

# 香港中文大學

## 質素保證局第三輪質素核證 進度報告

二零二五年十二月

### 1. 引言

- 1.1 香港中文大學（中大）對質素保證局（質保局）進行第三輪質素核證表達謝意，並衷心感謝評審小組的肯定讚揚及具建設性的建議。藉著這次質素核證的寶貴機會，中大得以檢視所有課程的教與學活動和計劃質素——無論由本校單獨頒授的資歷，還是與另一院校共同頒授的資歷，包括受大學教育資助委員會（教資會）資助的課程，如副學位、學士及深造學位課程，以及由香港中文大學（深圳）（中大（深圳））開辦的課程，皆在審視之列。
- 1.2 就二零二三年十月質素核證的結果，大學制定了全面的行動計劃，以回應二零二四年六月發表的《香港中文大學質素核證報告》（《質素核證報告》），跟進當中的建議事項及良好實踐做法。該行動計劃已於二零二四年九月提交質保局。此外，大學亦於二零二五年二月向質保局提交了行動計劃的補充資料，根據質保局的意見，進一步闡述兩個指定範疇的擬議行動及時間表。教務會教與學委員會負責領導和協調各委員會／單位／工作小組，確保大學能有效落實及監督各項行動項目，並採取適當措施持續改進。
- 1.3 大學行動計劃的更新版本載於附件，綜述各項行動項目的最新進展。本報告則概述《質素核證報告》中所提出的主要建議及良好實踐做法的跟進情況，並闡述教與學領域的其他重要發展。

### 2. 透過教學同儕覆檢提升教學質素

- 2.1 質保局評審小組建議：「為更有系統地提升教學質素，中大可檢視同儕覆檢政策的範圍，以更適切地辨識和針對有需要的教學人員，讓他們可從中獲益。」（《質素核證報告》第 3.12 段）
- 2.2 教務會教與學委員會請各學院制定計劃，促進教學人員之間的進展性同儕覆檢，用以推動教學人員互相學習，持續提升本科及研究生課程的教與學質素。各學院遵照此大原則，並按其實際情況，就課程設計、課堂安排等，擬訂最切合其需要的計劃。
- 2.3 八個學院均已於教務會教與學委員會會議上分享其計劃／方案。各學院或參考轄下學系在同儕覆檢試驗計劃中的成功經驗來擬定計劃／方案，或諮詢學系意見，制定新的策略。學院會設計不同架構，切合學科的特定需要，例如：學院及學系提供雙層支援，前者舉辦教與學研討會及課程策略

工作坊，後者則推行同儕覆檢制度；採取三元方式，實行保障機制，識別需要協助的教師（如科目及教學評鑑結果未達預期的教師），並提供一對一支援；單位層面的師友計劃，將新入職或經驗尚淺的教員與資深教員配對，交流良好實踐做法；以及學院層面的卓越教學經驗分享，惠及所有教師。此外，亦有提供「結構性」學習活動，要求教師提交相關文件，並遵守時間表，確保學習成果一致，以及形式靈活、自願參與、無嚴格規範的「非結構性」學習活動。總括而言，所有學院均視同儕覆檢試驗計劃為增進教師之間互相學習的重要契機，冀藉以提升教學效能，並促進被覆檢教師的專業發展。

- 2.4 課堂觀察／參觀是各學院推行教學同儕覆檢的常見做法，根據目標群體以不同模式（強制、自願或按需要）進行。工商管理學院於二零二四至二五年度在所有本科科目試行觀課，涵蓋逾 160 名全職及兼職教師，過程包括課前討論、課堂觀察及課後反思。部分學院為新入職／新晉／資歷較淺／新獲晉升的教學人員安排課堂觀察／參觀，冀藉此令他們得以向學院內相同或其他學科的資深或獲獎教員汲取寶貴且具建設性的意見。文學院則為首份合約期內的助理教授、新聘講師及助理講師推出觀課試驗計劃，採取「雙向」觀課安排，即初級教師觀摩獲獎教師授課，再由獲獎教師參觀其課堂。於二零二四至二五年度，有 16 科由獲獎教師教授的科目可供觀課，共有 36 名初級教學人員參加計劃。該計劃未來數年亦擬逐步推廣至全體教學人員。除了「現場」觀課外，法律學院亦考慮到基於部分課堂或於中大沙田校園外進行，故會安排第二評審員觀察錄影課堂。而部分學院則規定所有教師（不論初級或資深）均須接受強制課堂參觀。
- 2.5 課堂參觀亦可於學院層面進行。以工程學院為例，該學院安排學院教與學委員會成員參觀學院課程／基礎科目的課堂，並向授課教師提供回饋和建議。課堂參觀報告將提交予學院教與學委員會存檔，適時作出跟進。
- 2.6 教與學分享會／工作坊一向被視為促進卓越教學的有效方式。各學院／學系均定期舉辦相關活動，邀請教學獎得主及資深同儕分享其教學及教學法中的良好實踐做法與前沿議題。初級和資深教學人員配對的師友制度或朋輩制度亦是眾多學院推行的另一良好實踐做法。
- 2.7 各學院亦鼓勵同事參與一些規範較少的活動，例如在非正式教學研討會分享教學設計、教學方法、學生參與和評核技巧；在小型跨學科學習小組進行課程大綱及評核的同儕覆檢；在定期課程會議／學期前舉行簡短會議交流教學心得或良好實踐做法，並討論迫切議題；在討論會分享指導科目導師的經驗，並在教學助理參與的課程會議上，分享關於科目內容和評核設計的知識。學院亦鼓勵學系建立中央資料庫／工具（例如教學資源、範本及建議書）並開放予所有教師使用，以促進持續的同儕學習。
- 2.8 各學系可靈活制定切合學科特色的指引／政策，例如要求每位授課教師為其所授科目準備一份科目反思文件，供學系學科小組審閱；亦可規定每位教學人員提交一段指定課堂的 Zoom 錄影，供學系學術人事委員會審核，以進行同儕教學評核。

- 2.9 系主任、學院和校方隨時為在教學中遇到挑戰的教師提供額外支援。學能提升研究中心支援教學人員和教學助理的專業發展。如有需要，各學系亦可將需要協助的教師轉介至學能提升研究中心尋求建議和支援。
- 2.10 各學院將獲邀於其計劃實施首年後，在教務會教與學委員會會議上分享經驗。大學將借鑑試驗計劃的經驗，制定進一步改善同儕覆檢的措施，此舉亦為大學《策略計劃 2026–2030》的行動項目之一。
- 2.11 為回應評審小組的意見，中大（深圳）制定了《教學同儕覆檢指引》，將現有兩種教學質素檢討方式——學院層面的進展性同儕覆檢及大學層面的教學質素審查——整合為一份正式文件。該指引已分別於二零二五年六月及七月獲中大（深圳）教與學委員會及學術委員會批准。
- 2.12 與中大以學院為基礎的同儕覆檢類似，中大（深圳）於學院層面推行的進展性同儕覆檢，旨在支援教員的專業成長，提升學生的學習，並推廣良好且創新的做法。各學院可為在首份聘任合約期內的助理教授或以下職級之教員，或有待改進的教員，設立導師—學員制度，由教學表現卓越的資深教員及教學獎得主（例如校長模範教學獎及師風師德優秀獎得主）擔任導師。導師將在一個學年內對學員進行至少兩次現場觀課，同時鼓勵學員觀摩導師的課堂，互相學習。覆檢過程包括導師與學員的課堂觀察前會議、現場觀課及課堂觀察後討論。覆檢報告表將由學院存檔，僅供學員、導師、學院院長及其授權人士查閱。
- 2.13 為確保各學科的教學質素一致，中大（深圳）每兩至三年進行一次教學質素審查。教員於每個審查週期開始前均會接獲通知。中大（深圳）將成立一個大學檢討小組，透過課堂審查對各學院的科目進行檢討，惟不會事先通知授課教師。
- 2.14 檢討小組由各學院院長提名的資深教師（每學院三至四名）組成，並可由副校長（學術）及協理副校長（教育）額外委任檢討員。一般而言，副校長（學術）及協理副校長（教育）將於每學期為各學院選定約十門科目進行檢討，並為每一科指派一名檢討小組成員。檢討員須填寫檢討報告表，相關意見僅供副校長（學術）、協理副校長（教育）及授課教師所屬學院院長查閱。任何改進建議將由學院院長轉達授課教師，同儕觀課結果亦可作為人事決策的參考。
- 2.15 根據學術委員會的建議，正在接受晉升或終身聘用評估的教員，均須通過上述至少一種同儕覆檢方式（即學院層面的同儕覆檢及／或教學質素審查），評核其教學表現。

### 3. 實施科目及教學評鑑

- 3.1 質保局評審小組評論：「評審小組留意到中大會收集和分析評鑑得分，但認為校方可參考學生經驗問卷調查的現行安排，考慮以全校的相關數據與個別評鑑結果進行基準參照。目前，評鑑結果只通過學院層面的師生

委員會與學生分享，評審小組建議中大考慮擴大範圍，與所有學生分享有關結果。」（《質素核證報告》第 3.3 段）

- 3.2 教務會教與學委員會轄下成立了檢討科目及教學評鑑專責小組，負責檢討評鑑問卷的設計、《科目及教學評鑑指引》，以及評鑑的整體實施情況。現行的評鑑問卷是經過嚴謹的檢討程序制定，以回應質保局於二零零八年首輪質素核證週期中提出的意見，並參考了各學院及學生的回饋，以及為評估問卷的可靠性和有效性而進行的驗證試行研究結果。多年來，大學引入多項優化措施，包括建立評鑑結果中央資料庫、採用兩種通用評鑑問卷（一種適用於個別教師，另一種適用於由多名教師共同授課的科目），以及實施網上評鑑。經檢討後，專責小組重申問卷設計能有效提升教與學，以及評估個別教師的表現。專責小組亦建議就問卷的措辭及表達形式作若干修訂，以提高清晰度、更有效地配合當前教與學的趨勢，讓學生更易於理解。此外，為提升回應率，教師須於課堂上預留時間讓學生完成評鑑問卷。經修訂的評鑑問卷及指引，已獲教務會教與學委員會批准，並於二零二五至二六年度實施（附錄一）。
- 3.3 經仔細檢討後，專責小組同意於學系系務會或學院院務會（視乎情況而定）轄下的師生諮詢委員會或同等委員會的會議上，向學生代表公開評鑑問卷的整體結果。此決定是基於需要更廣泛地與學生分享結果，以及需顧及結果的敏感性這兩項考量因素。學生代表有機會與學系管理層深入討論如何改善指定科目的教與學。此外，評鑑結果須待科目評級公佈後方可發放予教師。
- 3.4 大學認同應把科目及教學評鑑結果進行全校性基準參照。大學規劃處已設立評鑑資料分析庫，提供詳細統計數據，對各學院的評鑑結果進行基準參照。學院院長及院務主任可查閱所屬學院的統計數據，並參考大學層面的基準參照數據；而學系系主任及系務主任則可查閱所屬學系的統計數據，並參考學院層面及大學層面的基準參照數據。高層管理人員則可全面查閱所有資訊，以資參考及評估。
- 3.5 為提升教與學，評鑑問卷中旨在評估教師運用現有資源促進學生學習的程度與效果的兩條問題，即「老師善用圖書館資源增進我的學習」和「老師善用資訊科技資源增進我的學習」，將納入學生經驗問卷調查。學生經驗問卷調查的對象為二年級及最終年級的學生，旨在評估學生主要通用能力的發展及教與學環境。學生經驗問卷調查的回應分析可反映長期趨勢、追蹤縱向改變，並識別本科課程的「附加價值」，其不同層級的整體數據亦會提供予相關委員會／單位作跟進及持續改進之用。
- 3.6 為更全面反映教師的教學表現，專責小組建議將「整體而言，我對本科老師的教學表現感到滿意」一題，以及每位教師獲得最高評分的題目（若出現兩題或以上並列最高分的情況，則全數選取該些題目），納入教學人員發展評核，作為評核依據之一。院長委員會亦已批准為教學人員評核提供更多資訊的建議，大學現正落實相關安排。

## 4 有效搜集及使用數據

- 4.1 大學欣悉「評審小組找到不同實例，反映中大有系統地全面運用各種數據，為主要規劃工作、大學、學院及課程層面的周年檢討，以及新的優化措施提供依據。評審小組確認有證據顯示，校方有系統地全面採用以數據為本的方式作出決策和進行優化。」（《質素核證報告》第 6.10 段）
- 4.2 在數據搜集方面，大學數據策略計劃的實施進展令人滿意。大學數據目錄草案已編製完成，載錄數據擁有者認為重要且應定期搜集的所有數據項目。數據搜集平台為數據策略計劃中的關鍵組成部分（即透過自動化達致顯著提升），已於二零二五年三月試行。大學也持續優化互動資料分析庫，納入更多有用數據，如非本地本科生招生、科目及教學評鑑，以及書院通識教育等數據。
- 4.3 大學持續善用學生問卷所收集的數據提升教與學。例如一年級學生學習經歷調查顯示，教學語言為一年級學生帶來挑戰。在教學發展及語文培訓補助金的支持下，學能提升研究中心為此展開相關研究以調查情況，並制訂應對策略。而為應對調查結果顯示學生之間關係日趨淡化的問題，學能提升研究中心為教師編製了一套促進師生及學生之間建立良好關係的資源套件，可供發放使用。大學層面的學生問卷會因應大學最新發展不時檢討和更新，例如就對學生數學基礎知識的關注，於一年級學生學習經歷調查中新增問題，了解學生是否認為自己具備足夠的數學知識應付一年級的科目。
- 4.4 基於對質保局核證的自我反思，大學計劃設計並開發一套適用於副學位、專業及持續教育課程的信息系統，這與大學《策略計劃 2021–2025》（《中大 2025》）中「在副學位、專業及持續教育課程／科目有效運用科技」的策略一致。此舉亦適時回應了評審小組的意見：「有需要更有系統地搜集某些範疇的數據，包括有需要為副學位、專業及持續教育課程設置學生信息系統。」（《質素核證報告》第 6.5 段）
- 4.5 全新的副學位、專業及持續教育課程的信息系統由各部門聯合開發。為確保系統切合需要，在開發過程中諮詢了專業進修學院及課程提供單位的意見。原有的副學位課程管理系統（用以管理所有畢業生數據，包括證書資料）已於二零二五年六月被更先進、更安全的系統取代。現正籌建自助數據收集平台，冀透過自動數據驗證及整合等功能，提升數據收集效率。

## 5 向教學人員解說果效為本方針

- 5.1 大學欣悉「評審小組認為，中大有把畢業生應具備的特質全面融入課程設計、監察和檢討，與修課及研究課程的學習、教學及評估環環相扣，並對之產生正面作用，有助裝備學生應付社會需要。為此，評審小組確認此舉屬良好實踐做法」（《質素核證報告》第 2.4 段）。同時，評審小組評論道：「為了探討畢業生應具備的特質、果效為本和標準參照評核方針，以及採用評級指標之間的關係，評審小組曾與教學人員詳談，但發現他們不甚了解中大果效為本方針的實際運作情況，又或該模式的組成部分如何應

用於評核工作。有見及此，中大可考慮如何更清晰地向教學人員解說有關方針。」（《質素核證報告》第 4.3 段）

- 5.2 現行的課程發展及檢討綜合架構（綜合架構）確保教師和課程能就教與學進行反思。反思以實證為本，推動改進，並嘉許各單位所付出的努力。本科課程及研究院修課課程分設兩套綜合架構，詳述實施果效為本方針的細節，分別於二零二四年十一月及十二月經教務會教與學委員會再次審閱，並作出若干微調，以確保內容與時俱進。所有教學人員均可於《質素便覽》及大學教與學網站<sup>1</sup>查閱綜合架構，各學院副院長（教育）亦可於指導教與學活動時參考綜合架構，並向教師推廣該文件。
- 5.3 大學定期進行課程檢討，確保在課程層面全面推行果效為本方針。本科課程及研究院修課課程的校內檢討，已於二零二四至二五年度展開（進行至二零二八至二九年度），剛好能涵蓋質保局第三輪質素核證的自我反思成果及評審小組的建議，並作持續改進。新一輪課程檢討亦為大學提供契機，向教學人員重申果效為本方針。
- 5.4 第四輪本科課程檢討涵蓋所有本科課程，包括主修和副修課程，以及大學核心課程要求。除了以往課程檢討週期所採用的一般檢討重點（如課程設計的反思、學習成果的實施、如何評核及展示學生的學習成果和表現）之外，第四輪本科課程檢討新增多項檢討重點，以配合《中大 2025》的目標和策略，回應學生意見調查及教與學環境變化所反映的問題，以及就第三輪質保局質素核證進行跟進，例如：調適課程結構和教學法，以期在「新常態」中保持卓越、通識教育及其他範疇的可持續發展目標、學生的課業負荷、學生的溝通技巧、人際能力及小組合作、學生之間的關係、虛擬教學、監控因採用標準參照評核所致的評級膨脹、對高年級入學學生的支援，以及人工智能在教與學中的應用。
- 5.5 研究院修課課程檢討已適切地加入本科課程檢討的大多數檢討重點，並增加了若干與研究院修課課程相關的改進範疇，例如：加強課程與研究優勢的連繫，以充實研究院修課課程、發展和設計跨越知識界限的綜合或跨學科課程（如適用），以及引入微證書資歷作為入讀其他課程的認可學歷（如研究生課程）。
- 5.6 「評核」仍然是本科及研究院修課課程檢討的重要元素之一，檢討過程會審視評核政策及標準參照評核的實施情況（包括其如何與畢業生應具備的特質和評級指標掛鉤）。
- 5.7 為確保課程檢討的標準及要求能清晰傳達予持份者，學能提升研究中心已為課程舉辦培訓工作坊，並為檢討小組舉辦簡介會。教務會教與學委員會在教務處支援下，監督所有本科課程檢討，而研究院院務會和研究院則密切監察研究院修課課程檢討，包括檢討小組成員的提名、自行評估文件及檢討小組報告的提交狀況，並向各學院和課程提供內部指引和適切指導。

---

<sup>1</sup> <https://www.cuhk.edu.hk/english/teaching/internal-quality-assurance.html>

- 5.8 為推動策略重點，並培養畢業生具備應有特質，大學推行多項舉措，當中包括教學發展及語文培訓補助金的運用。不同學院、學系及單位的教員均可申請補助金，利用資助提升各重點範疇的教與學。於二零二二至二零二五的三年期內，教學發展及語文培訓補助金共資助了 234 個項目，項目由眾多教員帶領，其中約 52% 為新任項目負責人／聯合負責人，成功達致大學就持續提升教與學所設定的主要表現指標。
- 5.9 評審小組亦表示：「中大就不計學分的聯課活動訂立清晰目標和目的，作為學生整體學習體驗的重要一環，從而培育畢業生應具備的特質。不計學分的活動內若干良好做法已納入學分課程內容（例如服務學習）。評審小組認為，計算學分與不計學分的學習活動關係明確，有助促進全人教育，亦能配合上文（按：《質素核證報告》）第 2.4 段所指在培育畢業生應具備特質方面的良好實踐做法。評審小組建議中大加強內部溝通，向所有相關人員闡明兩者的關係。」（《質素核證報告》第 5.8 段）
- 5.10 《中大 2025》已制訂目標和策略，讓學生透過正式和非正式學習，掌握應對明日挑戰所需的知識、技能和價值觀。提供服務學習機會是其中一項策略。學分制服務學習課程已納入書院通識教育課程，並全面落實為二零二五至二六年度及以後入學的本科生的大學畢業要求。學分制服務學習課程的推出有賴九所書院共同努力，是對通識教育課程的一項重大改進，也是展現支援學生正式和非正式學習單位之間的協作能達致豐碩成果的典型例子。大學將於《策略計劃 2026–2030》中密切監察學分制服務學習課程的推行，並支援其質素提升。
- 5.11 採用果效為本方針的教與學和標準參照評核，是學能提升研究中心為教師提供的專業發展課程的核心元素。該等課程亦會介紹和探討大學畢業生應具備的特質，以及如何按這些特質設計本科課程。此外，學能提升研究中心亦提供關於這些主題的網上資源套件供教師參考，並舉辦有關課程設計、評核及教學法等不同範疇的課程層面或學院層面工作坊。教務會教與學委員會的成員包括各學院副院長（教育）和學生代表，該委員會將繼續加強和協調大學在教與學方面的政策，包括果效為本方針的實施，並確保這些政策有效傳達予大學成員。

## 6. 向學生代表提供指引和支援

- 6.1 質保局評審小組認為：「中大的學生代表共參與超過 30 個不同層面的委員會。然而，評審小組不完全清楚這些學生代表如何獲得培訓，使他們勝任所擔當的角色。有些學生向評審小組表示他們依靠前任學生代表的支援和指引，亦留意到學生不一定知悉其建議對大學的做法和政策有何影響。」（《質素核證報告》第 5.15 段）
- 6.2 學生事務處每年均舉行迎新和分享會，讓處長和同事與獲委任的學生代表會面，向他們提供有關服務委員會的資訊和指引。二零二五年三月舉辦的兩場迎新／分享會共有 33 名學生參加，會上由前任學生代表向新任學生代表分享經驗。此外，學生事務處網站亦已優化，提供有關各類大

學委員會<sup>2</sup>的最新資訊，包括學生代表的聯繫資料，讓所有學生均可聯絡相關代表，交流對大學發展及政策的意見及關注事項。學生代表於履行職務時如遇困難或挑戰，可向學生事務處尋求協助和意見。各委員會亦會向學生代表提供適切的指引和支援。以教務會學生紀律委員會為例，每年均會為新委任的學生代表舉辦簡介會，概述程序、會員角色和責任，以及對其操守和貢獻的期望。

## 7. 特殊教育需要學生的虛擬教學發展

- 7.1 評審小組留意到：「校方推行《共融虛擬教學環境指引》，確定須為有特殊教育需要的學生提供額外支援。鑑於虛擬教學的角色勢將日益重要，推行有關指引是一項重要且具前瞻性的措施，有助在日後的學習模式推廣共融。評審小組鼓勵中大分享該指引並公布推行情況的資訊。」（《質素核證報告》第 5.13 段）
- 7.2 特殊教育需要學生電子學習專責小組於二零二零年成立，由副校長（教育）擔任主席，成員包括學生事務處及其他相關部門代表，旨在了解有特殊教育需要學生的學習需求和所面對的困難，以期在學生事務處的支援以外，為他們提供所需協助。《共融虛擬教學環境指引》經專責小組審批，並獲教務會教與學委員會批准，已於二零二三至二四年度生效。該指引已載於《質素便覽》，並見於附錄二。
- 7.3 在特殊教育需要學生電子學習專責小組的指導下，各部門及單位同心協力，相關工作取得顯著進展，包括：(i) 成立支援高等教育聾及弱聽學生的實踐社群，以及隸屬香港高等教育卓越教學聯盟的「提升高等教育特殊教育需要學生學習體驗」實踐社群；(ii) 四科帶一個學分的「認識特殊教育需要」網上科目獲教務會通識教育委員會批准，將於二零二五至二六年度推出，涵蓋自閉症譜系障礙、專注力不足／過度活躍症、聽覺受損及言語治療溝通策略等主題，學生可修讀這些科目以符合通識教育修業要求；(iii) 各書院制定計劃，採取共融方式，為有特殊教育需要學生提供充足機會，協助其完成必修的服務學習計劃；以及 (iv) 學能提升研究中心進行兩項混合方法研究，分別探討本科生和研究生對「通用設計學習」的看法。
- 7.4 學能提升研究中心現正為教師和教學助理開發四個有關四類特殊教育需要的網上單元，旨在提升他們對支援有特殊教育需要學生的認知、理解及教學能力，該等網上單元預計於二零二六年二月備妥。

## 8. 校外專家委員會作為校外參考和基準參照

- 8.1 評審小組認為：「由國際學者組成校外專家委員會的制度全面而有效，有助學院制訂策略和作出規劃，並透過校外基準參照保證大學的質素和標準，從而提升整體學生體驗，屬良好實踐做法。」（《質素核證報告》第2.7段）

---

<sup>2</sup> <https://www.osa.cuhk.edu.hk/campus-life/university-committees-with-student-representatives>

- 8.2 所有學院預期於二零二六年完成校外專家委員會檢討。於二零二四至二五學年，八個學院中已有四個完成相關檢討。校外專家委員會的檢討結果，將與其他質素核證機制（如課程檢討）相互參照。例如，文學院採納了校外專家委員會二零二三年的建議，將文學院轄下的文化管理文學士課程納入文化及宗教研究系，以增強協同效益。該課程其後與文化研究文學士課程整合為新的公共人文學文學士課程，並已於二零二五至二六年度推出。

## 9. 學業指導計劃

- 9.1 評審小組認為：「中大和中大（深圳）訂定全面的學業指導計劃，涵蓋兩校全體學生，通過多層方式辨識並支援高風險學生，從而幫助他們改進，是良好實踐做法。」（《質素核證報告》第 5.5 段）
- 9.2 推行學業指導計劃專責小組於二零二三年成立，旨在跟進每年推行學業指導計劃分享會上所提出的主要事項及議題。該專責小組於二零二四年十二月批准了《學業指導計劃推行手冊》的更新版本，當中概述優化計劃的要點。主要提升內容如下：
- (i) 心理健康及輔導中心已推出心理輔導服務網上轉介系統。
  - (ii) 協作個案管理已經啟動，作為一個強化的個案管理系統，於學生面對影響其心理或生理健康的嚴重情況而需要幫助時，提供協調、及時和適切的支援。
  - (iii) 提供更多有關尊重私隱及同意披露個人資料的資訊。
  - (iv) 提升《學業指導計劃推行手冊》中有關研究生的章節。
  - (v) 提升《學業指導計劃推行手冊》附件內容，為學業導師及學生提供更詳盡的學業指導計劃資料。
  - (vi) 擴大學習輔導主任的角色和職責，將與一級／二級學業導師和心理健康及輔導中心的輔導員協作。
- 9.3 《學業指導計劃推行手冊》將適時作定期更新，必要時會諮詢各學院副院長（學生事務）及專責小組的意見。

## 10. 在教與學及學習評核中使用人工智能工具的指引

- 10.1 鑑於人工智能迅速發展，教務會教與學委員會轄下成立了檢討《在教與學及學習評核中使用人工智能工具的指引》專責小組，負責檢討於二零二三年三月首次發布的《在教與學及學習評核中使用人工智能工具的指引》及其實施情況。
- 10.2 在檢討過程中，專責小組考慮了大學成員於不同場合所提出的意見，並參考了於二零二五年一月發布的《在研究中負責任地使用人工智能的指引》，以及其他香港和海外大學的做法。學能提升研究中心設計並進行了一項調查，旨在了解中大師生對人工智能的認知、應用和準備情況，以及人工智能對中大師生的影響，從而識別推動院校層面人工智能整合的主要障礙、疑慮、需求與契機。經與各學院代表深入討論後，《在教與學及學

習評核中使用人工智能工具的指引》修訂版已於二零二五年五月和六月分別獲教務會教與學委員會批准及教務會省悉，並於二零二五至二六年度生效。此外，《學生指南》亦已修訂，當中摘錄了《在教與學及學習評核中使用人工智能工具的指引》的要點，供學生參考（附錄三）。

- 10.3 為了裝備學生面向日益人工智能化的世界，各科目須因應學科需求、學習成果、教學方法和設計，以及評核方式／方案，從《在教與學及學習評核中使用人工智能工具的指引》所列的學生學習活動及／或評核中使用人工智能工具的四個方法中，選擇其一。此舉為對原版指引的重要優化，原版採用「方法一——全面禁止使用人工智能工具」為預設方法。
- 10.4 教師須清楚及明確告知學生其科目所採用的人工智能工具使用方法，並於科目大綱或學習活動／評核指南中提供清晰詳細的說明。為協助教師按需要預備／或更新科目大綱，學能提升研究中心已檢視並更新科目大綱範本，供教師參考。中心目前亦正開發培養教師人工智能素養的網上科目，有助教師就參與整合人工智能的教與學作好準備。
- 10.5 各學系／單位須就各科所採用之方法向教師收集資料，以作記錄。根據現行做法，在學生的學習活動及／或評核中使用人工智能工具的方法（針對新科目）或對方法作出更改（針對現有科目），均須分別經學系系務會審批及學院院務會批准。
- 10.6 此外，經修訂的《在教與學及學習評核中使用人工智能工具的指引》新增了一節，說明教師在教學、評級和就學生作業提供回饋時如何使用人工智能工具。在某些情況和若干先決條件下，教師可使用人工智能工具輔助評級及／或就學生作業提供回饋，惟教師須事先告知學生，並須於確定最終評級及／或回饋前，仔細審查人工智能所產生的結果。一般而言，即使教師使用了人工智能工具輔助評核學生作業，他們仍須對學生評級和回饋的學術判斷承擔最終責任。一系列有關人工智能輔助評級、回饋及制定實用評核標準的工作坊已於二零二五年八月及九月舉行，為考慮在評核中使用人工智能工具的教師作好準備。
- 10.7 《在教與學及學習評核中使用人工智能工具的指引》將會按需要進行檢討及更新，以反映科技變革、最佳做法和其他相關發展趨勢。在教學發展及語文培訓補助金的支持下，大學現正規劃一個項目，以了解人工智能工具在教學、學習和評核中的應用情況。

## 11. 總結

- 11.1 大學在執行其行動計劃方面取得了顯著進展，各項目的實行由教務會教與學委員會監督，並定期向教務會和大學校董會匯報。大學將繼續檢視教與學需要進一步提升之處，確保與核證報告的結果，以及即將發表的《香港中文大學策略計劃 2026–2030》所規劃的大學長遠發展方向一致。

**THE CHINESE UNIVERSITY OF HONG KONG**

**Third Cycle Quality Assurance Council (QAC) Audit**

**Action Plan**

The Action Plan, together with the CUHK Strategic Plan (Education) 2021–2025 (*SP*) under implementation, drive the teaching and learning enhancement of the University. The recommended actions listed below comprise items arising from the self-reflection process of preparing the Self-Evaluation Report (*SER*) for the third cycle QAC audit and recommendations/ features of good practice identified in the QAC Audit Report (*AR*). To build the Action Plan into the University’s established review process, some recommended actions are mapped to existing overarching goals and corresponding strategies set in the *SP*, where applicable, while others are put under goals and strategies developed in response to the third cycle QAC audit (i.e., *SER* and *AR*). The sources of the recommended actions, goals/ objectives and strategies are in brackets for reference. Some of the items arising from the *SER* have been followed up. The column “progress and plans for further improvement, if applicable” shows the progress and latest development of the recommended actions.

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
1.	<ul style="list-style-type: none"> <li>• Deepen collaborations with The Chinese University of Hong Kong, Shenzhen (CUHK(SZ)) [SER]</li> </ul>	Curriculum enhanced with global perspectives, 21st century skills, interdisciplinary learning and integrative programmes crossing knowledge boundaries [SP]	Redouble effort in internationalizing/ enriching the curriculum [SP]	<ul style="list-style-type: none"> <li>• Continue the efforts in the development of collaborative programmes, including Collaborative Double Major Programmes (CDMPs) with CUHK(SZ) on “Materials Science and Engineering &amp; X” and “Global China Studies &amp; X”.</li> <li>• To extend collaboration with other institutions, e.g., Dual Undergraduate Degree Programmes (DDPs) with the Beijing Sport University on Human Movement Science and Health Studies and with the University of Exeter on Philosophy. [programmes to be launched from 2025–26 onwards]</li> </ul>	<ul style="list-style-type: none"> <li>• The CDMP with CUHK(SZ) on “Materials Science and Engineering &amp; X”, the DDP with the Beijing Sport University on Human Movement Science and Health Studies, and the DDP with the Shanghai Jiao Tong University on Financial Technology, proposed through the Planning Exercise Proposal, have been launched in 2025–26.</li> <li>• In the 2022–25 triennium, six projects supported by the Funding Scheme for Initiatives on IoC were successfully completed. Project outcomes were shared at the annual Teaching and Learning</li> </ul>	Office of Academic Links/ CUHK Campuses Collaboration Office/ Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen	<ul style="list-style-type: none"> <li>• Number of collaborative programmes/ schemes/ CDMPs</li> <li>• Number of relevant TDLEG projects</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<ul style="list-style-type: none"> <li>Encourage supervisors of projects supported by the Funding Scheme for Initiatives on Internationalization of Curriculum (IoC) under the Teaching Development and Language Enhancement Grant (TDLEG) to share experience. [June 2025]</li> </ul>	<p>Innovation Expos, conferences and in refereed journals.</p> <ul style="list-style-type: none"> <li>The CUHK-CUHK(SZ) Course/Subject Enrolment Scheme was launched in 2025–26 to facilitate research postgraduate (RPg) students to take RPg courses at the host campus.</li> <li>The first joint annual forum between the Graduate Schools of CUHK and CUHK(SZ), namely, “2024 CUHK(SZ)-CUHK Joint Graduate Research Forum”, was held in November 2024 to enhance continuous learning and innovative research among RPg students in the two campuses. The second forum was held in November 2025 with institutions in the Greater Bay Area (GBA) included.</li> <li>The Senate approved the introduction of several Joint PhD Supervision Programmes in 2023 and 2024 with collaborative partners including the School of Data Science in CUHK(SZ), the University of Exeter, Yong Pung How School of Law of Singapore Management University, Faculty of Law of Thammasat University.</li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<ul style="list-style-type: none"> <li>Plans for further improvement:               <ul style="list-style-type: none"> <li>Continue to explore establishing DDPs with overseas universities.</li> <li>Continue to encourage front-line participation and development of good examples on IoC through TDLEG projects in the 2025–28 triennium.</li> <li>Expand the Joint PhD Supervision Programmes with CUHK(SZ) and overseas universities to offer more research attachment opportunities to RPg students with specific support measures.</li> </ul> </li> </ul>		
2.	<ul style="list-style-type: none"> <li>Formulate teaching and learning (T&amp;L) policies to accommodate the needs of students with special educational needs (SEN) in the virtual teaching and learning (VTL) environment [SER]</li> <li>Sharing information on implementation of the <i>Guidelines for Inclusive Virtual Teaching and</i></li> </ul>	Adaptive programme structure and pedagogy to excel in the New Normal [SP]	Develop eLearning to enhance teaching and learning with emphasis on adaptability of pedagogy and student assessment [SP]	<p>The <i>GIVTLE</i> was approved by the Senate Committee on Teaching and Learning (SCTL) in August 2023. It has been disseminated to teachers of Faculties, Colleges and course offering units of the University Core Requirements, and included in the Quality Manual. More actions will be taken as follows:</p> <ul style="list-style-type: none"> <li>Support the implementation, monitoring and review of the approved <i>GIVTLE</i>. [ongoing]</li> <li>Develop online courses and micro-modules to promote SEN awareness and reduce SEN stigma. [first set of courses to be completed in 2024–25]</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced learning for SEN students, e.g., conducted studies on speech-to-text captioning, strengthened post-class support, promoted Universal Design for Learning among teachers, established a website incorporating the University resources about services to SEN students.</li> <li>Three micro-modules were developed in 2024. Four “SEN Awareness” 1-unit Online Course Series for students have been approved for launch in Term 2 of 2025–26.</li> </ul>	Task Force on eLearning for SEN Students/ Centre for Learning Enhancement And Research (CLEAR)/ Information Technology Services Centre (ITSC)/ SCTL	<ul style="list-style-type: none"> <li><i>GIVTLE</i> developed and implemented</li> <li>Number of online courses and micro-modules on SEN awareness produced</li> <li>Number of students taking the online courses on SEN awareness</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
	<i>Learning Environment (GIVTLE) [AR para 5.13]</i>				<ul style="list-style-type: none"> <li>Plans for further improvement:               <ul style="list-style-type: none"> <li>Support academic staff to implement the <i>GIVTLE</i>, such as including subtitles for video production.</li> <li>Develop four online modules for teachers and teaching assistants on four types of SEN to enhance their awareness, understanding and pedagogical competence in supporting SEN students by February 2026.</li> </ul> </li> </ul>		
3.	<ul style="list-style-type: none"> <li>Review the <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments (GAITLA) [SER]</i></li> </ul>			<ul style="list-style-type: none"> <li>Monitor the implementation of the <i>GAITLA</i>. [ongoing]</li> <li>Review the <i>GAITLA</i> to address concerns raised by different stakeholders. [to complete in 2024–25]</li> </ul>	<ul style="list-style-type: none"> <li>A Task Force on Review of the Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments was set up to review the <i>GAITLA</i> to reflect changes in technology, best practices, and other relevant developments on the application of artificial intelligence (AI) tools in T&amp;L.</li> <li>CLEAR developed and administered a survey to CUHK teachers and students to identify the current AI awareness, adoption, readiness, and impact among CUHK teachers and students and to identify major barriers, concerns, needs, and opportunities for institutional AI integration.</li> </ul>	SCTL	<ul style="list-style-type: none"> <li>Timely update of the <i>GAITLA</i> to meet T&amp;L challenges</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<ul style="list-style-type: none"> <li>The updated version of the <i>GAITLA</i> was approved for implementation in 2025–26. It has been disseminated to relevant parties including Faculties, Colleges, Programme management and teachers, and included in the Quality Manual.</li> <li>Since the revised <i>GAITLA</i> allows teachers to grade and provide feedback using trusted AI tools, a series of workshops on AI-assisted grading and feedback, and development of useful assessment rubrics was conducted in August and September 2025 to enhance the readiness of teachers who consider using AI in assessment.</li> <li>An online course on AI literacy for CUHK teachers is being developed to enhance the readiness of teachers to engage in AI-integrated T&amp;L.</li> </ul>		
4.	<ul style="list-style-type: none"> <li>Design and develop a sector-wide information system for Sub-degree, Professional and Continuing Education Programmes (SPCEP) [SP and SER]</li> </ul>	Sub-degree, Professional and Continuing Education Programmes as a driver of lifelong learning and a complement to degree programmes to	Effective use of technology to support SPCEP courses/ Programmes [SP]	A Preliminary Group for the Working Group on SPCEP Student Information System (SIS) Development was formed. Based on the QAC recommendations and inputs from interviewing the School of Continuing and Professional Studies (CUSCS) and Programme Offering Units (POUs), scope and requirements analysis were performed. Information	<ul style="list-style-type: none"> <li>Data inputs to the Programme Synopsis, an important feature embedded in the information system, was successfully completed in November 2024.</li> <li>Two briefing sessions on the new SPCEP system were held in January 2025 for POUs with positive feedback.</li> </ul>	UPO/ Senate Committee on SPCEP (Senate SPCEP)/ CUSCS/ ITSC/ POUs	<ul style="list-style-type: none"> <li>The availability of a sustainable SIS in the long run</li> <li>User satisfaction</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
		expand CUHK's leading role in education and positive impact on the economy and society [SP]		<p>from leading vendors on the capabilities and the cost of off-the-shelf solutions was gathered. Findings were presented to the Senate SPCEP, and a development plan and a proposed in-house system were accepted by the Committee. Further follow-up will be carried out as below:</p> <ul style="list-style-type: none"> <li>• Submit the funding request for the sector-wide information system for SPCEP for Resource Allocation Committee (RAC)'s approval. [completed]</li> <li>• Complete the data specifications and the indicators to be used in monitoring the performance of SPCEPs. [by first quarter of 2025]</li> <li>• Conduct an initial run by collecting the data manually from POUs, then build the monitoring system. [by second quarter of 2025]</li> <li>• Review the results of the initial run and plan for a fully automated system where POUs can submit the data to a central portal. [by third quarter of 2025]</li> <li>• Develop a data collection portal that can verify the data input submitted by POUs and transform the accepted data into key indicators for monitoring and performance enhancement. [by third quarter of 2026]</li> </ul>	<ul style="list-style-type: none"> <li>• Data specifications with reference to the University's quality assurance standard and University Grants Committee (UGC)'s Common Data Collection Format (CDCF) were completed in March 2025.</li> <li>• Data integration analysis of the transfer of existing certificate records of SPCEP graduates in the legacy Sub-degree Programmes Management System (SPMS) to the new system was completed in May 2025.</li> <li>• The legacy SPMS system that managed all graduate data, including the certificate information, has been replaced by a more up-to-date and secure system in June 2025. Obsolete Chinese coding scheme, namely Big5, has been replaced by Unicode.</li> <li>• Guidance Notes on the data formats collected in the portal have been formulated. The SPCEP data of 2023–24 and 2024–25 were collected by using the portal.</li> <li>• A self-service data collection portal to enhance the data collection productivity, such as automated data validation and</li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>consolidation is under preparation.</p> <ul style="list-style-type: none"> <li>Plans for further improvement: <ul style="list-style-type: none"> <li>Implement data analytic dashboards to monitor the SPCEPs effectively.</li> <li>The University Planning Office (UPO) will present a SPCEP monitoring report that identifies issues and provides recommendations for submission to the Senate SPCEP for monitoring purpose.</li> </ul> </li> </ul>		
5.	<ul style="list-style-type: none"> <li>Devise VTL and eLearning plans and policies for SPCEPs [SER]</li> </ul>	<p>Sub-degree, Professional and Continuing Education Programmes as a driver of lifelong learning and a complement to degree programmes to expand CUHK's leading role in education and positive impact on the economy and society [SP]</p>	<p>Effective use of technology to support SPCEP courses/ Programmes [SP]</p>	<ul style="list-style-type: none"> <li>Formulate the <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments</i> in consultation with CLEAR for the deliberation of Senate SPCEP. [by second quarter of 2025]</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments</i> for SPCEP with reference to the updated University's <i>GAITLA</i> to be reviewed and approved by the Senate SPCEP by July 2026.</li> </ul>	Senate SPCEP/ CUSCS	<ul style="list-style-type: none"> <li>Availability of guidelines on use of AI tools in courses to meet T&amp;L challenges in SPCEP sector</li> </ul>
6.	<ul style="list-style-type: none"> <li>Introduce a re-approval mechanism for all</li> </ul>		<p>Review and enhance the re-approval</p>	<ul style="list-style-type: none"> <li>The proposal for a re-approval mechanism for programmes at Hong Kong Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>The outcome of deliberation by the Senate SPCEP on the proposal was reported to the</li> </ul>	Senate SPCEP	<ul style="list-style-type: none"> <li>Policies and guidelines established</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
	award-bearing SPCEPs [SER]		mechanism [SP]	<p>Framework (HKQF) Levels 1-3 or equivalent was considered by Senate SPCEP and will be submitted to the Committee on Re-approval of SPCEP for consultation. [by end of 2024]</p> <ul style="list-style-type: none"> <li>• Work out the guidelines underpinning the new re-approval mechanism for programmes at HKQF Levels 1-3 or equivalent for final approval. [by end of 2025]</li> </ul>	<p>Committee on Re-approval of SPCEP in July 2024.</p> <ul style="list-style-type: none"> <li>• Proposed key statistics for submission to the University were discussed by the Senate SPCEP in January 2025.</li> <li>• The outcome of discussion in the Senate SPCEP meeting on the key statistics of programmes at HKQF Levels 1-3 or equivalent for the re-approval exercise was noted by the Committee on Re-approval of SPCEP in July 2025.</li> <li>• Plans for further improvement: <ul style="list-style-type: none"> <li>- Design a template on key statistics for submission by the Ad Hoc Review Committee of Sub-degree Providing Unit (SDPU) to the Committee on Re-approval of SPCEP for the Senate SPCEP's discussion.</li> <li>- Prepare a draft workflow and timeline for the implementation of the new re-approval mechanism for programmes at HKQF Levels 1-3 or equivalent for the Senate SPCEP's further discussion upon confirmation of the key statistics.</li> </ul> </li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
7.	<p>Conduct an in-depth analysis for the area of concern and make recommendations to programmes and the University [SER]</p> <ul style="list-style-type: none"> <li>• monitor the distribution of honours classification and GPA standards</li> <li>• review questionnaires of University-level surveys</li> <li>• monitor the findings of Student Experience Questionnaire (SEQ) and other University-level student surveys</li> </ul>	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Utilise data to identify areas for improvement at university-level with concerted effort [SER]</p>	<ul style="list-style-type: none"> <li>• An analysis on the distribution of GPA for honours classification was conducted and reviewed by SCTL in May 2023. Will continue to monitor the distribution of honours classification and GPA standards. [ongoing]</li> <li>• Review questionnaires of University-level surveys to identify need for revision in questionnaire design and items to address the additional graduate attributes mandated in CUHK <i>Strategic Plan 2021–2025</i> and other pedagogical developments. [by February 2025]</li> <li>• Work on a funded project on “Evaluating the factors for positive teacher-student and student-student relationships in Higher Education”. [by December 2024]</li> <li>• Monitor the findings of SEQ and other University-level student surveys for issues of concern, initiate appropriate actions to address some issues of concern and report them to SCTL. [ongoing]</li> <li>• Initiate consultations with Faculties to discuss student survey findings. [ongoing]</li> <li>• Organise sharing sessions by Programmes with highly positive student feedback as identified in student surveys (e.g., SEQ). [ongoing]</li> </ul>	<ul style="list-style-type: none"> <li>• Three Faculties reported their monitoring of grade inflation at the SCTL meetings in November 2024 and May 2025.</li> <li>• Three University-level student questionnaires, viz. Entry Class Questionnaire (ECQ), First Year Experience Questionnaire (FYEQ) and Graduate School Exit Survey, were reviewed to address the additional graduate attributes mandated in CUHK <i>Strategic Plan 2021–2025</i> and other pedagogical developments. The respective questionnaires have been updated as follows: <ul style="list-style-type: none"> <li>(i) Survey results indicated that students did not seem to have developed reading habits and have read widely, which are two of the CUHK graduate attributes. Four questionnaire items focusing on reading habits were added to ECQ to gauge Year 1 students’ reading habits upon admission.</li> <li>(ii) Two new items: one on collecting information about data and computational literacy, and the other related to students’ interest in learning a third language were</li> </ul> </li> </ul>	<p>Undergraduate Examinations Board/ CLEAR/ SCTL</p>	<ul style="list-style-type: none"> <li>• Revised questionnaires which gauge student feedback on additional graduate attributes and learning experience</li> <li>• Successful completion of the funded project and dissemination of the findings</li> <li>• Positive feedback from sharing session participants</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>added. These were two newly added attributes in CUHK <i>Strategic Plan 2021–2025</i>.</p> <p>(iii) In view of comments on mathematical foundation knowledge, an item was added to FYEQ to understand if students perceived as having sufficient mathematical knowledge for Year 1 courses.</p> <p>(iv) After a review, an item was added to the Graduate School Exit Survey to collect feedback on overall satisfaction with the quality of the programme and the experience of teaching, learning, and research, as required for annual data reporting to the UGC.</p> <ul style="list-style-type: none"> <li>Strategies would be identified to address issues of concerns noted in University-level surveys. Some examples include: <ul style="list-style-type: none"> <li>(i) Medium of instruction (MoI) is reported as a challenge for Year 1 students, especially for students from schools with Chinese as MoI. CLEAR applied for TDLEG and initiated a study to</li> </ul> </li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>investigate the situation and identify coping strategies.</p> <p>(ii) A decline in students' perception of "Coherence of Curriculum" is noted from the SEQ results. Further analyses on programme-level results have been conducted and a TDLEG proposal to identify the factors underlying the perception and to devise corresponding mitigation strategies has been formulated in late 2025.</p> <p>(iii) To address the survey results indicating declining student-student relationships (SSRs), a resource package for teachers on rapport building with and among students was completed and ready for dissemination.</p> <ul style="list-style-type: none"> <li>All University-level survey findings are reported for monitoring at the two Senate Committees, namely SCTL and the Senate Committee on Language Enhancement, of which Faculty Associate Deans (Education) and Faculty representatives are present.</li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<ul style="list-style-type: none"> <li>• A funded project on “Evaluating the factors for positive teacher-student and student-student relationships in Higher Education” was conducted.</li> <li>• Plan for further improvement:               <ul style="list-style-type: none"> <li>- Continue to monitor the findings of the university-level student surveys and in some cases teacher surveys (e.g., the use of AI in teaching and assessment). Stay vigilant about issues of concerns as informed by survey results. Report and discuss these concerns and coping strategies in appropriate committees or platforms.</li> </ul> </li> </ul>		
8.	<ul style="list-style-type: none"> <li>• Formulate a plan for next cycle of undergraduate (Ug) and taught postgraduate (TPg) programme reviews; include major areas of attention as major review themes (see Note) [SER]</li> </ul>	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Utilise evidence to drive programmes to enhance curriculum design and T&amp;L in alignment with University’s strategic directions [SER]</p>	<ul style="list-style-type: none"> <li>• Complete the two TDLEG projects, namely, “Promoting and Sustaining Good Practices and Pedagogies from Two Cycles of Undergraduate Programme Reviews”, and “Supporting Academic Quality Assurance – Further Enhancement of the Database Management System (uPRDatabase) for Undergraduate Programme Reviews”. [June 2025]</li> <li>• Share good practices in programme management identified in the meta-analysis of previous cycles of programme reviews. [annually]</li> </ul>	<ul style="list-style-type: none"> <li>• Two TDLEG projects “Promoting and Sustaining Good Practices and Pedagogies from Two Cycles of Undergraduate Programme Reviews”, and “Supporting Academic Quality Assurance – Further Enhancement of the Database Management System (uPRDatabase) for Undergraduate Programme Reviews” were completed.</li> <li>• A report on the meta-analysis of the second cycle of TPg programme review reports was</li> </ul>	<p>SCTL/ Graduate School Office (GSO)/ CLEAR</p>	<ul style="list-style-type: none"> <li>• Successful completion of the two TDLEG projects</li> <li>• Share good practices in programme management identified in meta-analysis of Ug and postgraduate (Pg) programme reviews</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<p><i>w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i></p> <ul style="list-style-type: none"> <li>Identify themes to be included in the next cycle of programme reviews with reference to the QAC Audit Report. <i>[completed in June 2024 by SCTL]</i></li> <li>Develop the review framework and operational plan for the next cycle of programme reviews. <i>[September 2024]</i></li> <li>Promote the resources packages on programme reviews and the webpage on good practices. <i>[annually w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i></li> <li>Conduct workshops for programme leaders and staff on the preparation of the self-evaluation documents and logistics for programme reviews, and also for potential members of review panels. <i>[annually w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i></li> </ul>	<p>completed by CLEAR for disseminating to programmes and sharing of good practices.</p> <ul style="list-style-type: none"> <li>The fourth cycle of Ug programme reviews and the third cycle of TPg programme reviews were kick-started in November 2024 and February 2025, respectively, with the framework and operational plan reviewed and workflow streamlined as appropriate. The focus areas were derived from previous cycles of programme reviews, the third cycle of QAC Audit, CUHK Strategic Plan 2021–2025 as well as areas for improvements identified by SCTL. Major areas for improvements/attention identified include student workload, SSR, VTL, monitoring of grade inflation arising from the adoption of criterion-referenced assessment, support to senior-year entrants (for Ug programmes only), use of AI in T&amp;L, etc. Focus areas concerning TPg programmes in particular include enriching TPg programmes with increased linkage to research strengths; development and curriculum design of integrative or interdisciplinary programmes</li> </ul>		<ul style="list-style-type: none"> <li>Completion of planning for next cycle of programme reviews and relevant workshops</li> <li>Positive feedback from workshop participants</li> <li>Positive feedback from reviewers of the resources packages</li> <li>Programme review policies established</li> <li>No. of Ug programme reviews completed with action plans formulated to guide enhancement of the next few years</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>that cross knowledge boundary (if applicable); enabling the use of micro-credential qualifications as advanced standing for other programmes (e.g., graduate programmes).</p> <ul style="list-style-type: none"> <li>• Resources packages for programme staff and review panel members to support the conduct of the upcoming programme reviews were developed.</li> <li>• A workshop on the background and the process of the fourth cycle Ug programme reviews was organised for programme teams and administrative staff supporting the programme reviews. Good practices in programme management identified in the meta-analysis of previous cycles of programme reviews were highlighted. A sharing session which focused on the roles of review panel, review criteria and standards and moderation of rating was organised for potential chairpersons and members of review panels.</li> <li>• Internal guidelines on the review panel memberships for the third cycle of TPg programme reviews have been produced. Necessary guidance and advice have been</li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>provided to Faculties and Programmes to ensure that the composition of the panel meets the required stipulation. The whole process, including the nomination of review panel membership, and submission of self-evaluation document and review panel report, is closely monitored.</p> <ul style="list-style-type: none"> <li>• Plans for further improvement: <ul style="list-style-type: none"> <li>- Continue to organise workshops for programme teams and administrative staff as well as sharing sessions for potential review panel members.</li> <li>- Offer consultations to individual programmes on preparing the self-evaluation documents upon request.</li> <li>- Make plans for the meta-analysis of programme review reports.</li> <li>- Consider the application of AI tools in coding the good practices and recommendations identified in the review reports.</li> <li>- Closely monitor the progress of the third cycle TPg programme reviews.</li> </ul> </li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
9.	<ul style="list-style-type: none"> <li>Use various types of data to evaluate and enhance various newly introduced initiatives [SER]</li> </ul>	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Quality assurance of recent new initiatives for continued quality enhancement [SER]</p>	<ul style="list-style-type: none"> <li>Continue to explore collaborative opportunities with Faculties, Programmes as well as non-academic units. [ongoing]</li> <li>Co-operative Education Programme (Co-op@CUHK) makes use of the feedback collected from employers and students to review and enhance its offering, e.g., timeline and scope of placement opportunities, and training to equip students with soft skills required by employers through its courses. Two initiatives have been planned to cater to the needs of employers and students:               <ul style="list-style-type: none"> <li>a) - Forge partnership with a wide spectrum of reputable firms in other places of China and Asia and further explore the possibility of offering more non-local placement to students, which also aligns with the Government's policy of promoting greater exposure to the GBA and the Belt and Road Initiative. [by December 2025]</li> <li>- Review the receptiveness of the enhanced scope of placement. [by end of 2026-27]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Nearly 95% of Co-op employers indicated interest in considering Co-op students for future employment opportunities. On the student side, the Co-op preparatory courses (COOP3001 Unlocking Employability Potential and Personal Branding, and COOP3002 Developing Workplace Professionalism) of 2024–25 received impressive Course and Teaching Evaluation (CTE) scores of 5.48 and 5.52, respectively.</li> <li>The Co-op partnership has been extended with a diverse range of reputable firms outside Hong Kong, including GBA, Shanghai, Japan, Singapore, Indonesia and Thailand. Companies included Tencent, Trip.com, PepsiCo, ROHTO Pharmaceutical Co., Ltd, etc. There is a growing interest among students to engage in non-local placements within these rapidly evolving regions.</li> <li>Co-op proactively engaged with around 15 companies to consider extending Co-op placements in January – July/August, which is outside the normal placement period from May/June – December, providing flexibility for students and meeting the</li> </ul>	<p>CLEAR/ UPO/ SCTL/ Office of Co-operative Education Programme/ SCGE/ various offering units</p>	<ul style="list-style-type: none"> <li>Positive feedback from students and employers of the Co-op@CUHK</li> <li>Enrolment statistics of the Co-op@CUHK and high-level satisfaction of stakeholders maintained</li> <li>Positive feedback from students on the AI courses</li> <li>Enrolment statistics of the AI courses</li> <li>GE programmes enhanced</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<p>b) - Explore the possibility to extend the placement year-round in order to provide flexibility for students and meet the request for high demand of young talents from corporate partners. [starting from 2025–26]</p> <p>- Review the suitability of the programme arrangement [by end of 2026–27]</p> <ul style="list-style-type: none"> <li>• The <i>GAITLA</i> was introduced in March 2023. Based on the feedback collected at SCTL retreat/T&amp;L Sharing Session, a review of <i>GAITLA</i> will be conducted and a new initiative on development of discipline-specific AI courses has been proposed: <ul style="list-style-type: none"> <li>- A Task Force was set up to review <i>GAITLA</i>. The first meeting of the Task Force will be conducted in February 2025. [to complete in 2024–25]</li> <li>- A Special Funding Scheme for Development of Discipline-specific AI Courses has been established in November 2024 to offer discipline-specific AI training to students.</li> <li>- Each Faculty to submit a plan to develop AI course(s) at the Ug level tailored to the needs of individual discipline,</li> </ul> </li> </ul>	<p>request of high demand of young talents from corporates.</p> <ul style="list-style-type: none"> <li>• Increasing number of students (from 100 to 220+) and corporate partners (from 60 to 140+) participating in the Co-op Programme since inception.</li> <li>• New funding was secured for the collaboration with the Department of Linguistics to offer insightful Co-op field trip to the United Arab Emirates, incorporating elements focused on learning Arabic.</li> <li>• See item 3 above regarding the review on <i>GAITLA</i>.</li> <li>• Eight projects (one from each Faculty) of the Special Funding Scheme for Development of Discipline-specific AI Courses (Special Funding Scheme) had been approved by the SCTL.</li> <li>• The Task Force on Digital Literacy Core Requirement had received reports from Faculties on their discipline-specific AI courses/initiatives (including the projects of the Special Funding Scheme) launched in 2025–26. The updates on discipline-specific AI courses/initiatives launched by Faculties and updates on projects of the Special Funding Scheme were also noted by the SCTL. All Faculties</li> </ul>		

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<p>including a self-evaluation of its implementation. [by January 2025]</p> <ul style="list-style-type: none"> <li>- Launch the courses. [by 2025–26]</li> <li>- To review the experience gained based on data collected and plan for further development. [by 2026–27]</li> </ul> <ul style="list-style-type: none"> <li>• With effect from 2022–23, the requirement for General Education (GE) Four-Area courses is reduced from 9 to 7 units, to be taken from Area A and two other University GE Areas as designated by the respective major Programmes and Faculties of the students. The Senate Committee on General Education (SCGE) to review the implementation of reduction of the requirement units, and in particular the distribution of course offering with respect to credit units, GE areas, MoI, number of enrolment, etc., to ensure that the portfolio of courses can address the needs of students. [ongoing]</li> </ul>	<p>piloted AI courses/training for students in 2025–26.</p> <ul style="list-style-type: none"> <li>• Plans for further improvement: <ul style="list-style-type: none"> <li>- UPO to collect the various types of data and evaluate the performance by analytic dashboards with longitudinal trend analysis.</li> <li>- CLEAR plans to apply for the TDLEG to engage in a project to identify the adoption of AI tools for teaching, learning and assessment at CUHK.</li> <li>- SCGE to continue to share a summary of statistics related to the offerings of Four-Area courses to facilitate the monitoring of course offerings and planning by Faculties/ Departments/Programmes.</li> </ul> </li> </ul>		
10.	<ul style="list-style-type: none"> <li>• Review and formulate forward-looking Ug student admissions strategies for both local and non-local student recruitment</li> </ul>	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making</p>	<p>Enhance students' learning and development through building a diversified student population [SER]</p>	<ul style="list-style-type: none"> <li>• Continue to attract and recruit students from a wide range of countries/regions/nationalities to enhance student diversity. [ongoing]</li> <li>• Gradually increase the planned intake number of non-local</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive review on the admission processes was conducted and measures formulated.</li> <li>• The University is not only strengthening its presence in target markets in East and</li> </ul>	<p>Office of Admissions and Financial Aid/ Senate Committee on</p>	<ul style="list-style-type: none"> <li>• Quality, quantity, and diversity of Ug student intake</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
	[SER]	[SER]		<p>students to align with the Government’s initiative of increasing the quota of non-local students from 20% to 40%. The target for 2024–25 is set at 27%, including an additional 100 Mainland Gaokao students [to complete in 2024–25]</p> <ul style="list-style-type: none"> <li>Identify focus markets, including for international admissions to gradually increase international student intake to 40%. [to complete in 2028–29]</li> </ul>	<p>Southeast Asia, including Indonesia, Malaysia, Thailand, and Vietnam, but also proactively exploring emerging markets such as Central Asia and the Middle East. Substantial resources have been dedicated to attracting high-calibre students from various countries, with a particular focus on Belt and Road countries and regions.</p> <ul style="list-style-type: none"> <li>Applicants of the 2025 intake represented a diverse pool from over 80 countries and regions. Among those admitted through the International Students Admissions Scheme, students came from 29 distinct countries and regions. Between 2023 and 2025, student intake expanded to include countries such as Azerbaijan, Belarus, Cyprus, Hungary, Mauritius, Nepal, and Ethiopia.</li> <li>Admitted a total of 413 Mainland Gaokao students in 2024 entry, 100 more than the past years. The admission score reached the highest point when compared to the past. On average, the students admitted were among the top one percentile in their respective provinces. In 2025–26, 404 students were admitted.</li> </ul>	Undergraduate Admissions	

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<ul style="list-style-type: none"> <li>Plans for further improvement:               <ul style="list-style-type: none"> <li>Progressively increase the planned intake number of non-local students to align with the Government’s initiative of increasing the quota of non-local students from 20% to 40%. This expansion will be carefully aligned with the readiness of teaching infrastructure, residential facilities, and student support services to ensure a high-quality academic and campus life experience. The target of the intake number of non-local students for 2026–27 is set at 40%, including an additional 50 Mainland Gaokao students.</li> <li>Identify focus markets to progressively increase non-local student intake to 50% from 2027–28 onwards.</li> </ul> </li> </ul>		
11.	<ul style="list-style-type: none"> <li>Collect, analyse, present and disseminate different types of T&amp;L data in a more well-coordinated and systematic manner [SER]</li> <li>Conduct a review</li> </ul>	Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]	Develop and implement a more systematic and comprehensive data strategy plan [SER]	<ul style="list-style-type: none"> <li>Expand the Dashboard to cover more useful data, including data on CTE, Ug non-local student admission, Ug graduate employability, for developmental purposes. [by fourth quarter of 2024]</li> <li>Complete the pilot use cases of the institutional data catalogue, e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>The University’s data strategy plan was updated.</li> <li>T&amp;L data from the SEQ conducted by CLEAR and analysis of various performance measures under the UGC’s University Accountability Agreement (UAA) were made available in the Dashboard.</li> </ul>	UPO/ CLEAR/ SCTL	<ul style="list-style-type: none"> <li>Feedback from users</li> <li>Improvement of the University’s performance in the benchmarks tracked under the Dashboard</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
	and explore a more automatic approach to extend the distribution of data analysis and benchmarking results extracted from various types of data to the relevant committees/units [SER]			<p>Ug graduate survey data and Ug experimental learning data, and make iterative improvements. [by first quarter of 2025]</p> <ul style="list-style-type: none"> <li>Based on the feedback of the pilot use cases, identify and prioritise data items for inclusion in the institutional data catalogue. [by second quarter of 2025]</li> </ul>	<ul style="list-style-type: none"> <li>Access to the Dashboard has been extended to Department Chairpersons to facilitate departmental planning and self-reflection.</li> <li>A draft of the institutional data catalogue was developed in July 2024.</li> <li>Soft launch of a data collection portal, which is a key component in the data strategy plan (significant improvement through automation), in March 2025.</li> <li>Continuous enhancement of the University’s data analytic Dashboard by including data from non-local Ug admission, CTE and College GE.</li> <li>Systematic collection of SPCEP data based on the UGC’s CDCF practice.</li> <li>Plans for further improvement: <ul style="list-style-type: none"> <li>Implement the data sharing system in supporting “data collected once and shared many times”. Together with the systems for data collection and data analytics (i.e., dashboards) which have been launched, data will be collected, shared, and analysed efficiently through user self-service and</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Improvement in the data collection process with the implementation of the institutional data catalogue</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>information technology automation.</p> <ul style="list-style-type: none"> <li>- Continuous development of the data collection portal for collecting an expanded set of data such as UAA Key Performance Indicator data.</li> <li>- Continuous improvement of the UAA Key Performance Indicator data specification with the goal of enhancing units' accountability on performance.</li> <li>- Continuous development of the University's dashboard for performance improvement for the SPCEPs.</li> </ul>		
12.	<ul style="list-style-type: none"> <li>• Review the scope of the University's policy for peer review [AR para 3.12]</li> </ul>	<p>Strategic development and continuous enhancement on T&amp;L with reference to external benchmarking [AR]</p>	<p>Enhancement of teaching quality through peer learning [AR]</p>	<ul style="list-style-type: none"> <li>• Faculties to devise plans for peer review for teaching enhancement and monitoring based on discipline-specific needs and submit them to the SCTL in 2024–25. [half of the Faculties to complete in Term 1 and the remaining to complete in Term 2]</li> <li>• At least half of the Faculties started to implement their peer review plans. [By 2024–25]</li> <li>• All Faculties to implement their peer review plans. [by 2025–26]</li> <li>• Faculties to share their preliminary experience at SCTL. [by end of 2026]</li> </ul>	<ul style="list-style-type: none"> <li>• All Faculties submitted their plans for peer review for teaching enhancement and monitoring based on discipline-specific needs to the SCTL.</li> <li>• All Faculties implemented their peer review plans in 2025–26.</li> <li>• Keep monitoring the faculty-level formative peer reviews of teaching and identify the way forward after the pilot stage of implementation as one of the action items for the <i>Strategic Plan 2026–2030</i>.</li> <li>• A set of <i>Guidelines on Peer Review of Teaching</i> to consolidate two existing teaching</li> </ul>	<p>Provost's Office/ CLEAR/ SCTL</p>	<ul style="list-style-type: none"> <li>• Availability of plans for peer review for teaching enhancement and monitoring</li> <li>• Implement peer review for teaching enhancement and monitoring in Faculties</li> <li>• Sharing of experience at SCTL meetings</li> <li>• Good practices of peer review</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<ul style="list-style-type: none"> <li>Peer review for teaching enhancement and monitoring be included as an element for review in preparation for the next Strategic Plan. [to complete the planning of the next Strategic Plan by end of 2025]</li> </ul>	<p>quality review approaches into one single formal documentation (the School-based formative peer review and the University-level Teaching Quality Inspection (TQI)) was approved by the Committee on Teaching and Learning and Academic Board of CUHK(SZ) in June and July 2025, respectively.</p>		<p>consolidated for future reference</p>
13.	<p>Course and Teaching Evaluation</p> <ul style="list-style-type: none"> <li>Consider benchmarking CTE results across the institution and review the provisions of CTE outcomes [AR para 3.3]</li> <li>Review online CTE [SER]</li> </ul>			<ul style="list-style-type: none"> <li>An overall review of the CTE questionnaire, the implementation of CTE, and the dissemination of results. [to complete by 2025–26]</li> </ul>	<ul style="list-style-type: none"> <li>The University has taken the opportunity to review the CTE and consolidate the policies in relation to the QAC. A Task Force on Review of Course and Teaching Evaluation was set up to consider the revisions and suggestions in relation to the questionnaire design and operation of the CTE, as well as the <i>Guidelines on Course and Teaching Evaluation (CTE Guidelines)</i>.</li> <li>The revised CTE questionnaires and <i>CTE Guidelines</i> were approved by the SCTL in May 2025 for implementation with effect from 2025–26 and disseminated to teachers and included in the Quality Manual.</li> <li>The CTE Data Dashboard, which is maintained by the UPO, allows the benchmarking of CTE results across the eight Faculties.</li> </ul>	UPO/ITSC/SCTL	<ul style="list-style-type: none"> <li>Availability of a consolidated set of questionnaire, and a revised implementation and dissemination plan</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<ul style="list-style-type: none"> <li>The Task Force agreed that aggregate results of CTE be made known to student representatives of the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee at its meeting.</li> <li>Plan for further improvement:               <ul style="list-style-type: none"> <li>Update the <i>Operational Manual for the Online CTE Process</i> to reflect the changes made to the CTE questionnaires and address the operational issues.</li> </ul> </li> </ul>		
14.	<ul style="list-style-type: none"> <li>Continue to refine, articulate and promote its outcomes-based approach to staff [AR para 4.3, 4.10 and 5.8]</li> </ul>	Strategic development and continuous enhancement on T&L with reference to external benchmarking [AR]	Enhancement of teaching quality through promotion of good practices [AR]	<ul style="list-style-type: none"> <li>Regular review of the <i>Integrated Framework for Curriculum Development and Review</i>. [ongoing]</li> <li>Topics on curriculum design and assessment under outcomes-based approach (OBA) are covered in the Professional Development Course (PDC) for new teachers. [ongoing]</li> <li>Conduct consultations on curriculum design upon request from Programmes and Faculties. [ongoing]</li> <li>Conduct workshops on curriculum design and assessment. [ongoing]</li> </ul>	<ul style="list-style-type: none"> <li>The revised <i>Integrated Framework for Curriculum Development and Review: I. Undergraduate Programmes</i> and the revised <i>Integrated Framework for Curriculum Development and Review: II. Taught Postgraduate Programmes</i> were approved by the SCTL in November and December 2024, respectively.</li> <li>OBA to T&amp;L and criterion-referenced assessment are included in the PDC for teachers.</li> <li>Programme-level or faculty-level workshops on various issues in curriculum design, assessment</li> </ul>	CLEAR	<ul style="list-style-type: none"> <li>Positive feedback from Programmes and Faculties</li> <li>Quality improvement as evidenced by programme review meta-analysis</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					and pedagogies are offered, synergised with programme reviews.		
15.	<ul style="list-style-type: none"> <li>Dissemination of good practices including those highlighted in the Audit Report [AR para 2.4, 2.7 and 5.5]</li> </ul>			<ul style="list-style-type: none"> <li>Sharing of good practices in relation to quality monitoring exercises (e.g., Visiting Committee, programme reviews). [ongoing]</li> <li>Continue to disseminate T&amp;L good practices through various channels, e.g., website of CLEAR, the annual Teaching and Learning Innovation Expo, engagement of Faculty representatives at different University-level committees. [ongoing]</li> <li>Continue to conduct Sharing Session on the Implementation on Academic Advisory System. [annually]</li> <li>Strengthen the sharing of experience and good practices between CUHK and CUHK(SZ). [ongoing]</li> </ul>	<ul style="list-style-type: none"> <li>Programme Directors of CDMPs are invited to join the Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen to provide regular updates on programme progress and development.</li> <li>Workshops on best practices of previous cycles of programme reviews were conducted.</li> <li>Ongoing meetings focusing on admissions and the administration of Pg matters were held under the Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen to facilitate collaboration and information exchange between the Graduate Schools of CUHK and CUHK(SZ).</li> <li>To ensure a smooth implementation of the Academic Advisory System at various levels of the University, briefing sessions/workshops are organised by the Office of Student Affairs (OSA) for Academic Advisors.</li> <li>OSA worked closely with colleagues at CUHK(SZ) to</li> </ul>	CLEAR/GSO/Provost's Office/UPO/Faculties/OSA/SCTL/Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen	<ul style="list-style-type: none"> <li>Number of workshops and number of participants in relation to quality monitoring exercises</li> <li>Activities conducted to disseminate T&amp;L good practices</li> <li>Successful completion of the Sharing Session on the Implementation on Academic Advisory System, and subsequent follow-up, if any</li> <li>Experience and good practices sharing activities held between CUHK and CUHK(SZ)</li> <li>New collaborative</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>connect students from both campuses. Some examples:</p> <ul style="list-style-type: none"> <li>- Students and representatives from Career Planning Development Office (CPDO) of CUHK(SZ) and Shenzhen Finance Institute were invited to attend CUHK Careers Fair. Both campuses coordinated with each other and employers to address campus recruitment requests and also shared career event information as appropriate to enrich the career resources for students on both campuses.</li> <li>- Cultural activities and service-learning tours, organised by OSA of both campuses, were opened to all students across the two campuses. In 2024–25, five cultural activities were organised by both offices, engaging 72 CUHK students and 49 CUHK(SZ) students. Three service-learning tours were organised, attracting 20 CUHK students and 36 CUHK(SZ) students.</li> <li>- The uPals Wellness Ambassador Scheme is a cross-campus initiative designed to foster connections between students of CUHK and CUHK(SZ). An exchange tour and two online workshops</li> </ul>		<p>programmes developed</p> <ul style="list-style-type: none"> <li>• Number of CUHK-CUHK(SZ) events and participants</li> <li>• Satisfaction level of participants collected via surveys, if any</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
					<p>were held in 2024–25 with a total of 15 CUHK students and 348 CUHK(SZ) students participating.</p> <ul style="list-style-type: none"> <li>Plan for further improvement: <ul style="list-style-type: none"> <li>Continued collaboration between CUHK and CUHK(SZ) to enrich career resources and prospects, cultural exchange and well-being activities for students across both campuses.</li> </ul> </li> </ul>		
16.	<ul style="list-style-type: none"> <li>To work closely with various support units to enhance T&amp;L quality: strengthen provision of support and guidance for student representatives serving committees at different levels [AR Executive Summary item 5 and para 5.15]</li> </ul>	<p>Strategic development and continuous enhancement on T&amp;L with reference to external benchmarking [AR]</p>	<p>Enhanced support to student representative at committees [AR]</p>	<ul style="list-style-type: none"> <li>Develop an orientation programme for all student representatives - introduce the University’s governance structure and provide them with the information about the purpose of the committees, Terms of Reference and advise them on their roles and responsibilities as student members on the committees. [to complete by 2025–26]</li> <li>Develop sharing sessions for experienced student representatives with new comers. [to complete by 2025–26]</li> <li>Create an online information portal that serves as a centralised hub where students can easily access relevant resources and information. [to complete by 2025–26]</li> </ul>	<ul style="list-style-type: none"> <li>Orientation and Sharing Sessions are held annually for the Director of Student Affairs and OSA colleagues to meet with the appointed student representatives. A total of 33 students participated in the Orientation and Sharing Sessions held on 13 and 20 March 2025, during which former student representatives shared their experiences with the newly appointed students.</li> <li>The OSA website, which contains essential information about various University Committees, is updated regularly.</li> <li>In addition to the OSA representatives, other administrative units were invited to join the Selection Panel for Student Representatives of</li> </ul>	OSA	<ul style="list-style-type: none"> <li>Successful completion of the orientation programme</li> <li>Successful completion of the sharing session</li> <li>Up-to-date information to be disseminated to student representatives in a timely manner</li> <li>Demonstrated engagement and collaboration of administrative units in the selection process</li> </ul>

No.	Recommended Action (or other issue being addressed) [Source]	Goals/Objectives [Source]	Strategies [Source]	Key Deliverables with Timelines submitted to the QAC on 10 September 2024 and 4 February 2025 [target completion date, if applicable]	Progress and plans for further improvement, if applicable	Leadership Responsibility	Indicator(s) of Successful Outcome(s)
				<ul style="list-style-type: none"> <li>Strengthen the composition of the selection panel and engage more colleagues from administrative units in the selection of student representatives. [to complete by 2025–26]</li> </ul>	University Committees 2025–26, which includes staff representatives from ITSC and the Colleges. A diverse group of staff representatives and student representatives from the Colleges is involved in the selection process every year.		

Note:

The major themes for the programme reviews for Ug and TPg programmes (where applicable), which are identified in the *SP* by the SCTL, in the self-evaluation process and/or Audit Report of the third cycle QAC audit, are as follows:

- implementation of the outcomes-based approach to assessment, as articulated in the Assessment Policy, how it works in practice and how this links to graduate attributes and grade descriptors;
- use of the extensive data available to increase evaluation of teaching and learning against external benchmarks;
- adoption of adaptive programme structure and pedagogy to excel in the New Normal through revisiting and redesigning programme structures and assessments;
- sustainable development goals in General Education and beyond; (*for Ug only*)
- student workload;
- students' communication skills, interpersonal skills and groupwork;
- student-student relationship;
- VTL, including offering of VTL courses, long term development of VTL, implementation of the *GIVTLE*;
- monitoring of grade inflation arising from the adoption of criterion-referenced assessment; and
- curriculum design for senior-year programme and support to senior-year intake students. (*for Ug only*)

November 2025

## Abbreviations and Acronyms

AAS	Academic Advisory System
AI	Artificial Intelligence
AR	Audit Report
CDCF	Common Data Collection Format
CDMPs	Collaborative Double Major Programmes
CLEAR	Centre for Learning Enhancement And Research
Co-op@CUHK	CUHK's Co-operative Education Programme
CoP	Community of Practice
CPDO	Career Planning Development Office
CSLP	Credit-bearing Service Learning Programme
CTE	Course and Teaching Evaluation
CUHK	The Chinese University of Hong Kong
CUHK(SZ)	The Chinese University of Hong Kong, Shenzhen
<i>CUHK 2025</i>	CUHK Strategic Plan 2021–2025
CUSCS	School of Continuing and Professional Studies
DDPs	Dual Undergraduate Degree Programmes
ECQ	Entry Class Questionnaire
FTLC	Faculty Teaching and Learning Committee
FYEQ	First Year Experience Questionnaire
GAITLA	Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments
GBA	Greater Bay Area
GE	General Education
GIVTLE	Guidelines for Inclusive Virtual Teaching and Learning Environment
GPA	Grade Point Average
GSO	Graduate School Office
HKQF	Hong Kong Qualifications Framework
IoC	Internationalization of Curriculum
ITSC	Information Technology Services Centre
MoI	Medium of Instruction
OBA	Outcomes-based Approach
OSA	Office of Student Affairs
PDC	Professional Development Course
Pg	Postgraduate
POUs	Programme Offering Units
QAC	Quality Assurance Council
RAC	Resource Allocation Committee
RPg	Research Postgraduate
SCGE	Senate Committee on General Education
SCTL	Senate Committee on Teaching and Learning
SDPU	Sub-degree Providing Unit
SEN	Special Educational Needs
Senate SPCEP	Senate Committee on Sub-degree, Professional and Continuing Education Programmes
SEQ	Student Experience Questionnaire
SER	Self-Evaluation Report
SIS	Student Information System

SP	Strategic Plan
SPCEP	Sub-degree, Professional and Continuing Education Programme
SPMS	Sub-degree Programmes Management System
SSRs	Student-student Relationships
TAs	Teaching Assistants
TDLEG	Teaching Development and Language Enhancement Grant
T&L	Teaching and Learning
TPg	Taught Postgraduate
TQI	Teaching Quality Inspection
UAA	University Accountability Agreement
Ug	Undergraduate
UGC	University Grants Committee
UPO	University Planning Office
VCom	Visiting Committee
VTL	Virtual Teaching and Learning
WACC	Wellness and Counselling Centre





THE CHINESE UNIVERSITY OF HONG KONG

Guidelines on Course and Teaching Evaluation

- (1) As a means to enhance the quality of teaching in the University, Course and Teaching Evaluation (CTE) is conducted as a compulsory exercise. CTE results are used as an element of input for academic staff appraisal.
- (2) CTE should be conducted by programmes for all undergraduate and postgraduate courses registered in the Chinese University Student Information System (CUSIS) except for classes with five or less students when anonymity of responses becomes a concern. The CTE is also applicable to award-bearing sub-degree, professional and continuing education programmes.
- (3) All course and teaching evaluations must be anonymous, and the identity of the respondents will not be traced.
- (4) The CTE questionnaire comprises two parts: Part A is common across the University while individual programmes/courses may administer programme-specific questions in Part B of either forced choice or open-ended questions.
- (5) Two common CTE questionnaires, namely individual-teacher form and multiple-teacher form are used. Evaluation for courses taught by more than one teacher is to be conducted as follows:
  - a) two teachers: an individual-teacher form for each teacher;
  - b) three teachers: an individual-teacher form for each teacher, *or*  
one multiple-teacher form for all the three teachers;
  - c) four teachers or more: one multiple-teacher form for all the teachers.
- (6) The CTE questionnaire responses are centrally processed and stored at the Central Course and Teaching Evaluation (CCTE) System website: <https://www.cuhk.edu.hk/proj/cete>. The CCTE System is implemented with effect from the 2013-14 academic year. CTE results should be input, confirmed and submitted to the CCTE System by the course offering department/unit.
- (7) With effect from 2019-20, Online CTE has been implemented for Part A. Only students who have formally enrolled in a course will be eligible to complete the Online CTE. The Information Technology Services Centre (ITSC) will support and monitor the operation of Online CTE.
- (8) Each Faculty of the University is responsible for the implementation of CTE evaluation, including the design of Part B of the questionnaire, administration of the exercise and analysis of the results of Part B. Department/Programmes should assign administrative staff to assist in the administration of the CTE exercise. ITSC will support and monitor the operation of Part B.

- (9) Aggregate results of the CTE questionnaires are to be made known to student representatives of the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee at its meeting. The student representatives shall not share the results with their fellow students. The mode of releasing the results is to be decided by the Faculties and the results should be released to teachers only after the release of course grades.
- (10) The Faculties and ITSC must exercise due care in the collection of CTE data from students and in the handling of such data and the results of the CTE, in compliance with the requirements of the Personal Data (Privacy) Ordinance including but not limited to the precaution that CTE results must not be displayed publicly in any manner whereby it is possible to identify the individual teachers concerned, and that security measures must be taken diligently by the Faculties/Departments/ITSC to prevent public access to CTE results.
- (11) Teachers should set aside some time in class for students to complete the CTE questionnaire in the classroom, if applicable.
- (12) Teachers, teaching assistants, or graduate assistants who participate in the teaching of the course shall not be present while students are completing the CTE questionnaires and they should not be assigned to collect the completed questionnaires.
- (13) Disinterested third parties, e.g. clerks, technicians, teaching assistants who have not participated in the teaching of the course concerned, shall be designated to collect the completed questionnaires.
- (14) Evaluation of the teaching assistants, if any, of a course could also be included in the CTE exercise, but the CTE results of teaching assistants will not be used for benchmarking purpose.
- (15) The content of Part B of the questionnaire used for CTE and the implementation of the exercise itself should be discussed from time to time at the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee.
- (16) With a view to deliberating on the general directions for course/programme improvements, the results of CTE should be discussed in general terms in the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee, on the proviso that no discussion should be held on the CTE performance of individual teachers or students in these particular meetings.

[Approved by the Senate Committee on Teaching and Learning at its First Meeting (2025-26) held on 19 November 2025.]

# Guidelines for Inclusive Virtual Teaching and Learning Environment (GIVTLE)

## 1. BACKGROUND

The COVID-19 pandemic has brought profound challenges to The Chinese University of Hong Kong (hereafter referred to as the University). Lectures and tutorials have been conducted online intermittently in the University. Although online teaching and learning has received positive feedback from both students and teachers during the pandemic, we should not overlook the fact that online instruction could also create barriers to individual students with special educational needs (SEN)<sup>1</sup>. This undoubtedly requires our special and careful attention.

In view of the pandemic, the *Task Force on eLearning for Students with SEN* (hereafter referred to as the Task Force) chaired by the PVC (Education) was established in July 2020 at the University to explore approaches to better support students as well as teachers who have students with SEN in their classes. The Task Force covers areas spanning eLearning support services, software, hardware, IT solutions, and peer support. The Task Force also aims to communicate its discussion and deliverables to teachers and students from time to time.

Building an inclusive<sup>2</sup> virtual teaching and learning (VTL) environment is an ongoing process by which it requires university-wide participation. It is therefore essential for us to provide teachers who are at the forefront of change with clear guidelines and directions of how inclusive VTL could be co-constructed at the University.

## 2. DETAILS OF THE GUIDELINES

In accordance with the Disability Discrimination Ordinance, we strive to promote diversity, equity, and inclusion across the University where all students are provided with equal opportunities in their academic pursuit. In this regard, teachers should ensure that virtual learning materials, activities, and assessment are accessible<sup>3</sup> to all students. This applies to all courses in different modalities of instruction, including face-to-face, mixed, blended, hybrid and online<sup>4</sup>.

---

<sup>1</sup> Students with SEN are defined as having (1) specific learning difficulties, (2) intellectual disability, (3) autism spectrum disorder, (4) attention deficit / hyperactivity disorder, (5) physical disability, (6) visual impairment, (7) hearing impairment, (8) speech and language impediment, and (9) mental illnesses (Education Bureau, 2021).

<sup>2</sup> "Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all" (Hockings, 2010).

<sup>3</sup> In Burgstahler's (2017) words, [a]ccessible means a person with a disability is afforded the opportunity to acquire the same information, ... and enjoy the same services as a person without a disability ...".

<sup>4</sup> [Teaching-Modes-for-Courses-in-Taught-Programmes-at-CUHK \(Annex 1\).pdf](#)

## 2.1 When there are SEN students in the course

When there are SEN students in the course, teachers *must* make accommodation<sup>5</sup> and reasonable adjustments.

Through the “Special Educational Needs Service (SENS)” at the Office of Student Affairs (OSA), students may apply for special accommodations and the SEN Service Manager of the Wellness and Counselling Centre at OSA manages the collection and records of students’ applications for special accommodations. Teachers will be informed by their departmental administrative staff soon after course registration if students with SEN enroll in their classes.

The OSA’s SEN records are based on students’ self-declaration. The Registration and Examinations Section of the Registry will inform SEN students, who have made declarations to the OSA, of their examination timetables separately, and remind those who have not to apply to the SENS so that appropriate examination arrangement can be made accordingly. If SEN students do not report their SEN to the OSA, there is a possibility of having SEN students in the classes without the teachers knowing it.

The following practices are to be implemented when students with SEN enroll in the class:

(1) Teachers should *familiarise themselves with the support* necessary for students with different types of SEN so that virtual learning materials, activities, and assessment can be accessible for all. The record form and additional tips and training materials can be found on the OSA website ([SEN Service, Wellness and Counselling Centre, OSA, CUHK](#)).

(2) During online classes, teachers should *enable* the available accessibility features in all adopted VTL IT solutions or tools on different platforms.

- Enable the *close captions or live transcription* function in *Zoom / MS Teams* when English is the medium of instruction (MoI) of the course.
- Add [automatic captions](#) (also known as automatic speech recognition) to a video in *Panopto*
- Use [Blackboard Ally](#) in Blackboard (which can automatically help generate alternative formats of the uploaded course content materials for all students to use)

Students can greatly benefit from accurate auto-captions and post-lecture captions (supported by Panopto) in lecture video recordings. For example, the use of captions and transcripts can improve accessibility for student attendees who have difficulty with hearing.

Enabling close captions or live transcription function has been found to be a useful learning aid not only for SEN students but also for all students as it enables students to stay focused, better retain information, and remain unaffected in case of poor Internet connection or poor quality of videos (Doherty, 2016).

---

<sup>5</sup> “Accommodations are adaptations made for specific individuals when a product or service is not accessible ...” (Burgstahler, 2017).

Teachers also need to take into account factors that influence caption accuracy, such as equipment efficiency, the organisation of visual materials, and the arrangement of classroom activities. Another factor to consider is the alignment between oral and written forms of content presentation. For example, if the teaching materials (e.g. PowerPoint slides) are written in English, English (instead of Chinese) should be used as the spoken medium. Generally, using mixed languages presents a bigger challenge for captioning tools.

(3) Teachers should make recordings and transcripts available for students with SEN and peer note-takers if English is the MoI of the course.

(At the time of writing, live transcription is supported in English and Mandarin. When technology is available, this suggested practice may apply to lectures conducted in Cantonese.)

## 2.2 Creating a better inclusive VTL environment

Whether or not there are SEN students in the class, teachers should ensure that virtual learning materials, activities, and assessment are accessible to *all students by design*. This applies to *all courses* in different modalities of instruction.

To create a better inclusive VTL environment, teachers may adopt a variety of practices to enhance accessibility of their teaching in addition to the practices discussed in Section 2.1. These practices can broadly be classified into two levels, **should-have practice** and **good-to-have practice**.

### 2.2.1 Should-have practices

The following action items which aim to enhance digital accessibility are recommended (Angelo State University, 2022):

- ☑ A minimum font size of 12 point should be used for all online reading materials.
- ☑ No flashing, blinking, or sparkling images are used.
- ☑ There is a clear verbal description for all pictures, charts, and graphs that contain information or data. The provision of a clear description can facilitate students' understanding.
- ☑ All documents have been formatted and headed properly. Commonly used San Serif fonts, such as Arial and Calibri, are recommended.
- ☑ Every document and webpage have *enough contrast* between text and background color.
- ☑ If teachers are developing their own websites, ensure that a keyboard is all that is needed to navigate the course.

### 2.2.2 Good-to-have practices

Teachers may also consider the following good-to-have practices to further enhance accessibility of course content. These practices will benefit all students as to whether they have SEN.

Below are some good-to-have practices:

Teachers may use various design and representation in their instruction. Below is a checklist for accessibility for online instruction (see Table 1).

Table 1. A checklist for accessibility for online instruction:

1	Text and Links	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The main text is written exclusively in San Serif fonts, such as Arial and Calibri. In typography, San Serif letterform refers to characters that do not have extending features at the end of strokes. This letterform could improve on-screen readability due to its greater inter-character spacing and simplicity.</li> <li><input checked="" type="checkbox"/> Using the editor toolbar, all bulleted or ordered lists are created.</li> <li><input checked="" type="checkbox"/> There are no underlines on text unless it is a hyperlink.</li> <li><input checked="" type="checkbox"/> Text rather than URLs is used for hyperlinks as the text provides context and meaning for the links. (Links are not labeled “read more” or “click here”.)</li> <li><input checked="" type="checkbox"/> The formatting of text (the shapes, colours, and styles) should not be used as an exclusive means to convey information. For example, if there is a list of winners to be declared, teachers should explicitly write who the winners are, such as putting “winner” next to the students’ names, instead of simply bolding or italicising the names of the winners.</li> </ul>
2	Headings	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Common heading styles in Arial and Calibri fonts are used for the headings.</li> <li><input checked="" type="checkbox"/> A document has a logical heading structure, and subheadings are clearly marked and nested appropriately.</li> </ul>
3	Images	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In most cases, images of text are avoided as far as possible except when that presentation is essential to the information conveyed.</li> <li><input checked="" type="checkbox"/> Flashing, blinking, or sparkling images are not used.</li> <li><input checked="" type="checkbox"/> There is also alternate text or a description for all pictures, charts, and graphs that contain information or data.</li> </ul>
4	Documents	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use readable PDFs. Avoid using PDFs consisting of scanned images of text as they are not always accessible to screen readers.</li> <li><input checked="" type="checkbox"/> Templates are used to create PowerPoint presentations.</li> <li><input checked="" type="checkbox"/> Accessibility checks in programmes such as Word and PowerPoint should be utilised. Teachers could check whether content is presented in the intended reading order or whether headings and sub-headings are marked clearly.</li> </ul>
5	Tables	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Tables are used to display tables of data, not just for better presentation, such as space arrangement.</li> <li><input checked="" type="checkbox"/> The columns and rows in the table are properly identified by using a table header row</li> </ul>

		<input checked="" type="checkbox"/> All complex tables with merged or split cells are decomposed into smaller simple tables.
6	Navigations	<input checked="" type="checkbox"/> Each web page has consistent navigation menu items.
7	Colours	<input checked="" type="checkbox"/> Colour combinations such as red/black, red/green, and blue/yellow are to be avoided. <input checked="" type="checkbox"/> Colours alone should not be used as the only means to represent meaning. For instance, teachers could not have a list of items and state that the items in red are due.
8	Multimedia	<input checked="" type="checkbox"/> Transcripts are included with all audio content. <input checked="" type="checkbox"/> Synced captions are available for all videos.
9	Check your work	<input checked="" type="checkbox"/> Teachers should check if they are able to navigate the course using their keyboards and if they can accomplish everything a student would need to do. <input checked="" type="checkbox"/> Using WebAIM's WAVE tool to run an accessibility check in Blackboard is recommended. (See References and Additional Resources) <input checked="" type="checkbox"/> Teachers may generate an accessibility report for their Microsoft Word documents by selecting "Check Accessibility". <input checked="" type="checkbox"/> To determine the reading order of the text in the PowerPoint presentation, teachers can choose the "Outline" view (using pre-made templates usually ensures a proper reading order). <input checked="" type="checkbox"/> Teachers should also check whether all headings are appropriately titled in Blackboard. <input checked="" type="checkbox"/> Using a contrast checker such as WebAIM to review whether there is enough contrast between text and background. <input checked="" type="checkbox"/> Teachers may double-check their work with another individual to ensure that the suggestions listed above are met.

Note. Table 1. The checklist for accessibility for online instruction. Adapted from “*Digital Accessibility Checklist for Courses*,” by Angelo State University, 2022. <https://www.angelo.edu/faculty-and-staff/instructional-design/accessibility-checklist.php>. Copyright 2022 by Angelo State University.

All these practices will undergo periodic review according to feedback from students, teachers, and faculties/departments/units and advances in technology and will be revised as appropriate.

### 3. UNIVERSAL DESIGN FOR LEARNING

Apart from the practices discussed, the Universal Design for Learning (UDL), which applies the principles of Universal Design (UD) in teaching and learning, is a good reference for teachers who would like to explore more aspects of accessibility in their teaching and curriculum design. The UDL framework takes a proactive approach to addressing potential learning obstacles and provides students with opportunities to choose how they want to participate in their own learning (Galarce, Cusack, & Lavergne, 2022). What UDL promotes could apply to *all courses* in different modalities of instruction.

The UDL framework promotes the use of flexible curricular materials and activities that provide alternatives for students with differing abilities. Three aspects of learning design can be incorporated into curriculum - means of representations of information, means of expression; and means of engagement (Council for Exceptional Children, 1999).

In terms of means of representation, teachers may create a learning environment where content and materials are presented in multiple ways (Durham College, 2022). For example, a variety of formats, such as text, audio, video, images, tables, colours etc. can be used to deliver information.

In terms of means of expression of ideas, the use of various evaluation formats would allow students with different strength to demonstrate their learning in different ways. Teachers may consider using multiple choice questions, posters, portfolios, debate, reflective journals to assess students' attainment of learning outcomes.

In terms of means of engagement, a possible practice is to create an open, safe class learning environment where student diversity and voices are heard and respected (Durham College, 2022). For example, different pedagogical approaches can be used to facilitate students' learning. Apart from lectures, teachers may consider incorporating small group or pair discussions, role playing, case studies, polls or surveys, interactive games, quizzes, pre-recorded lectures and reading tasks into their instruction.

More examples of how the three aspects of learning design can be achieved are available in [UDL Checklists | CTL \(durhamcollege.ca\)](https://durhamcollege.ca/ctl/teaching/udl/udl-checklists/).

#### 4. REFERENCES

Angelo State University. (2022). *Digital accessibility checklist for courses*. Angelo State University. <https://www.angelo.edu/faculty-and-staff/instructional-design/accessibility-checklist.php>

Burgstahler, S. (2017). Equal access: Universal design of instruction. *University of Washington*. Retrieved 30 March, 2022, from <https://www.washington.edu/doit/equal-access-universal-design-instruction>

Council for Exceptional Children. (1999). Universal design: ensuring access to the general education curriculum. *Research Connections in Special Education*, 5, 1–10. <https://files.eric.ed.gov/fulltext/ED433666.pdf>

Doherty, H. (2016). *Students say closed captions, transcripts aid learning, Oregon State study finds*. Oregon State University. <https://ecampus.oregonstate.edu/news/2016/closed-captions/>

Durham College. (2022). UDL Checklists. Durham College. <https://durhamcollege.ca/ctl/teaching/udl/udl-checklists/>

Education Bureau. (2021). *Types of Special Educational Needs*. Hong Kong Special Administrative Region. <https://sense.edb.gov.hk/en/types-of-special-educational-needs/>

Galarce, Cusack, & Lavergne. (2022). Pandemic reminders about inclusivity and accessibility: For now and in the future. In V. H. Shinas, C. N. Ly, & S. Y. Ozden (Eds.), *Cases on practical applications for remote, hybrid, and hyflex teaching* (pp.122-138). IGI Global.

Hockings, C.S. (2010). Inclusive learning and teaching in higher education: A synthesis of research. *Advance HE*. Retrieved 28 March, 2022 from, <https://www.advance-he.ac.uk/knowledge-hub/inclusive-learning-and-teaching-higher-education-synthesis-research>

## 5. ADDITIONAL RESOURCES

- [Accessibility and University Design](#) (Blackboard)
- [Accessibility by Design](#) (Colorado State University)
- [Additional Tools](#) (WebAIM)
- [HKSAR OGCIO Web Accessibility Handbook](#)
- [Inclusive Design](#) (Microsoft)
- [Micro-modules on SEN support for Teachers created by CLEAR](#) (CUHK login required)
- [Microsoft Office Accessibility Checker](#)
- [PDF Accessibility Checker](#) (WebAIM)
- [Publications, Training Materials, and Useful Links Created by Wellness and Counselling Centre, Office of Student Affairs \(CUHK\)](#)
- [SPOC Module 5: Supporting Students with Special Educational Needs on KEEP Created by CLEAR](#) (Free Registration and Enrollment)
- [Support Services for Students with Disabilities \(Office of Student Affairs, CUHK\)](#)
- [The Principles of Universal Design \(NC State University\)](#)
- [Universal Design vs. Accommodation \(University of Washington\)](#)

**THE CHINESE UNIVERSITY OF HONG KONG****Use of Artificial Intelligence Tools in Teaching, Learning and Assessments***A Guide for Students***Preamble**

1. Artificial intelligence (AI), generative AI in particular, is sweeping the globe and revolutionizing the way we teach and learn. While AI tools have the potential to improve both teaching and learning experiences, these tools should be approached critically with a full recognition of their strengths and limitations. It would be crucial to understand how AI tools can be incorporated into teaching and learning in an open and transparent manner to attain the desired learning outcomes.
2. The University has prepared the *Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments* (“Guidelines”) to (i) set out the general directions on the use and application of AI tools in teaching and learning with a view to upholding the principles of academic honesty and integrity and enhancing the quality of teaching and learning; (ii) articulate four approaches to the use of AI tools in student learning activities and assessments; (iii) reiterate that improper or unauthorized use of AI tools will constitute acts of academic dishonesty which will be handled in accordance with the University’s *Procedures for Handling Cases of Academic Dishonesty*; and (iv) provide guidance to teachers regarding their use of AI tools in teaching, grading and provision of feedback on student work.
3. Students should take note of the following salient points extracted from the Guidelines and follow strictly the instruction and/or permission given by teachers in the course outline or learning activity/assessment guide regarding the use of AI tools in teaching, learning and assessments. The Guidelines will be reviewed and updated to reflect changes in technology, best practices, and other relevant developments as and when necessary. The second version of the Guidelines dated May 2025 supersedes the first version issued in March 2023.
4. For teaching, learning and assessments involving research (e.g. capstone courses, final year projects, research proposals and theses), reference should also be made to the [\*Guidelines on the Responsible Use of AI for Research\*](#), as appropriate.

**Definitions**

5. Below are the definitions of some terminologies used in the Guidelines:
  - (a) **AI** is the branch of computer science dedicated to developing systems or machines capable of performing tasks that typically require human intelligence such as learning, reasoning, problem-solving, understanding natural language, and perception. AI systems can either be rule-based or use machine learning to adapt and enhance their performance over time.

- Predictive AI involves using statistical analysis and machine learning to identify patterns, anticipate behaviors and forecast upcoming events. It is used to predict potential future outcomes, causation, risk exposure and more<sup>1</sup>. For example, VeriGuide is a kind of predictive AI.
  - Generative AI refers to a type of AI that creates new content, such as text, images, music, or videos, based on patterns and data that are used to train models known as deep neural networks. For example, ChatGPT is a kind of generative AI.
- (b) **AI tools**, in the context of the Guidelines, include
- those selected and adopted by the University central, e.g. Information and Technology Services Centre (ITSC) (*see [AI Hub@CUHK](#)*);
  - those selected and adopted through collaboration between ITSC and individual units/teachers; and
  - those selected and adopted by individual units, teachers and/or students.

## Ethical Principles

AI is a double-edged sword. Users should use but not abuse it. They should use it as a research tool and not as a cheating device. Most importantly, users should use AI to think *with* them, and not *for* them. The following principles should be observed for ensuring ethical and authorized use of AI tools:

6. **Accountability:** Users of AI tools are accountable for the AI-generated results included in their work. Hence, users should carefully evaluate the implications of using AI tools for teaching, learning and assessments before adopting such tools. Users should fact-check all outputs of AI tools by cross-checking the claims against reliable sources, as some current models of AI tools may confidently reassert factual errors. Users of these tools will be responsible for any errors or omissions.
7. **Transparency:** Users should be ready to disclose information on their use of AI tools and the process behind generating the results, and explain how outcomes can facilitate their teaching, learning and assessments.
8. **Communication:** The adoption of AI tools should be clearly communicated among stakeholders, for example, between teachers and students; among teachers, course coordinators, Assessment Panel, Department Board and Faculty Board, as appropriate.
9. **Accessibility of AI tools in a fair manner:** AI tools should be made accessible to students in a fair manner.
10. **Data privacy and confidentiality:** Sharing data with AI tools may lead to exposing work to the public without permission. Attention should be paid to data privacy and confidentiality. Caution should be exercised not to misuse or infringe the intellectual property of others.
11. **Acknowledgement:** Like any other tools and references, permitted use of AI tools should be acknowledged unless otherwise specified. Specific and detailed information on the

---

<sup>1</sup> Source: <https://www.ibm.com/think/topics/predictive-ai>.

AI tools used, including prompts used (if applicable) for completing the assignments, learning activities and/or assessments, should be provided in the work concerned. If deemed appropriate, the output of generative AI should be included as an appendix of the work submitted by students.

## **Use of AI Tools by Students in Learning Activities and Assessments**

### *Four Approaches*

12. Each course will adopt an approach on the use of AI tools in students' learning activities and/or assessments taking into consideration the disciplinary needs, learning outcomes, pedagogical approach and design, and assessment means/schemes.

#### **Approach 1 – Prohibit all use of AI tools**

**Students are not allowed to use any AI tools in any kind of learning activity or assessment** that will be counted towards students' final grade of the course, or used for evaluating students' attainment of the desired learning outcomes. Students are expected to produce their own work independently without any collaboration or use of AI tools. Such information will be spelt out clearly in the course outline or learning activity/assessment guide.

#### **Approach 2 – Use only with prior permission**

**Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others.** Teachers will clearly inform students which AI tools students are allowed to use, and when and how they can and cannot use these tools. For instance, use of an AI tool for checking grammar may not be allowed in a course with a learning outcome related to students' writing skills. Teachers will also make clear the rationale for allowing these tools in some situations but not allowing them in others, and how these tools ought to be cited or otherwise acknowledged. Such information will be spelt out clearly in the course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

#### **Approach 3 – Use only with explicit acknowledgement**

**Students are allowed to use AI tools in any learning activities and/or assessments as long as they explicitly cite or otherwise acknowledge the use of these tools.** Details on which AI tools are allowed to use, how these tools ought to be cited or otherwise acknowledged will be spelt out clearly in the course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

#### **Approach 4 – Use is freely permitted without acknowledgement**

**Students are allowed to use AI tools in learning activities and/or assessments without being required to explicitly cite or otherwise acknowledge the use of these tools,** for example, in courses where students are allowed or expected to frequently collaborate with or use AI tools. Details on which AI tools are to be used will be spelt out clearly in the

course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

13. Teachers will clearly and explicitly inform students which approach they will adopt in their courses and provide clear and detailed instructions in the course outline or learning activity/assessment guide. **It is the responsibility of students to study the course outline and/or learning activity/assessment guide of individual assignments in detail to ensure that they follow the instruction and permission strictly and seek clarification from the course teacher if in doubt.** Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty* (see paragraphs 17 – 21).

#### AI Readiness, Literacy and Competency

14. Teachers will take into consideration students' **AI readiness** when they allow students to use AI tools in learning activities and/or assessments. **AI literacy**<sup>2</sup> is crucial for students to understand the capabilities and limitations of AI tools, as well as the potential consequences of using them. Students should have attained a minimum level of critical AI literacy before using AI tools in learning activities and/or assessment and recognize the deficiencies of such tools. A possible way of enhancing AI literacy is to critique the outputs generated by AI models. Students should reflect on how well they can identify the deficiencies of AI tools in terms of logic, consistency, accuracy and bias, and whether they can detect fabrications, misrepresentations and fallacies. In addition, the quality of output when one uses an AI tool depends to a large extent on the instructions given to the tool. Students should enhance their **AI competency** and acquire skills to master “prompt engineering” by refining their prompts in order to obtain good outcomes.

#### **Use of AI Tools by Teachers in Teaching, Grading and Provision of Feedback on Student Work**

15. Teachers may use AI tools to assist their teaching taking into consideration factors such as disciplinary needs, learning outcomes, pedagogical approach and design, irrespective of the approach to the use of AI tools adopted for student learning activities and/or assessments on individual courses. Whenever teachers use AI tools to assist them to grade and/or provide feedback on student work, students will be informed in advance. Trusted AI tools will be used in the process to avoid data breaches and privacy violations.

#### **Overall Monitoring of the Use of AI Tools in Courses**

16. The adoption of permitted use of AI tools in courses is subject to regular course review by the teacher(s) concerned and the programme committee. Department Board and Faculty Board are expected to review the efficacy of the AI tools adopted, if any, in

---

<sup>2</sup> “AI literacy for a typical individual is the ability to comprehend, interact with, and make informed decisions regarding artificial intelligence technologies in daily life. It involves understanding the basic principles of AI, recognizing its applications, and being aware of ethical, social, and privacy implications while responsibly engaging with AI systems” according to Chan, C. K. Y. & Colloton, T. (2024). *Generative AI in Higher Education: A ChatGPT Effect*. Routledge.

achieving the desired learning outcomes. This set of Guidelines stipulates the minimum requirements of the University. Department Board and Faculty Board may formulate discipline-specific guidelines and policies so as to optimize the benefits of using AI tools in attaining the desired learning outcomes.

### **Improper/Unauthorized Use of AI Tools**

17. Students using AI tools in their learning activities and/or assessments without complying with the Guidelines and requirements for such use will result in improper or unauthorized use. Such an act will constitute a **serious violation of academic dishonesty**.
18. The University's proprietary text similarity detection system, VeriGuide, has been used to help the University to ensure that works submitted by students as part of course requirements are original, and that students receive proper recognition and grades for their original work. Students, in submitting their work to the VeriGuide, warrant in the declaration statement that they are the lawful owner of the copyright of the work, which is their original work except for the source materials explicitly acknowledged, and that they have complied with the instructions given by the course teacher(s) regarding the use of AI tools for the work.
19. If a suspected case of improper/unauthorized use of AI tools is identified, the student concerned may be required by the teacher to explain his/her assignment/task and answer questions with a view to finding out whether the work submitted is the student's own work.
20. If the use of AI tools is not permitted on an assignment, learning activity and/or assessment, and a student is found to have used such tools in his/her work, the case will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*. Improper/unauthorized use of AI tools is regarded as academic dishonesty and is subject to the categories of offence (and corresponding penalties) as specified in the *Procedures*, e.g. "plagiarism", "employing or using services provided by a third party", and "all other acts of academic dishonesty" as deemed appropriate by the relevant disciplinary committees.
21. Penalties for offences of academic dishonesty may include reviewable/permanent demerit(s), failure grade for the course concerned, suspension from the University, lowering the degree classification, and termination of studies at the University. For cases of offences committed by a former student while studying for the award in question, which come to light after the student's graduation, this may also constitute a good cause under which the University may revoke his/her academic award in accordance with the University's procedure for revoking an academic award.

March 2023 (1<sup>st</sup> version)  
May 2025 (Revised)