

香港理工大學 二零一八年質素核證 跟進項目進度報告



呈交
大學教育資助委員會質素保證局
二零二零年十二月

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前言

二零一八年十月，質素保證局（質保局）評核了香港理工大學（下稱「理大」或「大學」）非學位課程的運作。理大於二零一九年九月，就二零一九年六月發表的質素核證報告，向質保局提交了一份行動計劃。該計劃按評審小組提出的建議及意見，定出十二個可增潤領域。有關管理層亦參與制訂行動計劃及實施時間表。此進度報告提供實施行動計劃的最新進展。

行動計劃實施期間，大學及香港正受到社會動盪和全球疫症的影響，理大管理層與學生和教職員合作，盡力提供最佳的學習、教學和評估安排，在維持學術質素和學術水平的同時，靈活彈性地處理不同的情況和配合不同人士的需要。此外，大學亦為教師提供各種培訓和支援，以協助學生和教師適應網上學習和教學。理大的自資學院「專業及持續教育學院」（CPCE），亦投放額外資源提升網上的教學。在疫情期間，有賴各成員的努力，大學既維持了基本學習和教學外，亦使網上教學的發展更上一層樓。

挑戰帶來創新。受疫情影響，理大本部和 CPCE 首次在網上舉辦二零二零/二一學年的迎新活動。滕錦光校長道：「我知道很多不同學院及學生事務處的同事構想創新的方式，以一系列網上的迎新活動和虛擬迎新資訊日來歡迎新生，協助他們進一步了解理大支援學生全面發展的學術活動、學生支援服務和課外活動。」在香港專上學院（HKCC），三十四個副學士和高級文憑課程的新生均踴躍參加迎新活動。今年的迎新主題為“Step Out”，鼓勵學生走出自己的舒適圈，嘗試新事物。專業及持續教育學院副院長（發展）及香港專上學院院長梁德榮博士在迎新影片中勉勵新生「在不斷嘗試的過程中，大家會變得更加成熟，一步一步邁向成功」。這一話在這個艱難時期實在適用於任何人。

理大在二零二一年 QS 世界大學排名中躍升十六位至第七十五位，並在 QS 五十所創校未滿五十年的世界最佳年輕大學的排名中攀升至第六位。CPCE 轄下的 HKCC，提供本校大部分的副學位課程，其畢業生的升學率於二零二零年達 90.5%。儘管周遭環境充滿挑戰，理大仍將學生的學習體驗放在首位，致力維持卓越的學習和教學水平。因應質保局評審而進行的跟進工作在這大方面起了重要的作用。

行動計劃的實踐

於二零一九年九月呈交予質保局的行動計劃已大致執行。由於受到社會動盪和全球疫症的影響，一些子項目延遲了幾個月才執行，當中亦有個別情況因需要額外磋商或重新考慮而延長了決策過程。然而，現階段所有項目大致已趕上進度（附錄一）。

1 教務委員會職權範圍

建議

評審小組建議理大檢討教務委員會及轄下各委員會的職權範圍，以便更清晰說明教務委員會在保證學術水平方面的重要角色，包括為副學位課程在學科層面訂立參照基準。。[第 9 頁，1.7 段]

- 1.1 質保局於二零一七年二月發表的理大質素核證報告中提到，評審小組留意到教務委員會雖然確實批核了所有主要的學術發展項目，但其職權範圍並沒有明確提及學術標準，因此建議大學正式闡明教務委員會對學術標準的責任。
- 1.2 針對此項建議，大學除檢討了教務委員會的職權範圍，亦檢視了其常設委員會的職權範圍。是次檢討，參考了其他大學現行的做法，從而在教務委員會職權範圍中闡明確保學術標準的責任。跟進工作不僅執行了評審小組的建議，更加入第二階段的檢討，檢視教務委員會的工作流程和運作模式。質保局於二零一八年十月評審非學位的運作期間，第二階段的檢討正在進行中。到大學於二零一八年提交行動計劃作評審時，整個評審過程經已結束。修訂的教務委員會及其委員會的職權範圍（附錄二）於二零一九年七月生效。
- 1.3 大學除檢討教務委員會的職權範圍外，還完善了科目等級定義，以提升在科目層面訂立合乎校外標準（如香港資歷架構（HKQF））的參照基準之能力。有關檢討研究了其他本地和海外大學所採用的方法，發現在實施國家資歷架構（NQF）已久的國家，如英國和澳洲，大學在科目等級定義往往有較詳細的闡釋，既有校內參照（例如學年），亦有校外參照（例如 NQF 等級描述）。有鑑於此，修訂後的定義以科目的預期學習成果和畢業水平來對應 HKQF 等級。教務委員會諮詢各學系的意見並與有關委員會商討後，於二零二零年九月批核了修訂的科目層面的定義（附錄三），及後檢討各學系的學科水平。

2 副學士課程的教務規章

建議

評審小組知悉，除少數例外情況，香港專上學院提供的副學士學位課程與該學院及大學本部的高級文憑課程一樣，均受相同的教務規章規管。不過，理大只有專為高級文憑課程而設的學務規章。因此，評審小組建議該校參照高級文憑課程的做法，為副學士學位課程制訂專屬規章，供有關方面查閱。[第 12 頁，2.10 段]

- 2.1 理大的教務規章闡釋了取錄學生、入學註冊、考試評核和頒授學位的規則和程序。在二零一二年實行本科課程新學制前，大學只有一本教務規章手冊，內容涵蓋所有程度的授課式課程。在新舊學制並行的“雙學制”過度期，基於當時需要另外編製一份文件，以列明新學制下四年制學士學位課程和兩年制高級文憑課程的教務規章。由於副學士學位課程在結構上等同高級文憑課程，因此沒有額外一份專為副學士學位課程而設的文件。HKCC 將高級文憑課程的規章稍作修改，以適用於其自資營運的副學士課程。隨著時間的變遷，新舊學制逐漸無需同時並行，大學開始將兩套規則和規章整合成一份文件。這為理大提供了一個良好的機會，檢討教務規章內容的組織，並於二零一八至二零年探討了一些方案。在此背景下，大學針對評審小組的建議作出跟進，為副學士課程的學歷頒授制定特定的文件。
- 2.2 此工作由 CPCE 和教務處高級職員組成的團隊來執行。團隊經仔細考慮後，認為所有授課式課程包括副學士學位課程的教務規章，均應刊印在一本內容詳盡的手冊中，以確保課程合乎大學的質素標準。由於高級文憑課程和副學士學位課程的學術水平相同，兩者均歸類為「副學位課程」，並特別標示自資副學士學位課程所獨有的特色。
- 2.3 有賴團隊的努力，成就了最新版《授課式課程教務規章手冊》這一詳盡的參考文件。最近，理大參與由教育局委託的基準研究，此手冊是大學提交予教育局顧問審閱的文件之一。我們非常高興，顧問認為理大的質數核證制度（包括教務規章）「非常詳盡且有根有據」，並認為我們將相關資料結集成重要參考文件為「良好的做法」。

3 推行評核說明政策

建議

評審小組建議，在制訂和實施一致和全面的政策，把評核說明與學習成果和評級架構掛鉤方面，理大應重新評估有關的時間表和程序，以確保此項工作可按時完成。[第 23 頁，6.5 段]

- 3.1 理大在二零一六年推出評核說明政策，以加強實施標準參照的評核。該政策的核心是要求在各學科的主要評核工作上訂定和使用評分說明。由於學科數目眾多，於持續評估和考試實施該政策的過渡期為兩年加一年，對於數學或科學等主要以數字計算來表示學習成果的學科，實施時間可以再多一年。按照計劃，所有科目的過渡期將於二零一九/二零學年年底完結。
- 3.2 教學委員會定期監察實施評核說明政策的進度，並透過學科質素保證工作小組（WGSQA）協調為各學系提供的支援。第一次中期檢討於二零一七年（即公布該政策一年後）進行。該檢討顯示實施評核說明政策的進展不俗，有 35% 的學科達到要求，唯科學和工程相關學系則多舉步為艱。WGSQA 邀請了在香港高等教育具豐富經驗的國際知名專家 Michael Prosser 教授為各學系提供協助。Prosser 教授在二零一七/一八和二零一八/一九學年到訪理大兩次，期間，與教學發展中心的合作，為大約二百一十名教職員舉辦了十個工作坊，並為二十四個學系的同事舉辦了多次諮詢會，所提供的支援均大獲好評。

- 3.3 因應評審小組的建議，大學在呈交予質保局的行動計劃中定出數項跟進行動，為制定評分說明提供進一步的支援，並希望更有效管理實施評核說明政策的進度。質素核證報告發表後不久，大學於二零一九年對實施進度進行了第二次中期檢討。在該階段，有 64%的學科已達到要求，對比上一次檢討，有顯著的增長，這顯示所提供的支援是有效的。教學委員會的主席親自跟進進度較慢的學系，與他們討論所遇到的困難以及趕上進度的策略和時間表。
- 3.4 於二零一九年十二月，大學按照行動計劃，推出了一個網站，在提供有關編製評分說明的參考資料。這些資料包括編製評分說明的指引（附錄四）以及從各學系和互聯網收集到的評分說明樣本。此外，在二零一九年，大學還籌辦了一次學院簡介會，四次學系教學委員會主席會議及三次個別的教職員諮詢會。二零二零年，空前的危機導致面授課堂暫停，各學系需忙於為網上教學作準備，推動評分說明製作的策略須相應調整。網上教學網站是校園封鎖期間資訊和指引的主要來源之一，因此，大學便製作了“評估評分說明”和“評分說明用於教學”兩份互動文件，並透過該網站發佈。評分說明的編製和評估亦成為其他主要指引及與評估相關的網上研討會的一部分內容。
- 3.5 隨著過渡期結束，教學委員會於二零二零年九月進行了最後一次的檢討。調查結果顯示，84%的學科已符合要求。其餘的主要為新辦或已暫停開辦的學科。科學和工程的學系已趕上進度。大學已將評核說明政策納入大學評核規章中，並邀校外顧問參與檢討從各學系收集到的評核說明樣本。大學將繼續提供專業的支援，協助各學系編製和使用評核說明。

4 闡明成績及格與學習成果之間的關係

建議

評審小組建議理大檢討其評級架構，闡釋有關要求，訂明學生必須達到相關課程、科目或評核元素所有指定的學習成果，才能通過評核要求。[第 23 頁，6.6 段]

- 4.1 誠如理大於二零一八年八月呈交予質保局的進度報告中指出，理大根據基準研究的結果，現正修訂一套普遍適用的評級指標。為了與國際和本地大學的準則保持一致，理大決定將評級架構從九個級別作描述（A+，A，B+，B，C+，C，D+，D 和 F）改為五個級別作描述（A，B，C，D 和 F），同時容許使用正號和負號來區分成績達到的水平。大學就質保局評審小組於二零一六年給予的建議，將評級指標予以詳細闡述。
- 4.2 是次評級描述的修訂，解決了評審小組提出有關及格與學習成果之間的問題。引起混淆的字句（「僅在某程度上達到科目的預期學習成果」）改為「展示剛達到科目預期學習成果的表現」，亦進一步修改標籤，突顯及格的評級。
- 4.3 由於需要作進一步的基準測試和諮詢，以落實積點制度的相應改動與實施細節，此版本沒有即時被採用。經過諮詢學院院務委員會和學生會，教務策劃及規章委

員會確定和認可，相關改動終獲教務委員會批准，並於二零二零/二一學年起全面實施，大學評核規章亦已相應更新（附錄五）。

5 就持續教育課程推行新的質素保證架構

贊同

對於理大擬於二零一八／一九學年結束前，把二零一八年四月起推出的統一質素保證程序推展至大學本部所有持續教育課程，評審小組表示贊同。[第 13 頁，2.11 段]

- 5.1 持續教育課程在理大教育中所佔比重雖然較小，卻十分重要。持續教育課程是理大與業界合作的自然延伸，它反映了理大對專業和終身教育、知識轉移和裨益香港社會的承諾。在二零一八年質素核證的籌備階段，理大就提供持續教育課程的部門所採用的質素保證管理進行了嚴格檢討。儘管結果證實大部分有關部門已經建立合乎課程需要的質素保證程序，理大認為兼收並蓄的做法不便於院校層面對持續教育課程進行有效管理，決定推出更加統一的質素保證方法。二零一八年四月推出的新質素保證架構，參考了主要持份者的意見、學位課程質素保證架構，以及香港學術及職業資歷評審局的評審指引。
- 5.2 大學歡迎評審小組贊同推行新措施。新架構順利推出，現有持續教育課程的審批程序已按預期於二零一八／一九學年結束前完成。持續教育審查委員會主要負責統籌檢討和審批持續教育課程，並就新架構的實施情況進行檢討。該委員會向負責監督持續教育課程部門的質素委員會（教學部門）呈交了檢討報告。該委員會亦常設資料庫，以收錄非資格相關的持續教育課程。改進工作包括證書式樣、圖書館使用權（另見第 9 節）、學生諮詢機制，以及鼓勵學生參與持續教育課程的管理（另見第 11 節）。同時，對制定學習時數上限的有關規則進行檢討，包括面授時數和自學時數的比例。已擬定的改進計劃尚待審批，預期於二零二一年初推行。

6 學術誠信通報與監察

贊同

對於理大致力建立一套適用於全校的制度，以識別、通報和監察涉及學術誠信的個案，評審小組予以贊同[...]評審小組亦鼓勵理大完成「全校」學術誠信通報與監察程序的檢討工作，並落實執行檢討提出的建議，以期為學術人員和學生提供更多指引。[第 25 頁，6.14-15 段]

- 6.1 理大視學術誠信為大學全體成員必須堅守的基本價值觀，也是維護嚴謹評核過程的基石。學生入學第一年，便要學習學術誠信的重要，大學向他們介紹引文方式和引文資料，及如何使用檢測抄襲的線上工具。在迎新活動和學生手冊中，大學亦向學生解釋處理學術行為不當的既定程序。嚴重違反學術誠信可能會導致取消學籍或學位。大學樂見評審小組的肯定「理大就學術誠信訂有清晰明確的政策，並採取適當措施，確保所有學生均知悉何謂不當學術行為和抄襲。」[第 24 頁，

6.12 段]。

- 6.2 理大的既定做法是，嚴重違反學術誠信的個案由學生紀律委員會（SDC）處理，而情況較輕微的個案為則由學系自行處理。儘管這種方法運作良好，但不利於中央協調和監管。在二零一八年，理大致力建立一套適用於全校的制度，以識別、通報和監察涉及學術行為不當的個案。大學很高興評審小組肯定理大在這方面的努力。
- 6.3 是項檢討是以四所本地大學和五所海外大學現行做法的基準研究作為基礎。研究顯示理大缺少了一個中央部門來協調和監察支援大學處理學術行為不當的制度。有見及此，大學決定由教務處來擔任這一角色，闡明及修訂從教職員/學生向學系以及從學系向學生紀律委員會通報學術行為不當的機制和程序。相關的統計數據會呈交予質素委員會（教學部門），以檢討和改善學術誠信的政策和機制及分享有效可行的做法，有關建議於二零二零年九月交予質素委員會（教學部門）考慮，並隨後獲批准實施。新制度（附錄六）將於二零二一/二二學年起生效。在此之前，教務處將向相關的學系和支援部門簡介新制度的運作。

7 為課程主任提供培訓

意見 / 評語

理大透過《持續教育課程的籌劃、審批和管理手冊》及其他文件，協助教職員了解課程設計和發展的程序。在某些情況下，校方亦會為他們提供特定的培訓。不過，評審小組知悉有關培訓仍未以有系統的方式進行，而相關資訊往往是由較資深的教職員在非正式討論時傳達。[第 15 頁，3.9 段]

- 7.1 理大將有關課程籌劃、評審和管理的指引和規章詳盡記錄成冊，透過教務處網站供教職員查閱。有關規章的重大改動，校方會透過電郵和全校通告的方式知會教職員。因應確切改動的需要，校方亦會為教職員提供簡報會或培訓工作坊。舉例來說，近期大學於二零二零年十一月就新修訂的科目等級定義（見 1.3 節）開設簡報會，來自各學系的 100 多名教職員參加是次活動。另一方面，正如評審小組觀察所得，理大其時尚未設立專門的系統化培訓機制，令培訓程序更加常規化。
- 7.2 鑑於評審小組的評語，大學決定為課程主任提供正式培訓課程，因為他們需要深入瞭解院校層面的質素保證程序。大學分別為學位課程和持續教育課程的課程主任提供相應的培訓課程。兩者的培訓內容不盡相同，主要原因有二：其一，學位課程和持續教育課程遵循不同的質素保證程序；其二，學位課程主任與持續教育課程主任所處情況也有所差異。學位課程較複雜且為期較長，新課程的開設較不頻繁。擔任課程主任一職的教師往往從事現有課程的管理而非課程開發。相對而言，持續教育課程結構簡單、按需而設，因而為期較短，新課程的開設較頻繁。因此，對學位課程主任的培訓側重於課程管理中其角色定位，以及課程內容架構和質素保證程序的理論依據。另一方面，對持續教育課程主任的培訓則集中於課程審批程序。
- 7.3 理大於二零二零年九月和十一月分別推出了兩項培訓課程，均為網上授課（附錄

七)。90 位教師參加了學位課程主任的培訓課程，課程的實用度平均得分為 4.2 分（5 分制，5 分為「非常實用」）。26 位教師參加了持續教育課程主任的培訓課程，課程的實用度平均得分為 4.5 分。理大將繼續定期提供此類培訓課程，暫定每年開設兩次學位課程主任培訓課程及一次持續教育課程科目主任培訓課程。

8 為兼職教職員提供培訓

意見 / 評語

雖然副學位課程的全職教職員清楚了解成果為本教育，但評審小組得悉部分副學位課程的兼職教師僅透過非正式的在職指導知悉成果為本教育。有見及此，理大或可考慮加強兼職教職員的培訓。[第 16 頁，3.12 段]

- 8.1 理大透過教學發展中心，全面提供工作坊和短期課程，以滿足不同界別教師多樣的專業發展需求，其中包括為兼職教師提供的指定課程。原有課程採用面授教學，自二零一七年改為採用網上授課的「網上大學教師培訓」課程，該課程每年開設一次。當時尚未規定「網上大學教師培訓」為必須修讀的課程。鑑於評審小組的意見，大學重新整合課程，將課程更名為「大學教學入門」，並將其設為兼職教師必須修讀的課程。
- 8.2 8 小時的「大學教學入門」共包括 6 個網上學習單元。理大現時的政策規定，所有沒有大學教學經驗的兼職教師須在合約期首六個月內修讀「大學教學入門」課程。大學將致力於每年至少提供兩次課程，而非每年一次。相關政策由教學委員會審批，繼而於二零二零年九月由教務委員會作最終審批，隨即生效並實施。「大學教學入門」首次課程於二零二零年十月開課，共 44 位教師參加。
- 8.3 此外，專業及持續教育學院與教學發展中心合作，為其兼職教師提供正式培訓課程，課程名稱為「兼職講師入門研討會」。具體的合作安排已正式訂立，該課程也將成為新入職大學教師必須修讀的課程。以往的培訓課程採用面授教學，今年由於疫情影響遂採用網上授課。該課程於二零二零年九月開課，共 112 位來自專業及持續教育學院的教師參加。

9 讓持續教育課程學生使用圖書館設施

意見 / 評語

評審小組得悉，理大正研究在提供為期較長和較複雜的持續教育課程時，如何讓學生更方便地使用有關設施。評審小組鼓勵理大積極進行這方面的工作。[第 19 頁，4.10 段]

- 9.1 由於不同的持續教育課程對圖書館的學習資源需求各異，有關學生如需使用圖書館設施，須事先透過開課部門與圖書館溝通安排。對於如何處理這些需求，大學其時未有訂立明確的指引。因此，理大檢討了當時的做法，以引入更系統化的圖書館資源管理方式，在資源有限的情況下，為學生提供多點便利。檢討工作由持續教育審查委員會負責統籌，大學圖書管理員、專業及持續教育學院代表及教務處的學術質素保證小組均參與討論。

- 9.2 在新訂條款下，修讀持續教育課程的學習時數達 30 小時或以上，且同時資歷架構達四級或以上的學生，可以小額費用獲得大學圖書館（或專業及持續教育學院圖書館，適用於報讀該學院的學生）提供的「閱讀權限」服務。這使得學生可在圖書館開放時間內使用圖書館的資源。上述改動，已獲持續教育審查委員會審批，二零二零年十月版的《持續教育課程的籌劃、審批和管理手冊》亦反映了上述變動。

10 教資會資助高級文憑課程學生參與聯課的情況

意見 / 評語

評審小組鼓勵專責小組努力了解這個學生組別的學術與非學術需要，推動學生更多參與課外活動。[第 27 頁，7.8 段]

- 10.1 理大學生事務處定期為包括教資會資助高級文憑課程學生在內的所有學生舉辦課程、工作坊和講座，以促進學生的全面發展、身心健康及職業發展。教資會資助高級文憑課程學生與學士學位課程本科生一樣可以使用學生支援服務和校園設施。然而，教資會資助高級文憑課程學生往往把課程視為修讀學位課程的跳板，相較於學位課程的學生，他們通常不願意或者不能夠花時間參與聯課活動。
- 10.2 鑑於教資會資助高級文憑課程學生的參與度相對較低，理大學生事務處聯合三個學院共七個學系，進行了七次班訪，以瞭解學生對聯課活動、活動時間以及活動時長的偏好。學生事務處於二零一九年十一月八日進行了第一次班訪。由於二零一九年底的社會活動及之後新冠疫情的爆發，原定於二零一九/二零學年第二學期的班訪因故全部取消。班訪於二零二零/二一學年第一學期恢復。學生事務處於二零二零年十月完成對六個學系的走訪，一共 322 名學生參與訪問。
- 10.3 班訪期間，學生表示有興趣加入與職業發展、健身、社交與社會網絡、體感遊戲及壓力管理工作坊相關的聯課活動。大多數學生傾向於在平日晚上（36%的受訪者）或者星期六（33%）參加聯課活動，並希望活動時長為 1 至 2 小時（71%）。
- 10.4 學生事務處通常在日間或午餐時段舉辦活動。借鑑有關學生的意見，學生事務處擬於平日晚上多舉辦一些時長約 1 至 2 小時的活動。二零二零/二一學年擬安排的活動包括履歷寫作工作坊、壓力管理工作坊，以及與學生社團合辦的「社交聚會」。受疫情影響，所有活動均採用網上模式。學生事務處亦會與各學術部門合作推廣這些活動，以吸引更多教資會資助高級文憑課程學生參與。活動中將收集學生的意見，供日後籌劃聯課活動作參考。

11 持續教育課程學生參與課程管治

意見 / 評語

評審小組鼓勵理大考慮與他們（持續教育課程學生）舉行更多正式會面，以期更深入了解他們對使用圖書館設施等支援服務的需要。[第 28 頁，7.11 段]

- 11.1 持續教育課程屬短期兼讀性質。因此，有關學生除了在結課評價中提供意見外，較少參與課程的管治。根據評審小組的建議，大學探討與有關學生舉行更多正式會面的可能性，以瞭解他們的需求。為此，大學檢視了理大及其他本地大學的現行做法，主要的開課部門亦參與討論發展方向。二零二零年七月，大學將擬訂之建議書交予持續教育審查委員會進行討論。持續教育審查委員會對該建議書稍作修訂，並於二零二零年九月作出最後審批。《持續教育課程的籌劃、審批和管理手冊》亦已更新以反映有關改動。
- 11.2 上述相關事宜的處理方式有二：首先，對資歷架構達四級或以上的持續教育課程，大學決定其課程主任須在課程期間，特別是課程中期，至少收集一次關於學生學習體驗的意見，以能即時跟進、改善課程。所收集的意見及有關資料會在年度課程檢討中加以考慮。其次，設有課程管理委員會的開課部門，其委員會的組成人員需包括至少一名持續教育課程學生，該學生將適時參與會議和決策過程。理大希望這一方法有效可行，使有關學生得以參與持續教育課程的管治，不斷優化課程。

12 積極進行質素提升工作

意見 / 評語

總括而言，理大有效地運用數據，審視和改善在課程及學科層面提升副學位課程學生學習體驗的表現。評審小組鼓勵理大繼續致力研究更積極的方法，以找出須予改善之處。[第 30 頁，8.11 段]

- 12.1 理大致力於質素提升工作，並繼續努力積極推進數據的運用。正如行動方案中所載的承諾，理大已經推出了數個項目，以促進院校和課程層面實證為本的改善工作。
- 12.2 在院校層面，正如大學於二零一八年八月向質素保證局提交的進度報告中所述，「學習周期管理平台」(SLMAP) 項目第一階段的開發正穩步進行。SLMAP 預計開發為一個集合學生學術和非學術資料的中央平台，為大學提供長遠的內部分析能力，以監察和改善學生學習體驗。該項目的第一階段旨在建立和試驗一個集成的數據平台。此平台集成了不同來源的 10 組數據集逾 160 個變量，不僅涵蓋學生學術資料、參與聯課活動的記錄，還包括圖書館和學習管理系統使用情況的分析數據。儘管仍面臨諸多挑戰，前期的分析結果已顯示一些有趣的表象，諸如一年級學生的累積平均績點、圖書館和學習管理系統的使用情況，以及最終畢業等級之間的相關性。已開發的儀表板雛形將選定數據視象化，最終將用於學術輔導。總而言之，該項目在繼續推進中。項目預期在二零二三年的第一季度完成。
- 12.3 建立年度教學數據集的計劃因事態發展而被取締。二零二零年疫情肆虐，催化並塑造了院校層面實證為本決策程序的發展。疫情期間，大學積極參考所有可用數據，對網上教學進行評估，及時改進並作出「下一步計劃」的決定。在這一年間，此做法越趨成熟和系統化。院校報告於每學期的其中和期末定期發佈。這些報告提供了網上教學多方面的匯總統計資料，例如，在不同平台 (Blackboard Collaborate Ultra, MS Teams and Zoom) 推行同步網上教學的情況、視頻資料的製

作情況、網上測驗、作業和討論的使用情況等。據目前收集的結果顯示，學生積極參與網上學習，大學設定的網上教學最低標準亦基本達標。有關報告由高層管理人員檢閱，以訂立策略和執行計劃。

- 12.4 在課程層面，大學開展了一個新項目，以將學習分析納入課程檢討過程。此乃教資會資助跨院校項目「透過數據檢討教資會資助的四年制大學課程以提升學生的學習果效」的延伸。透過這項措施，每年的課程學習分析報告（PLAR）將在年度課程檢討中加以利用。PLAR 應用中央數據來源，例如入學記錄、學術表現、學生對學科的意見，為課程主任提供一系列的分析，揭示課程設計的完整性和有效性，並協助找出高危學生。教學委員會在二零二零年的兩次會議中對該項目建議書進行討論。教學委員會審批了試驗項目，以設立項目所需設施和有關運行政序。該試驗項目由教學發展中心率領，並得教務處共同參與。預期整個項目大概需要兩年時間完成。

總結

理大藉此再次感謝質保局評審小組對大學進行嚴格的質素核證並給予正面評語。這些建設性意見促使理大對現行做法作進一步反思。儘管二零一九至二零二零年有諸多困難，大學仍認真、切實地執行二零一八年質素核證的後續行動方案。全校師生齊心協力，在困難重重的情況下，基本完成了 15 個月前訂立的目標。各方持份者積極參與，參考外部做法和標準，進行嚴謹試驗，完成多項改進。這說明，理大以實證為本、合乎情理地進行質素提升工作的方針日趨成熟。理大將繼續致力於包括副學位課程在內的各層面的質素提升工作。

附錄

附錄一	二零一八年質素核證報告跟進項目的進展情況
附錄二	新修訂之教務委員會的職權範圍
附錄三	新修訂之科目等級定義
附錄四	有關制定評估標準的指引
附錄五	新修訂之通用等級描述
附錄六	檢舉不當學術行為新系統之流程圖
附錄七	課程主任培訓課程之宣傳海報

Progress on Follow-up to QAC Audit 2018

This action plan addresses the feedback from the Quality Assurance Council (QAC) audit panel on the sub-degree operations of The Hong Kong Polytechnic University (PolyU) as presented in the report published in June 2019. The recommendations, affirmations and suggestions/observations made by the panel are consolidated into 12 areas of improvement. The follow-up actions for each area are presented with reference to the template provided by the QAC.	Recommendations	1-4
	Affirmations	5-6
	Suggestions or Observations	7-12

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
1 <u>Senate's terms of reference</u> PolyU's QA framework ensures multi-level monitoring through programme planning, validation, AOPs and six-yearly Departmental Reviews (DRs) ('Unit Review' in CPCE), with formal mechanisms for obtaining external input at each of these points in the academic life cycle, including, for some programmes, professional accreditation. There is also a robust process of evidence-based improvement in learning and teaching through Programme Learning Outcomes Assessment Plans (P-LOAPs). While it was clear to the Panel that Senate does in practice approve all major academic developments, it was noted that the terms of reference for Senate do not formally articulate its role in ensuring academic standards, something that was also mentioned in the February 2017 QAC Quality Audit Report for PolyU. <u>The Panel therefore recommends that the University review the terms of reference of Senate and its committees, in order to make more explicit Senate's overarching role in relation to the assurance of standards, including benchmarking of subject levels, for SD provision.</u> [Section 1.7]	Make more explicit Senate's overarching role in relation to the assurance of academic standards	1) Review and revise the terms of reference of Senate and its committees (in follow-up to the 2017 QAC Audit Report)	Revised terms of reference (completed in April 2019)	The Senate's role in the assurance of academic standards is articulated in its terms of reference in a manner that conforms to international norm; effective from July 2019	Completed Revised terms of reference in use
	Improve the subject level definitions to better facilitate benchmarking subject levels	2) Review and revise subject level definitions to facilitate benchmarking of subject levels	Revised subject level definitions (to be completed by August 2020)	New definitions in use from September 2020	Completed New subject level definitions in use
2 <u>Academic regulations document for AD</u> PolyU's General Assessment Regulations (GAR) apply to all taught programmes leading to academic awards, with rules and procedures to ensure assessments are criterion-based and reflect student achievement. The Panel learned that AD awards offered by HKCC are subject, with minor exceptions, to the same academic regulations as the HD awards offered by HKCC and the University proper. However, only specific academic regulations for HD awards are available. Therefore, <u>the Panel recommends that a specific document for AD awards, similar to that of HD awards, be produced and made accessible.</u> [Section 2.10]	Produce a specific document on the academic regulations for AD awards	1) Produce a specific document for AD awards, similar to that of HD awards.	A specific document on the academic regulations of AD awards (to be completed by December 2019)	A document ready for Senate's approval	Completed Incorporated into handbook on academic regulations
	Raise awareness of the new document	2) Make it accessible to relevant staff members	Email announcement of and online access to the document (to be completed by June 2020)	New document in use from September 2020	Completed Handbook disseminated to staff

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
3 Implementing the Rubric Policy The Panel found that in general PolyU has a robust and comprehensive framework in place governing application of its assessment policies to SDPUs. The approaches are consistent across both the University proper and CPCE organisational structures. Notwithstanding this, the Panel found that in respect of alignment of learning outcomes with assessment strategies, while PolyU has had in place since 2005 a criterion-referenced assessment policy that links assessment to learning outcomes and a criterion-referenced grading framework designed to support outcomes based education, challenges with the implementation of assessment rubrics, especially in relation to some Science, Technology, Engineering and Mathematics (STEM) disciplines has meant that the policy is yet to be fully implemented including in relation to SDPUs. In 2016, the University introduced its Policy on the Use of Rubrics in Major Assessment Tasks and mandated the use of assessment rubrics in general by 2018-19, but for STEM disciplines by 2019-20. LTC established a Working Group on Subject Quality Assurance to provide advice on implementation of assessment rubrics. The Working Group met twice in 2016 and subsequently in April 2018 with a significantly changed membership. Through its activities considerable benchmarking has occurred and an international expert engaged to assist with the development of a 'rubrics culture' within PolyU. The Panel learned that although originally anticipated to have completed its work in two to three years, it is now expected that the Working Group will require a further 18 months to fulfil its purpose. In this context, the <u>Panel recommends that the University reassess its timeframes and processes for the definition and implementation of a consistent and comprehensive policy linking assessment rubrics to learning outcomes and the grading framework, so as to ensure timely completion of the project.</u> [Section 6.5]	Provide further support in developing assessment rubrics (Actions 2-4) and manage the progress of implementation (Actions 1 and 5)	1) Evaluate the implementation of the rubric policy	Review report to LTC (to be completed by December 2019)	A report to provide a baseline measure of the current status of implementation	Completed Report submitted and reviewed
		2) Develop online resources on rubric development (for all disciplines)	Online resources (to be completed by December 2019)	Online resources in place	Completed Website launched
		3) Provide ongoing training workshops on rubric development (for all disciplines)	Workshops (starting from January 2020)	Sustained provision	Completed Workshops delivered
		4) Provide support in rubric development to STEM disciplines	Customised support (to be completed by June 2020)	General adoption of rubrics in STEM disciplines	Completed Consultation provided
		5) Review the progress in the implementation of the rubric policy	Review report from LTC (to be completed by December 2020)	More subjects have assessment rubrics in place	Completed Report submitted and reviewed
4 Clarifying the link between the passing grades and the achievement of learning outcomes PolyU's GAR sets out a criterion-referenced grading framework designed to align assessment grades to learning outcomes. While evidence was provided that PolyU policy in relation to OBA is that students are required to satisfy all the learning outcomes specified in order to pass a particular	Develop and implement a pass definition that links more explicitly to the achievement of learning outcomes	1) Review and revise the generic grading descriptors to the effect that passing all learning outcomes is required to get a passing grade	Revision proposal to APRC (completed)	A proposal ready for approval by Senate	Completed Proposal reviewed and approved

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
assessment task, course or programme, the wording of the grading framework in GAR is capable of being interpreted differently by academic staff and students. <u>Accordingly, the Panel recommends that the University review its grading framework to clarify the requirement that in order to pass the assessment requirements, students must satisfy all the learning outcomes specified for the relevant programme, course or assessment element.</u> [Section 6.6]		2) Work out the arrangement for implementing the new grading descriptors, especially for situations where different cohorts of students may be attending the same class	Articulated arrangement for making the transition (to be completed by December 2019)	Arrangement made for implementation in 2020/21	Completed Implementation plan made and approved
		3) Approve the revised grading descriptors for adoption and revise the academic regulations	Revised generic grading descriptors (to be completed by August 2020)	Academic regulations revised	Completed Regulations revised and approved
		4) Update assessment rubrics at the subject/programme levels to align with the revised grading descriptors (if necessary)	Revised assessment rubrics (to be completed by December 2020)	Rubrics aligned with the revised grading descriptors	Completed Revised regulations disseminated to departments
5 <u>Implementing the new QA framework for CE courses</u> <ul style="list-style-type: none"> During preparations for the QAC audit of SD operations, PolyU conducted a critical review of QA procedures in SDPUs offering CE courses, which found that a more unified approach was needed across the University. A new QA framework for the University proper's CE courses was launched in April 2018, which mirrors the procedures used by SPEED for its CE courses. Under this framework, CERC and CPCE College Board are responsible for the approval and review of CE courses at the University proper and SPEED, respectively, and report annually on the status of the CE course provision to QAC(AD). <u>The Panel affirms the University's intention that the unified QA procedures introduced from April 2018 will be implemented for all of the University proper's CE provision by the end of 2018/19.</u> [Section 2.11] As discussed in Section 2, the system of QA for CE at programme level is in development, with the intention that the unified framework launched in April 2018 will apply to all CE provision by the end of 2018/19. <u>The University is</u> 	Implement a unified QA system for CE courses	1) Complete the approval process for continuing CE courses	Approval of CE courses (completed)	All CE courses on offer have gone through the new approval process	Completed All CE courses on offer have gone through the new approval process
		2) Review the implementation of the QA procedures for CE courses	Review report to QAC(AD) (to be completed by August 2020)	Complete documentation; consistent implementation	Completed Implementation reviewed and confirmed

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<u>encouraged to follow through its implementation to ensure that a unified assurance framework is in place for CE programme delivery across SDPUs. [Section 4.4]</u>					
6 Institutional academic integrity reporting and monitoring <ul style="list-style-type: none"> To deal with these and related issues, PolyU's LTC established a Working Party on Academic Integrity. The Working Party has met once to date, in January 2018, when it decided to undertake a major international benchmarking review of academic integrity practices. The Panel noted that the focus of Working Party is central to the maintenance of a robust university-wide system of standards, review and monitoring of academic misconduct. Delineation of an agreed work plan and timelines will strengthen project delivery of this important review. <u>Accordingly, the Panel affirms the endeavours that the University is taking to develop an institutional approach to the identification, reporting and monitoring of cases relating to academic integrity. [Section 6.14]</u> The University has in place, with modest exception, a robust framework of policies and practices that assure the quality of student learning assessment. Approaches to informing students about assessment requirements, appeal mechanisms and academic integrity requirements are sound. The use of external examiners, academic advisors and annual reviews ensure assessment standards are benchmarked against external and international standards. Student assessment practices would be strengthened if there were greater clarity in the definition of grading descriptors and if the University were to complete implementation of a consistent approach to the application of assessment rubrics linked to learning outcomes used in support of an outcome-based approach for its SDPUs. <u>The Panel also encourages the University, in the interests of providing greater guidance to academic staff and students, to complete the review of 'whole of institution' academic integrity reporting and monitoring processes and implement any actions identified from that review. [Section 6.15]</u> 	Develop and implement a university-wide system for identifying, reporting and monitoring academic misconduct	1) Complete the review of current practice	Review report (to be completed by December 2019)	A report that provides the basis for the next stage of development	Completed Report submitted
		2) Develop a university-wide system for identifying, reporting and monitoring academic misconduct	System proposal (to be completed by August 2020)	A protocol in place for pilot studies	Completed Guidelines developed
		3) Pilot the new system based on the protocols developed	Pilot report with policy proposal for onward submission to Senate (to be completed by December 2020)	A refined system for implementation	Completed Feedback from faculties and departments obtained
		4) Approve the implementation of the new system	Policy change and operational procedures (to be completed by August 2021)	System in use from September 2021	Completed New procedures approved for implementation from 2021/22
7 Training for programme leaders <ul style="list-style-type: none"> Staff are helped to understand programme design and development processes through University documentation 	Provide formal training for the programme leaders of academic	1) Launch a training course for programme leaders of academic	Training course (e.g. twice a year) (to be completed by June 2020)	New programme leaders have attended the training course	Completed New orientation for programme leaders launched

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p>such as the Handbook on Planning, Approval and Management of CE Courses, and in some cases, specific training. However, the Panel was informed that <u>training is not yet systematic and often information is conveyed by informal discussions with more experienced staff.</u> [Section 3.9]</p> <ul style="list-style-type: none"> In summary, PolyU secures academic standards and gives students appropriate learning opportunities through effective deployment of its robust frameworks for the design of programmes. An outcomes-based approach underpins the University's approach. <u>In some areas there is some scope to better communicate institutional systems and practices to staff.</u> [Section 3.19] 	programmes and CE courses	programmes to help them understand the principles and processes of programme design, approval and management			
		2) Launch a bespoke training course for course leaders of CE courses	Training course (e.g. once a year) (to be completed by December 2020)	New course leaders have attended the training course	Completed New orientation for CE course leaders launched
<p>8 Training for part-time staff</p> <ul style="list-style-type: none"> Across SD programmes, PILOs and SILOs are, in general, fit-for-purpose, progressive from level to level, and reflective of the curriculum, assessments, HKQF, and the Generic Level Descriptors of HKQF. While mappings of PILOs and SILOs to the Generic Level Descriptors of HKQF are available in definitive documents and to students, staff were not always confident in their understanding of the relationship between teaching and levels, and how levels are set, often relying on experience and peer support. Moreover, while there is a clear understanding of OBE among full-time SD staff, the Panel heard that part-time teachers for some SD provision learn about OBE through informal on-the-job mentoring. In this context, <u>the University may wish to consider strengthening training for part-time staff.</u> [Section 3.12] Part-time staff may take the 'Introduction to University Teaching' or a 10-hour 'Online University Teacher Training' course, although these are not mandatory. The Course Leader has responsibility to recruit experienced part-time staff and to act as a mentor, although this is not yet formalised in a policy. At the University proper, not all HD programmes have part-time staff and generally numbers are low. The Panel learned that SPEED places emphasis on previous teaching and professional experience when recruiting part-time staff for its CE courses. Part-time staff involved with CE receive guidelines on OBA and support from Programme Leaders. <u>There is no mandatory training for CE staff at the moment.</u> [Section 5.7] 	Provide systematic training for part-time staff	1) Mandate the course 'Online University Teacher Training' for part-time teachers at the University proper who are new to university teaching	Policy on training for part-time staff (to be completed by August 2020)	New policy effective from September 2020	Completed New policy effective from September 2020' training programme on offer
		2) Develop a formal training programme for part-time teachers at CPCE and part-time teachers of CE courses who are new to university teaching	Training programme (to be completed by August 2020)	Programme on offer from September 2020	Completed Training programme on offer

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
9 Library access for CE students CE students state that, in general, they have a positive learning experience and have found the courses useful and helpful for career development. However, while CE students at SPEED have access to CPCE learning resources such as the library, CE students at the University proper do not enjoy equivalent facilities. <u>It was noted that the University is considering how to provide better access for CE students, when longer, more complex programmes are offered and the Panel encourages PolyU in this regard. [Section 4.10]</u>	Ensure that students of CE courses are provided with adequate support in terms of library access	1) Review CE course students' needs for library access	Review report to CERC (to be completed by December 2019)	The report informs the decision on future provision of library access to CE students	Completed Report submitted
		2) Revise the relevant guidelines in the CE Handbook	Revised guidelines (to be completed by June 2020)	New guidelines effective from September 2020	Completed Guidelines revised
10 Co-curricular engagement of UGC-funded HD students UGC-funded HD students have the same rights to access student support services and campus facilities as undergraduate degree students at the University. In response to a relatively low participation rate in co-curricular activities by UGC-funded HD students, the University has set up an institutional task force to explore refining the curriculum and encouraging students to engage more actively in co-curricular activities. Teaching staff indicated that they would support greater student engagement in co-curricular and extra-curricular activities, in a context where students are more concerned with their Grade Point Average. <u>The Panel encourages the Task Force in its efforts to understand this student group's academic and non-academic needs and to promote better student engagement outside the curriculum. [Section 7.8]</u>	Promote better engagement outside the curriculum among UGC-funded HD students	1) Implement strategies for promoting UGC-funded HD students' engagement in co-curricular and extra-curricular activities	Collaborations between Centre STARS and Academic Departments to facilitate UGC-funded HD students' engagement in co-curricular and extra-curricular activities (to be completed by August 2020)	Improved engagement in co-curricular and extra-curricular activities by UGC-funded HD students	Completed Consultations done and faculties engaged in promoting new activities
11 Involvement of CE students in governance Given the part-time and shorter-term character of CE programmes and courses, there is little student involvement in student governance and limited demand for student support services. CE students at both CPCE and the University proper do not have representation on formal committees and there are no plans to introduce this for CE students. While it is acknowledged that CE students would appear to be satisfied with the position, <u>the University is encouraged to consider more formal meetings with CE students to better understand their support needs, for example with respect to library access. [Section 7.11]</u>	Provide further formal channels for students of CE course to provide feedback	1) Consider requiring formal meetings with CE students	Revised guidelines to involve CE students in governance (if appropriate) (to be completed by June 2020)	More formal meetings with CE students conducted	Completed Guidelines revised

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
12 Proactive quality enhancement <ul style="list-style-type: none"> The University was able to supply many examples of effective change in response to evidence collected, particularly student comment, within the annual reporting process for SD provision. Moreover, as noted in Section 1, performance data for SD programmes are monitored, evaluated and acted upon in the context of IRPO's analysis used to inform academic planning, strategic development and resource allocation decisions. The Panel could therefore conclude that PolyU is making sound progress in its use of data to improve the quality of the student experience particularly at a local level. <u>However, it was less evident as to how the University is proactive in identifying longer term measures to improve the quality of student learning.</u> PolyU intends that the establishment of the Quality Enhancement Team will help develop proactive capacity to identify areas for improvement at the institutional level. <u>The Panel encourages the University in its commitment to identifying more effective systems for utilising QA data in enhancing its SD provision.</u> [Section 8.10] In conclusion, the University makes effective use of data to reflect on and improve its own performance in terms of improving the learning experience of SD students at programme and course level. <u>The Panel encourages the University to continue with its goal to develop a more proactive approach in identifying areas for improvement.</u> [Section 8.11] 	Facilitate evidence-based improvement at the programme level using learning analytics	1) Embed a learning analytic strategy into programme review for all academic programmes	A strategy for embedding learning analytics into the regular programme review process (to be completed by the end of 2020)	A revised programme review process with learning analytics embedded	Completed Proposed strategy endorsed for pilot
	Facilitate evidence-based improvement at the institutional level	2) Develop an annual compilation of teaching and learning related data to facilitate evidence-based improvement at the institutional level	Systematic compilation of teaching and learning related data (to be completed by the end of 2020)	The data is used in decision-making at the institutional level	Completed Regular reports generated and used

Keys	APRC = Academic Planning and Regulations Committee AQAT = Academic Quality Assurance Team AR = Academic Registry (former known as Academic Secretariat) AVP(AS) = Associate Vice President (Academic Support) AVP(LT) = Associate Vice President (Learning and Teaching) CERC = Continuing Education Review Committee CPCE = College of Professional and Continuing Education DoED = Director of Educational Development	EDC = Educational Development Centre LTC = Learning and Teaching Committee LRC = Legal, Risk and Compliance Unit QET = Quality Enhancement Team SDC = Student Discipline Committee VP(SA) = Vice President (Student Affairs) WGSQA = Working Group on Subject Quality Assurance
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Senate
教務委員會

Terms of Reference

Subject to the provision of the Ordinance, Senate shall have power:

1. to provide programmes leading to the Postgraduate, Undergraduate and Sub-degree awards of the University and such other programmes of study as may be deemed desirable from time to time and which are within the general policy laid down by Council;
2. to direct and regulate the instruction and education in the University, to stimulate the advancement of knowledge by research, publications and other scholarly activities, and to direct the manner in which examinations shall be conducted;
3. to determine and periodically review the University's systems and processes for ensuring the academic standards and quality of its academic programmes;
4. to determine what examinations or study programmes in other educational institutions or places of learning shall be deemed equivalent to examinations or programmes of study in the University;
5. to organize the Faculties and Schools, and to review, approve, refer back, amend or disallow any act of the Board of any Faculty or School, and to give directions to the Boards of the Faculty or School;
6. to advise Council on the provision of facilities for educational and other academic matters;
7. to decide, in accordance with the regulations, what persons have qualified for the conferment of Postgraduate, Undergraduate and Sub-degree awards and other awards and marks of distinction (other than honorary degrees);
8. to determine the time, mode and conditions of competition for, and to award fellowships, scholarships and prizes in accordance with the terms thereof;
9. to require any student, on academic grounds or on other grounds deemed appropriate by Senate, to terminate his studies at the University;
10. to reconsider, on academic grounds deemed appropriate by Senate, any determination that a person was eligible to receive an academic award, and to determine whether the University should deprive any graduate, on academic grounds deemed appropriate by Senate, of an academic award conferred by the University and/or revoke any certification granted*;
11. to provide recommendations and advice on any matter affecting the welfare of students;
12. to advise Council or the President on any matter referred to Senate by Council or the President;

* This is without prejudice and subject to the rights and powers of the University under any legislation or as a matter of general law.

13. to appoint Boards, committees, working parties and such other bodies which shall report to Senate and delegate any of its powers and duties (except those otherwise restricted by the Council) to such bodies or to any member of the Senate;
14. to direct and control by means of regulations made by Senate the form and content of education in the University; and in pursuance of this power to make regulations from time to time in respect of any of the following matters or for any of the following purposes:
 - (a) the admission, promotion and registration of students;
 - (b) the conditions for the award of Postgraduate, Undergraduate and Sub-degree awards, and other academic awards and marks of distinction;
 - (c) programmes of study and examinations;
 - (d) the award of scholarships, prizes and other forms of recognition for academic distinction;
 - (e) staff appraisal and development;
 - (f) research and other scholarly activities;
 - (g) the use of University libraries, laboratories, workshops and other educational facilities; and
 - (h) generally, all matters which by the Ordinance or Council statutes under Section 18 of the Ordinance it is empowered to regulate;
15. to set policies and guidelines for consultancy and other forms of services to the community;
16. to recommend to the President the appointment of internal examiners, external examiners, and external members on Senate Committees;
17. to approve the appointment of Honorary Professors, including the conferment of Emeritus Professorships; and
18. to elect one member to Council, as provided for in Section 10 of the Ordinance.

With effect from 1 July 2019

Revised Subject Level definitions

Level Code	Explanation
0	= Pre-university level standard (and remedial subjects taken by new admittees to a 4-year degree programme, or some subjects offered to Higher Diploma students only).
1	= Some subject intended learning outcomes are at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 1 of a 4-year degree programme or year 1 of an Associate Degree/Higher Diploma programme; usually have no pre-requisite.
2	= The majority of the subject intended learning outcomes are at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 2 of a 4-year degree programme or the final year of an Associate Degree/Higher Diploma programme; some subjects at this level may have pre-requisites.
3	= Some subject intended learning outcomes are at the exit level for Bachelor's degree while the rest at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 3 of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a pre-requisite. ¹
4	= The majority of the subject intended learning outcomes are at the exit level for Bachelor's degree while the rest at the exit level for Associate Degree/Higher Diploma; intended to be taken during the final year of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a pre-requisite.
5	= The majority of the subject intended learning outcomes are at the Master's level while the rest at the Bachelor's level.
6	= The majority of the subject intended learning outcomes are at the Doctoral level while the rest at the Master's level.

¹ The clauses under Level Code 3 "intended to be taken during year 3 of a 4-year degree programme" and "usually require the completion of subjects at the preceding levels as a pre-requisite" may not be applicable to subjects under the General University Requirements, such as Service-Learning.

Guide to Developing Rubrics for Assessments

BY THE WORKING GROUP ON SUBJECT QUALITY ASSURANCE

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1. Introduction

Since 2005, PolyU has adopted a criterion-referenced approach to assessment (CRA) in which students are graded according to pre-determined criteria and standards. The University's approach to CRA requires assessment based on the achievement of the subject intended learning outcomes (SILOs), as set out in the subject description form. A student's overall performance in a subject shall be awarded on a criterion-referenced basis and graded with reference to the Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

To ensure that the principles of CRA are consistently implemented with adequate rigour and uphold subject quality assurance, the Learning and Teaching Committee (LTC) introduced a policy which made the adoption of rubrics compulsory for major assessment tasks at the subject level. This guide aims to provide academic and teaching staff a one-stop shop for key information of the policy, the use of rubrics in higher education, different types and examples of rubrics and etc.

2. Policy on the use of rubrics

The followings were abstracted from the rubrics policy issued by LTC in 2016:

Rubrics must be specified for all 'major' assessment items at the subject level, made available to students before the assessment, and used for grading the assessment. Departments have the flexibility to determine what is 'major'. As a rule of thumb:

- *For subjects without examinations, rubrics should be required for single assessment items with a weighting of 30% or above of the subject's overall assessment.*
- *For subjects with examinations, rubrics should be required for single assessment items with a weighting of 20% or above of the subject's overall assessment.*

There is no fixed format for rubrics. Any format (e.g., analytic, holistic) is acceptable as long as it clearly defines the main grades (A, B, C, D, Fail) in a way that is understandable to students and is adhered to by teachers in grading.

To ensure that the rubrics reflect a suitable level of academic standards, samples of the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.

3. Use of rubrics in higher education

Rubric is a scoring tool or guide which specifies a coherent set of important criteria for evaluating student work and includes descriptions of different levels of performance, or mastery, for each of the criteria. Rubrics are commonly used in the CRA approach to assessment because they allow the performance criteria and standards made to be presented explicitly to all stakeholders. The use of rubrics also helps to promote students' assessment literacy by enabling them to efficiently understand and get a grasp on the performance expectations by assessors or professionals in their field. In other words, rubrics scaffold a framework to assist students in identifying and taking responsibility for their role in assessment and identify right focuses to improve their performance.

Rubrics are also important for ensuring grading consistency and acting as a tool for internal moderation of student assessment results. Appropriate use of rubrics may well reduce any disagreement or ambiguity by supporting transparency on the performance required for the assessed criteria in an assessment. Presenting the assessment criteria to students in advanced and ensuring that all assessors shared a common understanding of the criteria and standards before assessing students' work are main elements of the CRA approach to assessment.

From the international perspective, rubrics serve as a vital tool for external moderation (benchmarking against academic standards outside from department). It is increasingly common for professional accreditation bodies or external academic advisors to review rubrics at subject level as a form of subject quality assurance and grading integrity.

The benefits of adopting rubrics includes, but is not limited to, the followings:

- i. Provide consistent and uniform standards for judging student works (especially when there are more than one assessor)
- ii. Make marking quick and efficient
- iii. Help measure higher-order skills or evaluate complex tasks by differentiating the gradations of quality
- iv. Help teachers to clarify the intended learning outcomes (ILOs) and to appropriate the instructional design
- v. Enable clear and consistent communication of the ILOs to students
- vi. Allow teachers to give students specific feedback with well-defined criteria and standards
- vii. Enhance students' capability in self-learning when used in peer and self-assessment
- viii. Reduce arguments with students who have come to expect how their work will be evaluated

In addition, the alignment of rubrics with an external standard such as an institutional level subject grading descriptor will enhance and assure the consistency of marking standards across items within a subject and across subjects within a program.

4. Basic elements of a rubric

There are various types of rubrics, but a rubric typically consists of four basic elements (Hawaii, 2012):

i. Task description

The task description generally describes the assignment / coursework designed to assess the performance of students in achieving the subject intended learning outcome.

ii. Criteria / dimensions assessed (rows)

The rows in a rubric list the criteria or aspects of quality used to evaluate students' performance in the task. These criteria basically indicate the skills, performance or knowledge required to be demonstrated by students. Scores/ grades and feedback will be given according to students' performance on these criteria. It is advisable not overcomplicate a rubric by limiting to 4-5 criteria.

iii. Level of performance / mastery (columns)

The columns in a rubric list the levels of performance for each criterion important for students to be able to achieve the intended learning outcomes. Grading labels (short descriptions) will usually be used adopted to describe the level of performance. Assessors shall refer to the grading labels as listed in Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1) to ensure consistency with PolyU's grading system. Points may also be assigned next to each grading label to indicate the score obtainable for performing at that level.

iv. Grade descriptors (cells)

The cells in a rubric provide the descriptions and key features of work for different levels of performance of each criterion. The descriptions shall be clear enough for readers to differentiate the difference in quality between the different levels of performance.

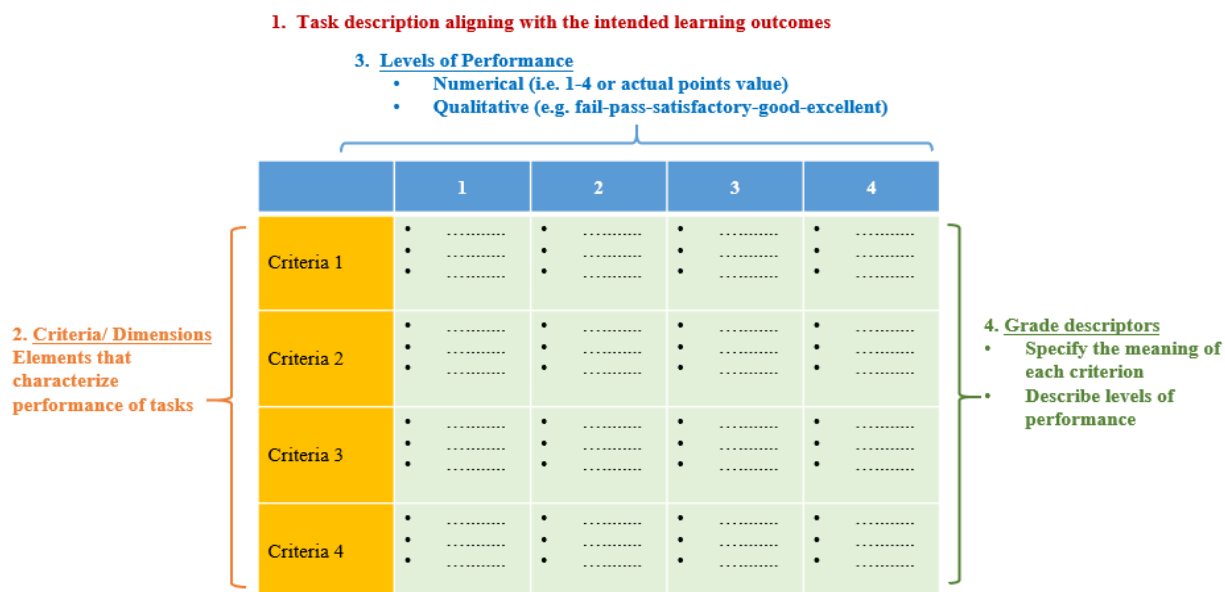


Figure 1: Example on the composition of a typical rubric

5. Types of Rubrics

5.1 Holistic marking rubrics

A holistic rubric presents a description for each level of performance and provides a single score according to the overall quality, proficiency, or understanding of the specific content, skills or task.

The levels of performance are usually listed in the first column and the description for each level of performance for all criteria are listed in the second column.

Task : Write a research report	
Level / Points (or any other scales)	Description
Proficient / 3 point	Project had a hypothesis, procedure, collected data, and analyzed results. Project is thorough and finding(s) are in agreement with data collected. May have minor inaccuracies that do not affect quality of project.
Adequate / 2 point	Project may have a hypothesis, procedure, collected data, and analyzed results. Project not as thorough as it could be; there are a few overlooked areas. Has a few inaccuracies that affect quality of project.
Limited / 1 point	Project may have a hypothesis, procedure, collected data, and analyzed results. Has several inaccuracies that affect quality of project.

Figure 2: Example on the compositions of a holistic rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➤ Benefits & Drawbacks

- Benefits
 - i. Written more generically and can be applicable for many tasks
 - ii. Impressionistic/quick scoring providing an overview of student performance
 - iii. Efficient for grading large group
- Drawbacks
 - i. Information are more general and less concise for detailed grading if students work is at varying levels spanning the criteria
 - ii. Not diagnostic of students' strengths and weaknesses
 - iii. Criteria within the rubric cannot be weighted

➤ When to use

- For summative type of assessment or brief homework assignment involving a single or a few performance criteria
- For assessment when errors in some part of process can be tolerated provided that the overall quality is high; and when feedback to be provided is general in nature
- For assessment tasks asking for open ended or qualitative responses such as essays, research reports, oral presentations, capstone reports, etc.

5.2 Analytic marking rubrics

An analytic rubric presents a description for each level of performance of each criterion and provides a score for each respective criterion.

The assessment criteria are usually listed in the first column and the descriptions for different levels of performance are listed across the rows for each criterion.

Task: Writing an essay				
Criteria / Grade	Excellent	Good	Pass	Fail
Content	Idea is clearly stated in opening paragraph; appropriate, concrete details support the central idea and show originality and focus.	Central idea is vague; somewhat sketchy and non-supportive to the topic; lack of focus.	Unable to find specific supporting details; more than 4 errors in information.	No central idea or supporting details.
Organization	Logically organized and well-structured displaying a beginning, a body and a conclusion. Critical thinking skills are evident.	Somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay is lost; lacks of organization and continuity,	Ideas were unorganized and vague; no particular flow was followed.
Research	Cited research information; introduced personal ideals to enhance essay cohesiveness	Some research topic was done but was inconclusive to support topic; cited information was vague.	Did little or no gathering of information on the topic; did not cite information.	No research of the topic was done.
Mechanics	No errors in word selection and use, sentence structure, spelling and punctuation.	Relatively free of errors in word selection and use, sentence structure, spelling and punctuation. (1-2 errors)	Has several errors in word selection and use, sentence structure, spelling and punctuation. (3-4 errors)	Has serious and persistent errors in word selection and use, sentence structure, spelling and punctuation.

Figure 3: Example on the compositions of an analytic rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➤ **Benefits & Drawbacks**

- Benefits
 - i. Provide detailed feedback across multiple criteria
 - ii. Scoring of the criteria can be weighted to reflect relative importance
 - iii. Able to focus on students' strengths and weaknesses in performing the task
 - iv. Achieve higher consistency in grading across students and assessors
- Drawbacks
 - i. More time consuming to develop and adopt
 - ii. Unless each level of performance is well-defined, assessors may not arrive at the same score.

➤ **When to use**

- For formative type of assessment which aims to provide detailed feedback for students' improvements
- For assessments which test complicated or a number of attributes
- For assessment tasks asking for open ended or qualitative responses, such as essays, research reports, oral presentations, capstone reports, etc.

5.3 Item structure marking rubric

An item structure rubric presents a description for each level of performance in questions or problems structured into different parts of increasing complexity.

Similar to holistic rubric, the levels of performance are usually listed in the first column and their respective descriptions in the second column. Each part of a structured question will be mapped to different levels of performance and maximum marks will be allocated to each part of the question. The final mark would be the total of the marks obtained for each part of the question.

Task: Solving a Mathematical Problem			
Grade	Descriptor	Problem Part	Marks Allocated
A (Excellent)	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8
B (Good)	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6
C (Satisfactory)	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)	
D (Pass)	Able to solve a simple problem involving one aspect of a problem only	1(a)	6
F (Fail)	Unable to solve simple problems	-	-

Figure 4: Example of the composition of an item structure rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➤ Benefits & Drawbacks

- Benefits
 - i. Able to assess the quality of quantitative responses by factoring in the levels of difficulty structured in the problem to solve
 - ii. Achieve higher consistency in grading across students and assessors
- Drawbacks
 - i. More time consuming to develop a reliable and valid set of structured problems
 - ii. Score-grade conversion involved can be complicated
 - iii. Reliability might be affected with some outliers being able to answer sophisticated questions but not the simple questions and vice versa.

➤ When to use

- Appropriate for mathematically based assessment tasks or other tasks that collect quantitative responses (such as multiple choice questions)

➤ **When to use**

- Appropriate to assessment items composed of parts of increasing complexity such as more quantitative items, with each part aligned with the marking rubric descriptor – quantitative responses

6.0 Guidelines for developing rubrics

The process of developing rubrics might be exhaustive for the first time. The following section provides step-to-step guidelines for developing a rubric.

Step 1 - Identify the purpose and aims of assessing students

Determine if the assessment is for certification, prerequisite of another subject or an assessment contributing to the students' graduation award classification.

Step 2 - Identify what to assess

- Review subject description form to identify the subject intended learning outcomes for assessment.
- Align the assessment tasks with the intended learning outcomes and learning activities.

Step 3 - Select an appropriate type of rubric

- Determine whether a holistic, analytic or item structure rubric is more appropriate. The choice will depend on the assessment type adopted (formative, summative or mathematically based).

Step 4 - Identify the performance criteria for assessing student work

- List down criteria to be assessed in the task. For example, criteria such as introduction, content, presentation, organization and time-management maybe set for a presentation rubric. A sample of common criteria for different assessments has been attached as Appendix 1 for reference.

Step 5 - Identify the levels of performance

- Appropriate levels of performance have to be identified and adopted to allow assessors to grade and students to identify their level of performance.
- Rubrics developed should adopt the similar grading levels as presented in the Institutions Subject Level Grading Descriptors (ISLGD) (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

Step 6 - Describe each level of performance (grading descriptors)

- Write the grading descriptors for each level of performance with the variance between each level being as equal as possible. To begin with, the descriptors of the highest and lowest levels shall be drafted first. Subsequently, fill in the descriptors for the levels in between.
- Each descriptor and each level of performance shall be mutually exclusive.
- The descriptors would best be focusing on the quality and quantity expected from the student rather than on the absence of them.
- Retain the aspects in the descriptors similar for all levels of performance. For instance, if your descriptors for the intermediate level of performance focus on aspects such as quantity, clarity and details, it would be best to also include them in the descriptors of other levels of performance.
- Adopting objective descriptors, instead of subjective ones, to make it easier for readers to understand. For instance, describing “The analysis contains no errors” is more explicit than “The analysis is good”. The description “no errors” is quantifiable while “good” relies more on the assessor’s judgement.

Step 7 - Pilot the rubrics

- Conducting a trial test or “calibration” process on several samples of work with several assessors using the developed rubric to ensure the inter-rater reliability of the rubrics and consistency of grading. Fine-tuning of the rubric may be required if the grades resulting from the trial deviates extensively. The outcome of the calibration process ensures that all assessors interpret the rubric in the same way and increases the reliability and consistency of the rubric. Eventually, grade inflation or deflation in an assessment may be circumvented extensively.
- Assessors should collect samples of students’ work for each level of performance which shall serve as benchmarks for students and assessors, and as an evidence for any quality assurance audit.

Step 8 - Periodical review / revisions to rubrics as necessary

- As stated in the University’s rubrics policy, to ensure that the rubrics reflect a suitable level of academic standards, samples marked with the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.

Optional - Developing rubrics with students

- Developing rubrics with students would help students to better understand the content and purpose of rubrics. Communicating the criteria and standards well ahead may assist students in preparing for assessments and greatly reduce future disputes on grades.

7.0 Suggestions for Implementation of Rubrics

Programs and/or Departments may wish to develop generic rubrics for common assessment items which can be adapted for use in particular circumstances. If the generic items are aligned with the Institutional Level Subject Grading Descriptors, then consistency of standards across assessment items and subjects within the program can be enhanced. Students will experience a more coherent set of standards. Staff will experience a more efficient process of developing their marking rubrics.

8.0 Rubric examples

A collation of rubric examples collected from a variety of publicly available sources is provided at Appendix 2 to illustrate how different criteria and their respective levels of performance can be described for some common assessment tasks. While these examples are not meant to be perfect, they are generic in nature and may constitute a good reference for similar assessment tasks within a discipline or across. Yet, assessors shall ensure the rubric is sufficient in presenting the criteria and standards for assessing the mastery of the subject matter.

It is reminded that all rubrics shall be aligned with the Institutions Subject Level Grading Descriptors (ISLGD) as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1. The alignment with the ISLGD shall be focused on the standards of different levels of performance while the aspects within the descriptors maybe unique to particular subject matter or field of study requirement. The purpose of such alignment is to achieve quality assurance by ensuring consistency of standards across assessment items and subjects within and across programme.

9.0 Additional Sources and References

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Sample Criteria for Developing Rubrics

Included below are sample criteria for you to consider as you develop a grading rubric. As you develop your rubric, consider the essential knowledge and skills required for the assignment/assessment for which you are developing the rubric and develop and define the criteria accordingly. Then consider how you will weight these criteria relative to each other.

Papers

- clarity, organization, grammar
- context of & purpose for writing, content development, genre & disciplinary conventions, sources & evidence, control of syntax & mechanics
- communication, critical thinking, content
- thesis, structure, use of evidence, analysis, logic and argumentation, mechanics

Presentations (individual)

- content, organization, graphics, English, elocution, eye contact
- introduction, organization, context, evidence, analysis, presentation
- organization, language, delivery, supporting material, central message
- organization, subject knowledge, graphics, mechanics, eye contact, elocution

Presentation (group)

- individual presentation skills, group presentation skills, group organization, individual organization, individual content

Debate

- respect for other team, information, rebuttal, use of facts/statistics, organization, understanding of topic, presentation style

Class Discussion

- preparation, content, discussion/debate methods, discussion questions, communication skills

Problem Solving

- define problem, identify strategies, propose solutions/hypotheses, evaluate potential solutions, implement solution, evaluate outcomes
- statement of problem, correctness of proof
- understanding; strategies, reasoning, procedures; communication
- analysis, interpretation, application

Lab Reports

- organization, content, analysis, interpretation
- abstract/summary; introduction; experimental procedure; results (data, figures, graphs, tables, etc.); discussion; conclusions; spelling, grammar & sentence structure; appearance & formatting
- introduction, research, purpose/problem, procedure, data & results, conclusion, grammar & spelling, attractiveness, timeliness

Rubrics Examples

There is a range of structures for marking rubrics. The following assessment rubrics are real examples. They are not perfect but real examples of assessment rubrics for your reference only.

Example 1: Report Writing

Example 2: Essay Writing

Example 3: Problem Questions / Multiple Choice Questions

Example 4: Oral Presentation

Example 5: Poster Presentation

Example 6: Practical Test

Example 7: Class Participation

Example 8: Capstone Project / Dissertation

More rubric examples are publicly available for reference at the university websites listed below.

We would like to express our sincere gratitude and appreciation to these institutions for kindly sharing their resources on the web.

<u>University</u>	<u>Link</u>
1. The Hong Kong Polytechnic University	https://www.polyu.edu.hk/wgsqa/assessment-rubrics/rubrics-examples
2. University of Hawaii	http://www.manoa.hawaii.edu/assessment/resources/rubricbank.htm
3. Hong Kong Baptist University	http://chtl.hkbu.edu.hk/main/resources/rubrics/
4. Charles Sturt University	http://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/example-rubrics
5. University of West Florida	https://uwf.edu/offices/cutla/supporting-pages/examples-of-rubrics/
6. University of Southern Maine	https://usm.maine.edu/assessment/rubric-examples

Example 1**Assessment Task : Physics Research Report**

Performance / Grade	Criteria
Excellent (A+ to A-)	Demonstrate thorough mastery at an advanced level of extensive knowledge and skills required for attaining all the course learning outcomes. Show strong analytical and critical abilities and logical thinking, with evidence of original thought, and ability to apply knowledge to a wide range of complex, familiar and unfamiliar situations. Apply highly effective organizational and presentational skills. Apply highly effective lab skills and techniques. Critical use of data and results to draw appropriate and insightful conclusions.
Good (B+ to B-)	Demonstrate substantial command of a broad range of knowledge and skills required for attaining at least most of the course learning outcomes. Show evidence of analytical and critical abilities and logical thinking, and ability to apply knowledge to familiar and some unfamiliar situations. Apply effective organizational and presentational skills. Apply effective lab skills and techniques. Correct use of data of results to draw appropriate conclusions.
Satisfactory (C+ to D)	Demonstrate general but incomplete to partial but limited command of knowledge and skills required for attaining most to some of the course learning outcomes. Show evidence of some analytical and critical abilities and logical thinking to some coherent and logical thinking. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions, but with limited analytical and critical abilities. Show ability to apply knowledge to most familiar situation to limited ability to apply knowledge to solve problems. Apply moderately effective to limited or barely effective organizational and presentational skills. Apply moderately effective to partially effective lab skills and techniques. Mostly correct but some erroneous use of data and results to limited ability to use data and results to draw appropriate conclusions.
Unsatisfactory (F)	Demonstrate little or no evidence of command of knowledge and skills required for attaining the course learning outcomes. Lack of analytical and critical abilities, logical and coherent thinking. Show very little or no ability to apply knowledge to solve problems. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions.

Example 2**Assessment Task : Humanities Essay**

Performance / Grade	Criteria
(A)	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
(B)	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills.
(C)	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
(D)	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
(F)	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level.

Example 3**Assessment Task : Problem Question / Multiple Choice Questions (MCQs)**

Sample Question:

1. (a) Find the equation of the tangent plane to the surface $xy + yz + zx = 5$ at the point $(1,2,1)$.

[6 marks]

Question Difficulty***Grade / level D***

- (b) Consider the function $f(x,y,z) = 4x - y^2e^{3xz}$

- (i) In which direction does f have its maximum rate of change at the point $(3,-1,0)$? What is the maximum rate of change in this direction?

Grade / level D

- (ii) Find the direction derivative of f at the point $(3,-1,0)$ in the direction $\vec{v} = (-1,4,2)$.

Grade / level C

[6 marks]

- (c) (i) The equation $x^3 + 2x^2yz + \sin z - 1 = 0$ defines z implicitly as a function of x and y , i.e.,

$$z = z(x,y). \text{ Find } \frac{\delta z}{\delta x} \text{ and } \frac{\delta z}{\delta y}.$$

Grade / level C or B

- (ii) Consider now the function $z = z(x,y)$ in part (i) above, and assume in addition that the variables x and y are functions of two other variables u and v :

Grade / level A

$$x = \frac{u^2 - v^2}{2}, \quad y = uv$$

$$\text{Find } \frac{\delta z}{\delta u}.$$

[8 marks]

*The same concept is adopted for MCQs where questions of different levels of difficulties (Level A to D) are set.

Marking Rubric

Grade	Descriptor	Problem Part	Marks allocated	Marks obtained
A	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring the various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8	
B	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6	
C	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)		
D	Able to solve a simple problem involving one aspect of a problem only	1(a)	6	
F	Unable to solve simple problems			
		Total	20	

Grade equivalents

Total marks assigned	Grade Equivalent
0-9	F (Fail)
10-12	D (Pass)
13-15	C (Satisfactory)
16-18	B (Good)
19-20	A (Excellent)

Example 4**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Chinese Culture, PolyU.

Assessment Task : Oral Presentation

Grade	A	B	C	D	F
Content	The presentation communicates an argument that is clear and discernable. It provides accurate and complete explanation of key concepts and theories. All information included is consistently accurate.	The presentation contains an argument, but listeners must make a few mental leaps to put it together. Most explanation of key concepts and theories is accurate. Most information included is accurate.	The presentation attempts but fails to make an argument. Some explanation of key concepts and theories is inaccurate. Some information included is inconsistent or inaccurate.	The presentation shows very limited attempt to make an argument. The main point is unclear. Many of its explanation of the key concepts and theories is inaccurate. Many of the information included is inaccurate or inconsistent.	The presentation shows no attempt to make an argument. There is no main point but only inconsistent claims. It does not provide any explanation of the key concepts or theories. Most information included is inaccurate or inconsistent.
Organization	The presentation is well-structured by succinct introduction and conclusion. The transition between PowerPoint slides is exceptionally logical.	The presentation is structured by introduction and conclusion. The transition between PowerPoint slides is logical.	The presentation has a structure, but the introduction or conclusion is either too long or too short. The transition between PowerPoint slides is sometimes unlogical or strange	The structure of the presentation is apparently chaotic and confusing. The transition between PowerPoint slides is mostly unlogical and strange.	It is obvious that the presentation fails to build any kind of structure. The transition between PowerPoint is unlogical.
Delivery	The presentation is well-planned for the intellectual level and interest of intended audience, well-paced for	The presentation is well-planned for the intellectual level and interest of the intended audience,	The presentation attempts to engage the intended audience, but its content is too	The presentation shows very limited attempt to engage the audience. The content is obviously	The presentation does not show any attempt to engage the audience. The speaker reads the

Grade	A	B	C	D	F
	audience understanding. It is not a reading of a paper. The speaker is comfortable in front of the audience and can be clearly heard by all. Time management and teamwork is excellent.	but the pace is slightly too fast or too slow. The speaker occasionally read the notes. He/she sometimes seems slightly uncomfortable, and the audience occasionally has trouble hearing the speaker. Time management and teamwork is appropriate.	elementary or complicated. The pace is sometimes too fast or too slow. The speaker sometimes reads the notes and seems uncomfortable. The audience sometimes has trouble hearing the speaker. Time management and teamwork needs to be improved.	too elementary or complicated for the audience. The pace is either too fast or too slow. The speaker mostly reads the notes and seems very uncomfortable. The audience should be very attentive to hear the speaker. Time management and teamwork is bad.	notes all the time and has no eye contact with the audience. Audience could not follow the speaker. No time management or teamwork.
Responsiveness to the audience	The speaker consistently clarifies his/her main point, and responds to questions actively. His/her body language reflects comfort interacting with the audience.	The speaker clarifies his/her main point and responds to questions actively. But sometimes his response is slightly inconsistent. His/her body language reflects quite comfort interacting with the audience.	The speaker is generally responsive to audience questions, but misses some opportunities for interaction. His/her body language reflects some discomfort interacting with audience.	The speaker responds to audience questions sometimes inadequate. Body language sometimes reveals a reluctance to interact with audience.	The speaker does not respond to audience questions, or responds totally inadequately. Body language reveals a reluctance to interact with the audience.
Use of Communication Aid	Communication aid greatly enhances the presentation. The font on the visuals is readable. Information is well curtailed to maximize audience comprehension. Appropriate pictures or videos are excellently	Communication aid enhances the presentation. The font on the visuals is mostly readable. Information is curtailed but occasionally with unnecessary details.	Communication aid generally contributes to the quality of the presentation. But the font on the visuals is sometimes unreadable. Information is sometimes not	Communication aid is not well- prepared. Mostly font size is too small to read. Information is not properly curtailed which obviously confuses the audience. Pictures or	Communication aid is poorly prepared and does not enhance the presentation at all. The font size is too small to read. Too much or too less information is

Grade	A	B	C	D	F
	used to illustrate the speaker's main point.	Pictures or videos are used to illustrate the speaker's main point, but occasionally the relevance of is unclear.	properly curtailed which may confuse the audience. Pictures or videos are used to illustrate the speaker's main point, but sometimes the relevance is unclear.	videos are used but not relevant with the topic.	provided, which is not relevant with the topic at all. No pictures or videos are used, or if used they are not relevant with the topic.
Language	Sentences are complete and grammatical, flowing together easily. Words are well chosen and precisely express the intended meaning. The language enhances audience comprehension and enthusiasm for the topic.	Sentences are mostly complete and grammatical, flowing together quite easily. Words are mostly well chosen and precisely express the intended meaning. The language is free from jargon, and non-racist or sexist.	Sentences are sometimes incomplete or with grammatical errors, which distracts listener's understanding of the presentation. Vocabulary is limited or inappropriate sometimes. The language is mostly free from jargon, and non-racist or sexist.	Sentences are mostly incomplete or with many grammatical errors, making it very difficult for listeners to follow the speaker. Vocabulary is very limited or mostly inappropriate. There are many jargons and sometimes racist or sexist.	The presentation contains no complete or grammatically correct sentences, only fragmented phrases or words. Vocabulary is extremely limited or always inappropriate. The language is full of jargon, racist and sexist.

Example 5**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

Assessment Task : Poster Presentation

Criteria	Excellent	Good	Satisfactory	Pass	Fail
Visual Presentation / style	Overall visually appealing, well organized; colors, font size and pattern enhance readability from a distance (2 – 3 meters) Visuals and graphics are engaging and enhance the text content Content is clearly organized and arranged so that the viewer can understand the poster without narration	Overall visually appealing; well organized; colors, font size and patterns support readability, but might not allow for easy reading from a distance Visuals and graphics enhance the text content but could be more engaging Content is arranged so that the viewer can understand the poster without narration	Visual presentation adequate; colors, font size and patterns detract from readability; readability of the poster is somewhat inconsistent or distracting Visuals and graphics support the text content Content arrangement is somewhat confusing and does not assist the viewer to understand the poster without narration	Not very visually appealing; cluttered; colors, font size and patterns hinder readability or distracting Visuals and graphics do not enhance the text content Content arrangement is somewhat confusing and does not adequately assist the viewer to understand the poster without narration	Unappealing visual representation; messy organization; colors, font size and patterns hinder readability or is completely inadequate Visuals and graphics do disturb reader and hinder understanding of the text content Content arrangement is confusing and hinders the viewer to understand the poster without narration
Critical Appraisal	Thoroughly but concisely present and critically assess the main points of introduction, hypothesis, methods, results and conclusion	Adequately present and critically assess the main points of introduction, hypothesis, methods, results and conclusion in a fairly well-organized manner	Present the main points of introduction, hypothesis, methods, results and conclusion but not assessed critically, with sufficient detail or	Does not sufficiently present the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized	Does not present or critically assess the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	<p>in a well-organized manner</p> <p>Significance/contributions of study are clearly articulated</p>	<p>Significance/contributions of study are articulated</p>	<p>presentation is not as well-organized</p> <p>Significance/contributions of study are partially articulated</p>	<p>Significance/contributions of study are not sufficiently articulated</p>	<p>Significance/contributions of study are not articulated at all</p>
Oral presentation skills	<p>Presenter's response to questions demonstrate excellent knowledge of subject matter</p> <p>Responses to questions are engaging, thorough, and add greatly to the poster presentation</p>	<p>Presenter's response to questions demonstrate good knowledge of subject matter</p> <p>Responses to questions are adequate, and add to the poster presentation</p>	<p>Presenter's response to questions demonstrate some knowledge of subject matter</p> <p>Responses to questions are satisfactory, but does not complement the poster presentation</p>	<p>Presenter's response to questions demonstrate limited knowledge of subject matter</p> <p>Responses to questions are somewhat lacking</p>	<p>Presenter's response to questions demonstrate lack of knowledge</p> <p>Responses to questions are lacking</p>

Example 6**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

Assessment Task : Practical Test

Example 7

Criteria	Excellent	Good	Satisfactory	Pass	Fail
Patient Handling (25%)	<p>Student sets up surrounding environment safely and efficiently prior to performance of task.</p> <p>Student always practices in safe manner that minimizes risk to patient.</p> <p>Student always utilizes proper therapist body mechanics during session.</p>	<p>Student sets up surrounding environment safely prior to performance of task. Some minor errors in efficiency/organization with self-correction of errors before task begins.</p> <p>Student practices in safe manner that minimizes risk to patient most of the time</p> <p>Student utilizes proper therapist body mechanics very frequently during session</p>	<p>Set-up of environment has 2-3 minor errors in safety or 1 major error. Recognizes and corrects errors during or directly after task</p> <p>Student practices in safe manner that minimizes risk to the patient some of the time.</p> <p>Student sometimes utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Recognizes and corrects less than 50% of errors during or directly after task.</p> <p>Student rarely practices in safe manner that minimizes risk to the patient</p> <p>Student rarely utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Does not recognize or self-correct during task.</p> <p>Student does not practice in safe manner and demonstrates significant risk to patient.</p> <p>Student never utilizes proper therapist body mechanics during session</p>
Professional Behavior (25%)	<p>Always demonstrates professional demeanor when interacting with patient.</p>	<p>Demonstrates professional demeanor when interacting with patient most of the time.</p>	<p>Demonstrates professional demeanor when interacting with patient some of the time. Makes minor</p>	<p>Rarely demonstrates professional demeanor when interacting with patient. Makes frequent errors and does not self-</p>	<p>Unacceptable professional demeanor. Makes frequent major errors and does not self-correct.</p>

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	<p>Always provides clear, precise, and timely directions and/or cues to patient.</p> <p>Always uses professional terminology appropriately</p>	<p>Provides clear, precise, and timely directions to patient most of the time.</p> <p>Uses professional terminology appropriately most of the time</p>	<p>errors that are self-corrected.</p> <p>Directions provided are overall understandable but lack detail.</p> <p>Uses professional terminology appropriately some of the time</p>	<p>correct in timely manner.</p> <p>Directions provided are mostly vague or difficult to understand.</p> <p>Rarely uses accurate professional terminology or has frequent errors in usage</p>	<p>Directions provided are unclear and difficult to understand.</p> <p>Does not utilize accurate professional terminology</p>
Assessment / Treatment Intervention (25%)	<p>Always chooses most appropriate assessment(s) or treatment(s) for condition</p> <p>Performs all interventions in technically competent manner</p> <p>Always adjusts/adapts task based on patient's response as necessary</p>	<p>Assessment(s)/treatment(s) chosen are mostly appropriate for specific condition(s) of case</p> <p>Performs interventions in technically competent manner most of the time.</p> <p>Adjusts/adapts the task based on patient response most of the time.</p>	<p>Assessment(s)/treatment(s) chosen are somewhat appropriate to condition.</p> <p>Performs some interventions in technically competent manner. Frequent errors that are mostly self-corrected.</p> <p>Adjusts/adapts the task based on patient response some of the time</p>	<p>Assessment(s)/treatment(s) chosen are rarely appropriate to case</p> <p>Very few interventions are performed in technically competent manner</p> <p>Rarely adjusts/adapts the task based on patient response</p>	<p>Assessment(s)/treatment(s) are inappropriate for condition.</p> <p>None of the interventions are performed in technically competent manner.</p> <p>Does not adjust or adapt the task based on patient response.</p>
Assessment /Treatment Rationale (25%)	<p>Synthesizes all important information from case to choose most appropriate treatment or intervention</p>	<p>Synthesizes most important information from case to choose appropriate treatment or intervention</p>	<p>Synthesizes some important information from case. Misses some key details.</p> <p>Presents fair rationale for clinical decisions.</p>	<p>Poor synthesis of important information from case. Misses several key details.</p> <p>Presents poor rationale for clinical decisions</p>	<p>No attempt to synthesize information from case.</p> <p>No logical justification presented to justify clinical decisions</p>

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	Presents excellent logical rationale for clinical decisions	Presents good logical rationale for clinical decisions			

Example 7**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the School of Nursing, PolyU.

Assessment Task : Class Participation

Grade	Criteria
A	Demonstrate evidence of original thought, strong analytical and critical abilities as well as thorough grasp of the topic from background reading, own experiences and analysis; should demonstrate excellent organizational, theoretical and facilitation skills
B	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and facilitation skills.
C	Demonstrate evidence of a reasonable grasp of their topic but most of their information is derivative with rather little evidence of critical thinking should demonstrate fair organization rhetorical and facilitation skills.
D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, answer are largely irrelevant. The work is likely to show major misunderstanding and confusion.

Example 8**Acknowledgement:**

This sample rubric has been adopted and modified from the publicly available information provided by Charles Sturt University.

Assessment Task : Capstone Project for Bachelor of Integrated Studies

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Interdisciplinary Work <i>Target: The student makes multiple connections and conclusions across three disciplines during the Capstone Experience</i>	The student demonstrates deep understanding of an issue from multiple disciplinary perspectives. During the defense, the student provides rich synthesis, analysis, and/or creativity from all three areas of study.	The student connects examples, facts, or conclusions from all three areas of study. During the defense, the student provides good synthesis, analysis, and/or creativity from all three areas of study.	The student minimally relates examples, facts, or conclusions from all three areas of study. During the defense, the student provides minimum quality of synthesis, analysis, and/or creativity.	The student minimally relates examples, facts, or theories from at least one area of study. During the defense, the student lacks depth of understanding and/or creativity for an issue from multiple perspectives.	The student does NOT relate examples, facts, or theories at a basic level. During the defense, the student fails to meet minimum BIS Department standards for synthesis and creativity.
The Capstone Project Experience/Report <i>Target: The student identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement through a well-crafted written report</i>	The student demonstrates superior understanding of an issue, topic, or creative process and creates a powerful Capstone Project Report using research, creative process, and/or community service.	The student demonstrates high quality understanding of an issue, topic, or creative process and creates a good Capstone Project Report using research, creative process, and/or community service.	The student demonstrates minimum quality of understanding of an issue, topic, or creative process and creates a fair Capstone Project Report using research, creative process, and/or community service.	The student demonstrates minimum quality of understanding for an issue, topic, or creative process and creates a Capstone Project Report that represents a minimum quality of work, creative process, and/or understanding.	The student does NOT demonstrate minimum quality or understanding for an issue, topic, or creative process. The Capstone Project Report fails to meet BIS Departmental standards and expectations.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Knowledge, Skills, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research, theory, and/or skills from three disciplines in the capstone project</i>	The student demonstrates superior use and integration of theory, research, and best practices in three academic disciplines. The Capstone project report shows sophisticated use and integration of knowledge bases.	The student demonstrates high quality in use and integration of theory, research, and best practices from three academic disciplines. The Capstone Project Report shows strong knowledge and integration of knowledge bases.	The student demonstrates acceptable use and integration of theory, research, and best practices from at least two disciplines. The Capstone Project Report shows good knowledge and use of theory bases, but is limited in rigor and/or integrating three academic disciplines.	The student demonstrates minimum use and integration of theory, research, and best practices from one or two academic disciplines. The Capstone Project Report meets a minimum standard for knowledge and use of theory base. Lack of rigor is very apparent.	The student does NOT demonstrate minimum use or integration of theory, research, and best practice. The Capstone Project Report fails to meet minimum standards for knowledge and use of theory bases.
Methods or Creativity <i>Target: The student creates and implements robust methods for studying/creating a powerful capstone project</i>	The Student demonstrates superior methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a robust Capstone Experience.	The Student demonstrates strong methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a good Capstone Experience.	The Student demonstrates acceptable methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects an acceptable Capstone Experience.	The Student demonstrates minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a barely acceptable Capstone Experience. The experiences and or Capstone Project Report has obvious weaknesses.	The student does NOT demonstrate minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report fails to describe or reflect minimum standards for the Capstone experience.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Analysis/Results Conclusions, and/or Product <i>Target: The student effectively analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity</i>	The Capstone Project Report and/or product demonstrates sophisticated levels of understanding and application of the experience. The Capstone Project Report reflects superior learning and/or creativity.	The Capstone Project Report and/or product demonstrates strong levels of understanding and application of the experience. The Capstone Project Report reflects solid learning and/or creativity.	The Capstone Project Report and/or product demonstrates moderate levels of understanding and application of the experience. The Capstone Project Report reflects moderate learning and/or creativity.	The Capstone Project Report and/or product demonstrates a minimum level of understanding and application of the experience. The Capstone Project Report reflects basic understanding but lacks academic rigor.	The Capstone Project Report does NOT demonstrate a minimum level of understanding and application of the experience. The Capstone Project Report fails to meet minimum standards for academic rigor.
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>	The student skillfully uses written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing flows coherently and fluently throughout the project and demonstrates a superior command of written communication.	The student uses written language effectively to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing makes sense, flows smoothly and demonstrates quality written expression.	The student uses written language effectively ; however, committee members make frequently content and/or mechanical suggestions. Stylistically, the writing reads well and is free of obvious errors in grammar, syntax, and mechanics writing.	The student marginally uses written language in the project. Stylistically, there are many errors in cohesion, grammar, syntax, and mechanics. The committee expresses concern about the student's written language.	The student does NOT use written language for basic communication and expression. The Capstone Project is poorly written and unacceptable .
High Impact Practices <i>Target: The Capstone Project provides evidence of a high impact practice as</i>	The student demonstrates LEAP High Impact Practices at Superior levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at Strong levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at Moderate levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at Weak levels during the Capstone Experience.	The student does not demonstrate LEAP High Impact Practices during the Capstone Experience.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
<i>defined by LEAP. These include: (a) collaborative learning projects, (b) undergraduate research, (c) public performances, (d) diversity/global learning, (e) community engaged learning, (f) internships, or (g) intensive writing.</i>					

Excerpt from Handbook on Academic Regulations for Taught Programmes, C1, Section 8

8 Grading

8.1 Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows from 2020/21 onwards. For the short description of subject grades and elaboration on subject grading descriptions for 2019/20 and before, please refer to the previous editions of this handbook:

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

Notes:

- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+(exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
-(marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

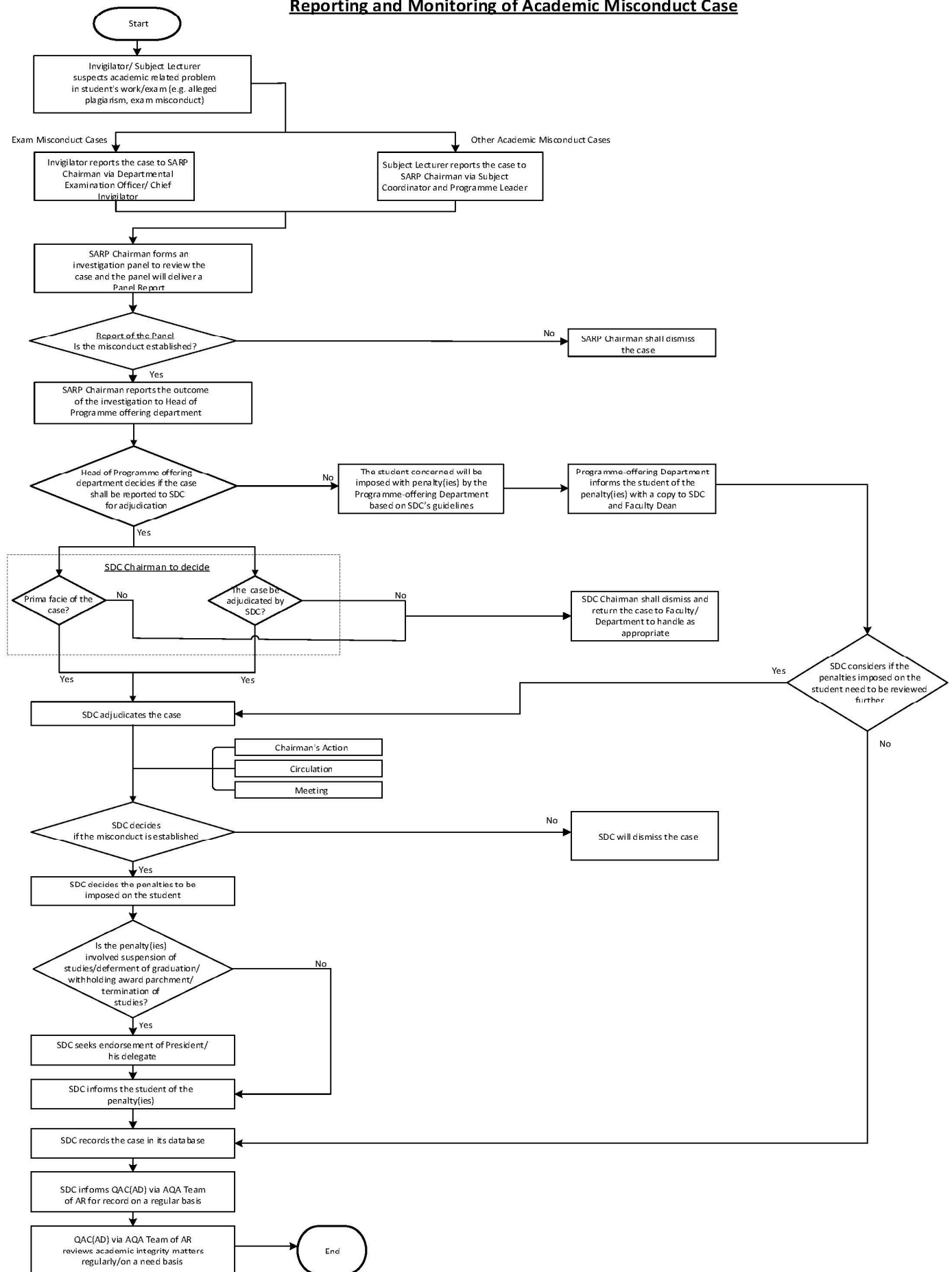
Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+.

8.2 A numeral grade point is assigned to each subject grade.

8.2.1 The grade points assigned to subject grades attained by students from 2020/21 are as follows:

<i>Grade</i>	<i>Grade Point for grades attained from 2020/21</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

Reporting and Monitoring of Academic Misconduct Case



Orientations for programme/course leaders

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

EDC Educational Development Centre
教學發展中心

Orientation for Programme Leaders



1 September 2020 (Tue) 11:00-12:00

Venue: Online

Facilitators: Dr Julia Chen (EDC), Dr Man-Kwong Leung (AR)

This orientation gives an overview of the role of a programme leader and the process of programme quality management. It elucidates the context for and rationale behind programme design and introduces the key concepts and mechanisms in programme quality management. The orientation is designed primarily for programme leaders who are new to the role. Experienced programme leaders are also encouraged to attend to refresh and update their understanding and share their experience.

Registration: <https://forms.gle/sTnffhXFbjwdwaRY6>

Orientation for Course Leaders of Continuing Education Courses



24 November 2020 (Tue) 11:00 am - 12:00 nn

Venue: Online

Facilitators: Dr Julia Chen (EDC), Dr Man-Kwong Leung & Carol Huen (AR)

This orientation gives an overview of the process of course approval and quality management. It walks through the course design and approval process and explains the key concepts in course quality management. The orientation is designed primarily for course leaders and administrators who are new to the role. Experienced course leaders and administrators are also encouraged to attend to refresh and update their understanding and share their experience.

Registration: <https://edc.polyu.edu.hk/regform>

*To join the online workshop, please click on the link to register with your NetID.
You will receive an email which has the link to access the session.*