
- Housing
- Employment preparation

Learning aids/ equipment

- Provision of funding to procure learning aids/ equipment/ services
- On-loan study aids or equipment
- Library resources room for students with visual needs

Information services

- Orientation and induction programme for new students
- Information on campus accessibility and facilities
- Awareness and training programmes

Contact:

Centre of Development and Resources for Students (CEDARS) – Counselling and Personal Enrichment (CoPE)

Address: Room 301-323, Main Building, HKU

Tel: 3917 8388

Email: cedars-cope@hku.hk

Website: www.cedars.hku.hk/cope

d. Loans

The Extended Non-means-tested Loan Scheme (ENLS) is available at the Student Financial Assistance Agency for Hong Kong resident students. Further details can be found in: wfsfaa.gov.hk/sfo/en/postsecondary/enls/overview.htm.

e. University Health Service

Services range from primary care medical services, specialist referral, hospital care, dental service, to health education. All new students are required to complete a health questionnaire and to attend a health orientation programme. (Website: uhs.hku.hk)

Medical appointment (Tel: 2549 4686)

Dental appointment (Tel: 2859 2511/ 2859 2512)

f. Study Room inside Chi Wah Learning Commons

The Learning Commons consists of 22 Study Rooms in the Learning Commons, with 11 rooms on Level 1 (CPD-1) and 11 rooms on Level 2 (CPD-2) of Centennial Campus for self-study or group project discussion. Display panels are available in some of the Study Rooms for notebook projection.

All current HKU students (for group of 3 persons or more) are eligible to book these study rooms via the link with HKU portal at

<http://booking.its.hku.hk/lebook/book>.

g. Centre for Sports and Exercise

This Institute manages a sports center and four fitness centres, the linked Stanley Ho Sports Centre, ACTIVE (Centennial Campus), and HKU B-ACTIVE (Novum Place). Each house a wide range of sports facilities. Professionally qualified staff are employed to manage the facilities and support their utilization. (Website: www.cse.hku.hk)

h. Catering outlets

Restaurants, cafés and kiosks are located throughout the Main Campus and Centennial Campus. Further details of locations and operating hours can be found at www.cedars.hku.hk/campuslife/catering/catering-outlets.

i. Protection against Sexual Harassment

As an equal opportunity employer and institution, the University has zero tolerance for discrimination and sexual harassment. There is now in every Department an officer responsible to handle related issues related to such matters. For related issues, students are suggested to approach the Equal Opportunity Advisors of our Department, currently as:

Prof. Carrie K.W. Li (Tel: 3917 2091, li.carrie@hku.hk)

Prof. Paul W. C. Wong (Tel: 3917 5029, paulw@hku.hk)

j. Finland Exchange Programme

The Finland Exchange Programme brings together students and instructors from different countries to explore the meanings and implications of social work and social welfare from a global perspective. In addition, participants have opportunities to learn about the social welfare system and social work services in Finland. The programme includes brief lectures (in English), small group discussions, agency visits, cultural events, and field trips. Special events such

as “international night” enable participants to share selected aspects of their culture in an informal atmosphere.

Since 1999, 750 students from 30 countries have participated in the summer school. Student evaluations consistently rate the programme as a meaningful and valuable educational experience.

Both full-time and part-time BSW / MSW students are eligible to apply. An award will be granted to candidates in covering at most 50% of the expenses of the trip on a need basis. The primary aim of the awards is to provide opportunities for students of exceptional merit, and who have demonstrated their commitment to serve the community and to further develop their perspective. Priority will therefore be given to candidates of proven ability in academic performance, language proficiency and experience in social services / student activities.

Applicants will be required to attend an interview. Only those candidates with proven remarkable academic results, relevant life experience and recognized contributions in their involvement will be invited to attend the interview.

k. Personal Tutor System

Each student will be assigned a teacher as a personal tutor. The main role of the personal tutor is to provide academic guidance and support. Students are encouraged to take the initiative to approach their personal tutors.

l. Jean Robertson Memorial Book Prize

The book prize is awarded to one final-year student who has achieved the best overall performance and shown the most promise as a potential social worker. Nomination for the award of the Prize will be made each year in September. In any year when no student is judged to be of sufficient merit, the award will be withheld.

m. Madam Lo Ng Kiu Ying Anita Memorial Prize

The prize is awarded to final-year students who have achieved a grade of Distinction in their fieldwork placements. Nomination for the award of the Prize will be made each year in September. In any year when no student is judged to be of sufficient merit, the award will be withheld.

5.2 Tropical Cyclone & Black Rainstorm Warning Signal

When Tropical Cyclone Warning Signal No. 8 (or above) or the Black Rainstorm Warning Signal is hoisted, the following arrangements will apply:

A. **Face-to-face** classes and in-person examinations

For classes and examinations not yet started

If any of the warnings or announcements is hoisted or in force at or after 6:00 am	All classes and examinations commencing before 2:00 pm will be cancelled automatically.
If any of the warnings or announcements is hoisted or in force at or after 11:00 am	All classes and examinations commencing at any time from 2:00 pm and before 6:00 pm will be cancelled automatically.
If any of the warnings or announcements is hoisted or in force at or after 3:00 pm	All classes and examinations commencing from 6:00 pm onwards will be cancelled automatically.

For classes and examinations already started

When Tropical Cyclone Warning Signal No. 8 or above is hoisted or the No. 8 Signal will be issued within two hours as announced by the Hong Kong Observatory, or “extreme conditions” are in force	<ul style="list-style-type: none">- All classes and outdoor examinations will be suspended immediately.- All examinations, except those held outdoors, will continue until the end of that examination session.
When Black Rainstorm Signal is hoisted	<ul style="list-style-type: none">- All classes and examinations, except those held outdoors, will continue.- For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home.

B. **Online** classes and online examinations

Unless otherwise advised by the course coordinator* through the course syllabus and/or HKU Moodle, all online classes and online examinations will continue as scheduled under all weather conditions.

The Examinations Office will re-schedule postponed examinations to a later date and inform the candidates of the details as soon as possible.

When Tropical Cyclone Warning Signal No. 3 or below or Red or Amber Rainstorm Signal is in force, it should be assumed that all classes and examinations will be held as scheduled unless an announcement to the contrary has been made by the University.

6. The Code of Practice of Social Workers Registration Board (SWRB)

In accordance with Section 10 of the Social Workers Registration Ordinance (Chapter 505), the Social Workers Registration Board approves and issues this Code of Practice for Registered Social Workers "for the purpose of providing practical guidance in respect of the professional conduct of registered social workers (including ethical matters relating to such conduct)".

The primary objective of the Code of Practice is for the protection of clients⁽¹⁾ and the members of society at large. To enhance public trust and confidence in the social work profession, the issue of a code of practice is essential.

This document serves as a guide to the everyday conduct of social workers. Under section 11 of Social Workers Registration Ordinance, this Code of Practice will be used as a basis for adjudication when the conduct of a social worker is alleged to have violated the standards specified in this document. It represents standards of ethical behaviour for social workers in professional relationships with clients, with colleagues, with agency, within the profession, and with society as a whole. It is applicable to any professional conduct of social workers.

Social workers are required to cooperate in the implementation of this Code of Practice and abide by any disciplinary rulings based on it. They should also keep abreast of the laws of Hong Kong which may be amended from time to time. Social workers should take adequate and appropriate measures and action to prevent, discourage, correct, or expose the unethical conduct of other social workers. They should also take reasonable and appropriate measures to monitor all staff under their supervision and other persons assisting them in delivering service not to violate the Code of Practice or jeopardize the interest of clients⁽²⁾.

Further details could be found at: <https://www.swrb.org.hk/en/index.asp>.

7. Ethics in Social Work, Statement of Principles of the International Association of Schools of Social Work (IASSW)

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services.

The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of the IFSW and IASSW.

Further details can be found at: <https://www.iassw-aiets.org/archive/ethics-in-social-work-statement-of-principles/>.

Appendix I: Course Description

Compulsory Courses (2025-26)

SOWK6002. Social policy and administration (6 credits)

This course intends to enhance students' understanding of the functions of social policy in satisfying human needs, solving social problems, and strengthening families and communities. It increases students' competency in policy advocate and practice. It introduces key concepts and theoretical perspectives of social welfare, policy process and analytical framework of social policy. The course outlines an overview of social policy development of Hong Kong and enhances the ability of students in policy critique and analytical skill through in-depth examination of current social policy issues of Hong Kong.

Assessment: 100% coursework

SOWK6003. Social work research (6 credits)

Emphasis is given to the need for, and practical application of, research in the social welfare field. To illustrate the major concepts, methods and goals of social work research, this course is designed to provide a basic grounding in research methodology. The course syllabus will include: measurement and explanation in social work research; problem definition and the formation of hypotheses; techniques of data collection; observation, interviews, use of service records and documentary materials; data analysis and report presentation. Evaluation of social work methods and social welfare programmes will also be discussed, using selected research studies in the field of social work, social policy and social administration.

Assessment: 100% coursework

SOWK6243. Social services management (6 credits)

The aim of this course is to enable candidates to understand the management concepts, theories and practice in managing services and people in human service organizations. It discusses the dynamics of quality improvements, strategic planning, monitoring and control, management information system, performance appraisal, supervision, stress management, teamwork, financial management and change. Special reference is made to the recent reforms in social service sector and its management implications.

Assessment: 100% coursework

SOWK6303. Human behaviour and the social environment I (6 credits)

This course provides a framework for understanding human behaviour in relation to the social environment. The life-span development of human beings and the interactions between individuals, systems and the environment will be emphasized. Core contents of the course cover: normal patterns of growth and psycho-social development; healthy personality and adjustment; life stresses and coping failures; psychological and socio-cultural influences in human behaviour; and the implications for social workers.

Assessment: 100% coursework

SOWK6304. Human behaviour and the social environment II (6 credits)

The course equips students with an integrative and multi-dimensional understanding, classification and management of abnormal behaviors and mental disorders in the environmental and cultural context. The students will be familiar with the key issues in mental health service and research, and be able to discuss their relevance in ethical and evidence-informed social work practice and service planning.

Assessment: 100% coursework

SOWK6305. The Law, ethics and social work (6 credits)

The course intends to develop a critical awareness of the interaction between law and ethics in social work practice. Students will be able to examine how law can be used a framework of protection for both service users and practitioners and apply notions of ethics to their day-to-day practice. More specifically, it introduces the legal principles, institutions and processes that underpin the Hong Kong legal system. An emphasis is placed on understanding the impact of laws on social work practice in various settings such as child welfare, criminal justice, domestic violence, guardianship, mental health, and anti-discrimination. It also explores personal values and beliefs, and introduces ethical theories and frameworks that can be used to assist decision making. Ethical issues and dilemmas in relation to work in social service organizations, and relationships with colleagues and managers will be studied. Social workers' legal duties and obligations such as negligence, duty of care, confidentiality and informed consent will be examined.

Assessment: 100% coursework

SOWK6306. Theory and practice of social work – Casework (6 credits)

This course aims to provide students with foundations of social work concepts, models and theories in social work practice, especially in case work methods. Students are expected to relate theoretical knowledge with practice situations. Students have to perform a functional analysis of human needs and plan basic intervention steps accordingly.

Assessment: 100% coursework

SOWK6307. Theory and practice of social work – Groupwork (6 credits)

This course aims to develop a critical understanding of group work theory and practice with application to social work practice. The course will focus on group theory, ethics and the type of groups that social workers may encounter. It is designed to help students understand group dynamics and develop skills in group leadership, analysis and evaluation.

Assessment: 100% coursework

SOWK6308. Theory and practice of social work – Community Development (6 credits)

This course equips students with awareness and understanding on developing a theoretical framework for macro practice. Students develop knowledge and skills for practice in communities, organizations and other social systems; learn how to identify and analyze problems and issues; conduct needs assessments and policy research; plan strategies and skills needed for direct action organizing work including building campaigns, establishing and soliciting community network and resources, planning actions, engaging media.

Assessment: 100% coursework

SOWK7002. Social science theories for social work (6 credits)

Social workers confront multiple social problems experienced in the lives of their clients and the larger society. Social work axiomatically embraces both structure and agency, and conceptualizes problems as having both individual and social etiologies. This course covers multiple socio-theoretic approaches to understanding the problems social work clients experience. Prejudice, discrimination, and understanding individual choices are a fundamental concern. The knowledge base of social work comes from a wide spectrum of social science disciplines including psychology, sociology and political science. This course will provide the philosophical and conceptual basis for analyzing theories we use to understand social problems and issues and translating these theoretical constructs into social work practice.

Assessment: 100% coursework

SOWK6300. Pre-placement workshop (9 credits)

This course is designed to fulfill the registration requirement of the Hong Kong Social Workers Registration Board (SWRB). Before undertaking the 900 fieldwork placement hours, students are required to attend 100 hours of placement preparation workshop. This course will be conducted throughout the whole academic year, composed of different briefing sessions and training workshops. After taking this course, students will be equipped to understand the NGO social services and the expectation from NGOs on placement students; to write up different proposals and recordings for placement activities; to make well use of supervision and to learn different skills to work with different clienteles and etc.

Assessment: 100% coursework

SOWK6225. Field placement I (15 credits)

Fieldwork practice is an integral part of social work education with the emphasis on learning through practicum. In this course, students are placed in real life work situations to deliver services commensurate with social work professional requirement under the guidance of Field Instructors. Students have to acquaint with social work values and assumptions, develop continuous self-reflection on learning, and demonstrate the application of basic social work service skills in practice. For professional accreditation, the Social Workers' Registration Board requires the fulfillment of 800 placement hours plus 100 hours for placement preparation. Students taking this course have to fulfill at least 450 placement hours.

Prerequisites: SOWK6300. Pre-placement workshop

SOWK6306. Theory and practice of social work-Casework

SOWK6307. Theory and practice of social work-Groupwork

SOWK6308. Theory and practice of social work-Community Development

Assessment: 100% coursework

SOWK6231. Field placement II (15 credits)

Field work placement II serves as a transition practicum for student social workers to move towards becoming a full-fledged social worker. Students are trained to be responsible, able to cope with pressure and crisis, as well as to work independently. They should be aware of their strengths and weaknesses, and be ready to make continuous efforts to further develop in professional competence after graduation. For professional accreditation, the Social Workers' Registration Board requires the fulfillment of 800 placement hours plus 100 hours for placement preparation. Students taking this course have to fulfill at least 450 placement hours.

Prerequisite: SOWK6225. Field placement I

Assessment: 100% coursework

Appendix II: Calendar for MSW Programme

Sep-25							First Semester: Sep 1 - Dec 23, 2025 Aug 18(9am)-Sep 12(4pm): Add/drop period (for 1 st & 2 nd semesters)
Su	M	Tu	W	Th	F	S	
	1	2	3	4	5	6	Sep 1: First Day of Teaching
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					
Oct-25							
Su	M	Tu	W	Th	F	S	
			1	2	3	4	Oct 1: Public Holiday
5	6	7	8	9	10	11	Oct 7: Public Holiday
12	13	14	15	16	17	18	Oct 13-18: Reading Week
19	20	21	22	23	24	25	
26	27	28	29	30	31		Oct 29: Public Holiday
Nov-25							
Su	M	Tu	W	Th	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	Nov 29: Last Day of Teaching
30							
Dec-25							
Su	M	Tu	W	Th	F	S	
	1	2	3	4	5	6	Dec 1-5: Revision Period
7	8	9	10	11	12	13	Dec 6-23: Assessment Period
14	15	16	17	18	19	20	Dec 24: University Holiday
21	22	23	24	25	26	27	Dec 25-26: Public Holidays
28	29	30	31				Dec 31: University Holiday (afternoon only)

Jan-26						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Feb-26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Mar-26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Apr-26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jan 1: Public Holiday

Second Semester: Jan 12 – May 26, 2026

Jan 12: First Day of Teaching

Jan 12(9am)- 23(4pm): Add/drop period
(for 2nd & Sum semesters)

Feb 16: University Holiday (afternoon only)

Feb 17-23: Class Suspension Period
(Lunar New Year)

Mar 9-14: Reading Week

Mar 16: University Holiday

Apr 3-4, 6-7: Public Holidays

Apr 18: Last Day of Teaching

Apr 20-25: Revision Period

Apr 27- May 16: Assessment Period

May-26						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jun-26						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Jul-26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Aug-26						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 1, 25: Public Holidays

Summer Semester: May 18 – Aug 22, 2026

May 18(9am)-Jun 1(4pm): Add/drop period
(for Sum semester)

Jun 19: Public Holiday

Jul 1: Public Holiday

Aug 22: Last Day of Teaching

Appendix III: Enquiry Contacts

Programme Director

Prof. Terry Lum

Tel: (852) 3917 8569

Email: tlum@hku.hk

Deputy Programme Director (MSW Full-time)

Dr. Ben Law

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