



香港教育大學

The Education University
of Hong Kong

THE EDUCATION UNIVERSITY OF HONG KONG

Department of Early Childhood Education

Master of Arts in Child and Family Education

1-year Full-time (2022/23)

2-year Part-time (2021/22)

Field Attachment Handbook

Every effort has been made to ensure that information contained in this handbook is correct. Changes to any aspects of the programme may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained in this handbook without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information contained in this handbook.

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

The information given in this handbook is accurate as of 5 December 2022. Please refer to the online version of this handbook (<http://www.eduhk.hk/cfe>) for any additions or alterations made after that date.

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1. Objectives of the Field Attachment

The field attachment is aimed at providing students with practical fieldwork experience through a planned and supervised field attachment arrangement in various educational settings so that the following objectives can be achieved:

- a. To help students integrate classroom knowledge into “real-life” experience in the field of child and family education;
- b. To provide students with the opportunity to explore career or areas for further studies before graduation;
- c. To facilitate networking and enhance students’ marketability for employment after graduation in the areas of child and family education;
- d. To develop students’ confidence and sense of responsibility in working and in relating to others;
- e. To demonstrate sensitivity, knowledge, and skills in applying ethical principles and standards to support the professional responsibilities and conduct in the field attachment;
- f. To help students extend their self-awareness and achieve a sense of identity with child and family education career; and
- g. To enable students develop a critical approach to practice open-mindedness to new ideas and evaluative attitudes towards their performance leading to further career development.

2. Mode of the Field Attachment

Fieldwork attachment is to enable students to gain exposure to the child and family education and obtain practical experience. Students are required to complete a 42-hour fieldwork attachment between January to April 2023 in the second year of study, including 30 hours field attachment, 3 hours pre-attachment visit, and 9 hours attachment workshops and seminars. Students are also required to attend an induction session which will be conducted in December 2022. Students are expected to participate in child and family services and activities, such as parent days, child and family education promotion, parent and teacher association, and so forth, during the field attachment. They are also required to write up a report to present their field attachment in child and family education. The field attachment will help students acquire relevant practical experience and develop interpersonal skills and leadership skills in child and family education.

3. Partnership of Organisations and the Department of Early Childhood Education (MA in Child and Family Education)

3.1 Responsibilities of the Department

- a. To assess and recruit potential organisations as attachment sites so as to maintain adequate pre-attachment plan;

- b. To match the students with the organisations and Site Contact Persons concerned;
- c. To provide attachment orientation and support to Site Contact Persons;
- d. To co-ordinate and monitor the progress of field attachment by the Attachment Coordinator and Attachment Course Lecturer;
- e. To provide guidelines for field education and assessment of students' performance;
- f. To liaise with organisations and provide direct communication channel between the Department and Site Contact Persons so as to optimize the co-operative relationship between parties;
- g. To make consultations in such cases should Department's expertise may be warranted in issues concerning students' learning difficulties in the field; and
- h. To resolve problems and issues from field attachment students and organisation.

3.2 Responsibilities of the Organisation

The Department treasures the commitment of which organisations offer Site Contact Persons and facilities for facilitating students' learning experiences in the field attachment. The following provisions are highly appreciated:

- a. To make available the range and depth of learning opportunities appropriate to students' educational needs within limits of its function and programme;
- b. To designate appropriate qualified staff member as Site Contact Persons;
- c. To provide physical facilities, supplies and equipment necessary for students' fieldwork education experience;
- d. To orient assigned students concerning all applicable rules and regulations with which the students are expected to comply;
- e. To discuss with the Attachment Examiner any problems which arises during the field attachment;
- f. To provide orientation to students so that they are well informed of the history, background, mission, goals, structure, products/services and practice of attachment organisation they are working with; and
- g. To maximize the learning opportunities to students, for example, they should be encouraged to join meetings, staff development activities and conferences etc.

3.3 Responsibilities of Site Contact Persons

- a. To work with the Attachment Examiner to screen out and assign low-risk cases to the students;
- b. To assist the Attachment Examiner to monitor the progress of the student on the site throughout the field attachment period; and
- c. To support administrative work on coordination.

3.4 Responsibilities of Attachment Examiner

Attachment Examiners should have (i) a master's or above degree in education, counselling or education/counselling related disciplines; (ii) at least 5 years of teaching/counselling/clinical experience (counselling teaching and/or practice); (iii) a

good command of both spoken and written English and Chinese; (iv) experience of working with educational and/or non-governmental organisations. Irregular working hours may be required.

Attachment Examiners will serve two main roles. First, Attachment Examiners will liaise with the attachment organisations to ensure that learning opportunities are available for students and to discuss with Site Contact Persons when problems arise during the field attachment period. Second, Attachment Examiners will evaluate and provide feedback on the performance of the students.

During the whole period of appointment, each Attachment Examiner will be working with a group of students (4-6 students per group) for the whole course, including 3 hours of the site visit prior to the commencement of the field attachment course in Semester 2 and at least 2 hours of face-to-face group consultation on their draft of proposal. In addition, each Attachment Examiner should provide a minimum of 1-hour on-site observation for each student, followed by at least 1 hour of individual face-to-face consultation.

Attachment Examiners' responsibilities are specifically stated in various stages of the field attachment in Table 1.

Table 1: Attachment Examiners' Responsibilities in the Different Stages of the Field Attachment

Stages	Attachment Examiners' Responsibilities
Pre-attachment Stage	<ul style="list-style-type: none"> A. To introduce the background of the field attachment; B. To discuss on the areas of interests with students; C. To match of potential partnership organisations with students' interests; D. To brief on the nature, objectives of the field attachment, roles of the organisations and Site Contact Persons, Attachment Examiners, and students; E. To pay pre-attachment visits to the assigned partnership organisations; F. To mark field attachment proposals.
Field Attachment Stage	<p>During Attachment stage, Attachment Examiners will provide at least 1 on-site observation for each student. Attachment Examiners have the responsibility to provide ongoing training in the context of related supervised experiences to enable students to deliver effective and ethical services. Specifically, Attachment Examiners have to:</p> <ul style="list-style-type: none"> A. Identify and reinforce effective actions by the students; B. Challenge the students in a constructive manner;

	C. Evaluate the rationales of strategies and interventions, and the performance of the students.
Post-attachment Stage	A. To discuss the performance review with the students; B. To obtain feedback from the Site Contact Persons; C. To evaluate on-site performance of students and mark final field attachment reports.

3.5 Responsibilities of Attachment Coordinator and Attachment Course Lecturer

- a. To explore and seek field attachment opportunities from private/public sectors, non-governmental organisations (NGOs), and various educational settings;
- b. To consolidate admission procedures and arrange field attachments;
- c. To assign Attachment Examiners for students;
- d. To supervise the arrangement and organisation of pre-attachment workshops and visits;
- e. To consolidate evaluation and assessment results from individual Attachment Examiners and Site Contact Persons;
- f. To collaborate with Attachment Examiners on the arrangements and implementation of the field attachment.

3.6 Responsibilities of Students

Students are encouraged to be fully involved, as far as possible, in the field education process. Students are expected to identify learning needs and wants with the help of the Attachment Examiners. In the pre-attachment visits, students are encouraged to exchange relevant information with the organisation to ensure that both the students and the Attachment Examiners have relevant information to decide the tasks for the field attachment. Students are also encouraged to remain actively involved in assignments, goal setting, the evaluation process and the partnership with Attachment Examiners and Site Contact Persons.

All students are expected to assume the job role appropriate to their level of development including:

- a. Adhere to the policies, procedures and regulations of the attachment organisation;
- b. Follow the organisation's practice with respect to working hours, dress code, and general working behaviour. Absences due to illness or personal emergency must be made up if the minimum hours of field attachment are not met;
- c. Avail him/herself of learning opportunities offered through on-the-job training, meetings and conferences;
- d. Clear the use of any confidential information and material for instructional purposes with the fieldwork supervisors as well as disguising the material to insure confidentiality;

- e. Conduct himself/herself in ways consistent with the Code of Conduct of the organisation (if applicable);
- f. Check with the attachment organisation about the allowance policies. The Department will not provide reimbursement for any expense, and students should inquire about the organisation’s reimbursement policies, if any expenses arise, to avoid misunderstanding.

4. Holidays, Leaves for Term Examination, Compensatory Leaves, Illness and Absence

The details of specification and necessary procedures to handle different types of leave by students are given in Table 3. Time missed because of illness or other reasons acceptable to the Attachment Examiners, Site Contact Persons and Attachment Coordinator must be made up within or by the termination of the field attachment period.

Table 3: Various Types of Leave for Students under the Programme

Types of Leave	Specification and Necessary Procedures
Holidays	Students are allowed only to have holidays in accordance with the organisation work-calendar during the field attachment period. Students, however, have to make compensation for the missed field attachment hours resulted from having holidays since the Department takes the field attachment hours into account in arranging the fieldwork programme.
Leaves for Term Examination	Students are not required to return to the attachment organisations during the period of their semester examination (usually in early January and late May/ early June).
Compensatory Leaves	Overtime work required in connection with student field practice should be recorded and accumulated for compensation leave as arranged amongst the Attachment Examiners, the organisation and students themselves.
Illness and Absence	Students should seek prior permission from Attachment Examiners for any absence from the field. In case of illness any other unforeseen emergency requiring absence for the day, he/she should inform the Attachment Examiner and Site Contact Person by phone not later than the first hour of duty. Sick note issued by recognized doctor is required to be submitted to the Attachment Examiner and site contact person if students apply for sick leave for more than one day. Students

	have to make compensation for the field attachment hours missed thereafter.
Leave (more than four working days) and Termination of Placement	Students should seek prior permission from Attachment Examiner, Site Contact Persons and Attachment Coordinator stating reasons for leave in written form (Appendix 3).

5. Field Attachment Examination

The main purpose of field attachment examination is to provide opportunities for students to be evaluated by qualified and experienced child and family education practitioners in order that the objectives of field attachment can be achieved. The guidelines of the field attachment examination are as follows:

- a. Before the examination session, Attachment Examiners should read through all information and written assignment submitted by students, Examiners should also give feedback on the work submitted by students.
- b. Attachment Examiners are required to identify the learning needs, objectives, nature and goals of the assignment with students.
- c. The focus of the field attachment examination session is on the experience exchange, the technical know-how of integrating theories into practice, issues evolved in various educational settings, day-to-day practice in the attachment organisation, etc.
- d. Attachment Examiners are encouraged to support students whenever students feel frustrated in the process of the field attachment. Attachment Examiners should facilitate students to understand the mistakes students make in the practice, so that students can learn from mistakes and modify the practice at the field attachment.
- e. Whenever appropriate, students are encouraged to plan and implement their work on their own and report to the Attachment Examiners in form of written report so as to train up students' independence and competence.

6. Insurance

Please refer to the link below for the details of the Group Personal Accident Insurance for Student:

https://www.eduhk.hk/fo_corner/view.php?sso=y&m=3180&secid=50630

7. Performance Reviews

Attachment Examiners are expected to conduct one performance review with the students during the field attachment. In the reviews, students are requested to review the Learning Contract and Attachment Proposal made with Attachment Examiners to see if the work plan should be modified during the period of the field attachment. Students have to complete the Self-evaluation Form in order to facilitate their reflective learning and the discussion during the review processes (**Appendix 1**). Students are also required to complete the Student Feedback Form (**Appendix 2**) upon their completion of the field attachment.

The reviews are expected to be conducted by the middle and the end of the field attachment and the Performance Review Forms (**Appendix 4a**) should be submitted to the Attachment Coordinator on or before 31 May 2023 (Wednesday). Site Contact Persons will also be invited to participate in Field Attachment Performance Review to give comments on students' performance (**Appendix 4b**).

8. Final Evaluation

	<i>Assessment Tasks</i>	<i>Weighting (%)</i>
(a)	On-site Performance Students will be evaluated on their performance, behaviour and attitude in attachment period.	25%
(a)	Group Presentations in Field Attachment Seminars <ul style="list-style-type: none"> Students are required to present their services and activities in groups and give feedback to their peers. 	25%
(b)	Individual Report Students are required to write up a report (2,000 – 2,200) to consolidate and summarize their learning experience in the field attachment. The report should include a structured logbook of the field attachment and an evaluation by the site supervisor.	50%

Students should review and evaluate their field attachment performance, reflect on what they have learnt, as well as their strengths and weaknesses in the individual paper.

9. Organisation Feedback

In order to accurately review the performance of the field attachment students, a Student Performance Evaluation Form will be given to the Site Contact Persons to fill in so that students' performance can further be understood. The person who fills in the form should be the Site Contact Persons working closely with the students. The form is completed by the organisation and given back to the Attachment Coordinator. (**Appendix 5**).

10. Grading System

Students' performance in the field attachment is expressed in terms of the following system:

Grade	Interpretation	Grade Point Equivalent	Marks
A+	Distinction	4.33	96 – 100
A		4.00	88 – 95
A-		3.67	81 - 87
B+	Good	3.33	76 – 80
B		3.00	71 – 75
B-		2.67	66 - 70
C+	Satisfactory	2.33	59 – 65
C		2.00	51 – 58
C-		1.67	46 – 50
D	Pass	1.00	41 – 45
F	Fail	0.00	0 – 40

11. Fail in Field Attachment

If an Attachment Examiner finds that a student is at risk of failing, he/she shall give early warning to the student, at the field attachment examination or sooner, specifying the areas that need to be improved and stating the expectations. The Attachment Examiner shall keep the Attachment Coordinator informed of the situation as early as possible.

At the end of the field attachment period, should an Attachment Examiner decide to fail a student, he/she must discuss with the Attachment Coordinator. The final decision will be informed to the student as soon as practicable.

12. Petition and Appeals

There are petitions and appeals procedures for students within the Education University of Hong Kong for the resolution of academic problems. Please refer to the guidelines provided by the Registry Office (RO) of the Education University of Hong Kong.

13. Confidentiality

One of the most important aspects of counselling is ethical confidentiality. There are several aspects of confidentiality of which students need to be especially aware:

- a. The student should know the agency's regulations regarding confidentiality of case notes, files, and video or audio taping;
- b. Since taping is an important aspect of the examinations, it is students' responsibility to secure the permission from the clients to record on the tape being used (first time only and then save the tape) or in writing. The student should let clients know who else will be hearing/watching the tape (i.e., Attachment Examiner/classmates) and for what purpose;
- c. The client's full name cannot be used on tape. The tape can be identified for student's use by labeling it with the codes;
- d. When tapes are turned in for examination review, they should be handed to the Attachment Examiner by the student and not delivered by another student nor should they be left unattended. The student should receive them in the same manner; and
- e. Reach an agreement with the client and field attachment organisation as to the disposal of the video or audio recordings after the termination of the field attachment. Generally, the tapes are destroyed after six months.

14. Ethical and Legal Guidelines

Ethical standards and the Standard of Care for the American Counselling Association (ACA) are available from Attachment Examiners or from the ACA web site:

<https://www.counseling.org/knowledge-center/ethics>

THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Student Self-evaluation Report

Please note:

- 1) This report is to be completed by students in **English**.
- 2) Students are required to complete this report and submit it together with their Individual Report to Attachment Examiner.

Name of Student: _____ Student No.: _____

Name of Field Attachment Organisation: _____

I	Review of Progress:
II.	Strengths: <i>(e.g. family education related knowledge, interpersonal skills, work ethics and attitude, personal growth and development)</i>
III.	Areas for further improvement: <i>(e.g. family education related knowledge, interpersonal skills, work ethics and attitude, personal growth and development)</i>
IV.	Other comments:

Signatures:

Attachment Examiner: _____ Student: _____
Date: _____ Date: _____



THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Student Feedback Form

Please note:

- 1) This form is to be completed by **students**.
- 2) This form should be submitted at the last session of *INS6040 Field Attachment in Child and Family Education*.

Name of Field Attachment Organisation: _____

I. Suitability of the Field Attachment Setting

	Excellent	Very Good	Good	Average	Below Average
1. The attachment organisation has adequate facilities and resources to support students.	5	4	3	2	1
2. The attachment organisation has clear and consistent working policy and procedure.	5	4	3	2	1
3. The field attachment staff and Site Contact Person possess helpful manner and attitude towards students' difficulties.	5	4	3	2	1
4. The attachment organisation possess the spirit of professional values and ethical practice.	5	4	3	2	1
5. I can obtain additional learning opportunities, e.g. case conference.	5	4	3	2	1

II. The Process of Students Learning Experience from the Field Attachment

	Always	Most of Time	Some-times	Seldom	Never
1. I utilize my knowledge and skills in planning, implementing and evaluating my child and family education skills.	5	4	3	2	1
2. I ask for Attachment Examiner's advice to initiate my assignment.	5	4	3	2	1

	Excellent	Very Good	Good	Average	Below Average
3. I discuss the progress of assignment with Attachment Examiner in different stage.	5	4	3	2	1
4. I learn the skills in handling assignment by observing Attachment Examiner's practice.	5	4	3	2	1
5. I obtain the feedback from the Attachment Examiner.	5	4	3	2	1

III. Teaching Patterns of Attachment Examiner

	Always	Most of Time	Some-times	Seldom	Never
1. He/she facilitates my analysis towards my skills.	5	4	3	2	1
2. He/she facilitates me to integrate theories and knowledge into practice.	5	4	3	2	1
3. He/she gives me a free hand to plan, implement the session and encourage me to reflect my learning and problems encountered in the process.	5	4	3	2	1
4. He/she facilitates me to appreciate the ethics and value of practice.	5	4	3	2	1
5. He/she facilitates me to develop critical thinking.	5	4	3	2	1

IV. Performance of Attachment Examiner

	Always	Most of Time	Some-times	Seldom	Never
1. He/she emotionally supports me when I encounter difficulties and frustration from the field attachment.	5	4	3	2	1
2. He/she provides constant liaison with the Site Contact Person and attachment organisation.	5	4	3	2	1
3. He/she gives professional advice in the process of the field attachment.	5	4	3	2	1

V. In general, are you satisfied with the field attachment?

- 1. Very satisfied
- 2. Satisfied
- 3. No difference
- 4. Not quite satisfied
- 5. Not very satisfied

VI. Do you recommend the Department to adopt this attachment organisation in the future?

- 1. Always
- 2. Most of the time
- 3. Sometimes
- 4. Seldom
- 5. Never

VII. Other Comments

END

THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Notification of Absence Form

To: Attachment Coordinator
Master of Arts in Child and Family Education
Department of Early Childhood Education
The Education University of Hong Kong

Part I (To be completed by students)

Name of Student: _____ Student No.: _____

Name of Field Attachment Organisation: _____

No. of Day (s) Absent: _____ Period: From _____ to _____

Reasons:

Part II (To be completed by the Attachment Examiner. The completed form should be sent to the Attachment Coordinator for record.)

Absence approved/not approved* (**please delete as appropriate*)

Suggested way for making-up the missed field attachment hours. If the suggested mode is not approved, please specify the exact way agreed upon:

Attachment Examiner's Signature: _____ Date: _____

Student's Signature: _____ Date: _____



THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Performance Review Form

Please note:

- 1) This form is a reference for **Attachment Examiner** to assess the on-site performance of students.
- 2) This form should be returned to the Department of Early Childhood Education by fax (2948 7160), by email (macfe@eduhk.hk) or by post to the following address on or before 31 May 2023:

Room 28, 1/F, Block B2,
Department of Early Childhood Education,
The Education University of Hong Kong,
10, Lo Ping Road, Tai Po, Hong Kong SAR.

Name of Student: _____ Student No.: _____

Name of Field Attachment Organisation: _____

Name of Attachment Examiner: _____

Brief description of student's work: (Please attach additional sheet if necessary)

A. Areas of Assessment

Please reflect and rate student's ability in the following areas:

Dimension	Component	Rating Scale (Excellent - Poor)				
		5	4	3	2	1
I. Competency and Productivity	Capable to plan, monitor and deliver programmes effectively	5	4	3	2	1
	Able to review and evaluate programmes constantly	5	4	3	2	1
	Creative in programme planning and implementation	5	4	3	2	1
	Being reflective and able to make improvements	5	4	3	2	1

Dimension		Component	Rating Scale (Excellent - Poor)				
		Programmes delivered are of value to the field attachment organisation	5	4	3	2	1
II.	Work Attitude	Punctuality	5	4	3	2	1
		Politeness/Courtesy	5	4	3	2	1
		Initiative to improve services	5	4	3	2	1
		Sense of Responsibility	5	4	3	2	1
		Perseverance	5	4	3	2	1
		Open to ideas	5	4	3	2	1
		Being ethical and respectful	5	4	3	2	1
III.	Other Skills	Communication skills	5	4	3	2	1
		Presentation skills	5	4	3	2	1
		Problem-solving skills	5	4	3	2	1
		Management skills	5	4	3	2	1

IV. Please give your comments on student's overall performance.

END



THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Performance Review Form

Please note:

- 1) This form is to be completed by the **Site Contact Person**.
- 2) This should be returned to the Department of Early Childhood Education by fax (2948 7160), by email (macfe@eduhk.hk) or by post to the following address on or before 31 May 2023:

Room 28, 1/F, Block B2,
Department of Early Childhood Education,
The Education University of Hong Kong,
10, Lo Ping Road, Tai Po, Hong Kong SAR.

Name of Student: _____ Student No.: _____

Name of Field Attachment Organisation: _____

Name of Site Contact Person: _____

Brief description of student's work: (Please attach additional sheet if necessary)

A. Areas of Assessment

Please reflect and rate student's ability in the following areas:

Dimension	Component	Rating Scale (Excellent - Poor)				
		5	4	3	2	1
I. Competency and Productivity	Capable to plan, monitor and deliver programmes effectively	5	4	3	2	1
	Able to review and evaluate programmes constantly	5	4	3	2	1
	Creative in programme planning and implementation	5	4	3	2	1
	Being reflective and able to make improvements	5	4	3	2	1
	Programmes delivered are of value to the field attachment organisation	5	4	3	2	1

Dimension		Component	Rating Scale (Excellent - Poor)				
II.	Work Attitude	Punctuality	5	4	3	2	1
		Politeness/Courtesy	5	4	3	2	1
		Initiative to improve services	5	4	3	2	1
		Sense of Responsibility	5	4	3	2	1
		Perseverance	5	4	3	2	1
		Open to ideas	5	4	3	2	1
		Being ethical and respectful	5	4	3	2	1
III.	Other Skills	Communication skills	5	4	3	2	1
		Presentation skills	5	4	3	2	1
		Problem-solving skills	5	4	3	2	1
		Management skills	5	4	3	2	1

Please give your comments on student's overall performance.

END

THE EDUCATION UNIVERSITY OF HONG KONG
Department of Early Childhood Education
Master of Arts in Child and Family Education

INS6040 Field Attachment in Child and Family Education
Organisation Feedback Form

Please note:

- 1) This form is to be completed by **Site Contact Person**.
- 2) This should be returned to the Department of Early Childhood Education by fax (2948 7160), by email (macfe@eduhk.hk) or by post to the following address on or before 31 May 2023:

Room 28, 1/F, Block B2,
Department of Early Childhood Education,
The Education University of Hong Kong,
10, Lo Ping Road, Tai Po, Hong Kong SAR.

Name of Field Attachment Organisation: _____

No. of Students Involved: _____

Nature of Tasks Involved: _____

	Rating Scale (Strongly agree - Strongly disagree)				
	5	4	3	2	1
I. Support from the Department	5	4	3	2	1
1.1 Clear introduction of Programme objectives	5	4	3	2	1
1.2 Clear introduction of Programme details	5	4	3	2	1
1.3 Immediate assistance upon request	5	4	3	2	1
1.4 Effective communication with the organisation	5	4	3	2	1
1.5 Other comments					
II. Programme Effectiveness	5	4	3	2	1
2.1 Achievement of Programme Objectives	5	4	3	2	1
2.2 Contribution to the organisation effectiveness	5	4	3	2	1
2.3 Effective programme design	5	4	3	2	1
2.4 Other comments					

III. Overall Rating

3.1 Will your organisation participate in this programme next year

3.2 Will you recommend this programme to your friends/other organisations?

3.3 Other comments _____

Yes	No	Not Sure

IV. General comments on the programme

V. Other suggestions to improve the programme effectiveness

Name: _____ Signature: _____

Post: _____ Date: _____

Contact Number: _____ E-mail Address: _____

Thank you for your valuable comments!

FORM 01(a): 進行錄音 / 錄影同意書

日期：_____

香港教育大學
幼兒教育學系
進行錄音 / 錄影同意書

本人同意由實習審核主任_____負責監督，兒童與家庭教育文學碩士課程實習學生_____為本人/敝子弟提供教育及支援服務及進行錄音/錄影。

本人理解這次參與過程將不會直接造成有任何人為的危險及不適。

本人明瞭參與過程中，所有內容只會用作學術及培訓之用途。在過程中的錄影內容只會作觀察記錄之用，並慎重地保護本人/敝子弟的私隱。本人/敝子弟的資料(包括錄音和錄影資料)將會在實習完畢後_____ (日/月/年)被銷毀。

本人/敝子弟是完全自願參與這項教育及支援服務，並理解在過程中可隨時退出或要求中止錄音/錄影。

學生姓名: _____

家長姓名: _____

家長簽署: _____

Date : _____

The Education University of Hong Kong
Department of Early Childhood Education
Consent Form for Audio/Video Recording

I hereby consent my/my child's participation in educational and supporting services and to audiotape and/or videotape my child and family education sessions examined by _____ (Name of Attachment Examiner) and conducted by _____ (Name of Student).

I understand that there is no personal risk or discomfort directly involved with this service.

I understand that all information I/my child provide(s) may be used for training, examination and/or consultation purposes only. All tape recordings will be used for recording purpose. This information will be kept confidential. The audio and/or video tapes will be destroyed upon the completion of this service _____(day/month/year).

My/My child's participation in the educational and supporting service is voluntary. I acknowledge that I/my child have/has the right to withdraw at any time without negative consequences.

Student Name: _____

Parent Name: _____

Parent Signature: _____