



香 港 大 學

THE UNIVERSITY OF HONG KONG

進展報告

質素保證局

二零二三年質素核證

二零二六年三月

香港大學

二零二三年質素保證局質素核證－ 進展報告

目錄

	<u>頁碼</u>
<i>附錄表</i>	<i>ii</i>
前言	1
行動方案落實進展	
(I) 建議	2
(II) 其他意見	3
(III) 良好實踐做法的推廣應用	8

附錄表

附件 A	行動方案落實進展摘要表
附件 B	學院／學系／核心課程評核政策範本
附件 C	《香港大學生學習體驗：深入探討院校數據》項目報告摘錄
附件 D	「學生對教與學質素的意見」行動計劃範本

註：

- (1) 附件為英文原版。
- (2) 附錄 B 至 D 屬內部文件，故不隨附。

前言

香港大學（港大）謹此再次感謝質素保證局於 2023 年為本校進行第三輪質素核證。是次核證肯定了本校在教與學方面的卓越表現，以及我們對促進學生成功的堅定承諾。質素保證局的報告既肯定了我們的持續努力，亦為我們進一步提升教學質素提供了重要動力。本校透過跨部門協同推進，按行動計劃所載的措施回應及跟進核證意見，並在既有成果上持續深化相關工作。

2. 下一部分將詳細說明目前的落實進度。**附件 A** 載列摘要表，概述行動方案落實進展。

行動方案落實進展

(I) 建議(RA)

RA1 大學教與學質素委員會及各學院教與學質素委員會的成員組成

「評審小組建議港大檢視港大教與學質素委員會及／或學院教與學質素委員會的組成，研究可有空間使副院長（教學）在有關質素和學術水平的委員會內的代表性和角色更趨一致；並檢視學院教與學質素委員會的組成，以確保在學生代表參與方面的做法一致。」（《質素核證報告》第 1.9 段）

RA1.1 港大於 2023–24 學年結束前完成對大學教與學質素委員會及各學院教與學質素委員會成員組成的檢討。由 2024–25 學年起，大學及學院教與學質素委員會的組成作出統一調整，具體如下：

- 各學院教與學質素委員會均由一位主要負責教與學事務的副院長擔任主席，並包括至少一名本科生及一名授課式研究生成員；及
- 大學教與學質素委員會的成員中包括「各學院教與學質素委員會主席」，而該學院委員會主席均為主要負責教與學事務的副院長。

修訂後的學院教與學質素委員會職權範圍已於 2024 年 10 月 8 日舉行的大學教與學質素委員會的會議上提交備案。

RA1.2 港大將定期檢討大學教與學質素委員會、各學院教與學質素委員會及其他與教與學相關委員會的職權範圍，以確保其內容與時並進並切合實際需要（詳見下一部分的 S1）。

(II) 其他意見(S)

S1 質素及學術標準相關委員會的職權範圍檢討

「港大訂立、維持和提升頒授資格的標準及質素方面所採取的方針，其中一個重點是有效地參照本地和國際基準作課程監察及檢討。展望將來，若港大定期檢討有關質素及學術標準相關委員會的職權範圍，以確保其一致性，將對港大有所裨益。」
(《質素核證報告》第3頁)

- S1.1 港大及香港大學專業進修學院規定所有與教與學相關的委員會每六年檢討其職權範圍，以確保其一致性及持續適切性，並按實際需要分別透過教與學質素委員會及港大持續專業教育及終生學習委員會向教務委員會提交報告。
- S1.2 首輪檢討已於 2024–25 學年進行。全校共有逾 40 個與教與學相關的委員會完成了職權範圍的修訂，當中包括中央層面的委員會（例如：學務委員會、核心課程委員會、語文提升及人工智能素養委員會），以及多個學院、學系及課程層面的委員會。專業進修學院亦有逾 15 個委員會按其管治手冊及質素保證與提升手冊完成了職權範圍的檢討。
- S1.3 已完成職權範圍檢視的教與學相關委員會綜合名單，於 2025 年 10 月提交予教與學質素委員會（適用於大學層面的委員會），以及於 2025 年 5 月提交予港大持續專業教育及終生學習委員會（適用於專業進修學院屬下的委員會），並於 2026 年 2 月向教務委員會報告。
- S1.4 下一輪全面的教與學相關委員會職權範圍檢討將於 2030–31 學年進行。在此期間，港大及專業進修學院各學院及單位將按需要適時優化相關委員會的職權範圍。

S2 呈交予教務委員會的教與學質素委員會年度報告

「儘管教務委員會的會議記錄顯示其轄下的委員會曾就上述報告進行討論，評審小組注意到，最近兩年的教與學質素委員會年度報告在會議記錄中僅以「收悉」一詞交代。港大或可考慮如何能令教務委員會以更明確的方式檢視教與學質素委員會提交的年度報告。」（《質素核證報告》第 1.10 段）

- S2.1 為加強教務委員會對教與學發展的監督，自 2024–25 學年起，教與學質素委員會的年度報告均須提交予教務委員會通過，並備悉教與學質素委員會主席認為需要進一步討論的事項。
- S2.2 2023–24 及 2024–25 學年的教與學質素委員會的年度報告已分別於 2024 年 11 月及 2025 年 12 月獲教務委員會通過。

S3 評核

「港大可考慮按需要為學院評核政策制訂範本，使各學院的做法更趨一致。」（《質素核證報告》第4.2段）

「評審小組查閱了學院就回饋發布的聲明，發現內容不盡相同。儘管這些相異之處均在可以接受的範圍內，但學生持續於學生學習經歷問卷和師生諮詢委員會中就評核回饋提出意見，認為此範疇可能值得關注。因此，港大可考慮調整檢討學院聲明的次數，以確保其持續配合大學政策和做法。」（《質素核證報告》第4.12段）

S3.1 港大歡迎評審小組提出制訂學院評核政策範本的建議，以提升一致性、促進校內及跨學院／單位之間的良好實踐分享，並改善學生對評核的回饋。經教與學質素委員會深入討論，並諮詢各學院院務委員會及核心課程委員會後，一份納入各方回饋的標準化範本已於 2025 年 7 月獲教務委員會通過。其後，為將範本的適用範圍擴展至新成立的跨學科學院，相關優化修訂亦於 2026 年 2 月獲批。評核政策範本（見附件 B*）主要涵蓋以下範疇：

- 評核準則、比重及等級描述；
- 雙重評分、第二評分及評核調節的要求；
- 提供回饋；
- 主考及內部考試員的角色與期望；
- 學術誠信（例如抄襲，包括自我抄襲，以及有關使用人工智能的指引）；及
- 其他學院／學系／核心課程相關的評核事宜。

S3.2 各學院及核心課程辦公室，以及於 2024 年成立的兩所跨學科學院——計算與數據科學學院及創新學院——已於 2025 年 8 月獲邀按範本制訂其評核政策。教與學質素委員會於 2025 年 12 月 8 日的會議上審議了上述單位提交的評核政策草案。委員就政策內容及其預期實施方式交換意見，並將討論中提出的建議轉交相關學院及單位作進一步調整。修訂後的政策已於 2026 年 1 月獲教與學質素委員會通過，並於 2026 年 2 月獲教務委員會核准，即時生效。

S3.3 上述評核政策其後將每三年進行一次全面檢討，下一輪檢討將於 2028–29 年度進行。各學院及單位可因應需要適時調整相關政策。新成立並提供授課學位課程的跨學科學院，須自行制訂其評核政策，或採用其所屬管理學院的相關政策。

S4 學生迎新體驗

「港大學生普遍對入學程序和迎新周感到滿意，並認為學生主導活動很實用。他們亦建議校方提供更多有關選課的資訊，從而改善入學流程；並期望校方為修讀雙學位課程的學生提供更多支援。」（《質素核證報告》第5.2段）

- S4.1 學生發展及資源中心一直致力持續優化迎新流程。其於 2024–25 年度推行的一項主要工作，是全面革新新生入學網站（<https://firstyear.hku.hk>）成為新生的一站式資訊平台，有效提供有關教與學及學生支援服務的關鍵資訊。全新設計的主頁清楚列出新生在 8 月正式開課前須完成的主要事項，為他們提供清晰、有條理的概覽。此外，學生發展及資源中心亦製作了「HKU-life 3 分鐘錦囊」，當中包括多段全新的精簡迎新短片，為學生提供有關大學生活不同範疇的指引。這些短片已上載至全新的新生入學網站，並同步發布於大學各個社交媒體平台。在學生發展及資源中心、各學院及相關單位的協作下，迎新資訊的覆蓋面大幅擴展，至 2025 年底，相關迎新材料的累計瀏覽量已超過 900,000 次，成效顯著。
- S4.2 「大學啟航計劃」（<https://fri.hku.hk>）為一年級學生提供在大學學習中所需的重要軟技能，並鼓勵他們主動規劃其學術歷程。該計劃大幅提升了新生迎新的成效，特別是透過兩門為一年級學生而設、可自行安排進度的 20 小時網上課程，並以預先註冊方式確保廣泛參與。兩門課程分別為：「大學準備：成功的關鍵」，著力於協助學生由中學過渡至大學學習，培養溝通、工作效率及時間管理等技能；以及「研究方法導論」，旨在培養學生的研究能力，並透過使用真實世界數據的實作練習，協助他們將抽象概念與實際應用連結起來。每門課程完成後，學生可獲得一個課外學術學分，有助將這些發展機會融入其整體學習歷程。
- S4.3 各學院為提升新生迎新體驗，已推出多項措施，包括於學院網站上提供及時資訊、向新生派發迎新資訊包，以及舉辦具互動性的簡介會，當中加入即時投票、設有排行榜的問答遊戲及情境式討論，以增強學生參與度。得益於上述措施，多個學院均反映其迎新活動的學生參與更趨積極踴躍。
- S4.4 根據大學既定的質素保證機制，與其他大學合辦的授課學位課程須於首次開辦三年後接受檢討。這些檢討的重點之一，是審視學生的學業指導及支援安排。以近期為例，與加拿大英屬哥倫比亞大學合辦、於 2021–22 年度推出的雙學士學位課程，已於 2024–25 年度完成檢討。是次檢討協助開辦學院識別可加強學生支援的範疇，並據此推行適切的優化措施，包括為雙學位學生舉辦專屬的課程迎新簡介會暨歡迎聚會；就選課、學分轉移、學業及職涯指導及其他學術事宜發出度身訂造的電郵通知；以及為非本地學生安排特別設計的職涯相關活動。檢討報告已於 2025 年 4 至 6 月先後提交學務委員會及其小組審議，並於 2025 年 6 月提交教務委員會審閱。
- S4.5 鑑於高年級入學學生（包括透過直接招生計劃錄取入讀高年級的學生；以及修讀與其他院校合辦的授課學位課程、於夥伴院校開展學習其後於高年

級返回港大完成學位課程的學生)的迎新活動或未必如一年級新生般全面，教與學質素委員會已進行聚焦檢討，以審視其迎新體驗。該檢討預定於 2026 年 3 月下旬進行，並預期於 2026–27 學年第一學期向教與學質素委員會提交檢討報告。

(註：該聚焦檢討原定於 2024–25 學年第二學期進行。經諮詢時任副校長(教學)後——其已於 2024–25 學年末卸任——此項重要檢討順延一年，以便由新任副校長統籌。)

S5 數據的使用

「港大留意到，從學生及畢業生獲取的學習體驗數據，可以更加全面和可靠，因此會繼續嘗試使用不同方法，收集更多有關意見。」(《質素核證報告》第6.16段)

- S5.1 (a) 港大正積極加強其分析學生及畢業生學習體驗回饋的機制。值得一提的是，大學於 2022–25 三年期內領導了一項由大學教育資助委員會「教學發展及語文培訓補助金」資助的跨院校項目，題為《香港大學生學習體驗：深入探討院校數據》。該項目結合五所院校¹的數據，以根據與學生及課程主任深度訪談中獲得的資料，識別了若干關鍵議題，並據此提出了具實證基礎的策略，以支援多項專業發展及質素提升工作，包括將相關成果納入大學教師的「高校教師教學能力深造證書」課程、為課程主任及 AdvanceHE 高級會士申請者而設的工作坊，以及以如何運用調查數據促進課程改進為主題的跨院校會議及研討會。項目亦設有專屬網站，整理並展示其資源及對實務的啟示，網址為：<https://talic.hku.hk/review-and-enhancement/the-student-learning-experience-in-hong-kong-universities-a-deep-dive-into-institutional-data-talleg-in-the-2022-25-triennium>。概述主要發現及建議的項目報告節錄載於**附件 C***。
- (b) 在上述工作的基礎上，新一項由「教學發展及語文培訓補助金」資助的跨學院項目已於 2025 年 9 月展開，旨在以國際認可的表現測試試行評估學生的關鍵畢業能力(如批判思維、解難能力及溝通能力)，並將測試結果與學生的大學學習體驗數據一併分析。配合港大「教學學院」對大學龐大院校調查數據庫的分析，從中得出有助促進教與學發展的洞見，這些工作進一步彰顯大學致力以實證為本提升學生學習體驗的承擔。
- S5.2 (a) 「學生對教與學質素的意見」是大學收集學生對課程之量化及質性回饋的核心機制。為確保該機制持續穩健，自 2024–25 年度起，各學院教與學質素委員會及核心課程委員會須於每學期檢視回應率低於 50% 及／或課程成效評分低於 100 分中 50 分的課程，並將檢視結果提交予

¹ 該項目由港大主導，並與香港中文大學、香港教育大學、香港浸會大學及香港理工大學協作開展。

教與學質素委員會。為支援此程序，相關行動計劃範本載於附件 D*。

- (b) 各學院及核心課程辦公室就 2024–25 年度第一及第二學期從「學生對教與學質素的意見」收集的數據制訂行動計劃，已分別於 2025 年 6 月及 12 月提交教與學質素委員會，供委員審閱及考慮。數據檢視顯示，學生參與調查的意欲普遍偏低，是導致回應率持續偏低的一項共同挑戰。為應對此情況，各學院及核心課程辦公室已推出多項措施以改善相關問題（詳見下文 S5.3）。

S5.3 為鼓勵學生在回饋調查中提供更具建設性的意見，港大自 2024–25 年度起已推行以下措施：

- 各學院、教與學創新中心、發展及校友事務部及其他相關單位已加強與學生及畢業生的溝通，說明調查的目的及重要性，並強調回饋如何提升教學質素及學生學習體驗。「學生對教與學質素的意見」及「香港大學學生學習體驗問卷」網站亦已更新，加入主要洞見及回饋應用的具體例子，以鼓勵學生參與並促進回饋循環的閉合。
- 安排在課堂及學生活動期間預留時間以供學生完成「學生對教與學質素的意見」及「香港大學學生學習體驗問卷」調查。兩項調查的參與率均呈上升趨勢：「學生對教與學質素的意見」的參與率於 2025–26 年度（截至第一學期）上升至 48%，較 2023–24 年度的 45% 為高；而「香港大學學生學習體驗問卷」的參與率亦由 2023–24 年度的 42% 上升至 2024–25 年度的 43%。
- 為展示跟進行動並提升學生參與「香港大學學生學習體驗問卷」的意願，自 2024–25 年度開始，教與學創新中心為各學院提供精簡且具學院特色的簡報。簡報概述主要調查結果，並列出學院層面的回應措施，以回應學生關注事項，並於師生諮詢委員會會議及其他與學生溝通的交流平台使用。各學院均表示此簡報具實用價值。
- 為提升「畢業生學習體驗問卷」的參與率，教與學創新中心已推出通用問卷連結及二維碼，以簡化發放程序並便利校友填寫問卷。同時，在各學院及發展及校友事務部的協助下，中心正考慮採用更多宣傳渠道，例如校友通訊及校友活動，以進一步鼓勵校友參與。

S5.4 此外，教與學創新中心正積極探索其他機制，以獲取更即時、更真實的學生回饋。作為初步方案，建議開發一個以學生為本的網頁應用程式，透過便捷的渠道（如二維碼及校園層面的宣傳活動）收集及時意見，讓學生可於學期內以更具彈性的方式持續提供回饋。此網頁應用程式有望為學生提供一個更具支持性及包容性的意見表達空間，並使大學對學生意見的回應更為直接，從而進一步強化回饋在推動教育質素及學生學習體驗持續改進中的作用。

註 (*)：附錄 B 至 D 屬內部文件，故不隨附。

(III) 良好實踐做法的推廣應用 (FGP)

FGP1 「評審小組認為，在質素保證過程中，港大貫徹落實與大學外在環境接軌，讓課程在很大程度上參照本地和國際基準，從而使整體課程和課程內容的質素得以提升，是良好的實踐做法。」（《質素核證報告》第2.20段）

FGP2 「評審小組認為，教與學創新中心舉辦類型廣泛的專業發展活動，為教學人員在事業生涯的不同階段提供有效支援，是良好實踐做法。」（《質素核證報告》第3.4段）

FGP3 「評審小組認為，教與學創新中心提供這些資源有助於支持和促進評核方法多元化，屬良好實踐做法。」（《質素核證報告》第4.14段）

FGP4 「評審小組認為，港大開發的學生資訊系統，不但方便師生使用，而且與學習管理系統結合，有助識別可能需要額外支援的學生，是良好實踐做法。」（《質素核證報告》第5.6段）

- (1) 教與學創新中心持續在推動專業發展方面發揮關鍵作用，並積極促進卓越教學實踐的分享。當中一項具代表性的重點活動，是於 2025 年 12 月舉行，以「善用人工智能提升教與學卓越」為主題的大型會議。會議吸引逾 170 名參加者，並就人工智能對教與學的影響及其所帶來的機遇展開熱烈而具批判性的討論。該活動亦大大促進了港大人工智能社群的發展，其活躍成員現已增至 66 人。

此外，教與學創新中心的網站（<https://talic.hku.hk>）已進行全面改版，以更有效整合及展示教與學資源。網站上所有資料均向公眾開放，彰顯中心致力分享知識並為更廣泛的教育界社群提供支援的承擔。

教與學創新中心將繼續深化並拓展相關工作，推動教與學創新，並支援同事掌握包括以人工智能強化教育在內的新興發展趨勢。

- (2) 研究學院一直積極與各學院及相關單位協作，推廣研究式研究生課程及專業博士課程的良好實踐做法，以持續提升課程質素。相關工作包括邀請來自不同背景的院系成員及校外講者，從學術及非學術層面探討研究與專業發展議題。

「負責任研究操守」講座系列是其中一項具代表性的重點措施。該系列為研究式研究生的必修活動，由校外專家及院系教員主講，探討生成式人工智能時代的研究倫理議題，並由逾 20 位院系成員帶領以案例為本的討論，探討其核心原則。學生亦透過大型活動（如年度研究式研究生研討會及與亞洲環球學人的座談會）從國際講者獲取研究與創業方面的洞見。此外，「研究學院校友系列」及「爐邊對談」亦為學生提供向在創業方面成就卓越的校友學習的機會。這些校內外講者與學生的互動，彰顯研究學院的優良實踐，有效促進本校研究生教育與國際標準及期望接軌。

(3) 專業進修學院持續重視外部質素保證與提升工作，以加強其國際形象，並與全球最佳實踐進行對標。主要進展如下：

- 學院透過與約 80 個本地及海外專業團體合作（包括課程認可及其他形式的專業交流），確保畢業生符合公認的專業及業界標準。學院亦維持與多個國際機構的會員資格及／或合作關係，包括英國 Quality Assurance Agency for Higher Education 及美國 University Professional and Continuing Education Association, Inc。此外，德國 Accreditation Agency for Study Programmes in Engineering, Informatics Natural Sciences and Mathematics 已向學院頒授機構認可印章（2022 年 10 月至 2028 年 9 月），並計劃於 2027–28 年度進行下一輪機構認證。
- 學院持續拓展本地及海外合作夥伴關係。近期的發展包括自 2025–26 年度起與中國西北工業大學合辦關於電子教學的基礎文憑課程；以及與英國 Eastwood Park 展開初步合作探討。學院亦繼續積極參與自資高等教育聯盟的工作。
- 專業進修學院積極舉辦並參與主要的學術及質素相關活動。以「聯繫本地與國際」為主題的第三屆自資高等教育質素國際會議已於 2025 年 2 月舉行，吸引逾 200 名參加者出席。大灣區教育論壇亦於 2024 年 6 月舉行，約有 300 名參加者出席。香港大學專業進修附屬學院則於 2024 年 6 月 7 日舉辦首屆學術會議，參加人數達 480 人，並計劃每兩年舉辦一次。
- 為加強國際對標，學院自 2018 年起參與「國際學生晴雨表」調查，第五輪調查已於 2024 年 12 月完成。結果顯示各項指標的學生滿意度均持續維持在高水平，惟圖書館設施被視為相對較弱的範疇。作為後續跟進，校務決策委員會於 2025 年 8 月同意聘請圖書館顧問，為其網上圖書館資源制定發展路線圖。下一輪調查將於 2026 年進行。
- 質量數據分析組持續提升學院在數據分析方面的能力，並已推行一套網上系統以支援內部學生問卷及相關數據的收集工作。為支援教職員專業發展及表彰卓越教學，學院於 2024 年 3 月推出教學院士計劃，協助教職員申請 AdvanceHE 資格。首批高級會士及會士各六名教職員已完成計劃，並全數於 2025 年獲頒相應資格；其後的新一批高級會士及會士培訓亦正陸續進行中。

(4) 自 2024 年 9 月起，港大已開展 Moodle 優化項目，旨在開發一個更精簡、更直觀，並整合生成式人工智能功能的介面。以下主要功能已於 2025 年初由資訊科技服務及教與學創新中心同事進行測試，並預計於 2025–26 年度第二學期由義務參與的教師試行：

- 一個用於整合偏好設定的通用插件，提供單一旦統一的資料表，用於儲存使用者、課程及討論區的偏好設定，作為其他功能的基礎，並支

援系統的一致性及其長期可維護性；

- 一個二維碼產生器，以便使用者快捷存取 Moodle 資源；及
- 一個公告論壇面板及圖示徽章通知功能，採用創新的輕量化掃描與快取機制，可有效為每位使用者檢查多達 30 個或以上的公告論壇，即使各論壇均可能涉及複雜的群組式可見性限制。系統亦新增輔助報告工具，讓教師可追蹤每則帖文的閱讀情況，並將相關資料匯出至試算表。

團隊將根據試行所得的回饋進一步優化相關功能，並預計於 2027 年作更廣泛的推行。

THE UNIVERSITY OF HONG KONG

Quality Assurance Council Audit 2023

Summary Table of Implementation Progress on Actions Taken
in Response to the Recommended Action and Suggestions Contained in the Audit Report

I. Recommended action (RA)

	Recommended Action	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
RA1	<u>Composition of Teaching and Learning Quality Committee (TLQC) and Faculty Teaching and Learning Quality Committees (FTLQCs)</u> <i>“The Audit Panel recommends the University to review the composition of the University TLQC and/or FTLQCs by considering if there would be room to achieve greater consistency in the representation and role of [Associate Dean (Teaching and Learning (T&L))] in committees concerned with quality and academic standards; and to review the</i>	To achieve greater consistency in the composition of FTLQCs and TLQC.	A review of TLQC and FTLQCs was undertaken. In particular, Faculties were asked to review the terms of reference (ToR) and membership of FTLQCs to achieve the following: - that each FTLQC be chaired by an Associate Dean whose portfolio is primarily on T&L matters, to be appointed by the Faculty Dean; and - that the membership of FTLQCs includes at least two student representatives, one from an undergraduate	The review has been completed. With effect from the academic year 2024-25: - each of the ten FTLQCs is chaired by an Associate Dean whose portfolio is primarily on T&L matters, and each FTLQC comprises, <i>inter alia</i>, at least one Ug and one TPg students; and - TLQC comprises, <i>inter alia</i>, “The Chair of each Faculty Teaching and Learning	TLQC and FTLQCs.	Consistency in the composition of TLQC and FTLQCs. This is fostering improved communication and leading to more effective outcomes.	Completed. Faculties will periodically review the ToR of their FTLQCs and other T&L-related committees to ensure that they remain current and fit for purpose (see details in S1 in Section II).

	Recommended Action	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
	<i>composition of FTLQCs to ensure consistency in student representation.” (Paragraph 1.9 of the Audit Report)</i>		(Ug) programme and the other from a taught postgraduate (TPg) programme offered by the respective Faculty.	Quality Committee”, all of whom are Associate Deans whose portfolios are primarily on T&L matters. The ToR and membership of FTLQCs have been revised accordingly.			

II. Other suggestions contained in the Audit Report (S)

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S1	<u>Review of the ToR of committees concerned with quality and academic standards</u> <i>“A notable feature of the University’s approach to setting, maintaining, and enhancing the standard and quality of its awards is its effective use of local and international benchmarking in programme monitoring and review. Looking ahead, it will be</i>	To maintain the consistency and currency of the ToR for the University’s T&L-related committees.	The University and HKU School of Professional and Continuing Education (HKU SPACE) require T&L-related committees at all levels to review their ToR every six years, for report to the Senate (via TLQC and the Board for Continuing and Professional Education and Lifelong Learning, as applicable).	- The review of the ToR and membership of TLQC and FTLQCs has been completed (See details in RA1 in Section I above). - The first review cycle of other T&L-related committees has been completed in 2024-25, with the second cycle of review to be	Senate and all T&L-related committees at HKU and HKU SPACE.	- Clear and updated objectives and scope outlined in the ToR. - Alignment of the ToR with the strategic goals of the University. - Further enhancement of committee	- The first review cycle has been completed. - ToR of over 40 T&L committees across the University and over 15 committees of HKU SPACE were revisited. - The next comprehensive review will take

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
	<i>beneficial for the University to keep the terms of reference of committees concerned with quality and academic standards under review on a regular basis to ensure their consistency.” (pp.3-4 on the Audit Report)</i>			conducted six years thereafter, in 2030-31.		effectiveness.	place in 2030-31. Individual Faculties and units will refine the ToR of relevant committees as needs arise.
S2	<u>Submission of TLQC’s annual reports to the Senate</u> <i>“While Senate minutes reflect discussions of reports from its various boards, the Audit Panel found that the two most recent annual reports from TLQC are only referred to as ‘received’ in the minutes. The University may wish to consider how the Senate’s oversight of the annual report from TLQC can be made more explicit.” (Paragraph 1.10 of the Audit Report)</i>	To enhance Senate’s oversight of T&L developments in the University through TLQC’s annual reports.	With effect from 2024-25, the Senate is invited to endorse TLQC’s annual reports and take note of the matters identified by the TLQC Chair as requiring deliberation by the Senate.	Enhancement of the Senate’s oversight of the University’s T&L developments with effect from 2024-25.	Senate and TLQC.	Explicit oversight of TLQC’s annual report by the Senate.	Completed. TLQC’s annual reports for the academic years 2023-24 and 2024-25 were endorsed by the Senate in November 2024 and December 2025, respectively, facilitating an enhanced oversight of the Senate.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S3	<u>Assessment</u> <i>“[T]he University may wish to consider developing a template for faculty assessment policies to enable greater consistency, as appropriate.” (Paragraph 4.2 of the Audit Report)</i> <i>“Faculty statements on feedback seen by the Audit Panel were variable. While these variations are within acceptable norms, students continue to raise feedback on assessment as a potential area of concern in [Student Learning Experience Questionnaires (SLEQs)] and [Staff-Student Consultative Committees (SSCCs)]. The University may therefore wish to consider the frequency of review of faculty statements to ensure their continued alignment with university policy and practice.” (Paragraph 4.12 of the Audit Report)</i>	To develop a template for Faculty/ Common Core (CC) assessment policies, and to regularly review feedback statements.	- A template for Faculty/CC assessment policies, incorporating feedback statements, was developed in July 2025. Faculties and the CC Curriculum are required to adopt the template and develop their specific assessment policies for approval by the Senate via TLQC. - Dedicated TLQC meetings are arranged to review these Faculty/CC assessment policies to ensure greater consistency and encourage sharing of good practices.	- Development of a draft template for Faculty/CC assessment policies by Teaching and Learning Innovation Centre (TALIC) for deliberation by TLQC in Semester 2, 2024-25. - Endorsement of the template by TLQC and Senate in June and July 2025, respectively, for subsequent distribution to Faculties/CC Office in Summer 2025. - Adoption of the template by Faculties/CC Curriculum and sharing of good practices at TLQC meetings in 2025-26. - Subsequent reviews of Faculty/CC assessment policies to be conducted on a triennial basis.	TLQC and FTLQCs/CC Curriculum Committee, with the assistance of TALIC.	- Greater consistency in assessment policies. - Sharing of good practices within and across Faculties/CC Curriculum. - Improved student feedback on assessment.	- A standardised template for assessment policies has been developed. - Assessment policies from the Faculties, interdisciplinary schools and CC were approved by the Senate in February 2026. Sharing of good practices was conducted in TLQC meetings. - The next review of these policies will be conducted in 2028-29.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S4	<u>Student induction</u> <i>“The University’s students are generally satisfied with the induction process and Welcome Week, finding the student-led activities helpful while also suggesting that the process could be improved by giving more information on course selection; and that more support would be helpful for dual degree students.” (Paragraph 5.2 of the Audit Report)</i>	To enhance the induction experience with relevant information on course selection, and to enhance support for dual degree students.	(a) Since the resumption of face-to-face teaching, the University has dedicated significant efforts to enhance the induction process. In light of the wealth of information provided to first-year students, the University is exploring ways to better organise and categorise this information to ensure its relevance and usefulness. This includes ongoing upgrades to the induction websites for improved navigation and enhancements in communicating essential information to students. The launch of the Future Readiness Initiative (FRI) in September 2023 marks a significant milestone in addressing this challenge. FRI provides first-year students with a head start in developing	(a) A significant transformation in the induction process occurred in September 2023 with the introduction of FRI. Each year, the induction process is continually enhanced by incorporating insights gained from student feedback.	(a) Faculties and the Centre of Development and Resources for Students (CEDARS), led by the Vice-President & Pro-Vice-Chancellor (Teaching and Learning).	(a) to (c): Further improvement in student feedback on the induction process.	Ongoing: (a) CEDARS has devoted substantial efforts to enhancing the induction process. Major initiatives in 2024-25 include the revamp of the “First Year Website”, which now serves as a one-stop platform in delivering essential information to freshers; and development of an “HKU-life 3-minute Survival Kit”, which comprises new concise induction videos that offer students guidance on university life. FRI has enhanced student induction through two self-paced 20-hour online courses on skills necessary to University life, and fundamental

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			essential soft skills for university learning, and encourages them to proactively plan their academic journey. FRI has significantly enhanced student induction, and it continues to evolve annually guided by student feedback. (b) In relation to collaborative taught degrees partnered with mainland and overseas institutions, an established review mechanism is in place. Student needs are a prioritised area of the review. The respective offering Faculties are required to address any issues identified, which will be presented to the Senate via the Academic Board for consideration.	(b) Reviewing collaborative taught degrees is a well-established mechanism of the University. Ongoing efforts are being made to provide enhanced and tailored support to students to meet their evolving needs.	(b) Associate Deans for T&L in Faculties and Programme Directors, with oversight by Senate.		research methods since 2024-25. Individual Faculties/units have introduced various measures to enhance the induction experience, catering to their students' specific needs. (b) A recent example is the review of the dual undergraduate degree programme with the University of British Columbia in 2024-25, which helped the Faculty identify areas of student support.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			(c) A focused review of the induction experiences of students enrolled in a collaborative taught degrees will be conducted, with the goal of further enhancing the induction process. The induction experiences of senior-year admissions will also be reviewed.	(c) A review of the induction experiences of senior-year entrants scheduled for late March 2026.	(c) Faculties, led by TLQC.		(c) The focused review of the induction experiences of senior-year entrants is scheduled for late March 2026. (Note: The focused review was originally scheduled for Semester 2, 2024-25. Upon consultation with the then Vice-President (T&L), who stepped down at the end of the academic year 2024-25, this important review was deferred by one year to allow it to be overseen by the new Vice-President.)

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S5	<u>Use of data</u> <i>“The University is aware that data obtained from students and graduates on their learning experience could be more robust and continues to explore ways to increase such feedback.” (Paragraph 6.16 of the Review Report)</i>	To increase response rates for the Student Feedback on Teaching and Learning (SFTL), SLEQ and the Learning Experience Questionnaire for Graduates (GLEQ).	(a) Established in 2022-23, the HKU Teaching Academy is data-driven and leverages analysis of the large corpus of institutional surveys to identify grand challenges and provide insights for the advancement of T&L practices at the University. The Academy is tasked to learn the good practice across the tertiary education sector in Hong Kong, and review the implementation of student and graduate surveys in Semester 2, 2024-25.	(a) Review of the implementation of student and graduate surveys in Semester 2, 2024-25.	(a) and (b): HKU Teaching Academy, with the assistance of TALIC.	(a) and (b): Fruitful exchange of best practices among sister institutions.	Ongoing: (a) and (b): The cross-institutional project “The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data” and the HKU Teaching Academy have helped formulate evidence-based strategies for informing professional development and quality enhancement initiatives, with the goal of further enhancing student learning experience.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			(b) Additionally, the University is leading a cross-institutional project funded by UGC's Teaching Development and Language Enhancement Grant (TDLEG) titled "The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data". Through this initiative, the University is exchanging best practices with partner institutions. At a symposium held on November 18, 2024, the research teams from the five partner institutions shared their key findings based on institutional data and interviews with students and programme leaders. Together, the participating universities developed strategies to enhance the overall student experience.	(b) Findings of the TDLEG project were reported to UGC and shared among sister institutions upon the completion of the project in June 2025.			

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			(c) Within the University and drawing on the best practices established by the Committee for Language Enhancement and Artificial Intelligence Literacy, courses with an SFTL response rate below 50% and/or a course effectiveness score below 50 will be identified. These courses will be presented to FTLQCs/CC Curriculum Committee, as applicable, for review, and subsequently considered by TLQC on a semester basis. (d) In addition, the University is actively communicating the purpose and importance of surveys to students and graduates, emphasising how their feedback can enhance education quality and student experiences. This	(c) Implementation of the system for monitoring SFTL response rates and course effectiveness scores from 2024-25. (d) Ongoing communication with students and graduates on the purpose and importance of institutional surveys.	(c) TLQC, FTLQCs and CC Curriculum Committee, with the assistance of TALIC. (d) and (e): Faculties and CC Office, with the assistance of TALIC and DAAO, and oversight by TLQC.	(c) to (e): Increased response rates to SFTL, SLEQ and GLEQ.	(c) The requirement for Faculties/CC to report findings related to SFTL was introduced in 2024-25. SFTL data from Semesters 1 and 2 were presented to TLQC in June 2025 and December 2025, respectively. Common challenges identified were discussed at TLQC meetings, where members also shared remedial measures. (d) and (e): Other measures implemented include: (i) strengthened communication with students and graduates on the purpose and importance of surveys; (ii) from 2024–25,

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			approach fosters greater participation, ultimately establishing a virtuous cycle. (e) Starting from 2024-25, the following strategies are implemented to enhance the response rates for student and graduate feedback surveys: Summarising SLEQ results and actions taken to address student feedback in concise two-page PowerPoint slides,	(e) Implementation of the strategies aimed at increasing response rates from 2024-25.			presentation to Faculties/units of summaries of SLEQ results and follow-up actions, which were reported as useful; (iii) reinforcement of the arrangement of allocating class and activity time for survey completion, thereby increasing participation rates in 2024-25; and (iv) improved channels for completing GLEQ. Alternative mechanisms to collect immediate and authentic student feedback (e.g. a student-friendly web app) are under exploration.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
			to facilitate discussions in, e.g., SSCC meetings. - Allocating dedicated time at the end of each semester for students to complete SFTL and SLEQ, either in class or during a student event with expected high attendance organised by the respective Faculties/ programmes. - Collaborating with the Development and Alumni Affairs Office (DAAO) to encourage alumni participation in GLEQ.				

February 2026