香港城市大學
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City University of Hong Kong

專業 創新 胸懷全球
Professional · Creative
For The World

香港城市大學
二零一六年城大質素核證

進度報告

提請大學教育資助委員會
質素保證局

二零一八年四月

CityU
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目錄

前言

針對學士學位及以上程度課程的第二輪質素核證，為香港城市大學（城大）提供了一個對其質素保證機制進行自我評估的寶貴機會。城大感謝質素保證局（質保局）認同城大持續致力提升學生學習經驗的努力，使其質素自第一輪質素核證後獲得大幅改善。

作為一所無論在學習過程還是質素上均注重反思實踐和持續改進的大學，城大非常重視質保局的評語。在《香港城市大學質素核證報告》（以下簡稱《質素核證報告》）發佈後十八個月內，城大積極地重新審視其質素保證政策、程序和實踐情況，務求有進一步的改善。透過收集相關部門的意見，城大制定了一個行動方案，作為城大為提高教與學質素而採取的一系列改善措施之基礎。為跟進各項措施的進展情況，有關部門定期向協理學務副校長（品質保證）作出匯報。

本《進度報告》說明了城大如何處理質保局提出的贊同和建議事項。《進度報告》首先概述所有贊同和建議項目，以及城大的跟進行動，然後逐項詳細闡明質素改善措施。

第 1 章　　建議及贊同項目摘要

1.1　　評審小組共提出了六項建議（城大需要加強改善的範疇）和兩項贊同（城大已取得進展的範疇）項目。下表概述了城大對相關建議和贊同項目的跟進行動。

	建議	跟進行動
訂立和維持學術標準		
R1	以有效方式向所有持份者清楚闡明畢業生在學術標準方面的特質，並強調課程和聯課／課外活動在達至有關標準上所作出的貢獻和發揮的互補作用。	• 檢視有關本科、修課式研究生和專業博士學位課程的年度課程報告範本。 • 推出學生發展活動中央記錄系統。 • 就學生發展活動制訂清晰的學習成效和畢業生特質對照。 • 加強宣傳畢業生的特質。
R2	制訂一套院校標準，用以防止、偵察及處理違反城大學術誠信規則的情況，並設立配合架構，按違規情況的嚴重程度定出罰則。 設立健全制度，以監察及分析各學院所收到有關違反學術誠信的舉報個案。	建立院校處罰機制，處理學生違反學術誠信的問題。
學生學習機會的質素		
R3	設立機制以確保各學院貫徹執行年度課程檢討及卓越學術五年回顧的結果（包括校外學術顧問的建議），並接受有系統的監察。	• 檢視及更新有關本科、修課式研究生和專業博士學位課程的年度課程報告範本。 • 加強卓越學術五年回顧的反饋流程。 • 試行學系學術顧問計劃。
R4	為初次在城大從事教學及／或指導工作的教員設定最低培訓標準，並在定期檢討發展工作過程中，按院校和個人需要制訂持續專業發展架構。	• 通過本地和國際基準參照，檢視持續專業發展的院校政策、程序和實踐方式。 • 豐富及加強網上課程和教員的教學資源庫，並為成功完成課程的教員頒發網上證書。 • 跟進獲頒二零一四／一五年度教資會傑出教學獎的城大得獎者及其計劃的影響。 • 監察教學發展補助金及教學啟動補助金的項目。 • 安排有關指導博士生的專業發展研討會、工作坊和經驗分享會。

學生成就		
R5	找出或研發適當的方法，證明城大通過其教育過程為中等水平學生提供增值的說法能夠成立。	• 進行數據分析，監察所有本科生的學習情況，以協助教員為學生提供諮詢、管理課程和教學。
研究院課程		
R6	充分考慮修課式研究生的特點，訂定方法，以便更有效地鼓勵、支持及評估他們，並以其成就為榮。	• 將研究元素納入修課式研究生課程中。 • 改進／提升修課式研究生的支援服務（學術和非學術）。 • 透過檢視年度課程報告，評估研究院畢業生的學習成效。 • 透過年度課程報告，從學術部門收集有關修課式研究生成就的資料。 • 就修課式研究生的成就進行宣傳。
	贊同	**跟進行動**
學生成就		
A1	確保果效為本教學及標準參照評核能在所有學系的各個層面中得到充分理解，並深植其中。	• 就科目大綱進行另一輪額外檢測。 • 在教員迎新活動中介紹果效為本教學，並宣傳有關的支援活動、計劃、設施和教學補助金。 • 檢視成績等級描述，確保其通用性及與果效為本教學相配合。 • 建立機制以更新學術人員的果效為本教學及標準參照原則的知識。
核證主題：國際參與：策略及現況		
A2	革新課程內容，加入國際焦點，並鼓勵城大朝這個發展方向繼續努力。	• 進行網上調查，以識別國際元素被納入本科課程的程度。 • 鼓勵本科課程的課程主任進一步將國際視野融入課程內容和教學法實踐中。 • 與海外知名大學和內地重點大學合辦碩士／博士課程。 • 加強對外拓展工作，以吸引非本地研究生。 • 就博士和修課式研究生的會議／交流活動增撥資源。 • 為學術部門制定框架，以便部門與合作院校訂立修課式研究生交流協議。

第2章　　　　建議項目進度

建議 1
城大訂定四組、每組五個互為關連、相輔相成的畢業生特質，就所頒授的本科生、修課式研究生、專業博士及研究博士資格，巧妙地區分有關資格所代表的成就，評審小組對此予以讚揚。通過與各級學生及教職員面談，評審小組知悉部分學生及教職員(但並非全部)把"重探索求創新課程"視為學生成就的總體架構，而不知道學術標準來自畢業生特質。因此，評審小組建議城大與所有持份者有效溝通，闡明畢業生特質與學術標準的關係，強調課程和聯課／課外活動在達至有關標準上所作出的貢獻和發揮的互補作用。**[質素核證報告第 2.5 段]**

R1.1　城大網頁會發佈畢業生的學習成效[1]。為了更有效地向大學的持份者傳達畢業生特質與學術標準的關係，以及提高持份者對他們的認識，城大採取了以下措施：

　　a. 在各級別課程的年度課程報告範本中[2]，課程主任需要加入課程參照，以顯示畢業生特質、課程和科目預期學習成效的相關性。另亦加入了審視課程設計、學術嚴謹性和課程可行性的部分。課程主任獲邀評論他們向學生傳達畢業生特質的方式及溝通的有效性。此部分亦要求課程主任評估課程的預期學習成效是否與畢業生的學習成效掛勾，以及是否已達到課程的預期學習成效；

　　b. 於二零一七年三月推出專為擬報讀學生而設的全新網頁[3]。網頁亦發佈了有關畢業生學習成效的資訊。該網頁自推出以來，已錄得近 70,000 次點閱率；

　　c. 大學的廣告／宣傳品（例如機構文件夾、小冊子（網上及印刷版））均包含畢業生學習成效；

　　d. 於二零一七年三月，將有關大學畢業生特質的關鍵詞（包括鼓勵慎思明辨、發揮創意和提升專業技能）加進大學的短片中[4]；以及

　　e. 周亦卿研究生院也在其網頁、入學手冊[5]和研究學位學習指南加入畢業生的學習成效。

R1.2　城大持續進行「學生學習體驗調查」，以了解學生的學習體驗及在學習／畢業生學習成效方面所取得的進展。周亦卿研究生院於二零一七年進行的在校和畢業生學習體驗調查顯示，受訪者對與學習成效相關的問題普遍持正面意見，當中百分之七十的畢業生贊同城大的課程能提升他們在各方面的技能和知識。

R1.3　二零一六年六月推出了全校性「學生發展活動中央記錄系統」。該系統可幫助學生追蹤在學期間進行的軟性技巧發展活動。由於系統能記錄出席活動的參與者，因此學生可審視他們參與軟性技巧發展活動的情況。提供活動的部門（例如環球事務處、學生發展處和學生宿舍處）需清楚展示其發展計劃的學習成效和畢業生學習成效藍圖。附錄 1 收錄了一個課外活動評估報告（摘要）的例子。

R1.4　記錄系統內置畢業生的學習成效分析功能。學生可在網上或透過應用程式輕鬆查閱他們的畢業生學習成效（附錄 2），從而跟進自己的進度。

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[1] http://www.cityu.edu.hk/qac/city_university_graduate_outcomes.htm
[2] 另行向質保局提供參考文件。
[3] http://www.cityu.edu.hk/you/?p=DEC&v=4
[4] http://www.cityu.edu.hk/you/?p=top
[5] http://www.cityu.edu.hk/sgs/download/rpg/prospective/handbook.pdf（第 26 頁）

R1.5 學生發展活動中央記錄系統已進入第二期發展階段，其重點發展項目包括與其他大學系統銜接、增加數據領域、支援活動後調查的功能，以及增強通用報告功能。此外，在畢業生學習成效方面，已發展出一系列分類特質，這些特質將課程目標進行配對。配對計劃將於二零一八／一九學年上學期開始實施。

建議 2
城大尊重各學院的自主權，在這方面只頒布最低標準，由各學院按情況自行作出適當的詮釋及實踐，並且只把被認為須處以懲罰的"嚴重"違規個案轉交學術操守委員會調查。評審小組儘管原則上尊重上述方針，但認為最低要求訂得未盡詳細，不足以令城大有信心在全校公平地貫徹執行其學術標準。因此，評審小組建議城大制訂一套院校標準，用以防止、偵察及處理違反城大學術誠信規則的情況，並設立配合架構，按違規情況的嚴重程度決定罰則。**[質素核證報告第 2.8 段]**

評審小組認為，雖然該委員會對學術標準事宜具有總體權力，但未能對學術誠信維持全面監察，也未能找出正在興起的趨勢和提升質素的機會。評審小組因此提出，城大應設立健全的制度監察及分析各學院所收到有關違反學術誠信的舉報個案，從而處理這個問題。**[質素核證報告第 2.11 段]**

R2.1 城大的學術誠信規則涵蓋學術誠信的不同範疇（包括但不限於抄襲），並適用於城大本科生、修課式研究生、研究課程研究生和專業博士生。儘管城大已建立了一套健全的制度以監察及分析有關違反學術誠信所有舉報個案，但城大同意有關制度仍有改善空間。在這方面，學術操守委員會於二零一七年成立了一個工作小組，由各學院的學術操守委員會主席（或被提名人）擔任成員，負責檢視制訂學生違反學術誠信的院校處罰機制之情況。在檢視學院過往處理違反學術誠信個案時施加的處罰、其他教資會資助院校的處罰機制，以及個別學院的現行做法後，工作小組建議制訂一套院校處罰機制。教務會於二零一七年六月六日通過的院校處罰機制，於二零一七／一八學年上學期開始生效。

R2.2 院校處罰機制建議就初犯及重犯個案確立一套規範的懲罰機制。建議對初犯者作出的處罰，包括發出書面警告，以及相關科目部分給予零分或降低整個科目的評分等級。重犯者除收到書面警告外，相關科目亦將獲評為 F 級別。學院的學術操守委員會可在得到協理學務副校長（學術規劃及本科生教育）或研究生院院長的批准後，根據「學術誠信規則」（附錄 3）對本科生和研究生分別予以額外處罰。

R2.3 城大將於實施處罰機制滿一年後（即於二零一八／一九學年）檢視有關情況。學術操守委員會將召開會議，以檢視現行制度及研究如何令委員會更有效地監督和分析所有違反學術誠信的個案。這將可確保有關機制能充分發揮作用，以及就適當的措施和改善方案提供建議，並以有系統和一致的方式確保城大能維持良好的學術標準。學術操守委員會的建議將於二零一八年五月及六月分別提交學務政策委員會及教務會。

建議 3

評審小組所要求的核證線索和附加資料亦顯示，在正式討論和記錄年度報告結果方面，各部門的做法顯著不同。評審小組認為，城大訂定最低要求，同時尊重學術部門的自主權，由其按情況實行的做法，較諸現有情況，這個方針在院校層面須進行較大程度的監督，才可讓校方得以確定最低標準是否達到，以及確保各部門縱然在實踐上有差異，學習機會質素在總體上仍可予以比較，不致受到影響。有見及此，評審小組建議城大設立機制，確保各學院貫徹執行年度課程檢討及卓越學術五年回顧的結果(包括校外學術顧問的建議)，並接受有系統的監察。**[質素核證報告第3.7段]**

R3.1　城大認同評審小組的觀察，指某些部門在分析定量和定質的數據（包括校外學術顧問報告）、反思報告結果、採取適當行動及監察成果方面較其他部門嚴謹。城大已完成檢視年度課程報告的範本，務求進一步確保課程達到學術標準；並讓各學院的提升工作周期能在有系統及一致的情況下完成了。範本結構進一步保證提升質素的機會獲確認，而已協定的行動計劃亦得以推行、監察和評估。自二零一六／一七報告年度起生效的新範本，要求課程主任對課程的有效性作整體評論。透過提供整體評論，課程主任進行了積極和整體的分析，將重點放在識別可作改善及有助達至卓越水平的關鍵領域上，而不是重申明顯的質素問題。另一新增部分涉及檢視課程設計、學術嚴謹性和課程可行性。

R3.2　為加強中央監督的能力，學術質素確保委員會已修訂了《學院年度課程報告摘要之指引說明》[6]。透過制定更清晰的指引，簡化提交給學術質素確保委員會的報告。同時，亦鼓勵各學院提供更有意義的評估，以及各學院課程之成效、顯著成就和主要問題的摘要。有關摘要報告應涵蓋學院對其課程成效的整體滿意度、顯著成就，以及弱點、威脅和機會等內容。摘要報告將經由本科生學習院務會和研究生院院務會提交學術質素確保委員會審議。從摘要報告中擷取的良好做法將於學術質素確保委員會網頁上發佈，以供城大各部門及人員參考。

R3.3　卓越學術五年回顧計劃於二零一六年夏季（即計劃推出兩年半後）進行檢討。有關檢討加強了此計劃的反饋程序。檢討提出的建議如下：
a. 學術部門在集思會或類似活動中討論小組報告。
b. 在首三年提交年度進度報告，其後每兩年提交進度報告一次（如有需要），以便為下一個卓越學術五年回顧周期作好準備。
c. 透過直屬主管向學務副校長提交年度進度報告，並在學院院務會（或同等組織）進行討論，包括分享評審小組建議的跟進行動的最佳做法。有關做法旨在讓大學管理層能有效監督和分享評審小組建議的落實情況。最新年度進度報告必須記錄上述所有過程。
d. 邀請評審小組成員擔任學系學術顧問（見 R3.4），並協助確保落實評審小組的建議。

R3.4　學系學術顧問計劃於二零一七／一八學年以試行形式，在七個參與的學術部門中推出。該計劃擬用以取代校外學術顧問計劃，並協助跟進卓越學術五年回顧評審小組建議的實施，以優化現行的學系外部審查機制。學系學術顧問計劃的目標是通過邀請過去的卓越學術五年回顧評審小組成員擔任學系學術顧問，從而善用其建立的聯繫網絡。透過就卓越學術五年回顧小組報告中的跟進工作提供建議，並就每個學術

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[6]另行向質保局提供參考文件。

部門的所有學術課程制訂基準和進行監察，學系學術顧問可為各學術部門提供具策略性的整體學術建議。

R3.5 學系學術顧問會向學術部門主管提交一份年度／審查訪問報告，主管將在收到報告後的兩周內就報告作出回應。報告及回應內容均會與學系顧問委員會或相應組織、直屬主管和學務副校長（和代表）共享。學系學術顧問亦可成為學系顧問委員會或學術部門的相應組織成員，以完成反饋循環，並為學術部門提供整體策略發展的意見。每位學系學術顧問將在相關學術部門的下一個卓越學術五年回顧周期展開前約兩年半分別訪問其學術部門，以進行小規模的審查。該審查將評估自上一個卓越學術五年回顧周期以來學術部門的轉變，並協助學術部門為下一個周期作好準備。

R3.6 城大將於二零一八年年底檢視試行情況，以評估在二零一九／二零學年於學術部門全面實施學系學術顧問計劃的成效。

建議 4

城大設有教職員發展政策，包括績效獎勵計劃，以鼓勵及獎勵卓越的教學工作。評審小組認為，儘管有證據顯示這方法為學生學習體驗的質素帶來裨益，惟這屬於被動而非主動積極的做法。因此，評審小組建議，為裝備教職員在教與學上取得成就，並培養卓越的學與教方法，城大應為初次在該校從事教學及／或指導工作的教職員設定最低的培訓標準，並在定期檢討發展工作的過程中，按院校和個人需要制訂持續專業發展架構。[質素核證報告第 3.18 段]

R4.1 根據評審小組的建議，城大已委託教育發展及精進教育處檢討對教員的支援。教育發展及精進教育處採取了一系列措施，以改善及優化網上課程和專為教員而設的教學資源庫。專為新教員和博士生而設的全新網上課程系列（附錄 4）經已推出。從二零一七／一八學年開始，部分課程（例如教學的關鍵問題系列、創新教學技巧）設有課前／課後小測，以評估課程成效。成功完成課程者將獲發網上證書，以給予額外鼓勵及令成效更明顯。

R4.2 教育發展及精進教育處和周亦卿研究生院攜手合作，以改善博士生的教學培訓。從二零一八年起，教育發展及精進教育處將舉辦焦點小組會議，聚焦討論他們提供予博士生的培訓，以收集用戶的意見。此外，亦計劃於二零一八年與多家本地院校進行基準參照。周亦卿研究生院主動在教育發展及精進教育處的網頁上建立指導經驗分享資源庫，以推動教員在指導博士生方面的專業發展。二零一五至一七年的指導經驗分享資料已上載至有關網站[7]，以分享良好做法。

R4.3 除為新教員和博士生提供培訓外，教育發展及精進教育處亦持續定期舉辦教育發展工作坊和分享會（附錄 4），以協助教員發展。

R4.4 為支援教學發展活動，城大已增撥額外資助金。例如，為提高教學發展補助金及教學啟動補助金的競爭力和聲譽，項目的資助金上限已提高了百分之二十。此外，百分之十的教學發展補助金亦將撥作支援重點精進教育課程的發展。

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[7] http://www.cityu.edu.hk/edge/mentoring/research

R4.5　周亦卿研究生院每年均會邀請博士生導師出席八月份舉行的教員迎新活動，與新入職教員分享他們的指導經驗。在迎新活動中，富經驗的教員會應邀以「城大研究與研究生學習」為題，發表長達二十至三十分鐘的報告。

R4.6　為建立整體員工發展框架，協理學務副校長（品質保證）將與教育發展及精進教育處緊密合作。在制定持續專業發展的院校政策和框架前，會先進行本地和海外基準參照。

R4.7　大學教育資助委員會教與學補助金及傑出教學獎資助金為城大教員提供了在城大內外分享良好做法的機會，為教師和學生帶來正面影響。教資會傑出教學獎得獎者的最終報告記錄了項目對持份者，包括學生、學者和整體社會的影響。報告摘要將刊登於城大的傑出教學獎網頁，與城大師生分享。教育發展及精進教育處將透過二零一八年第一季度舉辦的焦點小組訪談，收集學生對二零一二至二零一五三年期教與學資助計劃項目的意見。

R4.8　由二零一八／一九學年上學期起，於二零一八／一九學年及其後入學的研究生（部分學生需兼顧教學工作）將需要修讀一項關於研究誠信的強制性網上培訓課程。此外，研究生亦需完成城大的網上學術誠信課程和填寫相關聲明。作為資格評估的一部分，學生必須在學習初期完成新的網上培訓課程，並在提交中期研究報告時一併呈上Collaborative Institutional Training Initiative課程的結果。

建議 5

評審小組認為，城大側重量度成效的準則，而忽略找出和明確表述在教學、學習、評核和支援過程中所包含的因素，如何為屬中等水平的學生的成就帶來實質轉變。因此，對於城大表示屬中等水平的學生能通過教育過程增值這一點，評審小組建議城大應找出或研發適當的方法，以證明其說法成立。[質素核證報告第4.7段]

R5.1　城大認同評審小組的說法，指透過在預期的學習成效及學與教過程之間建立更緊密連繫，應可協助學生取得更高成就。為更深入了解如何構建一個最能協助城大學生增值的學習環境，從而為城大及所有學生帶來裨益，資訊總監辦公室在二零一七年展開了一項數據分析工作，以監察學生的學習進度，並識別改善機會。

R5.2　資訊總監辦公室為科學及工程學院其中一個部門進行了一項試行研究。該研究目的是要及早識別表現良好和表現欠佳的學生，以便學術部門可向有關學生提供適當的支援或及早提供改善建議。

R5.3　該試驗計劃透過資料探勘方式，分析自二零一二年起的學生學科成績，從而識別學生取得優異成績的關鍵科目及各種挑戰，並根據調查結果為學生提供建議。

R5.4　可作預測學生成績、識別困難科目及監察學生完成課程的數據，已於二零一八年一月上載至城大行政資訊系統管理門戶網站。網站能提供實時數據並自動更新，該網站已於二零一八年開放予所有學術部門使用。資訊總監辦公室亦會提供培訓課程，以協助學術部門理解網站所提供的預測性分析。

R5.5　參與試行研究的學術部門將獲邀與其他部門分享試行後的結果及數據的應用。

R5.6　　除了科目成績分析，城大亦計劃在二零一八／一九學年就聯課活動成效進行類似分析，以便更深入理解課程與聯課活動成效之間的關係，以及對學生就業能力的整體影響。資訊總監辦公室將邀請其他相關部門參與，以便日後擴大計劃的涵蓋範圍。

建議 6
評審小組亦注意到，有關修課式研究生成就的記錄較少。[．．．]評審小組雖明白修課式研究生的特點及城大面對的有關挑戰，但建議城大在充分考慮這些特點後，訂定方法以更有效地鼓勵、支持及評估修課式研究生，並以他們的成就為榮。[質素核證報告第 6.9 段]

R6.1　　為協助收集評審小組認為缺乏的、有關修課式研究生成就的資料，城大修訂了年度課程報告範本，作為落實有關工作的第一步。從二零一六／一七報告年度開始生效的新範本，要求課程主任提供有關修課式研究生成就（例如獎項、獎學金）的詳細資料。根據收集到的數據，周亦卿研究生院可進一步審視數據的使用情況，以進行更具意義的分析。此外，課程主任亦需總結課程參照中所示的「重探索求創新課程」證據，並給予評論和詮釋。課程主任同時獲邀識別和評估創新的學習、教學和評估方法，以實現「重探索求創新課程」的目標。

R6.2　　自二零一七年一月起，周亦卿研究生院一直與學生發展處緊密合作，推廣與修課式研究生就業的相關／其他活動。學院將向有關的學院／部門發佈這些活動的通告。學術部門將協助向學生傳播訊息，以提高學生的認知。

R6.3　　於二零一七年成立了專為修課式研究生而設的就業服務單位，為修課式研究生提供專門的就業服務支援。

R6.4　　在學生發展處的協助下，周亦卿研究生院的員工於二零一七年十一月參加了「輔導員聚會」。是次聚會為學院員工提供了與輔導員和其他教員聯繫的機會，讓他們分享與學生互動及為學生提供支援的經驗。此舉令學院員工能更深入了解如何轉介學生使用輔導服務，藉此加強對修課式研究生的非學術支援。

R6.5　　為表揚修課式研究生的優異成就，周亦卿研究生院正籌備推出一個全新的「研究生招生」網頁。網站將發佈有關修課式研究生成就的資訊，讓公眾更明瞭修課式研究生的成就。該網頁預計於二零一八年六月推出。

第 3 章　　　贊同項目進度

贊同 1
城大亦承諾日後會跟進上述檢測。城大正採取全面行動，確保果效為本教與學及標準參照評核能在所有學系的各個層面得到充分理解，並深植其中，評審小組對此予以贊同。[質素核證報告第4.8段]

A1.1　城大的成績等級描述為各字母評分制度提供了一般描述。鑑於成績等級描述已沿用近二十年，一直沒有更改過，學術質素確保委員會遂於二零一六年十月成立了一個工作小組，以檢視該成績等級描述的適用性。經過廣泛諮詢，教務會批准就等級定義作出修訂，以確保其與果效為本教學理念互相配合，並確實反映學生的表現。新的成績等級定義亦有助需要採用較高合格等級以滿足專業認證要求的課程進行等級說明（附錄5）。

A1.2　在二零一三／一四學年，就各科目大綱進行了果效為本教學檢測，以確保預期的學習成效、教與學活動及評核課業的工作得到充分協調。根據檢測結果，有關方面就科目大綱範本進行了檢視和修訂。各學術部門須在二零一七／一八學年全面採用新範本。由於學術質素確保委員會認為有必要進行跟進檢測，因此於二零一七年十二月成立了一個工作小組，負責監察檢測工作。工作小組成員包括來自各學院的代表。此外，香港城市大學專上學院和香港城市大學專業進修學院的代表也獲邀出任小組成員，以協助宣傳有關良好做法的訊息。工作小組預計二零一八年五月將完成檢測，並向學術質素確保委員會提交相關報告。

A1.3　果效為本教學是協理學務副校長（品質保證）每年在教員迎新活動上所探討的主題之一。新教員會獲發一份有關教與學質素保證事宜的便捷指南，內容包括相關政策和手冊、計劃、教學支援和用於改善教學的補助金及資助金之相關資料。

贊同 2
評審小組注意到，部分學院已把國際視野融入課程內容及教學法實踐中，例如工商管理學士(環球商業系統管理)課程已循這個方向更新課程內容。然而，院校在回應有關此形式的國際參與問題時，往往着重海外交流和實習等活動。評審小組因此對城大革新課程內容以加入國際焦點所取得的進展予以贊同，並鼓勵城大朝這發展方向繼續努力。[質素核證報告第7.21 段]

A2.1　二零一七年四月，協理學務副校長（學術規劃及本科生教育）鼓勵本科課程的所有課程主任進一步將國際視野融入課程內容和教學法實踐中。

A2.2　為評估這些行動的進展情況，校方進行了一項網上調查，以了解有關部門如何將國際元素納入到本科課程中。調查顯示，在適當情況下，國際視野和全球知識已透過多種方式納入到城大的本科課程內容和教學法實踐中，例如將國際主題融入課程設計綱要；加入與課程相關的學習活動（包括從比較層面探討全球性議題的個案研究）；由國際學者籌辦的研討會；以及有助開拓國際視野的學習成效。收集資料後，各學院之間將識別和分享良好的做法。

A2.3　年度課程報告範本（包括各級別）已進行更新。由二零一六／一七報告年度開始，課程主任需要在報告中列舉例證，證明課程綱要已加入了國際焦點。

A2.4　在核證訪問期間，評審小組檢視了有關新學術及／或研究夥伴的批核準則和程序、合辦博士課程的準則，以及在與本地、內地及海外院校訂立合作及學術交流協議方面的賦權指引、程序和協議範本。為更有效協助各學術部門加強國際化和全球合作夥伴關係，環球事務處已主動優化了現行由管理議會審批的《與本地、內地及海外院校建立合作協議的指引及程序》[8]。新修訂的指引及程序增加了一份增補附錄[9]，以管理三類正式協議，包括諒解備忘錄、學生交流協議和項目具體安排。

A2.5　增補附錄包含一系列準則（例如排名、地理多樣性、專業認證及／或特殊資格、為交換生提供足夠的英語課程、學生興趣的目標，以及現有的交換生合作夥伴關係），以指導學術部門在本科層面選擇交換生合作夥伴。增補附錄亦列出了現有交換生協議的審查／修訂／暫停／終止準則。另一項新安排是在正式計劃與海外院校合辦學士學位課程之前，學院／學系須填寫「與海外院校合辦學士學位課程意向書」表格[10]，以便與學務副校長進行討論。院長及學術部門主管已獲告知新的安排。所有文件均已上載至環球事務處的網頁。

A2.6　為革新研究生課程，周亦卿研究生院積極增加合辦博士課程。教務會於二零一七年五月已批准校方自二零一七／一八學年起與國立清華大學核子工程與科學研究所／工程與系統科學系合辦核子工程博士課程。為就日後與海外大學合辦更多博士課程的事宜提供指引，並提高博士生的收生質素，周亦卿研究生院將在三年實施期屆滿後重新檢視相關指引內容。

A2.7　為鼓勵修課式研究生參與海外交流活動，周亦卿研究生院發佈了一份政策文件，其中列出了學術部門與合作院校訂立修課式研究生交換協議的框架。周亦卿研究生院於二零一六年獲學務副校長批准，修改了修課式研究生轉換學分的學費收取安排。新安排有助鼓勵學生參與交換生活動。隨着各學術部門開始在修課式研究生課程中加入交換生計劃元素，以配合城大加強國際化和全球夥伴關係的主題，預計這些活動將會陸續增加。

A2.8　周亦卿研究生院將繼續推行旨在加強研究生課程的國際焦點元素的定期和持續活動。二零一七年，周亦卿研究生院參加了在全球十六個城市舉辦的各類型教育展（例如QS 全球研究生院巡展）。另將繼續推出入學獎學金計劃，以吸引海外頂尖學生，包括透過香港博士研究生獎學金計劃提供的獎學金。除透過研究活動獎學金提供更多資源，研究生院亦會向博士生提供研討會資助，以豐富他們的學習經驗。

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[8]另行向質保局提供參考文件。
[9]另行向質保局提供參考文件。
[10]另行向質保局提供參考文件。

簡稱

CityU	City University of Hong Kong
DEC	Discovery-enriched Curriculum
PhD	Doctor of Philosophy
QAC	Quality Assurance Council
UGC	University Grants Committee

簡稱

附錄

附錄 1　課外活動評估報告（摘要）例子

2016
2017

Caring League 2016/17
Assessment Report

Counselling Services, Student Development Services

Introduction – Programme Objectives, Structure and Programme Intended Learning Outcomes

Programme Objectives
The Caring League 2016-17 was conceived in response to increasing concerns on student's emotional and mental well-being with the objectives as follows:

1.   To develop a league of caring leaders through comprehensive training and collaboration of counselling project groups;
2.   To promote a caring and supportive attitude and ambiance among the student community;
3.   To enhance the mental wellness and emotional resilience of students.

Programme Structure
The League consists of five student teams. While the core training components are helping skills and leadership development, the five teams have their respective themes for trainings and project services.

1.   Mental Health Ambassadors
     - To acquire basic mental health knowledge and proper attitude towards mental health issues; and to promote awareness of mental health in the university community.

2.   Peers Counsellors
     - To equip the students with important counselling skills and helping attitude to help their peers to meet their life challenges, to help building and promoting the caring culture on campus, and to enhance their personal effectiveness and interpersonal relationship.

3.   Inclusion Ambassadors
     - To promote understanding on Special Educational Needs, and to cultivate an inclusive campus.

4.   Positive Psychology Squad
     - To enhance students' understanding on concepts and application of positive psychology so as to have a higher level of optimism and life satisfaction with lower level of psychological stress.

5.   City Mover
     - To connect the desolate City by building friendships; and to make a sustainable change to the campus and the community.

Programme Intended Learning Outcomes (PILOs)
The Caring Leaders would
     - Develop a strong caring and serving attitude for City University of Hong Kong
     - Develop effective peer helping skills
     - Acquire psychological well-being and mental health knowledge
     - Develop leadership and organization competencies through implementation of activities

Programme Assessments

Training workshops by participants' evaluations and feedbacks, program effectiveness by Student Leadership Practices Inventory (SLPI) and Toronto Empathy Questionnaire (TEQ) adapted.

Graduate Outcomes

Graduate Outcomes		Weighting
GO 1	Apply effective communication	30%
GO 2	Apply multi-disciplinary critical thinking to solve problems and create new ideas	15%
GO 3	Relate cultural awareness to collaborate effectively in broad range of teamwork situations	
GO 4	Generate a positive and flexible approach to lifelong learning and employability	55%
GO 5	Reflect on the ethical and social responsibilities required of professional citizens in a global society	

Programme Duration

Oct 2016 – Oct 2017

No. of Caring Leaders

67 students were recruited based on their caring and helping attitude.

Programme Outcomes and Evaluations

1. **Significant impacts of the students' service projects on the campus culture**
   After receiving trainings and under continuous guidance by the Counsellors, the caring leaders successfully organized 8 workshops, 2 campaigns, 3 exhibitions, 2 competitions, and 6 innovative activities for their peers in the campus. The diverse events have made a positive impact in promoting caring spirit, mental health awareness, inclusion campus, friendships, positive living in campus. An estimated 1,997+ students were benefited with positive feedbacks received.

2. **CityU Cares for U Campaign is enriched and strengthened**
   The Caring Leaders actively served in the CityU Cares for You Campaign launched in Semester A and B, 2016-17. They presented performances, assisted to distribute the Care Bears, and enriched the campaign by disseminating the Happiness Pen, Life Savouring Postcards, Free Hug, Free Books, Free Tips, and collecting 470 Letters of Encouragement for the 2017-18 incoming new students.

3. **Caring Leaders reported important life learnings**
   The Caring Leaders received their formal and team-based trainings. They built up knowledge, skills and attitudes to become confident in their roles as caring leaders.

   "The program is indeed a wonderful and rewarding experience. I am much grateful to have benefited from the program, especially through liaison with outside organization and the MHFA course – to assist others in need and for my personal growth. It has also enhanced my awareness of available resources when others and I are in need." - feedback of a MHA

Inclusion Ambassadors treasured the opportunity of organizing the IDEA campaign in campus. During the process, not only their knowledge of SEN has been deepened and shared to others, they also had practical experience in cooperating and communicating with different people from different background.

88% of the City Movers rated the training they received as very good and good. (5 and 4 out of 5, 5 being the best)

Programme Assessment Results
(Details of the assessment mean scores are not provided in this abridged version)
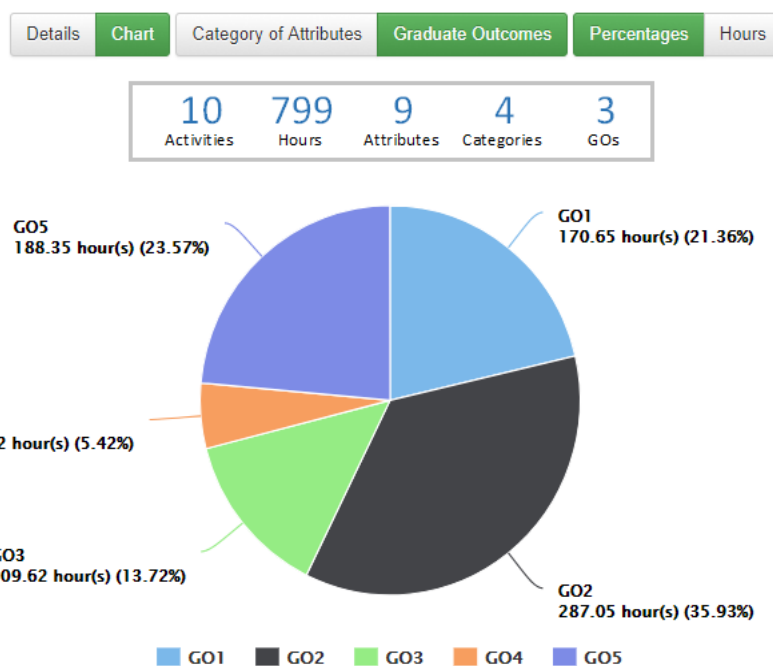
Observations and Conclusion
It is observed that 70% of the caring leaders are female students. The number of students selected for the five projects is uneven. It is also found that the students generally are very busy with many tasks engaged. Throughout the yearlong trainings and services implementation, the Counsellors have to bid for the students' time amid their tight schedules.

Nonetheless, it is a pleasure to report that the Caring League 2016-17 was successfully implemented with its PILOs achieved. The programme would be enhanced in 2017-18 with the first year operational experience. Instead of a centralized recruitment, the respective project teams would have their independent recruitments. The Counsellors would need to consider the students' available time and find ways to strike the balance in collaborative work with the students. The creative inputs by the students, however, would still be the valuable and important element of the programme to promote a caring campus culture and awareness of mental and emotional well-being.

- The End -

附錄 2 學習成效分析報告

Participated Activities Summary

| Details | Chart | Category of Attributes | Graduate Outcomes | Percentages | Hours |

| 10 Activities | 799 Hours | 9 Attributes | 4 Categories | 3 GOs |

GO5
188.35 hour(s) (23.57%)

GO1
170.65 hour(s) (21.36%)

GO4
43.32 hour(s) (5.42%)

GO2
287.05 hour(s) (35.93%)

GO3
109.62 hour(s) (13.72%)

■ GO1 ■ GO2 ■ GO3 ■ GO4 ■ GO5

< Main Menu

Graduate Outcome	New Description
GO1	Communicate Effectively
GO2	Think Critically
GO3	Discover & Innovate
GO4	Learn Continually
GO5	Act Professionally

附錄 3　學術誠信規則

Rules on Academic Honesty
(Effective from Semester A 2017/18)

1. The Rules on Academic Honesty is approved by the Senate to regulate Student academic honesty matters and adjudicate Student academic dishonesty cases. The Academic Conduct Committee under the Academic Policy Committee will determine and keep under review the Rules on Academic Honesty. Academic honesty with respect to faculty members is not covered by this set of Rules.

2. Academic honesty is central to the conduct of academic work. Students are expected to present their own work, give proper acknowledgement of other's work, and honestly report findings obtained. As part of the University's efforts to educate Students about academic honesty, all Students are required to complete the Online Tutorial and Quiz on Academic Honesty, and make a Declaration on their understanding of academic honesty.

3. Academic dishonesty is regarded as a serious academic offence in the University. Any related offence may lead to disciplinary action with a penalty including without limitation, expulsion from the University, debarment from re-admission, deprivation of an academic award already conferred or revocation of a certification granted.

4. Academic dishonesty includes but is not restricted to the following behaviors:
   4.1 Plagiarism, e.g., the failure to properly acknowledge the use of another person's work or submission for assessment material that is not the Student's own work;
   4.2 Misrepresentation of a piece of group work as the Student's own individual work;
   4.3 Collusion, i.e., allowing another person to gain advantage by copying one's work;
   4.4 Unauthorized access to an examination/test paper;
   4.5 Possession/use of unauthorized material in assessment;
   4.6 Unauthorized communication during assessment;
   4.7 Use of fabricated data claimed to be obtained by experimental work, or data copied or obtained by unfair means;
   4.8 Impersonating another Student at a test or an examination or allowing oneself to be impersonated.

5. Students must comply with regulations promulgated by the University and the academic units in examinations and coursework.

6. All Students, faculty and staff have the responsibility to report academic dishonesty cases as they will compromise the quality of education and depreciate the genuine achievements of others. Course leaders are required to report any suspected incidents of academic dishonesty in the course, if supported by clear evidence, to the Head/Dean of the course-offering academic unit.

7. Handling Procedures and Penalties
   7.1 For academic dishonesty occurring during examinations, the Chief Invigilator will report the case to the Academic Regulations and Records Office/Chow Yei Ching

School of Graduate Studies by using the appropriate form. The concerned office will refer the case to the Head/Dean of the relevant course-offering academic unit for investigation. For other cases of academic dishonesty (including without limitation, those involving thesis/dissertation/take-home examination/assignment/project or other forms of assessment), the Head/Dean of the course-offering academic unit, when alerted that there may be an alleged case of academic dishonesty, shall investigate the case. During the investigation, the Head/Dean of the course-offering academic unit will gather all related evidence, notify and interview the concerned Student, and/or seek written statements from witnesses and/or the Student to collect more information as he/she deems necessary.

7.1.1　Should the Head/Dean of the course-offering academic unit determine against the Student, the course-offering academic unit shall submit a detailed investigation report to the College/School Academic Conduct Committee describing the case details, evidence and nature of suspected academic dishonesty, the suggested penalty to be imposed on the Student, and justification for the suggested penalty to help the Committee make a decision. Otherwise, the case will be dismissed and a brief report sent to the College/School office for record. The Student's home academic unit will be informed of the suspected case by the College/School Academic Conduct Committee when it has received a referral and the detailed investigation report from the Head/Dean of the course-offering academic unit for consideration.

7.1.2　Upon receiving a referral together with the investigation report under 7.1.1 above, the College/School Academic Conduct Committee shall consider the case and decide whether to conduct further investigation, or support the allegation and approve the penalty suggested by the course-offering academic unit or not. When considering penalty to be imposed on the Student, the College/School Academic Conduct Committee will also take into account any record of previous misconduct by the Student including any penalty previously incurred. The Secretary to the College/School Academic Conduct Committee will write to the Student concerned informing him/her of the decision within ten working days from being informed of the suspected academic dishonesty case.

7.1.3　If the College/School Academic Conduct Committee decides to further investigate the case, the Student will be required to submit his/her written explanation within five working days from receipt of notification from the College/School Academic Conduct Committee. A meeting to interview the Student and consider the case will be held within fifteen working days from the expiration of the time limit for the Student to submit his/her written explanation. The terms of reference and membership of the College/School Academic Conduct Committee are given in Appendix 3a. During the interview, the Student concerned may be accompanied by a member of the University (staff/Student) who is not involved in the case, provided that the College/School Academic Conduct Committee is informed of the companion's name at least three working days before the meeting.

7.1.4　The College/School Academic Conduct Committee will regulate its own proceedings in the consideration of the case and may call before it such persons as it deems necessary.

7.1.5 The Student concerned may admit to the charge, or any part of it, at any stage of the investigation/proceedings.

7.1.6 If the Student concerned does not appear at the meeting, the College/School Academic Conduct Committee will consider the allegation in the absence of the Student.

7.1.7 If the charge of academic dishonesty is substantiated, the College/School Academic Conduct Committee shall impose penalties taking into account the following:

(a)	First offence	i.	A written warning; and
		ii.	A zero mark for the concerned component of the course, or a lower grade for the concerned course
(b)	Second or further offence	i.	A written warning; and
		ii.	An F grade for the concerned course

7.1.8 The College/School Academic Conduct Committee may also impose any of the following penalties (and may impose more than one penalty at the same time) with the endorsement of the Associate Provost (Academic Planning and Undergraduate Education) for cases involving undergraduate Students or that of the Dean of Graduate Studies for cases involving postgraduate Students, before informing the Student of the penalties. The College/School Academic Conduct Committee shall also seek approval from the Senate in order to impose the penalty listed in v. below.

   i. withholding the concerned Student's eligibility for a scholarship, prize, financial award, the Dean's List, or representing the University in external activities such as exchange programme or internship for a specified period of time;

   ii. suspension of studies for a specified period of time;

   iii. withholding an academic award for a specified period of time;

   iv. expulsion from the University together with a specified period of time that the Student may not be re-admitted to any programme of studies;

   v. the deprivation of an academic award already conferred, or revocation of a certification granted.

   vi. any other penalties suggested by the College/School Academic Conduct Committee which are not covered under 7.1.7 and 7.1.8.

7.1.9 For currently enrolled Students, the College/School Academic Conduct Committee may also advise them to seek counsel from a counsellor in the Student Development Services.

7.1.10 For cases which warrant further investigation by the College/School Academic Conduct Committee, the Student will be informed of the decision of the College/School Academic Conduct Committee in writing within ten working days from the conclusion of the meeting of the College/School Academic Conduct Committee.

7.1.11 All substantiated cases considered by the College/School Academic Conduct Committee leading to changes to a Student's academic record or enrolment status will be reported to the Academic Regulations and Records Office (for undergraduate and sub-degree Students) or Chow Yei Ching School of Graduate Studies (for postgraduate Students) for updating the Student's records. The Student's home academic unit will be informed of the decision by the College/School Academic Conduct Committee.

7.1.12 The College/School office will keep a full set of records on academic dishonesty cases within the College/School and report to the Academic Conduct Committee on an annual basis.

8. Appeal Procedures

8.1 The Student may appeal against the decision of the College/School Academic Conduct Committee by writing to the Chair of the Academic Conduct Committee via the Office of the Provost within ten working days from being informed of the decision made by the relevant authority.

8.2 The appeal will only be entertained if it relates to any of the following:

8.2.1 fresh evidence which for good reason had not been presented previously to the College/School Academic Conduct Committee; or

8.2.2 a material irregularity of proceedings in the consideration of the matter by the College/School Academic Conduct Committee; or

8.2.3 the penalty applied was unreasonable or excessive in light of new evidence presented to the College/School Academic Conduct Committee, the findings of fact, or the circumstances of the Student.

8.3 If the Chair decides that the appeal does not relate to any of the matters stated in 8.2 above, he/she will dismiss the appeal and the original decision will stand. If the Chair decides that the appeal appears to relate to any of the matters stated in 8.2 above, he/she will convene a meeting of an Academic Conduct Appeals Panel to consider the appeal and inform the Student's home academic unit of the appeal. The terms of reference and constitution of the Academic Conduct Committee and the Academic Conduct Appeals Panel are in Appendix 3b and Appendix 3c respectively.

8.4 The Academic Conduct Appeals Panel may, at its sole and absolute discretion, uphold the original decision, quash the original decision, change the penalty to be imposed or impose additional penalty. A decision on an appeal will normally be made within twenty-two working days from the date of receipt of the appeal under 8.1 above and the decision of the Academic Conduct Appeals Panel on the appeal is final. The Student's home academic unit will be informed of the decision on the appeal.

8.5 The Office of the Provost will keep a written confidential record of the proceedings of all cases of appeal and report to the Academic Conduct Committee on an annual basis.

Note 1: "Student"* includes, unless otherwise specified, (a) an undergraduate (including Associate Degree), taught postgraduate, research postgraduate, or professional doctorate student of the University, and (b) currently or previously enrolled students and students already graduated from the University.

Note 2: "Working days" refers to Mondays to Fridays, excluding Saturdays, Sundays and public holidays and excluding, for the avoidance of doubt, a day throughout or for part of which a black rainstorm warning or Typhoon Signal Number 8 or above is issued or hoisted by the Hong Kong Observatory.

Note 3: The timeline requirements set out in the Rules shall be followed as far as practicable. In case deviation from the timeline requirements is necessary given the special circumstances (e.g. cases involving previously enrolled students or students already graduated from the University), approval from the Chair of the Academic Conduct Committee shall be sought and determined on case-by-case basis.

Note 4: "Home academic unit" is the academic department/college/school offering the degree or home major in which a student is/was enrolled. "Course-offering academic unit" is the academic department/college/school offering the course and/or holding the responsibility of assessment associated with the academic dishonesty.

* Students (includes currently or previously enrolled students and those already graduated) of the Community College of City University and the School of Continuing and Professional Education are not covered by the Rules.

Appendix 3a

College/School Academic Conduct Committee

1. Terms of Reference

To investigate, exercise summary jurisdiction and impose penalties in respect of violations of the University's Rules on Academic Honesty by Students when such violations are referred to it by a head/dean of academic unit as appropriate.

2. Constitution

Chair	An Associate Dean of the College/School appointed by the Dean
Members	(a) Two faculty members within the College/School appointed by the Dean
	(b) One member outside the College/School from the central pool of academic staff appointed by the Academic Conduct Committee
	(c) One of the currently enrolled Students in the College/School Board appointed by the Dean
Secretary	Administrative staff of the College/School office

Notes:

(i) The term of office of the Chair and category (a) members are two years.

(ii) The categories (b) and (c) members are appointed on a case-by-case basis.

(iii) For serious academic dishonesty cases as determined by the Chair in consultation with the Associate Provost (Academic Planning and Undergraduate Education) for cases involving undergraduate Students, or the Dean of Graduate Studies for cases involving postgraduate Students, the Committee may, at its sole and absolute discretion, expand its membership to up to three members in category (b).

Appendix 3b

Academic Conduct Committee

1. Terms of Reference

    1.1 To advise the Academic Policy Committee on policies and procedures relating to academic honesty.

    1.2 To determine and periodically update the University's Rules on Academic Honesty.

    1.3 To determine the procedures for dealing with violations of the Rules on Academic Honesty, and the penalties relating thereto.

    1.4 To appoint sub-committees, working parties and similar bodies for the purpose of discharging the duties of the Committee, and to approve the terms of reference and membership.

    1.5 To maintain a central pool of academic staff for College/School Academic Conduct Committees to co-opt into their committee meetings to consider academic misconduct cases.

    1.6 To report on its business to the Academic Policy Committee (APC) at such intervals as APC deems appropriate.

2. Constitution

Chair	Provost or nominee	
Deputy Chair	Elected by and from members	
Ex-officio Members	(a)	Associate Provost (Academic Planning and Undergraduate Education)
	(b)	Associate Dean of Graduate Studies
Members	(a)	Four members appointed by and from the Senate
	(b)	Two currently enrolled undergraduate Students nominated by the Students' Union
	(c)	One currently enrolled postgraduate Student nominated by the CityU Postgraduate Association
Secretary	Administrative staff of the Office of the Provost	

Notes:

(i)   The term of office of the nominated and appointed members is two years with a staggered arrangement.

(ii)   The term of office of currently enrolled Students is one year.

Appendix 3c

Academic Conduct Appeals Panel

1. Terms of Reference

Reporting to the Academic Conduct Committee, the Academic Conduct Appeals Panel will deal with appeals from Students in accordance with the Rules on Academic Honesty.

2. Constitution

Chair	Chair of the Academic Conduct Committee
Members	(a) Two Senate appointed members of the Academic Conduct Committee
	(b) One currently enrolled Student nominated by the Students' Union (for cases involving undergraduate Students)
	(c) One currently enrolled Student nominated by the CityU Postgraduate Association (for cases involving postgraduate Students)
Secretary	Administrative staff of the Office of the Provost

Note: Members of the panel shall not have any personal interest in the appeal.

附錄 4 教育發展及精進教育處網上課程系列、工作坊和分享會

Education Development Programmes

1. The Key Issues in Teaching Series
   This series is to engage faculty and instructors in some of the most important issues in university teaching and guide them towards reflecting how they can apply that knowledge to their own teaching. Modules will be available through Canvas as online videos of about 30 minutes each with supporting materials. A degree of interactivity for each module would be achieved through the posing of question prompts in the supporting materials which will be linked to particular points in the video. Participants may base their written reflections on those prompts as part of a larger teaching portfolio.

   Module I - Course Design
   Module II - Lecturing
   Module III - Facilitating Discussion
   Module IV - Assignments and Assessment
   Module V - Diversity and Inclusion
   Module VI - Reflective Teaching and Teaching Portfolios

2. Outcome Based Teaching and Learning*
   This series consists of three short videos on Outcome Based Teaching and Learning

   Module I - Intended Learning Outcomes
   Module II - Teaching and Learning Activities
   Module III - Assessment Tasks

3. Innovative Teaching Techniques*
   This series consists of six short videos on using innovative techniques and also a short video on action research to improve practice in teaching.

   Module I - Series Introduction & Classification Table Technique
   Module II - One-Sentence Synopsis
   Module III - Recognizing the Problem
   Module IV - Identifying the Principle
   Module V - Conducting Opinion, Values and Attitudes Surveys
   Module VI - Introduction to Action Research

4. Generic Introduction to Teaching at CityU for New Faculty*
   A 12-minute video introducing the educational context and teaching approaches at CityU with a pre and post quiz to gauge impact

5. Generic Introduction to Part-time Teaching at CityU*
   A 12-minute video introducing the essentials of CityU's educational context and basics on lecturing, grading, diversity, inclusion and related topics, with a pre- and a post- quiz to gauge impact. Registrants are eligible for a Certificate of Completion as a further incentive to complete these modules.

6. Advanced Tutor Series for Ph.D. Students
   This series is available to research students who have successfully completed SG8001: Teaching: First Steps offered by the Chow Yei Ching School of Graduate Studies. The series is to engage

the students in prominent topics in university teaching and guide them towards reflecting how they can apply that knowledge to their own teaching. Modules will be available through Canvas as online videos of about 30 minutes each with supporting materials. To complete each module, participants should submit a written reflection based on assignment prompts.

Module I - Lecturing
Module II - Facilitating Discussion
Module III - Becoming a Reflective Teacher

Staff Development Workshops and Seminars (Selected)

1. Professional Learning and Career Development of University Students and Experience Sharing
    (Speaker: Dr Indu Singh, University of Griffith)

2. Memorization or Understanding: Are We Teaching the Right Thing?
    (Speaker: Professor Eric Mazur, Dean of Applied Physics at Harvard University)

3. Using the Degree Qualifications Profile to Guide Signature Assignment Design across General Education
    (Speaker: Professor Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer, Indiana University – Purdue University Indianapolis)

4. Global Citizenship and Study Abroad: How Can Study Abroad Broaden Your Horizons Both Academically and Personally?
    (Speaker: Miss Nina Lewis, Cultural Affairs Officer, U.S. Consulate General in Hong Kong)

* New module launched in 2017/18

附錄 5 成績等級描述

(Effective 2017/18 Academic Year)

Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent	The qualifiers, such as "Excellent", "Good", "Fair" etc., define student performance with respect to the achievement of course intended learning outcomes (CILOs).
B+ B B-	3.3 3.0 2.7	Good	
C+ C C-	2.3 2.0 1.7	Fair	
D	1.0	Marginal	
F	0.0	Failure	
P (Pass-fail course only)		Pass	

[Note: A grade with an asterisk (e.g. B+*) is excluded from the calculation of GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.]