Teaching and Learning Quality
教與學質素

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Teaching is a core mission and duty of our higher education institutions. The UGC is committed to safeguarding and promoting the quality of the learning experience for students in UGC-funded universities. The QAC, which is a semi-autonomous non-statutory body under the aegis of UGC, conducts quality audits of individual UGC-funded universities to assure the quality of the educational experience in the UGC sector.

The UGC is also committed to teaching quality and the language proficiency of students. The UGC provides universities with the triennial TDLEG and recognises excellence in teaching through the annual UGC Teaching Award. The UGC also provides funding to support the Hong Kong Teaching Excellence Alliance, and offers a Special Grant to support the learning of students with special educational needs. In response to the challenges arising from the COVID-19 pandemic, the UGC allocated additional funding to universities during 2020-21 for strengthening student support services and promoting the strategic development of virtual teaching and learning in the medium to long run. The UGC will continue to support teaching and learning.

Quality Audits

The QAC's approach to quality audits stems from the recognition that universities have distinct and varied missions, reflecting the UGC's vision of a differentiated yet interlocking higher education system. Recognising that each university has objectives appropriate to its mission, the QAC defines quality in terms of "Fitness for Purpose", where universities have different purposes that reflect their missions and the role statements they have agreed with the UGC. The QAC sees itself as forming a partnership with universities in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned. The first and second rounds of quality audits were conducted from 2008 to 2011 and 2015 to 2016 respectively on such basis.

教學是香港高等教育院校的核心使命和責任。教資會致力確保並提高教資會資助大學及其學生學習體驗的質素。質保局是教資會轄下的半獨立非法定組織，對各資助大學進行質素核證，以確保教資會界別的教育質素。

教資會亦致力提升教學質素及學生的語文水平。為此，教資會向大學提供三年期的教學發展及語文培訓補助金，並透過年度教資會傑出教學獎肯定卓越教學，教資會亦撥款支持香港高等教育卓越教學聯盟的運作，以及支援有特殊教育需要學生的學習。為應對新冠病毒疫情帶來的挑戰，教資會於 2020-21 年額外撥款予大學加強學生支援服務，以及推展虛擬教學在中長期的策略性發展。教資會將繼續支持教與學。
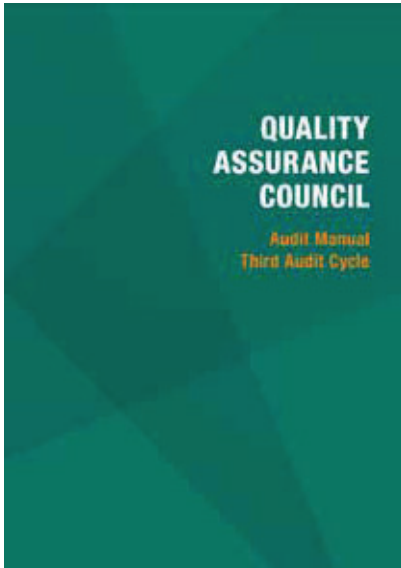
質素核證

質保局所採取的質素核證方法源於對各資助大學有其獨特使命的認同，並反映教資會建立多元化而又互相緊扣的高等教育體系的理念。質保局認同大學應按本身的使命訂定適當目標，因此採用「切合所需」的原則檢視院校的質素，以配合各大學根據其使命以及與教資會所商定的角色說明而訂定的目標。質保局視與大學建立伙伴合作關係，以保證並提升香港學生學習經驗的質素，使各方均能獲益。按此基礎，質保局分別於 2008 至 2011 年及 2015 至 2016 年期間進行了第一及第二輪的質素核證工作。

Since 2016 onward the UGC has assumed the role of the overseeing body of external quality audits on all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities. A round of quality audits on the sub-degree operations of the UGC-funded universities was conducted from 2017 to 2019, with all Audit Reports and the Overview Report in the sub-degree audit cycle published. In response to the findings of the audit the universities produced their own Action Plans as appropriate. The QAC monitors the implementation of such actions through Progress Reports by the universities which are required in 18 months after publication of the Audit Report concerned. In September 2020, LU submitted its Interim Progress Report and by 31 March 2021, CUHK, HKBU, HKU and CityU submitted their Progress Reports.

Meanwhile, the preparation had commenced for the third audit cycle that will cover all programmes at the levels of sub-degree, first degree and above, however funded, leading to a qualification wholly or partly awarded by the UGC-funded universities. The third audit cycle will continue to adopt the "Fitness for Purpose" approach. Building on the foundations of previous audit cycles, the primary focus of the third audit cycle is on improvement. Each UGC-funded university will be expected to give accounts of the routine and special initiatives that it has undertaken in effecting enhancements to the quality of educational experience, as well as the impact of such initiatives on the quality of its provision, operations and outcomes. The audit will adopt a "lighter touch" approach which will reflect the developing maturity of the universities, while still provide a safeguard to ensure the quality of the educational experience in the UGC sector. The "lighter touch" will come from the combination of the scope of degree and above and sub-degree levels, the focus on enhancement and improvement, as well as requiring universities to address fewer aspects. The Audit Manual was promulgated in August 2020 preparation for the Audit Visits to individual universities had been in progress.

自 2016 年起，教資會在校外質素核證工作中擔當監察機構的角色，涵蓋教資會資助大學開辦的所有副學位、學士學位及以上課程 (不論是否受教資會資助)。質保局於 2017 至 2019 年期間進行了教資會資助大學副學位部門的質素核證工作，並公布了副學位質素核證週期的所有核證報告及概覽報告。大學已因應其質素核證的結果各自制訂適切的行動計劃。質保局透過大學在有關核證報告發表後 18 個月內所提交的進度報告，監察大學執行其行動計劃的進展。嶺大已於 2020 年 9 月提交了其中期進度報告；而中大、浸大、港大及城大亦在 2021 年 3 月 31 日前提交了其進度報告。

與此同時，第三輪質素核證週期的籌備工作已經展開，核證範圍將涵蓋教資會資助大學頒授的所有副學位、學士及深造學位課程（不論是否受教資會資助）。第三輪質素核證週期將繼續採用「切合所需」的原則，並建基於以往的質素核證週期基礎上，聚焦檢視大學的改善工作。各教資會資助大學將需交代其提升教育體驗質素的恆常及特別措施，以及該些措施對其提供的課程、運作及成果方面的質素的影響。核證將會採用「輕度」模式，以反映大學日益成熟的發展，同時亦可確保教資會界別的教育體驗。「輕度」模式將源自合併學位以上及副學位的核證範圍、聚焦於提升及改善工作，以及減少大學需要回應的範疇。核證便覽已於 2020 年 8 月公佈；各間大學的核證訪問亦正在籌備中。

Audit Manual of the third audit cycle
第三輪質素核證週期的核證便覽

Teaching and Learning

Teaching Development and Language Enhancement Grant

Provisions of Language Enhancement Grant and Teaching Development Grant were allocated to the UGC-funded universities starting in 1991 and 1994 respectively to enhance language proficiency of students and teaching quality. Since the 2016-19 triennium, these two grants have been combined as the TDLEG to allow greater flexibility on the use of funding by the universities.

Comparing with the previous triennium, the TDLEG has increased by $268.4 million to $781.2 million (around $260.4 million per annum) in the 2019-22 triennium. This enables universities to focus their efforts in completing the funded projects under the previous funding schemes and support the universities to continue to implement the meaningful initiatives from the previous funding schemes, as well as sends a message that the UGC attaches great importance to quality teaching and learning.

UGC Teaching Award

The annual UGC Teaching Award was introduced since 2011 to honour those who excel in teaching in the UGC sector. The Award recognises not only past and present achievements, but also leadership in and scholarly contribution to teaching and learning. The awardees are expected to become "ambassadors of good teaching" and collectively make a real and sustained impact in promoting teaching excellence. A total of 17 nominations were received from UGC-funded universities for the 2020 Award. They were assessed by an expert Selection Panel with both local and non-local members. The three award recipients in 2020 were –

教與學

教學發展及語文培訓補助金

由 1991 年及 1994 年起，教資會開始向資助大學分別發放語文培訓補助金及教學發展補助金，以提升學生的語文水平和教學質素。自 2016-19 的三年期起，這兩筆補助金合併為教學發展及語文培訓補助金，讓大學可更靈活運用補助金。

與上一個三年期相比，教資會在 2019-22 的三年期所發放的教學發展及語文培訓補助金增加 2.684 億元至 7.812 億元（約每年 2.604 億元）。此舉有助大學專注完成在過往資助計劃下受資助的項目，並支持大學繼續推行過往資助計劃下具意義的措施，以及傳達教資會重視優質教與學的信息。

教資會傑出教學獎

教資會自 2011 年推出年度教資會傑出教學獎，以表揚教資會界別中教學表現卓越的教師。該獎項不只表揚教師在過去及現在的成就，亦為他們就提升教與學質素所展現的領導才幹及所作出的學術貢獻作肯定。我們期望得獎者成為「傑出教學大使」，共同為推動教學卓越發揮實質和持久的影響力。在 2020 年的傑出教學獎中，資助大學共提交了 17 個提名，候選人經由本地和非本地成員所組成的專家遴選委員會進行評審。2020 年的三名得獎者為—

General Faculty Members

Professor Carmen Wong, Clinical Professional Consultant and Associate Professor of Practice in Family Medicine and Medical Education, Jockey Club School of Public Health and Primary Care, CUHK

Early Career Faculty Members

Mr David Seungwoo Lee, Principal Lecturer, Faculty of Business and Economics, HKU

Teams

The Inter-institutional Team for the AIE-AR Project led by Dr Eva Y W Wong (Director, Centre for Holistic Teaching and Learning, HKBU), with Professor Siu Yin Cheung (Professor, Department of Sport, Physical Education and Health, HKBU), Professor Siu Cheung Kong (Director, Centre for Learning, Teaching and Technology, EdUHK), Professor Lai Chuen Paul Lam (Associate Professor, Centre for Learning Enhancement and Research, CUHK) and Dr Andrew Morrall (Senior Teaching Fellow, English Language Centre, PolyU) as team members

Each recipient was awarded a grant of $500,000, including $450,000 for undertaking learning and teaching initiatives for the benefit of their own universities and the entire sector and a cash award of $50,000. The Presentation Ceremony of the 2020 UGC Teaching Award was held on 28 September 2020.

一般教學人員組別

黃嘉雯教授（中大賽馬會公共衞生及基層醫療學院臨床專業顧問兼家庭醫學實踐及醫學教育副教授）

新晉教學人員組別

李乘雨先生（港大經濟及工商管理學院首席講師）

隊伍組別

「學術誠信與道德 — 增強現實技術」團隊，由王周綺華博士（浸大全人教育教與學中心總監）領導，成員包括張小燕教授（浸大體育、運動及健康學系教授）、江紹祥教授（教大教學科技中心總監）、藍灃銓教授（中大學能提升研究中心副教授）及 Andrew Morrall 博士（理大英語教學中心高級專任導師）

得獎者各獲 50 萬元，當中 45 萬元用作推行學與教相關的計劃，以惠及有關大學及整個界別；餘下 5 萬元則是現金獎。2020 年教資會傑出教學獎頒獎典禮已於 2020 年 9 月 28 日舉行。

The Chairman of the UGC, Mr Carlson Tong (right), presented the 2020 UGC Teaching Award for General Faculty Members to Professor Carmen Wong.
教資會主席唐家成先生（右）頒發 2020 年教資會傑出教學獎（一般教學人員組別）予黃嘉雯教授。

The Chairman of the UGC, Mr Carlson Tong (right), presented the 2020 UGC Teaching Award for Early Career Faculty Members to Mr David Seungwoo Lee.
教資會主席唐家成先生（右）頒發 2020 年教資會傑出教學獎（新晉教學人員組別）予李乘雨先生。

The Chairman of the UGC, Mr Carlson Tong (first left), presented the 2020 UGC Teaching Award for Teams to the Inter-institutional Team for the AIE-AR Project led by Dr Eva Y W Wong (second left), with Professor Siu Yin Cheung (second right), Professor Siu Cheung Kong (third left), Professor Lai Chuen Paul Lam (first right) and Dr Andrew Morrall (third right) as team members.
教資會主席唐家成先生（左一）頒發 2020 年教資會傑出教學獎（隊伍組別）予「學術誠信與道德 — 增強現實技術」團隊。團隊由王周綺華博士（左二）領導，成員包括張小燕教授（右二）、江紹祥教授（左三）、藍灃銓教授（右一）及 Andrew Morrall 博士（右三）。

Hong Kong Teaching Excellence Alliance

To further emphasise the importance of quality teaching and deepen the impact of the UGC Teaching Award, the UGC initiated the establishment of the Hong Kong Teaching Excellence Alliance (HKTEA) in 2019. With an annual funding of $1 million from the UGC to support its operation, HKTEA serves as a network for UGC Teaching Award Fellows to collectively make a sustained impact on promoting teaching excellence in and beyond the UGC sector. It allows academics to bond and exchange excellent teaching ideas and provides opportunities for collaboration across disciplines and institutions. Since May 2020, HKTEA has held six webinars with 11 speakers sharing their UGC Teaching Award-winning teaching experiences on a

香港高等教育卓越教學聯盟

為進一步強調優質教學的重要性和深化教資會傑出教學獎的影響力，教資會於 2019 年倡議成立香港高等教育卓越教學聯盟（高卓聯），並每年提供 100 萬元撥款支持其運作。高卓聯作為教資會傑出教學獎同仁的網絡，致力於教資會界別內外合力為推廣卓越教學發揮持久的影響力。學者藉此網絡建立聯繫，就卓越教學交流意見，以及提供跨學科和跨院校的合作機會。自 2020 年 5 月，高卓聯已經舉辦了六場網

diverse range of topics from teaching in global health, students' learning experience, hands-on learning of robotics, global citizenships, transdisciplinary learning platform, leadership agility of educators to the adoption of design thinking in medical education.

Phase Three of Special Grant to Enhance the Support for Students with Special Educational Needs

Following completion of Phase Two of the Special Grant for enhancing the support for students with SEN in November 2020, the UGC allocated an additional $30 million to the UGC-funded universities for Phase Three of the Special Grant from December 2020 to June 2022. Universities may use the additional funding to enhance accessibility to learning experience for SEN students, raise awareness and strengthen capacity towards SEN students as well as encourage integration and mainstreaming of SEN students into campus life.

Special Grant for Strengthening Student Support Services in response to the COVID-19 Pandemic

The onset of COVID-19 pandemic has seriously disrupted the learning and daily lives of all university students. The UGC allocated $50 million to the UGC-funded universities for strengthening their student support services through various supporting initiatives, covering the areas of psychological counselling, mental well-being and career planning and development, as well as physical fitness and healthy lifestyle, with a view to addressing the different needs of students.

The funding supported 75 initiatives in the 2020/21 and 2021/22 academic years which expanded existing services or new ones, such as providing online psychological counselling services, organising seminars and activities for promoting mental health, developing mobile apps on brisk walking/hiking trails within the campus, as well as hosting virtual career fairs and workshops for graduating students. These initiatives enable the universities to provide services tailored to the present circumstances, thereby supporting their students to tide over difficult times.

絡研討會，共 11 位講者分享其得獎經驗，講題涵蓋環球健康教育、學生的學習經驗、實踐學習機械人技術、全球公民意識、跨學科學習平台、教育工作者的領導敏捷性，以及在醫學教育中採用設計思維等各方面。

加強支援有特殊教育需要學生的特別撥款 (第 三期)

隨着第二期特別撥款於 2020 年 11 月底結束，教資會增撥了 3,000 萬元作為第三期特別撥款，讓大學在 2020 年 12 月至 2022 年 6 月期間運用有關撥款提升有特殊教育需要學生的學習體驗、提高對有特殊教育需要學生的認知及加強對相關學生提供支援的能力，以及鼓勵有特殊教育需要的學生融入主流校園生活。

為應對新冠病毒疫情加強學生支援服務的特別撥款

新冠病毒爆發嚴重擾亂了大學生的學習及日常生活。為應對挑戰，教資會向教資會資助大學撥款 5,000 萬元，讓大學透過推展不同的支援項目，加強其學生支援服務，範圍涵蓋心理輔導、精神健康、職業規劃及發展、體能及健康生活等，以切合學生的不同需要。

在 2020/21 至 2021/22 學年期間，這筆撥款支持了 75 項計劃，以擴展現有學生服務或推出新服務，例如透過提供網上心理輔導服務、舉辦講座和活動以推廣精神健康、開發校園健行路徑手機應用程式，以及為畢業生舉行網上求職博覽和工

作坊等，讓大學可因應現況提供更適切的服務，支援學生渡過疫情困境。

Special Grant for Strategic Development of Virtual Teaching and Learning

Since the outbreak of the COVID-19 pandemic, online teaching has become the prevalent mode of teaching and learning when the universities suspended face-to-face classes. Both the UGC and the QAC believe that, after the pandemic, the use of virtual teaching and learning (VTL) will remain a core part in the teaching and learning environment at our universities. The UGC and the QAC thus allocated additional funding of $165 million (including $15 million dedicated to inter-institutional collaborative activities) to the eight UGC-funded universities to facilitate more systemic collaborations to promote the strategic development of VTL in the sector.

The additional funding supports a diverse range of project initiatives, including:

(1) developing the governance framework, assessment methods, quality assurance system and professional best practices of VTL;

(2) enriching the overall educational experience of virtual learning, such as organising staff development and encouraging interaction among students during online classes;

(3) exploring new strategies, pedagogies, platforms and facilities in pursuit of longer-term visions on VTL; and

(4) promoting the integration of VTL into scenarios such as practicums and on-site training.

The UGC and the QAC hope that the additional funding will catalyse innovative and strategic thinking among our universities, and prepare them for the ever-changing teaching and learning environment as well as their development needs under the "new normal".

推展虛擬教學策略性發展的特別撥款

自新冠病毒疫情爆發以來，當大學暫停了面授課堂及教學活動的時候，線上模式授課成為了教學的主要模式。教資會及質保局相信，我們的大學在疫情過後仍會持續善用虛擬教學作為教學環境其中一個核心部分。有見及此，教資會和質保局額外撥款共 1.65 億元予八所教資會資助大學（包括 1,500 萬元專供大學推行跨院校協作項目的撥款），讓大學更有系統地合作在界別內推展虛擬教學的策略性發展。

這筆額外撥款所支持的多元化項目包括：

(1) 發展虛擬教學的管治架構、評核方式、質素保證系統及最佳的專業實踐典範；

(2) 豐富虛擬學習的整體教育體驗，例如組織教職員培訓、促進學生在線上課堂上互動交流等；

(3) 探索新策略、教學法、平台及設施以實現虛擬教學的長遠願景；以及

(4) 推廣在實習和臨場培訓等情景下融合虛擬教學。

教資會及質保局期望，額外撥款會催動我們的大學的創新及策略思維，並為不斷變化的教學環境以及「新常態」下的發展需要做好準備。