

# The Chinese University of Hong Kong



## QUALITY MANUAL

<http://www.cuhk.edu.hk/clear/qm/index.html>

November 2021

# THE CHINESE UNIVERSITY OF HONG KONG

## QUALITY MANUAL

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### List of Abbreviations and Acronyms

AQS	Academic and Quality Section
CEO	China Engagement Office
CGE	College General Education
CLEAR	Centre for Learning Enhancement And Research
CTE	Course and Teaching Evaluation
CUHK	The Chinese University of Hong Kong; in this Manual, the term “ <i>the University</i> ” shall be used.
CUSIS	Chinese University Student Information System
Departments / Schools	In this Manual, the term “ <i>Departments</i> ” shall include all departments and schools, unless stated otherwise.
DIO	Diversity and Inclusion Office
EE	External Examiner
EFCS	Early Feedback Collection System
Faculties	Faculties include Faculties of Arts, Business Administration, Education, Engineering, Law, Medicine, Science and Social Science.
GC	Graduate Council
GCEXCo	Executive Committee of the Graduate Council
GE	General Education
GPA	Grade Point Average
I-CARE	<i>I</i> = Integrity and moral development; <i>C</i> = Creativity and intellectual development; <i>A</i> = Appreciation of life and aesthetic development; <i>R</i> = Relationships and social development; <i>E</i> = Energy and wellness
IF	Integrated Framework for Curriculum Development and Review
ILC	Independent Learning Centre
IPL	Improving Postgraduate Learning
IT	Information Technology
ITSC	Information Technology Services Centre
LMS	Learning Management System
MPhil	Master of Philosophy
OAL	Office of Academic Links
OBA	Outcomes-based Approach
OUGE	Office of University General Education
PDC	Professional Development Course
PEP	Planning Exercise Proposal
Pg	Postgraduate
PhD	Doctor of Philosophy
PPW	Programme Proposal Warehouse
QA	Quality Assurance
RAC	Resource Allocation Committee
RPg	Research Postgraduate

SAPC	Senate Academic Planning Committee
SCGE	Senate Committee on General Education
SCLE	Senate Committee on Language Enhancement
SCSD	Senate Committee on Student Discipline
SCTL	Senate Committee on Teaching and Learning
SET	Sub-Committee on Education Technologies
T&L	Teaching and Learning
TPg	Taught Postgraduate
UEB	Undergraduate Examinations Board
Ug	Undergraduate
UGC	University Grants Committee
UGE	University General Education

## Foreword

The Chinese University of Hong Kong (CUHK; the University) is a comprehensive research university, one of whose key strengths is quality teaching. The University's commitment to quality teaching is reflected by the many well-established and structured quality assurance (QA) mechanisms that ensure high academic standards, and student achievement of outcomes at all levels: institutional, programme, and course.

This Quality Manual thus documents existing policies and practices on quality assurance/enhancement implemented, in and applied to, all programmes at the undergraduate (Ug) and postgraduate (Pg) levels. It serves as a users' guide to all teachers and students of the University, and more specifically, its primary purposes are:

- to provide teaching staff with a handy and detailed overview of academic programme management and delivery operations;
- to serve as an information manual on QA procedures in place;
- to serve as reference for all QA exercises, both internal and external; and
- to provide a platform for sharing and enhancing QA practices pertinent to teaching and learning (T&L).

This Manual, together with its appendices, is also available online. It will be updated on a regular basis by the Senate Committee on Teaching and Learning (SCTL). All offices and units at the University are also urged to contact the Academic and Quality Section (AQS) of the Registry to provide relevant updates.

Feedback on this Manual is most welcome. Please make suggestions, comments, and updates by email to the AQS at [aq@cuhk.edu.hk](mailto:aq@cuhk.edu.hk).

# **Chapter 1 The Institution**

## ***1.1 History***

The Chinese University of Hong Kong is a self-governing institution founded in 1963 through incorporating, by Ordinance, three existing Colleges: New Asia, Chung Chi, and United (founded in 1949, 1951, and 1956 respectively). The introduction of the CUHK Ordinance in 1976 led to further streamlining of the University's operating structure. A fourth constituent College, Shaw College, was founded in 1986. To cater for the new four-year Ug curriculum introduced in 2012, five more Colleges were established: Morningside, S.H. Ho (both in 2006), C.W. Chu, Wu Yee Sun, and Lee Woo Sing (all in 2007), adding to a total of nine constituent Colleges in the University.

## ***1.2 Mission, Vision and Strategic Planning***

The University's mission is to assist in the preservation, creation, application and dissemination of knowledge by teaching, research and public service in a comprehensive range of disciplines, thereby serving the needs, and enhancing the well-being, of the citizens of Hong Kong, China as a whole, and the wider world community.

The University's vision is to be acknowledged locally, nationally, and internationally as a first-class comprehensive research university, whose bilingual and multicultural dimensions of student education, scholarly output and contribution to the community consistently meet standards of excellence.

The University's Strategic Plan ([Appendix 1-1](#)) spells out its long-term goals and strategies.

## ***1.3 Organizational Structure***

The University is governed by the Council; its chief academic and administrative officer is the Vice-Chancellor and President, who is responsible to the Council for the overall quality and academic standards of the University's provision. [Appendix 1-2](#) shows the University's management structure and the well-defined reporting chain.



The Senate is the body that oversees education and research. It is served by several bodies: the Senate Academic Planning Committee (SAPC) (in effect the Senate's executive committee), the SCTL, the Undergraduate Examinations Board (UEB), and the Graduate Council (GC). Appendix 1-3 shows the composition and terms of reference for these bodies, other Senate Committees and the Executive Committee of the GC (GCExCo).

The University comprises eight Faculties (Arts, Business Administration, Education, Engineering, Law, Medicine, Science, and Social Science) and nine Colleges (see *Section 1.1* above). Every Ug student and every teacher is affiliated with a Faculty and a College, with the exception of students in interfaculty programmes, and some teaching staff in Research Institutes or Centres. Pg students in general are not affiliated with any College.

Academic Departments/ Schools (henceforth, "Department") under the eight Faculties (see Appendix 1-4 for full list) offer disciplinary Ug studies. They also offer research postgraduate (RPg) programmes at doctoral and master's levels, as well as taught postgraduate (TPg) programmes (including those at diploma level). The Colleges provide College General Education (CGE) courses, informal education, pastoral care, and residential accommodation to Ug students.

## **Chapter 2 Curriculum Structure and an Overview of the Quality Assurance Structure**

### ***2.1 The “Outcomes-Based Approach”***

The outcomes-based approach (OBA) to T&L fosters student attainment of identified learning outcomes. Paramount emphasis is placed on aligning content, pedagogical strategies, learning activities, and forms of assessment with learning objectives, not only for programmes, but also for each individual course. Under the OBA, every student will be guided to acquire expected graduate attributes, which are expressed in terms of knowledge, professional and generic skills, as well as values and attitudes, at their level of study:

- Appendix 2-1: *Expected graduate attributes for Ug programmes*
- Appendix 2-2: *Expected graduate attributes for TPg programmes*
- Appendix 2-3: *Expected graduate attributes for RPg programmes*

### ***2.2 Curriculum Structure***

#### ***2.2.1 Undergraduate Programmes***

The University’s Ug curriculum adopts a credit unit system, which affords flexibility in course selection and study planning.

In the four-year curriculum, students have to complete (i) University Core Requirements, which provide them with generic skills and a foundational intellectual apparatus for their studies, (ii) faculty package courses, which provide students with a broad intellectual perspective on their majors and cognate disciplines, and (iii) major programme requirements, which allow students to acquire in-depth knowledge in their chosen discipline. Major programmes also include a “research component”, which may comprise internship, research work, or other learning activities that help students put their learning in practice. Some programmes offer the research component as the capstone component of the Ug curriculum.

Students may also pursue a minor, or an extra major, in addition to their major studies. Students who pursue dual degree programmes or double degree options will be awarded two degrees upon successful completion of the graduation requirements.

Appendix 2-4 provides an overview of the four-year curriculum introduced in 2012. See Appendix 2-5 for the Undergraduate Student Handbook.

### 2.2.2 *Taught Postgraduate Programmes*

Full-time and part-time TPg programmes at different levels (doctoral, master's, postgraduate diploma, or certificate) are offered by Faculties and Departments. The normative study period ranges from one to five years. The *General Framework of Taught Postgraduate Programmes* (Appendix 2-6) stipulates that TPg programmes employ a modular structure, with coursework as a significant programme component. Individual TPg programmes may also require students to complete dissertations, participate in practicum or internship, as deemed appropriate for the subject matter concerned. Appendix 2-7 shows common requirements for TPg programmes. Other helpful documents that stipulate guidelines and references on TPg programmes include:

- *The Postgraduate Student Handbook* (Appendix 2-8)
- *Code of Practice for Taught Postgraduate Studies* (Appendix 2-9)

### 2.2.3 *Research Postgraduate Programmes*

RPg programmes are offered in both full-time and part-time modes; they lead to the award of the degrees of Master of Philosophy (MPhil) and/or Doctor of Philosophy (PhD). Over half of the programmes are offered in an MPhil-PhD mode, which offers the option for students to enter a PhD programme with a Bachelor's degree. Students taking this mode fall into one of the three categories: (i) MPhil, (ii) PhD (pre-candidacy), and (iii) PhD (post-candidacy). The normative duration for a RPg programme usually falls between 24 and 64 months.

Although the thrust of RPg programmes is research, all programmes include coursework components, some of which are designed to aid students in their research work and thesis writing. RPg theses must display originality, as well as mastery of sound research methods.

Appendix 2-10 shows requirements for the conferment of degrees. Other helpful materials on RPg programmes include:

- *The Postgraduate Student Handbook* (Appendix 2-8)
- *Code of Practice for Research Postgraduate Studies* (Appendix 2-11)
- *Main Features of the MPhil-PhD Programme* (Appendix 2-12)

## **2.3 Quality Assurance Structures**

### *2.3.1 University-level Quality Assurance Structures*

The University has clear QA mechanisms for T&L. The SCTL, chaired by the Pro-Vice-Chancellor (Education), oversees all matters related to T&L. The GC and the GCExCo, chaired by the Dean of the Graduate School, oversees Pg programmes.

Non-formal (or so-called co- and non-curricular) learning activities are likewise overseen by dedicated bodies. The activities of each College are overseen by the College's Assembly of Fellows, chaired by the respective College Head/ Master. Centrally-organized student activities are overseen by the Committee on Student Affairs, chaired by the University Dean of Students, and centrally-organized exchange programmes are overseen by the Committee on Academic Links, chaired by the Provost.

Appendix 2-13 shows a schematic view of all major QA systems in place. Table 2-1 shows overseeing bodies and host units for Ug University Core Requirements. For example, the Senate Committee on Language Enhancement (SCLE) and the Senate Committee on General Education (SCGE) are responsible for Ug core language requirements and University General Education (UGE) requirements respectively. All these Committees report to the Senate and work closely with Faculties and Departments to ensure the delivery of quality education at the University.

Table 2-1: Responsible Bodies for Ug University Core Requirements

University Core Requirements		Host Department/ Units	Overseeing bodies	
			First tier	Second tier
Chinese Language		Department of Chinese Language and Literature	Faculty of Arts	SCLE
English Language		English Language Teaching Unit	Faculty of Arts	SCLE
General Education (GE)	UGE	Office of University General Education (OUGE)	SCGE	
	Foundation courses			
	CGE	Respective Assembly of Fellows at Colleges		
Information Technology (IT)		Office of the IT Foundation Course	Faculty of Engineering	Sub-Committee on Education Technologies (SET) of the University's IT Governance Committee
Physical Education		Physical Education Unit	Faculty of Education	Senate Committee on Physical Education

RPg and TPg programmes are managed by Graduate Divisions of the respective Departments and Faculties, and are overseen by the Graduate School, which, in turn, is governed by the GC and the GCExCo.

### *2.3.2 Role of Faculties and Departments*

Appendix 2-14 shows the T&L management structure for all programmes. Individual Faculties serve the key roles of overseeing and monitoring academic programmes and courses offered by their Departments/ Units. Individual Departments/ teaching units administer the planning, development, delivery and assessment of courses and programmes through curriculum committees and assessment panels, which report to Faculty Boards. Integrated programmes offered by more than one Department are managed by their respective Faculties and Programme Boards, whereas interdisciplinary programmes report to the Departments concerned.

## *2.4 Major Documents on Quality Assurance*

The *Integrated Framework for Curriculum Development and Review (IF)* (Ug programmes: Appendix 2-15; TPg programmes: Appendix 2-16) illustrates the University's commitment to assure and enhance the quality of taught programmes. It contains clear principles of curriculum development and review, and serves as important reference material for teaching staff in the development, design and review of academic curricula.

*Code of Practice for Taught Postgraduate Studies* (Appendix 2-9) and *Code of Practice for Research Postgraduate Studies* (Appendix 2-11) offer practical advice and describe good practices to students, supervisors and personnel supporting TPg/ RPg programmes alike.

These documents are updated on a regular basis by SCTL and GC, the procedures described therein are applicable to all teaching programmes and units.

## **Chapter 3 Programme Development, Approval, Planning and Design**

### ***3.1 Programme Development and Approval***

#### ***3.1.1 General Procedures***

The University develops new programmes in line with the latest academic developments and in order to meet evolving societal needs.

Plans for new programmes (including overhauling of existing programmes) to be funded by the University Grants Committee (UGC) are included in each Planning Exercise Proposal (PEP) submitted to UGC every few years, according to the UGC's schedule. The University's two-pronged planning procedure is as follows:

- (a) Departments and Faculties propose new initiatives that are typically grounded in relevant existing efforts, such as newly developed research focus areas, or components of existing programmes.
- (b) Planning committees propose strategic initiatives centrally.

Department Boards propose both new Ug and Pg programmes to their respective Faculty Boards. Proposals should contain details such as rationale, learning outcomes, curriculum design, and study scheme. Approved proposals are then submitted to the SAPC (chaired by the Provost), and finally to the Senate (chaired by the Vice-Chancellor and President) for approval; Pg programme proposals also need to be vetted by the GCEExCo. The Senate reviews each proposal's academic standards and quality. Proposals considered by the Senate are included in the PEP submitted to the UGC.

Appendix 3-1 describes the academic approval process for introducing new programmes of study at Ug and Pg levels; information about introducing and updating Ug programmes and courses is at Appendix 3-2, which is also available on the T&L website; whereas Appendix 3-3 contains relevant information about the approval of new Pg programmes.

#### ***3.1.2 Major Considerations in New Programme Planning***

There are three major considerations in new programme planning.

- (a) *External Input*

Input from Visiting Committees (see *Chapter 6*) is a key consideration in new programme planning. Likewise, the University also consults relevant professional and/or accreditation bodies in the development of new professional programmes. Furthermore, the University may also collect the views of other relevant stakeholders, such as alumni, secondary schools, and potential employers (in the case of professional programmes) as useful reference while planning new programmes.

(b) *The Teaching-Research Nexus*

The University gives special consideration to programmes that represent the University's strengths, including pioneering research in which University staff are world leaders, and research areas of particular local and regional significance. Such strategy helps the University consolidate the teaching-research nexus.

(c) *Financial Viability and Competitiveness (for self-financed programmes only)*

In planning new self-financed TPg programmes, Departments and Faculties should consider, in particular, market needs and financial viability.

### *3.1.3 Resource Allocation in Relation to New Programmes*

Resource allocation to Departments, via corresponding Faculties, is made through one-line budgets. The teaching component for a Department's budget is determined by the number of students in each of the Department's major, elective, and publicly funded Pg programme, as well as the Department's disciplinary unit cost. The Resource Allocation Committee (RAC) fine-tunes Ug intake annually, and makes larger adjustments every few years in the PEP. The University Planning Office (UPO) allocates RPg and TPg student numbers based on a list of criteria updated annually and approved by the RAC, while the government determines UGC-funded TPg numbers.



### **3.2 Programme and Course Planning: Details**

As a general principle, programmes are designed along the graduate attributes, whereas courses are designed according to programme-level learning outcomes.

The University's *IF* (see *Section 2.4*) is guided by an OBA (see *Section 2.1*) to T&L. A model that guides the development of programmes, courses and learning activities alike ([Appendix 3-4](#)) has been developed accordingly. It comprises five key interlocking elements: desired learning outcomes, content, learning activities, assessment and feedback, which are incorporated into procedures for course development, course review, programme development and programme review. Feedback is central because it informs reflection upon practice.

The expected graduate attributes, defined in the University's Strategic Plan (2006), drove the design of the four-year UG curriculum launched in 2012 (see *Section 2.2*). Well-defined strategic goals for Pg programmes also exist; graduates of Pg programmes are expected to have acquired a specific set of attributes upon completion of their studies. Details of the strategic goals and graduate attributes are available in the *Code of Practice for Taught Postgraduate Studies* ([Appendix 2-9](#)) and *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#)) respectively.

A programme/ course planning document is prepared whenever a new programme/ course is launched, or when major changes are proposed. Both programme- and course-planning documents should include a specification of (i) expected learning outcomes, (ii) subject content, (iii) intended learning activities, (iv) assessment scheme, and (v) intended channels to collect feedback for evaluation. Suggested guides are shown in the *IF for Undergraduate Programmes* ([Appendix 2-15](#)), the *IF for Taught Postgraduate Programmes* ([Appendix 2-16](#)), the guidelines and procedures on the introduction and revision for Pg programmes/ courses ([Appendix 3-3](#)) and the *Guide for Programme Planning and Guide for Course Planning* ([Appendix 3-2](#)).

In line with the development workflow for new programmes (see *Section 3.1*), well-defined procedures and schedules are currently in place for Pg programmes as well. Details are available in the *Code of Practice for Taught Postgraduate Studies* ([Appendix 2-9](#)), *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#)), and the guidelines and procedures regarding Pg programmes ([Appendix 3-3](#)).

### **3.3 Programme and Course Documentation**

Proposals for introducing a new UG programme, including a minor programme, must contain key information as listed in the *Guide for Programme Planning and Guide for Course Planning* in Appendix 3-2. Proposals should be made via the Programme Proposal Warehouse (PPW), which provides a uniform template and platform for the preparation, submission and archival of UG programmes, and for presentation to different academic bodies for endorsement/ approval. The PPW platform contains not only basic information (programme title, degree, years of study, offering department etc.) and structure (admission year, type, total number of units and stream etc.) of individual programmes, but also their outcomes statements, implications for learning activities and implications for assessment. Appendix 3-5 shows the PPW template.

Proposals for new UG programmes are submitted to the following bodies for endorsement and approval:

- (a) The Department/ Programme Board concerned;
- (b) The Faculty Board concerned;
- (c) The SAPC; and
- (d) The Senate.

Faculties/ Divisions planning to submit new Pg programme proposals must follow the guidelines (Appendix 3-3) and adopt the respective proposal template (Appendix 3-6).

Department/ Programme Boards, and the Faculty Boards are vested with the authority as delegated by the Senate to endorse and approve proposals for new courses and revisions of existing courses. Introduction of and revision to courses of the University Core Requirements are also subject to the endorsement of relevant overseeing committees (Table 2-1 of Chapter 2). See also *Section 4.3*.

### **3.4 Policy Documents**

The following policy documents provide further details in relation to programme and course planning:

- Appendix 3-7: explains regulatory issues about the new Ug curriculum, including courses taken more than once, courses for major students only, courses not for major students, mutual/ one-way exclusions, course substitutions in fulfilment of requirements, equivalent courses, timing of taking a course, advisory statements, and using a course for two purposes; and
- Appendix 3-8: provides guidelines on course sharing between undergraduates and postgraduates, and on assignment of course code level.

## **Chapter 4 Programme and Course Management**

### ***4.1 Programme Management***

Most Ug major programmes are in a single discipline. These programmes are managed by individual Departments, and their corresponding Curriculum Committees. Integrated programmes are managed by the respective Faculties and their Department Boards. Committees for interdisciplinary programmes report to the Departments concerned.

Individual Faculty Boards (chaired by Faculty Deans) are responsible for academic matters within their Faculties. Academic matters are planned and organized within individual Departments through Department Boards. A Department Board comprises various committees that help carry out different functions: for example, Department Executive Committee, Curriculum Committee, Staff-Student Consultative Committee, Research Committee and Library Committee. [Appendix 4-1](#) shows the duties and functions of Faculty Boards, Faculty Executive Committees, Deans of Faculties, Department Boards, Department Executive Committees, Chairmen of Departments, and Directors of Studies.

Management of the University Core Requirements under the new Ug curriculum structure is described in *Section 2.3*.

### ***4.2 Course Documentation and Templates***

Course documentation is, in general, similar to programme documentation (see *Section 3.3*).

A good course outline gives students a good idea of what that course is about, including course purpose, content, structure, and assessment means. Standardized information of courses is uploaded to the Chinese University Student Information System (CUSIS) ([Appendix 4-2](#)) for students' easy reference, which includes information on course scheduling and teachers ([Appendix 4-3](#)). A course outline template and a set of guidelines ([Appendix 4-4](#)) are prepared by the Centre for Learning Enhancement And Research (CLEAR), which serve both as a handy framework and a checklist that help teaching staff prepare course outlines.

### **4.3 Course and Programme Revision**

Proposals for revision of programmes of study/ courses that are within the framework approved by the Senate, including addition, deletion and revision of individual courses, should be submitted by the Department/ Programme Board to the Faculty Board concerned for approval. Introduction or revision of GE courses must first be endorsed by (in order) the offering department, the corresponding Faculty Board, and (for CGE only) the College Assembly of Fellows, before being sent to the SCGE for approval.

Once approved, new and revised programmes/ courses will have their details included in the University's *Undergraduate Student Handbook* and CUSIS.

See [Appendix 3-2](#) for information about updating of Ug programmes and courses.

#### *4.3.1 Regular Course Reviews*

All courses should be reviewed at least once every three years by the course teacher(s) and the programme committee concerned. A course review should take course review guidelines (*IF for Undergraduate Programmes* [Appendix 2-15](#), *IF for Taught Postgraduate Programmes* [Appendix 2-16](#), and the *Guide for Course Review* [Appendix 4-5](#)) as reference. It should also cover four key areas: (i) learning outcomes, (ii) subject content, (iii) learning activities, and (iv) assessment scheme. An action plan based on the review should then be drawn to improve future teaching, which is monitored by the programme committee.

All UGE courses are reviewed every three to four years by the Standing Committee of SCGE, against (i) the stipulated expectations of GE courses, (ii) the objectives of the UGE Area assigned, and (iii) the course design originally approved. [Appendix 4-6](#) shows the detailed procedures. Review of other University Core Requirement courses follows the procedure for the periodic course review.

#### *4.3.2 Regular Programme Reviews*

Systematic programme reviews are conducted every four to six years as directed by SCTL in addition to course reviews. The purpose of programme reviews is to allow teaching staff in a programme to deliberate over and reflect upon the quality of the programme, including both content knowledge and pedagogical practices, so that follow-up actions may be taken. Extensive details about programme review procedures are in *Chapter 6*.

#### ***4.4 Management of Courses not Taught by the Host Department***

Good governance of service-teaching arrangements requires processes for efficient and effective communication, including the exchange of adequate information between the host programme and service-course providers. For all service-courses required as part of a major programme, clear documentation on course details, including course evaluation results, must be provided to the host programme in a timely manner. Guidelines are given in the policy *Governance of Courses not Taught by the Host Department* ([Appendix 4-7](#)).

#### ***4.5 Management of Off-campus Learning***

Practices for management of off-campus learning (such as activities involving external partners, internship, practicum, etc.) vary, with explicit QA mechanisms formulated by individual programmes and monitored by respective Faculty Boards and through programme reviews.

## **Chapter 5 Assessment of Student Learning**

### ***5.1 Assessment of Taught Programmes***

Assessment is an integral part of T&L. The University implements the policy *Assessment of Student Learning in Taught Programmes* ([Appendix 5-1](#)) for all taught programmes at both Ug and Pg levels. The assessment policy is based on the *IF*'s basic principle: curriculum design, implementation and assessment activities should follow from stated learning outcomes, which should in turn be fine-tuned based on actual attainment of such outcomes. A code of practice on assessment is therefore developed for reference by both Departments/ programmes and individual teachers. A checklist of issues in developing an assessment policy and procedures in each programme is provided in Appendix 4 of *Assessment of Student Learning in Taught Programmes* ([Appendix 5-1](#)).

### ***5.2 Honours Classification for Undergraduate Programmes***

Honours classification (applicable only to Ug) is performed for the graduating class in accordance with University regulations and guidelines approved by the UEB. Details are available in the *Guidelines on Honours Classification* ([Appendix 5-2](#)).

### ***5.3 Assessment of Postgraduate Programmes***

Specified graduation requirements exist for all Pg students; some are compulsory, others are specific to individual programmes or students. Details can be found in the Course Descriptions and Study Schemes of individual programmes in the *Postgraduate Student Handbook* ([Appendix 2-8](#))

Assessment of a student's academic performance may take various forms, e.g. class work, laboratory performance, research papers, assignments etc. A course may employ more than one assessment method. Every course assessment scheme should contain a description of assessment methods and their corresponding weights, and every course outline should contain such a scheme. Teacher(s) for each course are responsible for its scheme, which must be approved by the Assessment Panel of the corresponding Graduate Division, and announced to students as early as possible. Further details can be found in the following documents:

- Chapters 6 and 7 of the *Code of Practice for Taught Postgraduate Studies* ([Appendix 2-9](#)) and *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#))
- *Guidelines on Postgraduate Course Assessment* ([Appendix 5-3](#))
- *Guidelines and Procedures for Thesis Submission/ Assessment for Research Postgraduate and Taught Doctoral Programmes* ([Appendix 5-4](#))
- *General Information for Thesis Preparation and Submission – A Guide for Research Postgraduate and Taught Doctoral Students* ([Appendix 5-5](#))

#### **5.4 Academic Probation**

Decisions on academic probation and discontinuation of studies for Ug students are made in accordance with the *Regulations Governing Full-time Undergraduate Studies* and *Regulations Governing Undergraduate Medicine Programme*, as stated in the *Undergraduate Student Handbook* ([Appendix 2-5](#)).

Pg students are put on academic probation or required to discontinue studies if they fail to meet the requirements stated in the *General Regulations Governing Postgraduate Studies*, which are contained in the *Postgraduate Student Handbook* ([Appendix 2-8](#)). The *Code of Practice for Taught Postgraduate Studies* ([Appendix 2-9](#)) and *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#)) provide additional information.

#### **5.5 Monitoring Research Progress**

A research student's Thesis Assessment Committee decides on the student's eligibility for degree award. All RPg students are required to submit an individual research thesis, and to pass a corresponding oral examination in order to graduate. They must also complete, together with their supervisors, an annual Research Progress Report to ensure they are making satisfactory progress.

PhD study comprises two stages: pre-candidacy and candidacy. A pre-candidacy PhD student attains candidacy status only after satisfying all candidacy requirements as spelt out by his or her Graduate Division, with the requirements and procedures recorded at the Graduate School and



made known to all pre-candidacy PhD students. Every PhD programme includes the following as candidacy requirements:

- (a) course requirements;
- (b) candidacy examination/ qualifying examination; and
- (c) thesis proposal and thesis defence.

Chapters 6 and 8 of the *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#)) show details on monitoring of student research progress.

### **5.6 Honesty in Academic Work**

The University places very high importance on honesty in academic work submitted by students, and adopts a policy of *zero tolerance* on academic dishonesty. All text-based student assignments in Ug and Pg programmes should be submitted via VeriGuide, a proprietary bilingual anti-plagiarism software developed by the University for detection and deterrence of plagiarism. Any related offence will lead to disciplinary actions including termination of studies at the University. Teaching staff are required to report all cases of academic dishonesty by Ug and Pg students to their Faculty. These cases will then be dealt with by the discipline committee concerned, and/or by the Senate Committee on Student Discipline (SCSD). Details are in *Honesty in Academic Work: A Guide for Students and Teachers* at [Appendix 5-6](#).

### **5.7 Procedures for Handling Student Disciplinary Cases**

The University has a clear set of *Procedures for Handling Student Disciplinary Cases* ([Appendix 5-7](#)), with the aim of not only punishing students for misconduct, but more importantly educating them. The SCSD has the authority to conduct investigations and to handle all matters pertaining to the discipline of all students at the University.

## **Chapter 6 Programme Reviews and External Visiting Committee Exercises**

### **6.1 Overview**

The University's two major programme review processes, Programme Reviews (internal) and Visiting Committee exercises (external), are synchronized to ensure the effectiveness of both. The former focusses on the substance of T&L as stipulated in the *IF*; the latter on academic standards and benchmarking of those standards to external reference points. The Visiting Committee system was built on, and has replaced, the earlier External Examiners (EE)/ Visiting Examiners system. To ensure adequate external input, EE is kept for professional programmes or newly launched TPg programmes in their first three years of implementation or on a need basis.

### **6.2 Visiting Committee Exercises**

Visiting Committees consist of local and international senior academics and practitioners with considerable leadership experience in higher education. The key objectives are: (i) to conduct a holistic review of all the activities of a Faculty; (ii) to advise the Faculty on various aspects of strategy, planning and standards, as well as education and research, with recommendations for future developments; (iii) to enable Faculties to create synergies between Departments and to encourage more interdisciplinary learning and research; and (iv) to provide an opportunity for the University to strengthen its links with external academics and practitioners from leading universities and institutions around the world. [Appendix 6-1](#) provides details of Visiting Committee exercises.

### **6.3 Internal Programme Reviews**

#### **6.3.1 Undergraduate Programme Reviews**

Ug programme reviews are conducted once every few years, and are performed by specific review panels appointed by the SCTL in consultation with the programmes concerned. Review panels examine the substance of T&L in every Ug programme and the University Core Requirements, and pay particular regard to the self-evaluation of the offering departments/ units, including the progress of action plans arising from the previous review cycle.

The outcomes of UG programme reviews inform funding decisions of up to 5% of the annual teaching funding of a programme; the aim of this policy is to reward good teaching practice. An assessment panel formed under SCTL considers review results and the responses from programmes, and makes recommendations for consideration by SCTL, and then RAC.

The *IF for Undergraduate Programmes* ([Appendix 2-15](#)) shows the general guidelines for UG programme reviews. Implementation details for a specific review cycle are determined by the SCTL.

### *6.3.2 Taught Postgraduate Programme Reviews*

Review panels are appointed by the GC, upon the recommendation of the Faculty Boards. The *IF for Taught Postgraduate Programmes* ([Appendix 2-16](#)) shows the general guidelines for TPg programme reviews.

### *6.3.3 Self-financed Taught Postgraduate Programme Re-approval*

All self-financed TPg programmes, including programmes offered jointly with partner institutions, have a maximum validity of six years, after which re-approval for continuation of the programme will be considered from both academic and resource angles. The Committee on Re-approval of Self-financed Taught Postgraduate Programmes considers the continuation or otherwise of all programmes after such six-year period or a shorter re-approval period as the case may be. The major sets of criteria for review are:

- academic quality;
- alignment with University/ Faculty/ Division/ Department strategic goals;
- societal demand as indicated by enrolment numbers;
- provision of sustainable resources, including teaching support, normally offered by regular teaching staff, administrative support, classroom facilities, and other teaching and learning facilities;
- high quality of student intake normally demonstrated by the standing of the students' home institutions, GPAs, and English language proficiency;

- observation of the no cross-subsidy principle; and
- financial viability evidenced by the programme budget as reviewed by the RAC.

Appendix 6-2 shows the composition and membership of the Committee; Appendix 6-3 shows details of re-approval procedures and review criteria.

#### *6.3.4 Performance-based Quota Allocation for Research Postgraduate Programmes*

Student quotas for RPg programmes are allocated annually to respective Graduate Divisions, on a competitive basis mirroring the UGC methodology:

- Hong Kong PhD Fellowship Scheme;
- past award results of RGC funding schemes;
- results of the latest Research Assessment Exercise (RAE);
- outcome-based evaluation of RPg programmes; and
- by the expansion of Hong Kong PhD Fellowship Scheme and/ or by past award results of RGC funding schemes.

## **Chapter 7 Student Feedback**

### ***7.1 Student Feedback Systems: An Overview***

Student feedback on diverse aspects of academic programmes is collected through structured mechanisms to support quality enhancement, including:

- early feedback collection exercises;
- course and teaching evaluation exercises;
- administration of various questionnaires pertaining to student learning;
- student membership in committees at programme/ department, faculty and university levels; and
- meetings between student representatives and management at programme/ department/ faculty and university levels as well as members of the Programme Review Panel and the Visiting Committee.

### ***7.2 Early Feedback Collection***

The Early Feedback Collection System (EFCS) is designed to capture student feedback on individual classes in the middle of the study term to complement the end-of-term Course and Teaching Evaluation (CTE) exercise.

In order for problems concerning course delivery to be identified and dealt with in a more timely manner, reports on the feedback collected will be made available for online access or download from the system by the relevant course teachers, Programme Directors/ Coordinators, Department Chairmen/ School Directors and Faculty Deans. Details of the operation of the EFCS are in [Appendix 7-1](#).

### **7.3 Course and Teaching Evaluation**

CTE is a key QA mechanism. It is carried out for each and every standard course (i.e. excluding project, research supervision, or thesis courses) in every taught programme offered at the University, usually towards the end of each term and is conducted online. Individual Faculties/ Departments/ programmes may also administer mid-term CTE if appropriate and necessary. Two common CTE questionnaires are used: one for evaluating courses taught by one to two teachers (Appendix 7-2), the other for evaluating courses co-taught by three or more teachers (Appendix 7-3).

Individual Faculties/ Departments/ programmes may include additional questions that prompt specific aspects pertinent to them.

The standard CTE questionnaires may not be applicable to courses that do not employ the conventional “lecture/ seminar” mode, e.g. project, research supervision, and thesis courses. Hence, offering departments/ units may devise their own CTE questionnaires for these courses accordingly. For courses co-taught by more than one Department, CTE should be coordinated among the Departments concerned.

Appendix 7-4 shows guidelines on conducting CTEs. CTE results are disseminated to course teachers, Departmental Chairmen/ Unit Heads, Programme Coordinators (for interdisciplinary programmes), and Faculty Deans. Follow-up actions are expected in response to the student feedback where appropriate. Course teachers should take CTE feedback seriously; they should certainly take CTE feedback into account when planning for future course offerings. CTE scores will inform personnel decisions related to individual teachers, including contract renewal, substantiation, promotion, extension, etc. Whenever conducive to enhancing T&L, results of the close-ended items may also be made available to students through controlled access.

### **7.4 Data Collection on Undergraduate Student Learning Experience**

In addition to CTEs, surveys on students’ learning experience are regularly conducted at the programme/ institutional level. These surveys include:

- *The Entry Class Questionnaire* (Appendix 7-5), which collects student background information, self-perceived capabilities and expectation on university studies;

- *The First Year Experience Questionnaire* ([Appendix 7-6](#)), which collects student feedback on their learning in their first year of studies;
- *The Student Experience Questionnaire* ([Appendix 7-7](#)), which probes various aspects of UG study at the University;
- *The Undergraduate Exit Survey* ([Appendix 7-8](#)), which collects student feedback on their learning outcomes and experience during their university education;
- *The Graduate Capabilities Questionnaire* ([Appendix 7-9](#)), which examines how well students' UG education has prepared them for employment/ further studies; and
- *The Alumni Questionnaire* ([Appendix 7-10](#)), which examines how well students' UG education has prepared them for employment/ further studies in a five-year hindsight.

Results of these surveys are sent to the Faculties/ Departments/ programmes/ Units/ Committees concerned, which not only facilitate curriculum and pedagogical review, but also help relevant units identify potential areas for improvement and further development. The data they yield are also a rich source for T&L research work, which is encouraged at the University and governed by a data access policy ([Appendix 7-11](#)).

### ***7.5 Exit Surveys for Research and Taught Postgraduate Students***

All RPg and TPg students are invited to complete an exit survey upon graduation ([Appendix 7-12](#) and [Appendix 7-13](#) respectively). The aim of the surveys is to collect student feedback on a wide range of T&L issues, including quality of academic supervision, and campus life.

Results are reported to the GC, and forwarded to the relevant Faculties, Graduate Divisions, Programme Directors, and relevant administrative units for reference and follow-up. Details are available in Section 11 of the *Code of Practice for Taught Postgraduate Studies* ([Appendix 2-9](#)) and *Code of Practice for Research Postgraduate Studies* ([Appendix 2-11](#)) respectively.

## ***7.6 Staff-student Interactions***

Staff-student interactions, both formal and informal, are another key feedback channel in T&L. Staff-student consultative meetings are held at various levels, ranging from the Senate Staff-Student Consultative Committee to consultative meetings organized by individual Departments/programmes. Feedback is followed up by Programme Committees or Department Boards, which is monitored by programme reviews. Likewise, student input is also sought via student membership in Faculty Boards, Senate and its committees, and is followed up by the respective committees.



## **Chapter 8 Grievances, Appeals, Ethics, and Diversity and Inclusion**

### ***8.1 Student Grievances and Complaints***

The University is committed to addressing grievances and complaints promptly, and to help resolve them in as reasonable a manner as possible. A provision has therefore been established for students to report any irregularities in their course of study through lodging a formal complaint with the University, after which an independent investigation into the matter concerned will take place. Students lodging complaints should identify themselves properly (i.e. no anonymous complaints) and follow the steps stipulated in the *Procedures for Dealing with Student Complaints* (Appendix 8-1). The *Procedures* serve as a guide for students in pursuit of complaints and a framework for the University to handle student complaints.

### ***8.2 Appeals against Academic Results***

Whilst ultimately there may be no appeal against an academic judgement, under certain circumstances students may still wish to appeal against their results, which are handled in the following manners.

#### ***8.2.1 Undergraduate Students***

Students who wish to appeal against their results in a particular course should first discuss the matter with the course teacher. Students still wishing to lodge an appeal afterwards should do so in writing to the Assessment Panel via the Chairman of the Department concerned within two weeks of the grade release date. No grade appeal will be entertained thereafter.

#### ***8.2.2 Postgraduate Students***

Students who wish to appeal against their results in a particular course should first discuss the matter with the course teacher. Students still wishing to lodge an appeal afterwards should do so in writing to the Assessment Panel of the Graduate Division concerned within two weeks of the grade release date. No grade appeal will be entertained thereafter.

### **8.3 Ethics, and Diversity and Inclusion**

The University is committed to creating and promoting a work environment, which provides equal opportunities and is free of discrimination. The University embraces diversity as an essential element of excellence in all aspects of the University community and cultivates inclusiveness throughout the campus in which staff and students are able to realize their full potential. Ensuring equal opportunities, valuing diversity and promoting a culture of inclusion are vital to the realization of the University's core values. All members of CUHK have a responsibility to observe and abide by the Diversity and Inclusion Policy ([Appendix 8-2](#)), which articulates fully the value of diversity and the Principles of Community the University upholds, in acts or in speech within the University community and in the course of participating in university activities.

The University observes the discrimination legislations (Cap. 480, Cap. 487, Cap. 527 and Cap. 602 of the Laws of Hong Kong) to promote equality of opportunities among races, between men and women, between persons with and without a disability, and irrespective of family status, respectively. A set of *Procedures for Handling Discrimination Complaints* ([Appendix 8-3](#)) has been devised to set out the mechanism for dealing with allegations or complaints of discrimination on the grounds of sex, marital status, pregnancy, breastfeeding, disability, family status and race, and for providing proper redress if and when discrimination, harassment and vilification occur.

In addition to the above, the following useful documents on ethics for members of the University are also detailed in Staff and Student Handbooks and alike:

- Annual circular to all members of academic staff for preparation for the new academic year, including arrangements for class rescheduling ([Appendix 8-4](#))
- Policies and Regulations on copyright in CUHK Library ([Appendix 8-5](#))
- *Policy on Research* ([Appendix 8-6](#))
- *Policy on Intellectual Property* ([Appendix 8-7](#))
- *Policy Against Sexual Harassment* ([Appendix 8-8](#))

## **Chapter 9 Academic Advising and Support, and Learning Resources**

### **9.1 Academic Advisory System**

Under the university-wide Academic Advisory System, Faculty Academic Advisors provide general academic guidance to students. Such guidance ranges from advice on adapting to university studies, study progress, study strategies, to study planning. Academic Advisors also provide a basic level of pastoral care to foster students' personal growth. Main features of the System are as follows:

- Every Ug student is assigned to an Academic Advisor (Level I Advisor) by the Department hosting the student's major programme;
- Students with academic problems (primarily those on academic probation or extended probation, or with GPA below a certain programme threshold (between 1.5 and 2.0) are assigned to designated Academic Advisors (Level II Advisor);
- Every Pg student is assigned to a Level I Advisor, usually the RPg student's thesis supervisor, or the TPg student's Programme Director; the Head of a Graduate Division may also appoint and assign Level II Advisors to students who need further support; and
- Each Faculty has a Faculty Committee on Academic Advising, chaired by an Associate/Assistant Dean, to support the implementation of the System within the Faculty.

Appendix 9-1 shows the *Handbook on the Implementation of the Academic Advisory System*. It contains the terms of reference of the Faculty Committee on Academic Advising and the roles/responsibilities of relevant parties.

Faculties conduct regular sharing sessions on the implementation of the Academic Advisory System; they have to complete a checklist (Appendix 9-2) for each session for monitoring purpose, as well as for sharing of good practices and difficulties encountered for further improvement.

### **9.2 Improving Postgraduate Learning Programme**

The Improving Postgraduate Learning (IPL) Programme, offered by the Graduate School and administratively supported by the CLEAR, contains courses on generic research skills and teaching skills. All Pg students are welcome to attend. Details are described in Section 6.7 of the *Code of*

*Practice for Research Postgraduate Studies* ([Appendix 2-11](#)). The IPL Programme Handbook can be accessed at [Appendix 9-3](#).

### **9.3 *Independent Learning Centre***

The Independent Learning Centre (ILC) provides a wide range of resources and learning opportunities for students to improve their academic study, independent learning and language skills. The ILC also provides extensive training and practice opportunities for students to develop skills associated with career preparation throughout the year. It also provides various online independent learning materials to support students' learning ([Appendix 9-4](#)).

### **9.4 *The Chinese University of Hong Kong Library***

The Chinese University of Hong Kong Library (CUHK Library) ([Appendix 9-5](#)) provides collections, services and study spaces to support T&L.

The Library offers a nationally important research level, bilingual collection with millions of digital and print information resources. Core student learning materials including course packs are available online wherever possible and can be offered through reading list software integrated with the University's Learning Management System (LMS). Access to the other academic libraries in Hong Kong is made available through Hong Kong Academic Library Link (HKALL) and the Joint University Librarians Advisory Committee (JULAC) card scheme.

The Library offers award-winning study spaces across seven libraries. 24/7 facilities, individual and group study areas as well as technology-rich spaces such as MakerSpace and the Digital Scholarship Lab support innovative pedagogy.

The Library also offers opportunities for students to develop the skills and habits to use data and information critically and effectively. Beginning with Library induction, workshops and training programmes are offered online and face to face throughout the academic year. Often arranged in partnership with faculty, the programmes range from subject specific information resources training to workshops on text mining and data management. In addition, a team of expert librarians offers enquiry services and consultations.

## ***9.5 Student Information System and Learning Management System***

CUSIS provides a host of functionalities for students, ranging from course enrolment to scholarship applications, from graduation requirements monitoring to official transcript requests (Appendix 9-6). Likewise, faculty members can view and manage student roster, enter course grades, and handle student requests such as credit transfer and programme change on this platform.

The LMS provides an integrated set of tools to support course delivery, learning communities, content management and assessment. It aims to make available a university-wide eLearning system and keep it up-to-date so as to encourage teachers to utilize technology to meet the University's mission of excellence in teaching and to enhance students' learning experiences (Appendix 9-7).

CUSIS and LMS are based on Oracle PeopleSoft campus solutions and Blackboard respectively, which are commercial packages rather than in-house bespoke systems.

## **Chapter 10 Non-formal Learning Activities**

### ***10.1 Undergraduate Student Development Portfolio***

To promote holistic personal growth among Ug students, the University has launched the “I·CARE” framework. The framework contains the five desired attributes, values and skills necessary for all-round student development:

*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*

A Student Development Portfolio system has been developed accordingly to facilitate the recording and presentation of students’ accomplishments in experiential learning. This electronic system records students’ out-of-class learning activities, and provides a platform for students to reflect upon, and to make meaning of, their participation in such activities. A student’s portfolio also serves as a resume that allows students to showcase their efforts and achievements in non-academic endeavours during their university studies. [Appendix 10-1](#) shows details of the I·CARE framework and the Student Development Portfolio.

### ***10.2 Guidelines for Monitoring, Supporting and Organizing Student Activities***

The *Guidelines for Monitoring and Supporting Activities for Students* ([Appendix 10-2](#)) ensure the efficacy and quality of experiential learning and other non-formal learning. They describe general procedures for better coordination and monitoring of activities organized by different Departments/ units for reporting information on outbound activities and for providing support to students, especially in cases of emergency or crisis.

### ***10.3 Other Forms of Support***

Appendix 10-3 shows a summary of other support services and activities available to students during their course of study. Chapter 14 of the *Code of Practice for Taught Postgraduate Studies* (Appendix 2-9) and *Code of Practice for Research Postgraduate Studies* (Appendix 2-11) also provide relevant materials.

Please see also Chapter 11 for learning activities at Colleges, and Chapter 12 for student exchange activities.

## **Chapter 11 Learning Activities at Colleges**

### ***11.1 Overview***

The University's rich college tradition has continued since its founding to provide each and every Ug student with many outside-classroom educational opportunities. College learning activities therefore complement the formal learning. Every Ug student and every faculty member at the University is affiliated with one specific College; college affiliation changes only under exceptional circumstances ([Appendix 11-1](#)). Each College has its own unique characteristics, as described in its College Mission, Vision, and Motto ([Appendix 11-2](#)). Heads of Chung Chi, New Asia, United and Shaw Colleges are members of the SAPC ([Appendix 1-3](#)) and Administrative and Planning Committee (AAPC) ([Appendix 11-3](#)). Masters of the five new Colleges (Morningside, S.H. Ho, C.W. Chu, Wu Yee Sun and Lee Woo Sing) are invited to attend the AAPC meetings. The College Heads/ Masters are members of the Collaborative Group on College Affairs convened by the Pro-Vice-Chancellor overseeing College matters. College Deans of Students are also members of a number of University Committees on various aspects of student affairs. These Committees are chaired by the University Dean of Students ([Appendix 11-4](#)). These platforms enhance communication among the Colleges and central administration, and ensure that students in different Colleges have comparable support and learning opportunities.

### ***11.2 Formal Learning Activities and Academic Support***

Each Ug student has to complete CGE courses ([Appendix 2-4](#)). While CGE courses vary from one College to another, they share certain characteristics: they (i) guide students to reflect upon their university and College education, (ii) broaden students' intellectual horizons, and (iii) encourage students to initiate and plan projects of and on their own. CGE courses are overseen by the SCGE ([Appendix 1-3](#)), and are approved by the respective College's Assembly of Fellows and the SCGE (see *Sections 3.3 and 4.3* for management, revision and review of CGE courses).

In addition to the CGE courses, students also have to attend a number of assemblies, talks, seminars, and high table dinners that cover a wide range of topics, including topics of societal and contemporary relevance, and latest academic advances.



Colleges also provide academic support and advice to Ug students in need through their specific committees, the offices of College Deans of Students, and their affiliated faculty members. Chung Chi, New Asia, United, and Shaw Colleges have designated affiliated faculty members serving as Departmental Coordinators.

Other forms of academic support provided by Colleges include scholarships, bursaries and financial aid, and academic exchange programmes. Such support complements those offered at the university level, e.g. by the Office of Admissions and Financial Aid, the Office of Student Affairs, and the Office of Academic Links (OAL).

### ***11.3 Non-formal Learning***

Colleges offer Ug students a host of non-formal learning activities, such as service learning and language enhancement programmes, summer trips and non-academic exchanges. Students also take part in various intercollegiate competitions, such as sports events. In addition, many university-level programmes and activities are organized in conjunction with Colleges.

Non-formal learning activities organized by Colleges, when applicable, are recorded in the Student Development Portfolio system ([Appendix 10-1](#)).

### ***11.4 Pastoral Care***

College Deans of Students are responsible for providing student unions and students with support and feedback on college affairs. College Heads/ Masters and Deans of Students regularly meet with Ug students in various college activities. In addition, student representatives sit on college committees.

Wardens and hostel tutors are attentive to resident matters. Fully residential Colleges require students to attend a certain number of communal dinners each week, thereby providing students with the opportunity to learn from others – often from very different academic and family backgrounds – in a communal setting. There are also college high table dinners. Half residential Colleges maintain non-resident halls, thereby allowing non-resident Ug students the opportunity to enjoy college life as well.

College student unions and specific student committees organize annual new student orientations with college support, both financially and administratively.

## **Chapter 12 Student Exchange Opportunities**

### ***12.1 Overview***

Exchange programmes provide students with the chance to benefit from studying in a different academic and cultural setting: to raise their foreign language proficiency, to experience living in a different country and culture, to develop skills which allow personal growth, and to build diverse friendships and interpersonal networks, while completing academic requirements for graduation.

### ***12.2 Undergraduate Exchange Opportunities***

Ug students may participate in term-time exchange programmes that last for either one term or a full academic year. Students need to meet minimum academic requirements ([Appendix 12-1](#)) in order to participate in exchange programmes.

Ug students may also participate in virtual exchange opportunities which vary in duration and academic load under the Global Online Academic Learning (GOAL) Programmes coordinated by the OAL. Available programmes may change from time to time ([Appendix 12-2](#)).

Students on exchange may apply for credit transfer through CUSIS. Academic transcripts received from exchange institutions are automatically transferred from the OAL to the Registry for record and consideration for credit transfer.

Ug students may also take part in summer exchange programmes and summer schools coordinated by the OAL ([Appendix 12-3](#)) and the CEO ([Appendix 12-4](#)), student interflow programmes ([Appendix 12-5](#)) as well as short-term non-local learning programmes coordinated by individual Colleges/ Departments/ programmes/ Units.

Ug students may apply for financial support through the CUHK Student Exchange Financial Aid and Scholarship Scheme to participate in eligible term-time student exchange and summer/ short-term exchange programmes ([Appendix 12-6](#)).

To encourage students on exchange to put in necessary effort in their academic studies during exchange, the Senate has approved that the University will record on transcripts students' participation in the respective term-time exchange programme(s), and users of transcripts are reminded

to obtain from students the transcripts issued from the exchange partner institutions concerned.

### ***12.3 Support for Incoming Students***

Students from partner institutions may participate in term-time exchange programmes that last for either one term or a full academic year, or summer exchange programmes at CUHK. Students need to meet minimum academic requirements ([Appendix 12-7](#)) in order to participate in exchange programmes at CUHK.

OAL provides support for incoming exchange students. Major services include

- preparing students for their experience in CUHK and Hong Kong, including application for student visas;
- providing advice and support on
  - course selection and registration;
  - living in CUHK and Hong Kong, including placement of on-campus accommodation;
  - understanding of and immersion in Hong Kong culture and society;
  - personal well-being, health and safety;
  - extension of study period;
  - exit procedures and pre-departure clearance; and
  - issuance of certifying letters and transcripts; and
- providing pastoral care to students and offering assistance to those who require special attention (e.g. hospitalization).

## ***12.4 Graduate Exchange Opportunities***

### *12.4.1 Taught Postgraduate Opportunities*

TPg students may participate in term-time exchange programmes that last for either one term or a full academic year. Students need to meet minimum academic requirements in order to participate in exchange programmes.

Students on exchange may apply for credit transfer through CUSIS. Academic transcripts received from exchange institutions are automatically transferred from the OAL or the Divisions concerned to the Graduate School Office for record and consideration for credit transfer.

To encourage students on exchange to put in necessary effort in their academic studies during exchange, the Senate has approved that the University will record on transcripts students' participation in the respective term-time exchange programme(s), and users of transcripts are reminded to obtain from students the transcripts issued from the exchange partner institutions concerned.

### *12.4.2 Research Postgraduate Opportunities*

Exchange opportunities are available for RPg students. For example, there are PhD Student Exchange Programmes run by the OAL and individual RPg/ PhD student exchange programmes run by the Divisions concerned. These programmes enable RPg students to undertake research projects at a partner institution for a period of up to 12 months and welcome visiting students in return. Financial support is provided to students by some of these programmes. The programme guidelines of the PhD Student Exchange Programme are listed in [Appendix 12-8](#).

PhD students may also participate in joint PhD supervision/ training programmes run by the Divisions concerned. These programmes enable PhD students to undertake research training/ projects at a partner institution for an extended period of time under the supervision of a co-supervisor.

### ***12.5 Monitoring Quality***

OAL monitors the quality of its exchange programmes regularly. It organizes sharing sessions for students participating in exchange programmes, administers student surveys and is also responsible for following up feedback from students and partner institutions. The Committee on Student Exchange ([Appendix 12-9](#)) advises the overall management and quality of student exchange activities. The Monitoring System for Collaborative Teaching Programmes/ Arrangements ([Appendix 12-10](#)) monitors the performance of collaborative teaching programmes, with focus on the bilateral student movement. The Departments/ programmes concerned are required to provide biennial reports on their collaborative teaching programmes.

## **Chapter 13 Teacher Support and Development**

### ***13.1 The Centre for Learning Enhancement And Research***

CLEAR is the teaching centre of the University. It facilitates the assurance and continuous enhancement of quality in T&L of the University, and has six major goals:

- foster collegial exchanges on T&L issues among faculty members;
- promote good T&L practices that facilitate student learning;
- support evidence-based reviews of T&L;
- enhance student learning environments;
- explore innovative approaches to university T&L; and
- facilitate quality research on T&L

To realize its goals, CLEAR collaborates and liaises with various CUHK units and committees including, among others, AQS of the Registry, the Graduate School, SCTL, SCLE, SCGE as well as SET. Many of the CLEAR's activities also support individual teaching staff directly.

### ***13.2 Professional Development and Training***

Professional development and training are offered for: (i) teaching staff, (ii) research supervisors, and (iii) teaching support staff. Teaching staff at the rank of Assistant Professor or below have to complete a package of seminars/ workshops and practicum, termed the “Professional Development Course” (PDC), designed to discuss mission and values of university education, teaching strategies and course planning, pedagogical advances, and other themes pertinent to T&L. They have to complete the PDC within their first contract. Those who are new to research supervision will have to complete an additional component on the topic. A separate PDC is mandatory for Pg students who will serve as teaching assistants (TAs) at the University (PDC for TAs). Appendix 13-1 provides details of each of the courses.

CLEAR also organizes regular T&L seminars and workshops which are open to all members of the University. In addition, CLEAR and the Information Technology Services Centre (ITSC) co-organize the annual Teaching and Learning Innovation Expo ([Appendix 13-2](#)), in which excellent teachers and educational researchers from the University, other local universities, and overseas universities have the opportunity to exchange on the latest pedagogical developments. Furthermore, CLEAR provides support for individual teaching staff, such as course planning and delivery consultations and advice on writing statements of teaching philosophy.

CLEAR has also prepared, in collaboration with other units, a set of reference criteria for self- and peer-teaching evaluation ([Appendix 13-3](#)).

### ***13.3 Pedagogical and eLearning Support***

CLEAR collaborates with teaching units of the University on various pedagogical initiatives, examples of which include, online teaching and learning, in-depth qualitative studies on student learning experiences in specific programmes, evaluation of impact of innovative pedagogical approaches, informational talks and seminars on T&L in departmental retreats, and so on. CLEAR welcomes any proposals from all teaching units of the University for collaborative T&L projects.

Research work at CLEAR also covers educational technology. CLEAR and ITSC provide a suite of pedagogical tools that make use of the latest educational technology, as well as user support for them, to all teaching staff of the University ([Appendix 13-4](#)). Please see also *Section 9.5* for CUSIS and LMS.

Institutional advancement in eLearning is one of the University's major directions for development, and the construction of micro-modules to support flipped classroom are widely promoted. To support these long-term commitments, the Centre for eLearning Innovation and Technology (ELITE) was established under CLEAR. ELITE provides eLearning consultation service and support for eLearning projects, Micro-Module Courseware Development, and other University's initiatives such as Massive Open Online Courses.

### ***13.4 Grants in Support of Teaching and Learning***

Grant schemes supporting T&L are available at the University, and faculty members are regularly invited to submit applications. The Teaching Development and Language Enhancement Grant Scheme has been funding T&L projects since 2005 ([Appendix 13-5](#)). The Courseware Development Grant Scheme has a more specific goal of assisting teaching staff in creating multimedia-enhanced and interactive learning contents for their courses, such as facilitating the production of exemplary examples of micro-modules and eLearning courseware, and the adopting of eLearning and innovative pedagogies ([Appendix 13-6](#)). Ad hoc grants on T&L, if available, are usually announced through SCTL.

### ***13.5 Recognition of Excellent Teaching***

The University fosters and recognizes excellent teaching. Teachers are required to report details of their teaching and other activities in each academic year via the online Staff Profile Update System ([Appendix 13-7](#)), and such activities are recognized in staff appraisals and other mechanisms for rewarding teaching performance ([Appendix 13-8](#)).

The University also has award schemes in place for faculty members who have demonstrated excellence in teaching. Faculties recognize outstanding teachers annually through Faculty Teaching Awards ([Appendix 13-9](#)), and nominate at least one teacher for the Vice-Chancellor's Exemplary Teaching Award ([Appendix 13-10](#)). The OUGE also acknowledges excellent teaching through the annual Exemplary Teaching Award in General Education ([Appendix 13-11](#)). Each year, faculty members/ teams who are awarded the University Education Award ([Appendix 13-12](#)) are also nominated for the UGC Teaching Award.