THE CHINESE UNIVERSITY OF HONG KONG

Student Development Portfolio

The Student Development Portfolio (SDP) was set up in 2012-13 to facilitate the whole-person development of students under the new four-year undergraduate curriculum. It is a university-wide computer system for capturing and presenting students' participation in experiential learning activities (ELA) under the I·CARE whole-person development framework. The I·CARE title was chosen to reinforce the caring spirit among our students and instill the sense of ownership for personal development. It seeks to guide students' development in accordance with the fine traditions of the University. Details of the SDP are outlined in the relevant Senate paper at Annex 1.

The desirable targets, as well as appropriate values and skills for students to attain through experiential learning are categorized under the following key aspects in the I·CARE framework:

I - Integrity and moral development（修身立德）
C - Creativity and intellectual development（博學創新）
A - Appreciation of life and aesthetic development（美悅人生）
R - Relationship and social development（推己及人）
E - Energy and wellness（健體康心）

The SDP seeks to facilitate students to affirm their motive in participating in activities and services, and hence better manage their experiential learning participation during their time in the University. On the other hand, the framework enables relevant units to review their activities and the related deployment of resources.

Through the SDP, students are able to view and enroll in activities and services which are offered by different student support units (UELA – ELA organized by university units). Also, students' participation in activities organised by student bodies or external organisations (SELA – ELA reported by students themselves) can be recorded in the system, as these activities also form an integral part of non-formal education. Students will be able to create their own log of ELA, and produce the corresponding ELA Reports when necessary. Sample copies of the ELA Reports are at Annex 2.

To promote SDP to students and student support units, a SDP website (www.osa.cuhk.edu.hk/sdp) was set up to provide basic information of the system, and relevant measures have been done to publicize the system to students. Publicity was also done via various university publications, and promotional items to colleges, faculties and departments, as well as email announcements to all first-year undergraduate students. At the same time, training and briefing activities were conducted for stakeholders. A total of 163 and 60 staff members from student support units participated in relevant training workshops in 2012-13 and 2013-14 respectively. Students were also briefed about the system in college assemblies and gatherings. In 2012-13, 970 students accessed the system for viewing and

various actions, and in 2013-14, 1,857 students accessed the system. The SDP system can be accessed through www.cuhk.edu.hk/sdp.

As the SDP has already run for two academic years, enhancement plans have been formulated. The new features to be developed to facilitate the usage of SDP by different users are as follows:

(a) Email notification

The development of email notification will make the system more engaging and bring convenience to users by saving their effort in keep logging in the system to check for any update. Users will receive email notification on the following occasions -

-   Organising units: submitted UELA has been checked
-   Students: application for ELA Report has been approved
-   Students: ELA Report is ready to be collected
-   Committee on SDP: UELA has been submitted
-   Committee on SDP: application for ELA Report has been submitted

(b) Web-based statistical reports

At present, only general statistics are made available in the system. Additional types of statistical reports will be developed for the University and the various student support units to keep track of the usage:

-   Number of checked UELA
-   Number of UELA with online application
-   Number of UELA organised by units by months
-   Number of participants for all UELA
-   Number of online applications by students
-   Number of male/female participants of a particular UELA
-   Number of non-final year/final year participants of a particular UELA
-   An overview of the UELA organised by each organising unit in a particular month

(c) New search function

At present, the organising units can only search by "activities" to view the details of the activities such as participants' list. The new search function to be developed allows organising units to search by "students", i.e. view the ELA records of individual students.

Apart from the new features mentioned above, the SDP will also be fine-tuned in terms of its wordings and comprehensiveness so as to enhance its user-friendliness.

THE CHINESE UNIVERSITY OF HONG KONG

Capturing and Presenting Students' Experiential-learning Activities:
A Plan for a Framework and Student Development Portfolio

Introduction

1. Committed to the whole-person development of its students, the Chinese University of Hong Kong (CUHK) provides a variety of student development activities and services. For better coordination of the services and activities, a framework for student whole-person development was found necessary. Also, it is intended that records of students' accomplishment in experiential learning activities under this framework would appear in the students' learning portfolio and could be presented to external parties in a suitable format. This paper discusses the framework as well as the recording and presentation of students' experiential learning activities.

2. The framework being developed is primarily focused on the undergraduate students. Postgraduate students are assumed to have already benefitted from similar opportunities as undergraduates, or through work and life experience before embarking on postgraduate studies.

Part A: A Framework for Student Whole-person Development

The Rationale for a Framework

3. In educating our students, as confirmed in the CUHK Strategic Plan of February 2006, the emphasis on all-round education and whole-person development for students has always been our fine tradition. This becomes all the more important in the 4-year curriculum. Under the 3+3+4 system, students can take advantage of one additional year to engage in enhanced student development opportunities. Better planning and coordination will be required in order to capitalize on the advantage offered by this year.

4. In a review conducted in 2008, the Quality Assurance Council commended the University for the variety and extent of experiential learning opportunities offered to students. At the same time, it recommended that the University clarifies the roles and responsibilities of the various student support agencies, including how they interrelate, how they are accessed by students, and how evaluation is conducted (both on individual components and also on overall provision).

5. Through its many student support units, the University has developed a wide range of student development activities and services. It is now at a stage where a framework is required for better coordination and integration of services and activities. Specifically, both the relevant University units and students need to have a good grasp of the totality of activities on offer, and students will be able to gain maximum benefit from participation in appropriate activities and services.

Our Educational Ideals

6. The CUHK was founded with a mission to "combine tradition with modernity, and to bring together China and the West". There is therefore a rich multicultural tradition at the University, where students are expected to cultivate a global vision and engage in a balanced programme of personal and social development.

7. At the same time, the University has adopted the motto of "博文約禮": "博文" is to broaden one's intellectual horizon; "約禮" is to keep within the bounds of propriety. (知識深廣謂之博文，遵守禮儀謂之約禮。) These words of Confucius have long been considered a principal precept of his teaching. It is recorded in the *Analects of Confucius* that the Master says, "The superior person, extensively studying all learning, and keeping within the bounds of propriety, may thus likewise not overstep what is right." (《論語》：「子曰：君子博學於文，約之以禮，亦可以弗畔矣夫。」) In choosing such a motto, the University places equal emphasis on the intellectual and moral aspects of education. In this way, the spirit of whole-person development for CUHK students is embedded in the motto.

8. As indicated in the University motto, the University expects its graduates to have acquired knowledge in a broad range of areas, and within that wide spectrum, have gained a depth of knowledge within a specialty. It is the desire of the University that its students and graduates achieve, on top of the more academically oriented goals, clearly defined targets for well-rounded development based on the University's educational ideals. The desirable targets (as stated in the University's Strategic Plan) and the appropriate attributes, values and skills for students and graduates to attain may be categorized under the five traditional Chinese virtues: 德, 智, 體, 群, 美 (broadly speaking *integrity*, *intellect*, *physique*, *relationship* and *aesthetics*). The idea that humans possess certain virtues also forms a common thread in western philosophical thinking, e.g. in Socrates' teachings.

The Conceptual Framework

9. Education at CUHK indeed aims at specialized knowledge and skills, as well as general wisdom for life. With an educational philosophy that stresses the development of all-round students and graduates, it is the goal of the University that, in addition to the formal curriculum, non-formal education will contribute to the overall quality and competitiveness of our students and graduates. The important role of non-formal education has been highlighted in many student development theories; an appropriate framework for non-formal education will thus guide students' development in accordance with the fine traditions of CUHK.

10. While benefiting from a framework of desirable targets, it is important that students and graduates take ownership of the course of development so that they obtain maximum benefits. With a view to reinforcing the caring spirit and instilling the sense of ownership for personal development into students, the conceptual framework for whole-person development for CUHK students will be delineated into five areas under the theme of **" I•CARE "**.

11. The framework of targets and virtues for our students' whole-person development are as follows:

I = *Integrity and moral development*
- An attitude of compassion, honesty and integrity in relation to self, family and society
- A sense of purpose, responsibility and commitment to ethical behavior
- A desire to serve others
- Adoption of equitable and inclusive attitudes and behavior toward gender, ethnicity and religion
- Deep understanding of Chinese culture and an appropriate sense of national identity and pride
- A stable and realistic self-image

C = *Creativity and intellectual development*
- The capacity for creative problem solving
- Critical and independent thinking
- A habit of reading widely in pursuit of intellectual curiosity
- A collection of skills including numeracy, analytic skills and IT capability
- The ability to continue with lifelong learning and professional development

A = *Appreciation of life and aesthetic development*
- An aesthetic sense
- Appreciation of nature and culture
- A desire to pursue harmony and achieve excellence

R = *Relationships and social development*
- The capacity for close relationship
- Effectiveness in communication, with a high level of bilingual proficiency in Chinese and English
- The ability to work in a team
- The ability to contribute as citizens and leaders

*E =   **Energy and wellness***
- Physical well-being
- Adoption of a healthy lifestyle
- Balanced emotional development
- A desire to achieve all-round excellence

12. The desired attributes, values and skills in each of the five areas are set out in *Attachment 1*. These five areas in the framework should be integrated synergistically in the development of a whole person. Through the experiential learning activities (ELA) provided by the University through its colleges and the wide array of academic and student support units, students can achieve whole-person development across these five core areas.

Application of the Framework

13. Different units at CUHK offer rich and diverse ELA. The framework does not seek to limit the variety. On the contrary, it enhances the diversity, and aims to serve as a guide for colleges, faculties and other units in planning their focuses for experiential learning, making the best use of limited resources, and sharpening the objectives of the activities they offer.

14. It is proposed that, when the framework is approved by the University, colleges, faculties and other units will be invited to adopt this development tool on a voluntary basis. For units that adopt the framework, the information can help them in regularly reviewing their current stock of activities/services based on the University's mission and strategic plans, students' developmental needs, societal concerns and available resources within the units.

15. Also, the framework will become a roadmap for the experiential learning opportunities offered to students, guiding them through their university experience and allowing them to assess their personal development needs, thus benefiting fully from a well-planned participation.

Part B: A Plan for a Student Development Portfolio

Presenting Experiential-learning Activities in a Portfolio

16. The afore-mentioned roadmap for students' ELA, namely the "I • CARE" framework, was endorsed by the Committee on Student Affairs in April 2009, and then by the Senate Committee on Teaching and Learning in October 2009.

17. If the framework of "I • CARE" is to be linked to a systematic review of developmental activities in the University and the provision of records of experiential learning, then a database that records the offerings of different units will be necessary.   In a broad sense, the student experiential-learning framework is formulated to record students' out-of-class activities/ services systematically as a complement of their academic attainment through formal syllabus and registered courses. Not only does it serve as a tool for the student-service providers in managing the resources effectively, it also aims to present and review the all-round development of students in their university life through an organized structure.

18. In the latter respect, it is intended that students' accomplishment in ELA would be captured under a student learning portfolio and could be presented in an appropriate format. During the initial exchange of views with student leaders in October 2009, the "I • CARE" framework and the proposed activity report were generally welcomed by students. They commented that such a report on their experiential-learning achievements would be beneficial to their career development, further studies and other personal goals.

19. The use of an electronic portfolio is one strategy to assist students develop learning profiles, thus assisting students' personal growth and reflection on learning. In our case, the electronic portfolio is a record system which captures students' participation in non-formal education developmental opportunities and enables them to present this development and achievement in an appropriate format. It is proposed that the term "Student Development Portfolio" (SD Portfolio) be used to label our record system.

Recording Student Activities in the Portfolio

20. Broadly speaking, students' learning and development activities can be categorized into two types: formal curriculum and experiential-learning activities (which include activities organized by the University and those organized/ arranged by students). The difference between them can be summarized as follows:

	Formal curriculum	Experiential-learning activities	
		Organized by University	Organized by students
Nature	Formal and pedagogical	Co-curricular/ experiential	Non-formal/ social
Purpose	Academic discipline	Generic skills and personal attributes	Incidental
Content	Academic and intellectual	Personal transformation/ student development	Various interests
Initiation	Academics	Student-development professionals	Students
Assessment	Objective and academic	Mainly based on self-report	Rare

21. ELAs offered and captured under our "I • CARE" framework are co-curricular activities organized by the colleges, faculties/departments and other units of the University. These activities are normally non-credit-bearing, and aim at helping students to broaden their horizons and inspiring them to actualize all-round development outside the classroom. These are also the main type of activities which will be captured and recorded in the SD Portfolio.

22. Colleges, faculties/departments and other units will be invited to link their ELAs to the database, which has been established on the basis of the "I • CARE" framework, on a

voluntary basis. As previously endorsed by the Senate Committee on Teaching and Learning, these activities would be captured in the computer system in the same manner as a "course". The list of the activities would then be made available on the web for the benefit of the students. Students who have taken part in or received such activities could then record their participation.

Criteria for Recording Activities under the Portfolio

23. Activities captured under the "I • CARE" framework are activities developed and organized by relevant student-support units of the University, i.e. colleges, faculties/departments and other units. They should have their own mechanism to ascertain that the activities/ services meet the general learning outcomes laid down by the University and that the activities/ services are implemented effectively.

24. In practice, a wide range of ELA are organized by the various units in the University and the number of these activities could be enormous. They can be any all-round development programmes offered by a unit/ department; and any other activities in a variety of forms that individual academic unit/ office considers essential as part of their overall experiential-learning programmes. For standardization and consistency, some basic criteria for capturing such activities in the framework and thus the SD portfolio are proposed as follows:

    (a) The activity is organized by a department/ unit of the University.

    (b) The activity is not a formal credit-bearing course at the University.

    (c) The activity reflects at least one of the attributes/ qualities as contained in the "I • CARE" framework.

    (d) While the format of the activity can vary, the aggregate time of the activity should be of at least 8 hours.

    (e) The organizer of the activity should ensure that a quality-assurance mechanism is in place as a measurement of student learning outcomes.

    (f) The organizing unit of the activity should be able to produce proof of the student's involvement when necessary.

25. In relation to the student-service units' capturing of the ELA into the framework and the SD Portfolio, it is proposed that a sub-committee be set up under Committee on Student Affairs to check and monitor all necessary aspects.

26. As the "I • CARE" framework only captures non-credit-bearing ELA held outside classrooms, the activities which are required as partial fulfillment of an academic course will not be recorded. However, there are indeed programmes containing both experiential-learning elements and formal courses being run on campus currently. It is suggested that programmes such as the Leadership Development Programme (LDP) be handled in the following ways:

(a)   The credit-bearing part, e.g. the programmes in the LDP which can be applied to unit exemption for general-education courses, would be put under the academic domain. Hence, the results of these programmes are to be shown on the students' academic transcript.

(b)   The non-credit-bearing part, e.g. the activities in the LDP fostering students' experiential learning (i.e. outward-bound course, mentorship programme, etc.), would be put under the co-curricular domain. The record of the students' participation in these programmes would then be shown in the SD Portfolio and on their ELA report.

Activities Organized/Arranged by Students

27. The "I • CARE" framework captures ELA organized by units/ departments of the University. At the same time, students participate in a wide range of extra-curricular activities organized or arranged by themselves, e.g. student-body experiences, activities/ services as organized by the self-governed student associations or even outside organizations, etc. These activities can also be regarded as one of the major channels through which experiential learning can be acquired.

28. To recognize such experience, it is suggested that a separate platform be built in the proposed SD portfolio for students to record their own extra-curricular activities on a voluntary basis. These activities will not require verification by the University. Information on them can also be incorporated into the ELA report, if so desired by the students.

The ELA Report

29. In many western countries (e.g. Australia, Canada, the UK and the US), non-academic transcripts have been widely used in higher-education institutions for students to present their participation in ELA. As proposed above, the SD portfolio at CUHK will become a database where ELA are to be covered – including both activities organized by the University and those organized/ arranged by students. While both types of activities may be presented in the ELA report, it is proposed that they will be presented under separate sections.

30. The ELA report should not only be a record-keeping system, but is expected to demonstrate the specific knowledge/ skills acquired by the students through their involvement in the all-round activities. Through the use of the ELA report, not only could the students have a better grasp of their progress amid the all-round development in order to make full use of their campus life, they are given a channel to present to interested parties the record of their experiential-learning achievements to supplement their academic results as shown on the academic transcripts.

[Approved by the Senate at its Fourth meeting (2010-11) held on 8 June 2011;
revised version approved by the Senate at its Fourth meeting (2013-14) held on 6 June 2014.]

Attributes and Skills in
the Framework for Students' Whole-person Development

The University aims that its students and graduates acquire the appropriate attributes, values and skills needed for well-rounded development. To this end, a framework for whole-person development for undergraduate students, which incorporates the educational ideals of the University, has been developed. Under the theme of **"I • CARE!"**, the framework has five core areas:

I	=	***Integrity and moral development***
C	=	***Creativity and intellectual development***
A	=	***Appreciation of life and aesthetic development***
R	=	***Relationships and social development***
E	=	***Energy and wellness***

The attributes and skills needed in each area of development are set out below.

I = Integrity and moral development

This area concerns moral and spiritual well-being, which consists of the development of values, moral principles, spiritual contentment, balanced emotions, and abilities to sustain personal growth. These attributes enable a person to make ethical and value judgments about right or wrong, and to uphold integrity in relation to self, family and society. Besides facilitating the development of a commitment in life, these attributes also support the values of national and global citizenship.

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
a) Establishment of value system, integrity and social responsibility	• Self-searching skills	• College Assembly • Self development programmes by OSA • Community service programmes (coordinated) by Colleges/ OSA
b) Spiritual development	• Self-actualizing skills	• Pastoral care (e.g. Sunday services) and counseling by Chaplain's Office
c) Global sensitivity d) Cultural sensitivity e) Appropriate sense of national identity and pride f) Understanding of Chinese culture	• Language skills • Readiness for international exposure	• Overseas and Mainland exchange programmes by OAL/OAL(C) • Overseas & Mainland internship programmes by Faculties/OSA • Study Tours by Colleges/Faculties/ OSA • Hostel Activities • Activities by OSA/OAL/OAL(C)

C = Creativity and intellectual development

This area focuses on intellectual development and innovation. It includes the development of the ability to search for knowledge, understand ideas, process information, and manage complexity. Different from the more cognitive attributes normally emphasized in the formal curriculum, these attributes enable a person to acquire a broad range of general knowledge as well as a depth of knowledge within a profession, to think critically, to make sound judgments, to tackle problems, and to continue with lifelong learning. Above all, they bring one's potential for leadership into full play.

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
a) Critical thinking and analytical capacity	• General knowledge and common sense • Mental skills – organization, analysis, evaluation	• Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations • Social actions of student unions/ student societies/ student associations • Debating teams
b) Management and leadership qualities	• Leadership skills • Organizing skills • Team building skills • Conflict management skills	• Leadership Development Programme by University General Education Office/ Colleges/ Faculties/ OSA • Mentorship programmes by Colleges/ Faculties/ OSA • Internship programmes by Faculties/ OSA • Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations
c) Capacity for creative problem solving	• Innovation • Creative problem solving	• Debating teams • External competitions, e.g., Challenge Cup
d) Generic learning capability	• Study skills • Time management skills • Technical skills – manual, IT	• Workshops/ training programmes by Colleges/ OSA • Student activities (e.g. Reading Club) by student unions
e) Lifelong learning and adaptability capacity	• Motivation to learn and pursue continuous improvement	• Departmental/ College orientation camps • Hostel orientation activities • Outward bound training coordinated by Colleges/ OSA • Experiential tours by Colleges/ Faculties • Activities by Colleges/ Faculties/ ITSC

A = Appreciation of life and aesthetic development

Aesthetic development consists of the development of one's ability to appreciate art, beauty, culture and nature. These enable a person to develop personal judgments about taste in a variety of contexts, and to cultivate an artistic disposition, leading to openness and a tolerant attitude.

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
a) Artistic disposition	• Arts performance • Aesthetical abilities	• Arts performances/ concerts/ exhibitions/ guest talks by OAA/ Colleges/ Faculties/ University Art Museum/ SRRSH • Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations
b) Appreciation of nature and culture c) Desire to pursue harmony and perfection	• Appreciation abilities	• CU cultural trail by OAA • "Green Campus" Campaign • Exhibitions/ guest talks by Colleges/ Faculties/ University Art Museum/ OAA/ SRRSH • Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations

R = Relationships and social development

This area is largely related to social development and cultural sensitivity, which consist of the development of one's ability to respect, interact, and communicate with people at different levels and from different backgrounds. These attributes enable a person to establish social networks and to appreciate teamwork. These attributes also support the intention and ability to be independent and responsible in managing practical daily affairs.

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
a) Presentation and communication	• Bilingual language skills • Communication skills	• Overseas and Mainland internship programmes by OSA/ Faculties • Overseas and Mainland exchange programmes by OAL • Language enhancement programmes by ILC/ ELTU/ CLC/ Colleges/ Faculties • Study Abroad Programmes by Colleges/ Faculties • Debating teams

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
b) Interpersonal relationships	• Social skills – co-operation, negotiation and persuasion • Social etiquette	• Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations • Mentorship programmes by Colleges/ Faculties/ OSA • Programmes by Colleges (e.g. high table dinner)/ Faculties (e.g. dining etiquette workshop)
c) Social and political awareness	• General knowledge • Common sense • Social concern • Political awareness	• Programmes by Colleges/ OSA • Student activities by student unions/ departmental societies/ interest groups/ class societies/ resident associations • Summer Administrative Officer programme (coordinated) by OSA • Social service groups • College environmental programmes
d) Basic support for living	• Financial management skills • Management of personal affairs	• Scholarships and financial aid (coordinated) by OAFA • College/Faculty bursaries • Training workshops for student unions/ student societies/ associations by OSA • Guidance by OSA/ Colleges
e) Career development	• Job searching skills • Career planning skills • Interview skills	• Recruitment and career guidance talks by OSA • Workshops and firm visits by OSA/ Faculties • Internship and placement programmes (coordinated) by OSA/ Faculties • Mentorship programmes by Colleges/ Faculties/ OSA

E = Energy and wellness

This area focuses on physical and mental wellness, which consists of the development of one's ability to recognize and promote the importance of physical fitness and mental health as well as to demonstrate, improve, and maintain one's own physical and mental well-being. Through physical training, a person will be equipped with a sense of sporting fairness and a mindset of perseverance. This, together with a balanced emotional development, will easily stimulate a desire for all-round excellence to grow.

Attributes/ qualities	Specific skills required	Examples of programmes/ activities
a) Physical well-being	• Physical training • Healthy lifestyle	• University physical education programmes • University/ College sports teams • University/ College sports competition • Health promotion programmes by CHPP/ UHS
b) Sporting fairness	• Ways to persevere	• University/ College athletic meet • University/ College swimming gala
c) Mental health	• Stress management skills • Life management skills	• Activities by OSA/ UHS • Guidance by OSA/ Colleges

香 港 中 文 大 學
THE CHINESE UNIVERSITY OF HONG KONG
SHATIN · NT · HONG KONG · TEL: (852) 3943 6000 · FAX: (852) 2603 5544

體驗式學習活動紀錄
REPORT OF EXPERIENTIAL LEARNING ACTIVITIES

NAME	CHAN, TAI MAN (陳大文)	**SEX**	M	**HKID/PASSPORT NO.**	A123456 (7)
STUDENT ID NO.	1122223334	**COLLEGE**	UNITED COLLEGE	**ADMITTED IN**	AUG 2012

FACULTY FACULTY OF ENGINEERING

MAJOR PROGRAMME B.ENG. IN SYSTEMS ENGINEERING & ENGINEERING MGT

MINOR PROGRAMME FRENCH STUDIES

DEGREE BACHELOR OF ENGINEERING

CONFERRED IN DEC 2016

Experiential Learning Activity organised by the University

Item	Activity	Category	Academic Year
U01	CUHK Swimming Team	E	2012-2013
U02	Student Cultural Ambassadors (SCA) Scheme	A	2012-2013
U03	Student Leadership Training Scheme	C	2012-2013
U04	United College Conference Sponsorship Scheme	I	2012-2013
U05	United College Globe-Oriented Active Learning (GOAL) Programme	R	2012-2013
U06	United College Language Improvement Project - English Immersion Camp	C	2012-2013
U07	United College Swimming Team	E	2012-2013
U08	Creative Student Activity Award Programme	C	2013-2014
U09	CUHK Swimming Team	E	2013-2014
U10	Outward Bound Undergraduate Programme	R	2013-2014
U11	Summer Study Program in France	C	2013-2014
U12	United College Shum Choi Sang Mentorship Programme	R	2013-2014
U13	Centre for Innovation and Technology Placement and Internship Programme (PIP)	R	2014-2015
U14	CUHK Rowing Team (Captain)	E	2014-2015
U15	Global Internship Programme (GIP) - London	C	2014-2015
U16	Faculty Enrichment Scheme for Engineering Undergraduates (SUPER)	A	2015-2016

<END OF REPORT>

INVALID UNLESS IMPRESSED WITH THE SEAL OF THE UNIVERSITY

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Director of Student Affairs

30 JUNE 2016

Please see the explanatory notes overleaf

Explanatory Notes

This report includes the activities organised by the University which fulfill the criteria listed underneath.

Criteria for Experiential Learning Activity organised by the University

1. The activity is organised by a department/unit of the University.
2. The activity is not a formal credit-bearing course at the University.
3. The activity reflects at least one of the attributes/qualities as contained in the "I·CARE" Framework.
4. The aggregate time of the activity is at least 8 hours.
5. A quality assurance mechanism is in place for this activity as a measurement of student learning outcome.
6. A record of student's involvement is kept for this activity.

Categorisation of Experiential Learning Activity organised by the University

Experiential Learning Activities are categorised into five domains according to the following attributes and virtues for our students' whole-person development under the I·CARE Framework:

I	=	*Integrity and moral development*	修身立德
C	=	*Creativity and intellectual development*	博學創新
A	=	*Appreciation of life and aesthetic development*	美悅人生
R	=	*Relationships and social development*	推己及人
E	=	*Energy and wellness*	健體康心

Remark

This report does not capture the activities organised by the University before 2012 as the Student Development Portfolio System was launched in 2012.

香港中文大學
THE CHINESE UNIVERSITY OF HONG KONG

SHATIN · NT · HONG KONG · TEL: (852) 3943 6000 · FAX: (852) 2603 5544

體驗式學習活動紀錄
REPORT OF EXPERIENTIAL LEARNING ACTIVITIES

NAME	CHAN, TAI MAN（陳大文）	**SEX**	M	**HKID/PASSPORT NO.**	A123456 (7)
STUDENT ID NO.	1122223334	**COLLEGE**	UNITED COLLEGE	**ADMITTED IN**	AUG 2012
FACULTY	FACULTY OF ENGINEERING				
MAJOR PROGRAMME	B.ENG. IN SYSTEMS ENGINEERING & ENGINEERING MGT				
MINOR PROGRAMME	FRENCH STUDIES				
DEGREE	BACHELOR OF ENGINEERING				
CONFERRED IN	DEC 2016				

Experiential Learning Activity reported by Students

Item	Activity	Academic Year
S01	French Society - Treasurer	2012-2013
S02	Society of Magic - Member	2012-2013
S03	The 10th CU Speech Contest - Outstanding Awards	2012-2013
S04	M21 青年主持選拔大賽 － 亞軍	2012-2013
S05	中大金禧馬拉松隊 － 參加者	2012-2013
S06	新紀元行政管理精英學會 － 會員	2012-2013
S07	突破 DJ 訓練課程 2012 － 參加者	2012-2013
S08	香港五四青年節 2012：同夢同心 － 兩地青年交流計劃 － 參加者	2012-2013
S09	Student Chorus - Member	2012-2014
S10	Modern Dance Society - Member	2012-2016
S11	e-Caring Card Design Competition - Champion	2013-2014
S12	Systems Engineering and Engineering Management Society - President	2013-2014
S13	Spanish Society - Member	2013-2014
S14	聯合書院湯若望宿舍宿生會 － 康樂	2013-2014
S15	聯合書院新生輔導營 － 大組長	2013-2014
S16	香港青少年獎勵計劃 － 銀章	2013-2014
S17	「全能新媒體記者初體驗」暑期培訓及探訪計劃 － 參加者	2014-2015
S18	Dragonair Aviation Certificate Programme - Participant	2014-2015
S19	Operation Kingbird Flying Programme - Participant	2014-2015
S20	Summer Internship Program - Bank of China (Hong Kong) - Participant	2014-2015
S21	The Astronomy Club - Vice President	2014-2015
S22	中山大學考察團 － 參加者	2014-2015

香港中文大學
THE CHINESE UNIVERSITY OF HONG KONG
SHATIN · NT · HONG KONG · TEL: (852) 3943 6000 · FAX: (852) 2603 5544

體驗式學習活動紀錄
REPORT OF EXPERIENTIAL LEARNING ACTIVITIES

NAME	CHAN, TAI MAN（陳大文）	**SEX**	M	**HKID/PASSPORT NO.**	A123456 (7)
STUDENT ID NO.	1122223334	**COLLEGE**	UNITED COLLEGE	**ADMITTED IN**	AUG 2012

FACULTY FACULTY OF ENGINEERING

MAJOR PROGRAMME B.ENG. IN SYSTEMS ENGINEERING & ENGINEERING MGT

MINOR PROGRAMME FRENCH STUDIES

DEGREE BACHELOR OF ENGINEERING

CONFERRED IN DEC 2016

Experiential Learning Activity reported by Students

Item	Activity	Academic Year
S23	未來之星 － 中國國情教育培訓班 － 參加者	2014-2015
S24	香港青少年獎勵計劃 － 金章	2014-2015
S25	Friends of Private Homes for the Elderly Programme – Volunteer	2014-2016
S26	參觀中國人民解放軍海軍第三批護航艦艇 － 參加者	2015-2016
S27	橋牌學會 － 會員	2015-2016

<END OF REPORT>

ISSUE DATE   30 JUNE 2016

THE CHINESE UNIVERSITY OF HONG KONG

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NAME	:	CHAN, TAI MAN （陳大文）		
SEX	:	M	**HKID/PASSPORT NO.** : A123456 (7)	
STUDENT ID NO.	:	1122223334	**COLLEGE** : UNITED COLLEGE	
FACULTY	:	FACULTY OF ENGINEERING		
MAJOR PROGRAMME	:	B.ENG. IN SYSTEMS ENGINEERING & ENGINEERING MGT		
MINOR PROGRAMME	:	FRENCH STUDIES		
ADMITTED IN	:	AUG 2012		

Experiential Learning Activity organised by the University

Item	Activity	Category	Academic Year
U01	CUHK Swimming Team	E	2012-2013
U02	Student Cultural Ambassadors (SCA) Scheme	A	2012-2013
U03	Student Leadership Training Scheme	C	2012-2013
U04	United College Conference Sponsorship Scheme	I	2012-2013
U05	United College Globe-Oriented Active Learning (GOAL) Programme	R	2012-2013
U06	United College Language Improvement Project - English Immersion Camp	C	2012-2013
U07	United College Swimming Team	E	2012-2013
U08	Creative Student Activity Award Programme	C	2013-2014
U09	CUHK Swimming Team	E	2013-2014
U10	Outward Bound Undergraduate Programme	R	2013-2014
U11	Summer Study Program in France	C	2013-2014
U12	United College Shum Choi Sang Mentorship Programme	R	2013-2014
U13	Centre for Innovation and Technology Placement and Internship Programme	R	2014-2015
U14	CUHK Rowing Team (Captain)	E	2014-2015
U15	Global Internship Programme (GIP) - London	C	2014-2015

****************************END OF REPORT****************************

Issue Date: 07 JUL 2015

Explanatory Notes

This report includes the activities organised by the University which fulfill the criteria listed underneath.

Criteria for Experiential Learning Activity organised by the University

1. The activity is organised by a department/unit of the University.
2. The activity is not a formal credit-bearing course at the University.
3. The activity reflects at least one of the attributes/qualities as contained in the "I·CARE" Framework.
4. The aggregate time of the activity is at least 8 hours.
5. A quality assurance mechanism is in place for this activity as a measurement of student learning outcome.
6. A record of student's involvement is kept for this activity.

Categorisation of Experiential Learning Activity organised by the University

Experiential Learning Activities are categorised into five domains according to the following attributes and virtues for our students' whole-person development under the I·CARE Framework:

I	=	*Integrity and moral development*	修身立德
C	=	*Creativity and intellectual development*	博學創新
A	=	*Appreciation of life and aesthetic development*	美悅人生
R	=	*Relationships and social development*	推己及人
E	=	*Energy and wellness*	健體康心

Remark

This report does not capture the activities organised by the University before 2012 as the Student Development Portfolio System was launched in 2012.

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MAJOR PROGRAMME	: B.ENG. IN SYSTEMS ENGINEERING & ENGINEERING MGT		
MINOR PROGRAMME	: FRENCH STUDIES		
ADMITTED IN	: AUG 2012		

Experiential Learning Activity reported by Students

Item	Activity	Academic Year
S01	French Society - Treasurer	2012-2013
S02	Society of Magic - Member	2012-2013
S03	The 10th CU Speech Contest - Outstanding Awards	2012-2013
S04	M21 青年主持選拔大賽 － 亞軍	2012-2013
S05	中大金禧馬拉松隊 － 參加者	2012-2013
S06	新紀元行政管理精英學會 － 會員	2012-2013
S07	突破 DJ 訓練課程 2012 － 參加者	2012-2013
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ADMITTED IN	: AUG 2012			

Experiential Learning Activity reported by Students

Item	Activity	Academic Year
S24	香港青少年獎勵計劃 － 金章	2014-2015

*****************************END OF REPORT*****************************

Issue Date: 07 JUL 2015