香港科技大學

跟進質素保證局二零二三年質素核證

進度報告

二零二五年八月

香港科技大學

質素保證局質素核證報告：二零二四年二月

科大十八個月進度報告：二零二五年八月

1 引言

1.1 質素保證局（下稱質保局）於二零二四年二月公布了第三輪質素核證週期的《香港科技大學質素核證報告》。香港科技大學（下稱科大）於二零二四年十月十八日向質保局提交相關行動規劃。根據質保局《第三輪質素核證週期核證便覽》的要求，此份十八個月進度報告闡述各項建議行動如何落實，也詳述科大在深思質保局核證結果後所進行的其他發展。

1.2 科大教務委員會轄下的教學質素委員會負責審視質保局核證報告的內容、建議應採取的行動，以及監督大學為核證進度報告和行動規劃進行的擬備與執行工作。此份十八個月進度報告已於二零二五年七月三十一日獲教學質素委員會通過。

1.3 為方便參考對照，下文段落均對應核證報告[1]發表的內容作編索。

1.4 行動規劃的最新執行情況摘要載於附錄一 (只有英文原版)。

2 行動規劃執行情況

建議一（RA1）
建議科大「制定政策及程序，以確保科大有系統地定期檢視和優化其質素管理工作」【段落 1.18】

制定政策定期檢視有關質素保證及優化的文件

RA1.1 有關科大針對教與學及學生體驗的質素保證及優化而訂立的政策、程序、規例及指引（以下統稱為「質素保證及優化文件」），均載於《學術質素手冊》及霍英東研究院網站；而針對教學人員的政策及其他文件則彙編於《教務人員政策及程序手冊》。

[1] https://www.ugc.edu.hk/doc/big5/qac/report/hkust202402c.pdf

RA1.2　針對核證報告中提出的『建議一』(RA1),科大已就上述「質素保證及優化文件」與負責單位進行檢討。結果顯示,雖然各負責單位會定期檢討相關文件,但其檢討週期及做法並不一致。大學認同制定實體政策有其好處,可以規範所有質素保證及優化文件的定期檢討機制,提升大學內部一致性的同時,也加強中央監督的角色。是次檢討也接納評審小組的建議:「即使有關內容無須改動,亦宜把檢視日期記錄在案。再者,採用有系統和有條理的方式檢討政策,相比起在需要時才更新,應更為周全。」

RA1.3　因此,大學已制定政策,規定所有「質素保證及優化文件」須每五年進行一次定期檢討。定期檢討工作將由教學質素委員會負責監督,以確保檢討過程具系統性,並利於大學作出監察。

RA1.4　作為《學術質素手冊》、研究生院網站及《教務人員政策及程序手冊》的負責單位,教務處、霍英東研究院及首席副校長辦公室轄下的教務人員行政管理分部將肩負定期檢討「質素保證及優化文件」的責任。根據這些單位的初步檢討結果,以決定相關文件是否需要更新或修訂,並提交教務委員會及／或其他相關委員會作進一步審議。

RA1.5　定期檢討將在教學質素委員會監督下進行。儘管政策規定的定期檢討設有五年週期,但現有政策及文件若因需要或遇到其他觸發因素(如新興風險、校外評審結果或高等教育界的發展)而需提前就個別事項進行檢討,則不會受到限制。此外,大學亦會因應新措施、諮詢結果及提升整體體驗的目標而不時制定新的「質素保證及優化文件」。鑑於檢討週期內可能出現上述變化,三個負責單位須負責確立及維護各自的檢討時間表,以確保更新及時及檢討具系統性,並每年向教學質素委員會報告最新檢討時間表及檢討進度。

RA1.6　為妥善追蹤質素保證及優化文件的檢討狀況,每份新制定的文件須註明相關委員會的批核日期。如文件作過修訂,須註明檢討或修改日期。如涉及重大更改時,相關委員會的通過日期也需註明。

RA1.7　相關政策文件(見附錄 2-1—只有英文原版),連同三個負責單位的檢討時間表及檢討狀況初版,已於二零二五年六月十日教務委員會會議上獲批。

建議二(RA2)

建議科大「加強監督其頒授的各項資格,以保證各學院／跨學科學院、學系／分部和其他單位提供的課程的學術標準和質素。」【段落1.23】

<u>透過周年報告討論全校性重大議題</u>

RA2.1　針對學術標準及課程質素監督與保證的建議涵蓋甚廣,包括多項質素保證及優化政策、實踐做法及程序,科大在行動規劃中的不同部分(RA1及RA3至RA7)均訂

下多項行動以作回應。與此同時，大學收到質保局的進一步指引，鼓勵科大採取更多措施，訂下關於學術質素及標準的全校性主題議題，以推動各單位協力回應有關事項，並「把優良教學實踐做法更廣泛及高調的推廣出去」。

RA2.2　為回應質保局有關促進學術單位協同推動全校性優化的具體指引，科大提出將此措施納入《教與學質素周年報告》進行，此周年報告乃大學質素保證架構下非常重要的全校性質素保證及優化工作，各學系每年須向所屬學院提交周年報告，而學院及學術支援單位（包括教育創新中心、圖書館、語文教育中心、本科核心教育團隊及學務長辦公室）則就其教育及教學支援服務向教學質素委員會提交周年報告。報告須根據指定範本撰寫，並需附上行動規劃，列明目標、里程碑、時間表及負責人，以便監察報告中提出的後續行動的落實情況。學院報告則根據所屬學系／學部的報告內容及其活動作出整合。

RA2.3　大學每年將訂下與質素保證及優化相關的主題議題，並於周年報告工作開展時通知參與單位，以便各單位根據該年訂立的主題進行切實審視，並於報告中作出回應，包括檢討結果及擬定的改善行動。

RA2.4　每年訂立的主題議題應反映大學優先關注、需學術及支援單位協力提升學術質素及標準的事項。要有效確立主題議題，符合大學的願景及計劃，大學提出於教學質素委員會轄下設立「周年報告全校性主題議題工作小組」，由教學質素委員會主席、委員會秘書（兼協理副校長（教學）），及三位委員會成員（來自大學數據研究室、教育創新中心及教務處）組成。這些成員在大學策略規劃、數據研究與分析、學術政策制定與監察、教育創新及教學質素監督等方面均擔當重要角色。每位成員皆可憑藉他們的專業領域為訂立主題議題各司其職：教學質素委員會主席負責整合委員會過去所得意見與討論內容，並分享各項質保工作（包括內部與外部）的結果；教學質素委員會秘書（兼協理副校長（教學））負責收集院長及副院長（會議上提出的意見及諮詢結果，以反映所屬學院及學系所想；大學數據研究室協理副校長（大學數據研究））提供最新機構研究結果、大學問責協議績效指標和主要表現指標及《規劃工作建議書》中之策略計劃的見解；教育創新中心主任提供教育創新與教學方法的最新趨勢，以及分享教學人員的實務經驗；教務長則提供學生人口統計、學習體驗及學生規例遵從情況的各種數據。

RA2.5　建議已於二零二四年十二月四日教學質素委員會會議通過。其後，大學修訂了周年報告範本（見附錄2-2），提供相關欄位，讓所有參與單位可於報告範本內回應該年訂下的主題議題。修訂即時生效並適用於二零二三／二四年度及其後的周年報告工作。

RA2.6　將主題議題納入《教與學質素周年報告》有助大學建立額外平台，促進中央監督及多層次溝通。當中包括教學質素委員會自上而下公布主題議題及號召協作、參與單位自下而上報告檢討結果並提供建議作進一步優化，及最終教學質素委員會自上而下與各單位分享意見及主題議題檢討結果。每年週期結束時，大學將通過數據分析及／或案

頭研究評估及決定是否有更多事項需優先處理。評估結果及從學系報告收集得來的意見，亦有助大學判斷是否需為特定行動分配更多資源。此外，結果亦會提交工作小組，以讓小組考慮是否將同一主題議題延續至下一年度報告週期以作跟進或進一步優化。

RA2.7　周年報告的修訂範本通過後，隨後首次的報告工作已於二零二四年十二月展開，由工作小組確立質素保證及優化主題議題並公布予參與單位。完成的《教與學質素周年報告》於二零二五年五月提交教學質素委員會審議。教學質素委員會就二零二三／二四年度大學質素保證及優化主題議題進行詳細討論，包括有關質素保證主題的標準參照評核，及有關質素優化主題的提升學生課堂外如實習及侍學活動等學習體驗。委員會肯定各單位在推動兩項主題議題上的努力，並討論（一）如何衡量相關工作的成效，以及（二）是否需採取進一步行動以提升成效。結論認為，二零二五／二六學年秋季實施的修訂版學生意見問卷調查第一題結果，可作為監察標準參照評核執行情況的表現指標，有助決定是否需推行進一步措施提升成效。至於有關實習及侍學活動主題方面，討論認為鼓勵學院及學系開設學系本位的課程涵蓋實習體驗，將有助推動更多學生參與實習，把課堂所學應用於職場，提升學生能力及就業競爭力。（教學質素委員會對標準參照評核主題的意見請見RA4.12至RA4.14段落）

RA2.8　教學質素委員會已向教務委員會提交報告總結其意見及觀察，當中包括針對主題議題的內容，供呈報教務委員會。該報告亦已分發至學院、學系及其他學術支援單位，邀請各單位於部門會議或全員大會分享報告意見及優良實踐做法。大學將繼續跟進各項事宜，包括監察表現指標及其他反饋，並密切留意在推出更多學系本位的課程涵蓋實習體驗後，參與實習及服務學習活動的學生人數變化。

<u>強化質素保證及優化的行政架構</u>

RA2.9　為加強協調及有效分配針對質素保證及優化機制的資源，大學在行政架構上作出了調整，除現有助理教務長（質素保證及優化）管理相關事務之外，於二零二四年六月增設助理教務長（學術質素發展），專責發展及監督各項質素優化相關的新項目，以宣揚質素優化的重要。

RA2.10　為提升學術質素及加強課程成效，原隸屬大學數據研究室的學生評估及評核團隊已重新定位並調撥至教務處旗下，以擴展其職能範疇。在新任助理教務長（學術質素發展）領導下，學術質素發展團隊致力推廣大學教與學的發展，透過全面數據及資料分析，包括收集學生調查、學生倡議活動及焦點小組諮詢所得的反饋，向協理副校長（教學）、學術單位及其他支援單位提供數據導向、實證為本的調研結果及建議。

RA2.11　質素保證及提升團隊將堅守其角色，繼續監察學術標準及執行質素保證相關的政策及指引，而學術質素發展團隊則專注於質素優化項目。兩隊於質素保證及優化架

構下各司其職，促進跨部門溝通，讓各學術及支援單位積極參與各項質素保證及質素優化工作。

加強溝通及資訊傳遞網絡

RA2.12　大學一般透過群發電郵通知所有學術及支援單位，包括單位主管及全體教學人員，有關大學質素保證架構及教與學質素相關政策和措施的最新資訊。另一方面，《學術質素手冊》作為全面的資訊平台，載有所有現行及經修訂的教與學質素政策、措施及指引，它亦儲存了歷年的《教與學質素周年報告》、課程校外檢討報告及由這些檢討總括出的優良實踐做法。雖然這兩個渠道能有效向大學社群發放所需資訊，科大亦認同增設額外渠道有其裨益，它可作為專屬頻道聯繫各單位內負責質素保證及優化事宜的關鍵人員或聯絡人，透過他們與教學人員的協調及溝通，更快作出跟進及回應。為此，大學邀請各學術及支援單位指派一至兩名代表出任質素保證聯絡人，與中央溝通有關質素保證的具體事宜，並協助於單位內部傳遞質素保證及優化資訊及優良實踐做法，而大學已為此設立溝通平台。與群發電郵及網站相比，該平台能更有效將重要資訊傳遞至最相關人員，有助單位提升跟進速度，並為單位提供完整記錄以便追蹤及查閱過往議題及行動。此舉有助提升全校推動質素保證及優化的協作氛圍。

RA2.13　建立質素保證聯絡人員社群，未來可透過安排諮詢會及焦點小組會議，來收集他們對質素保證及優化具體事項、質素保證框架及新修訂的教與學質素政策的意見。

建議三（RA3）

大學需「確保定期檢討程序涵蓋所有課程、提交報告證明有關課程已進行符合校方各項規定的全面檢討，並且由科大直接監察 」　【段落2.18】

RA3.1　大學注意到報告中指出評審小組「發現科大已就教學工作制定政策及／或指引」，同時亦指出「雖然周年報告記錄各單位對教與學等不同範疇的自我審視，但內部定期檢討程序涉及相關單位以外各方，則未必明確地涵蓋教與學事宜。評審小組建議課程檢討應闡明所涵蓋的教與學的範疇」。（《香港科技大學質素核證報告》段落3.5）

RA3.2　就上述建議，教學質素委員會秘書處已檢視《研究院修課課程檢討政策》及相關文件，並評估將該政策擴展至涵蓋本科主修課程以作定期校外檢討的合用性。

RA3.3　針對研究院修課課程檢討文件，包括院校評估報告範本及校外評審員檢討報告，大學已作出修訂，於相關部分明確闡述教與學方面的範疇，其他欄位亦對應了教與學質素部門周年報告範本作出調整，以增加一致性。修訂內容經教學質素委員會審閱，並於二零二四年四月二十二日舉行的會議上通過，修訂後的報告範本已供課程部門使用（見附錄2-3a—只有英文原版）。

RA3.4　大學根據修訂文件制定《本科主修課程檢討政策》。政策規定所有本科主修課程須每五年接受由包含校外成員組成之評審小組進行檢討。該政策獲教學質素委員會支持，並於二零二四年六月十一日的教務委員會會議上正式獲得通過（見附錄2-3b—只有英文原版）。

RA3.5　政策通過後，大學隨即與各學院進行磋商，制定實施計劃，以訂出首輪全校本科主修課程校外檢討的時間表。考慮到部門需時準備、協調及進行資源規劃，大學建議首輪課程檢討於二零二四／二五學年至二零二七／二八學年分批進行。各學院可選擇為旗下課程逐一分開進行檢討，也可為多個課程安排於同一學年內同步進行，以便後勤規劃。各學院可參照教學質素委員會的建議，以最切合各學院／課程單位實際運作的考慮制訂時間表，以達致最佳效益並減少不必要的工作。

RA3.6　鑑於課程檢討需提前規劃以投入所需資源及人力，大學建議於二零二四年已開展校外檢討的課程（即由二零二四／二五年秋季本科主修課程檢討政策生效前），可向教學質素委員會申請作出特殊考量，為其二零二四年的檢討進行合規審查，若審查結果確認該次檢討符合新政策要求，則該課程會被視為已完成首輪檢討，惟須於二零二九／三零學年或之前進行下一輪檢討。合規審查將審視二零二四年進行的檢討是否符合新政策框架訂立的標準、所需程序及文件要求。

RA3.7　綜合上述特殊考量結果，大學擬定了首輪本科主修課程檢討的時間表，並於二零二四年十二月四日向教學質素委員會呈報（見附錄2-3c—只有英文原版）。

RA3.8　課程完成首輪檢討後，一般會根據檢討週期每五年進行一次後續檢討，而毋須另行審批下一輪時間表。然而，如遇特殊情況需更改特定課程或學院的檢討年份，須獲教學質素委員會主席批准，並向委員會報告審批結果。

RA3.9　大學《學術質素手冊》已作更新，把《本科主修課程檢討政策》及相關文件納入相關章節，並載列首輪檢討時間表（https://registry.hkust.edu.hk/resource-library/program-monitoring-and-review）。

建議四（RA4）
大學需「解決在評分方式存在差異的問題， 並確保評核方式符合校方就標準參照模式訂定的指引。」 【段落4.7】

RA4.1　為回應此建議，大學採取了多項行動，涵蓋三個重點範疇：（一）加強對果效為本教育及標準參照評核的溝通與培訓；（二）推行措施以釐清及監察標準參照評核的執行；（三）分析成效及監察回饋。

加強對果效為本教育及標準參照評核的溝通與培訓

RA4.2　**與教學人員溝通：**除公布教與學質素相關政策及程序的最新資訊外，協理副校長（教學）亦會定期向教學人員發函提醒，特別點出需注意的教與學事項，如標準參照評核等，並分享良好實踐做法。此外，為單位質素保證聯絡人員而設的資源網站（見RA2.12）亦是重要的通訊渠道，用以傳遞提示訊息，並提供政策更新記錄及分享良好實踐做法。單位質素保證聯絡人員可以將網站得到的資訊轉發至所屬單位的相關教學人員。

RA4.3　**與學生溝通：**剛入學新生會從新生迎新網站（https://nso.hkust.edu.hk/academic-matters）及《本科生指南》（https://registry.hkust.edu.hk/resource-library/obe-cilos-and-criterion-referencing）（見附錄2-4a—只有英文原版）獲得大學推行果效為本教育方針及在科目與課程中採用標準參照評核的資訊。各學院亦會於迎新或入學簡介會介紹果效為本教育及標準參照評核的概念。大學亦已制定政策，要求所有科目大綱必須闡明科目乃採用標準參照評核及清楚列出科目預期學習果效（見RA4.5），以確保學生能易於獲取相關資訊。科目導師亦須於首週課堂向學生講解科目預期學習果效、評核方式及評級制度。

RA4.4　**培訓單元及研討會：**教育創新中心舉辦多個培訓單元及研討會，支援全體教學人員的專業發展。除所有新任助理教授及講師必須參加「大學教與學課程」中有關設計學習果效及評核的基礎單元外，教育創新中心亦為有志強化科目設計及教學技巧的教學人員提供多項線上微證書課程及面授工作坊。完成課程者可獲教育卓越學院以數碼徽章形式頒發的微證書），而取得微證書是教職員成為學院院士的一個關鍵條件。課程涵蓋範疇廣泛，其中多個單元及工作坊講授評核及回饋，協助參加者掌握如何設計評級標準及其與評分規準的關係，並配合應用實例及創新設計例子作說明。

釐清及監察實施標準參照評核的措施

RA4.5　**採用規範科目大綱範本**：大學認為於所有本科科目採用規範科目大綱範本有其好處。採納範本不但提升一致性，結構上也兼具彈性，有助清晰傳達科目的重要資訊予學生，配合大學質素保證標準，並增加學生對學習果效的認知。有見及此，教學質素委員會於二零二四年四月廿二日的會議上通過所有本科科目採用規範大綱範本的政策（見附錄2-4b—只有英文原版），並納入修訂後的《評核政策及程序》（https://registry.hkust.edu.hk/resource-library/assessment-policies-and-procedures），該政策於二零二四年六月十一日獲教務委員會通過。

RA4.6　透過課程大綱述明採用標準參照評核模式，並列出科目預期學習果效、評核方式及評分規準，可減少學生對評核模式的誤解，讓導師與學生對科目核心資訊有共同理解。

RA4.7　**提交評級前確認採用標準參照評核：**自二零二四／二五學年秋季起，大學評級報告系統已作出優化並新增一個著陸頁，要求科目導師於提交評級供其學系主管審批前，

先確認其科目已採用標準參照評核。此舉可作為最後核查機制，確保導師知悉並嚴格遵守標準參照評核政策。

成效分析及回饋監察

RA4.8 **評級結果分析：**自二零二三／二四學年起，評級報告系統新增「獲派評分」欄位，與學生的最終評級並列。每學期大學均會檢視及分析評級結果，以識別相關科目或導師的評核模式是否出現偏離標準參照評核原則，或是否存在評核設計不當的情況致未能有效區分學生表現。協理副校長（教學）會向相關學系主管報告相關個案，以便他們與相關教學人員跟進。

RA4.9 自二零二五年起，大學的學習管理系統平台「CANVAS」新增一項分析功能，讓科目導師透過可視化方式了解學生獲派評分與最終評級的關聯性，從而分析評級結果。此功能有助及早發現評級問題，提高導師對採用標準參照評核模式評分的意識。例如，可視化方式可揭示得分相近的學生卻獲發不同評級，或評級出現異常分布情況，這意味著評級可能受主觀因素影響，而非嚴格依據科目訂下的標準。

RA4.10 **監察學生回饋**：學生意見問卷調查是大學用以收集學生對科目及其導師意見的主要工具。問卷中有兩道問題與果效為本教育及標準參照評核息息相關，分別為：

- 問題一：「科目教材及學習活動有助我達致科目預期學習果效」
- 問題二：「評核課業旨在評定我達致科目預期學習果效的程度」

為了解學生在其學習體驗中對於科目預期學習果效及標準參照評核的感受，特別是在二零二四／二五學年秋季起實施了一系列新增及經修訂的評核政策及措施後有否帶來變化（見RA4.5至RA4.7），學術質素發展團隊對上述兩道問題在過去兩個學期（二零二三／二四春季學期及 二零二四／二五秋季學期）所得結果進行分析，數據顯示學生回應呈正面趨勢：

- 問題一平均分由二零二三／二四春季學期的4.26分（滿分5分）微升至二零二四／二五秋季學期的4.29分
- 問題二平均分在同期亦由4.24分升至4.28分

RA4.11 雖然上述結果顯示學生認為科目教材及評核課業有助達致學習果效，但有關問題或未能完全反映標準參照評核的實際執行情況。大學認為有必要修訂問卷問題，使結果更精準反映標準參照評核的遵從情況。大學於二零二四年十二月對問卷進行全面檢討，透過簡化問卷設計，提升用戶便利性，以期增加學生回應率，並加強問卷題目的明晰度，尤其是針對果效為本教育及標準參照評核的問題，讓學生更易理解問題涵義。修訂後的問卷將有助大學監察標準參照評核的實施情況，包括導師向學生闡述科目預期學習果效及學生對評核設計是否對應科目預期學習果效的看法。新問卷將於二零二五／二六學年實施，學術質素發展團隊將繼續監察及分析每個學期結果，以找出需特別關注的問題，包括於課程及學系層面標準參照評核的實施情況。新問卷把問題一修訂為：「科

目預期學習果效及評級準則於科目開始時已清楚述明，讓我了解我的課業將如何被評核」，問題收集得來的結果，再加上並學生提供的開放式意見，可作為科目導師在實踐標準參照評核校政及措施的關鍵指標。一如以往，大學會繼續向學術單位提供報告，並反映需特別關注的事項，包括關於標準參照評核的問題。此外，大學亦會按需要舉辦學生焦點小組為特定主題收集回饋。

RA4.12　**透過周年報告討論主題議題**：有見關於質素保證及優化的全校性主題議題已納入《教與學質素周年報告》（見RA2.2至RA2.5），大學認為可藉此機會加強與學系及學院的溝通，針對實踐標準參照評核的情況，要求它們回報學系或學院層面實施情況，並分享任何有助推廣或監察有關事項的有效措施。為此，「周年報告全校性主題議題工作小組」確認將標準參照評核遵從情況定為周年報告中的質素保證主題。而學院及學系提交的周年報告，普遍確認部門有積極加強校內對標準參照評核理念及遵從大學評核政策方面的認知。教學質素委員會注意到所有學院均透過多種方式向教學人員宣導評核政策（包括標準參照評核）及優良實踐，包括：

- 於教職員會議及論壇進行簡介及討論
- 由資深導師指導新任教學人員
- 科目統籌員跟轄下各組別導師進行協調以確保一致性
- 定期檢查科目大綱範本的採用情況（如是否有載述所有關鍵資訊，包括標準參照評核採用聲明、科目預期學習果效及評分規準）

RA4.13　教學質素委員會肯定學院加強學生對標準參照評核認識的努力，包括於學院迎新活動及學生手冊介紹果效為本教育及標準參照評核概念。學院及學系也有提醒導師於科目起始時向學生說明科目預期學習果效及評級方法。教育創新中心則透過舉辦以標準參照評核及評核設計為主題的工作坊，以及於新入職教職員的迎新活動及簡介會向他們講解大學評核政策及措施，繼續在教學人員專業發展方面扮演重要角色。整體而言，教學質素委員會讚賞各學術單位及教育創新中心一直致力確保教學人員遵從大學的評核政策。

RA4.14　作為周年報告工作的一環，教學質素委員會向教務委員會提交報告總結其意見及觀察，當中包括針對主題議題的內容，供呈報教務委員會。該報告亦分發至學院、學系及其他學術支援單位，以分享良好實踐做法。展望未來，大學將繼續監察各項回饋及結果，以判斷是否有特定範疇需於下一輪周年報告工作中進一步探討。

建議五（RA5）

大學需「引進評核後調整制度，包括抽查經評核的學生課業，確保評核採用一致的學術標準」【段落 4.8】

RA5.1　大學已對相關評核政策及程序作出檢討。檢討後提出多項評核政策優化措施，並獲教學質素委員會通過。修訂後的評核政策已載於《學術質素手冊》「學生評核」章節，並於六月的教務委員會會議上呈報後獲上正式採納。

推行評核後調整制度

RA5.2　其中一項主要優化措施是推行評核後調整制度，以確保分數或評級的評定恰當，且一致嚴格遵循預設的評分規準及評核準則。對於佔課程最終成績 30%或以上且班級人數不少於 20 人的評核，須於每個評核等級(「優異表現」、「良好表現」、「達標表現」（或研究生課程的「邊緣表現」）及「不及格」）各抽查 2 份學生課業，由第二評分員覆核（共 8 份樣本）。

RA5.3　如評核最初由科目助教評分，須由科目／組別導師或由課程導師指定的其他教學人員作第二評分。如評核最初由科目／組別導師評分，則只能由科目導師指定的其他教學人員作第二評分。所有情況下，科目／組別導師須與第二評分的助教／其他教學人員協商，確定抽查課業的最終分數。詳細指引載於《學術質素手冊》（https://registry.hkust.edu.hk/resource-library/grading-courses#Grade_Moderation）(亦可見於附錄 2-5—只有英文原版）。

RA5.4　此第二評分政策自二零二四／二五學年起實施，適用於所有修課課程(1000 至 5000 級別)。經第二評分的學生課業樣本將由學系／學部保存，供定期課程檢討時校外評審參閱。科目／組別的第二評分員姓名會記錄於成績報告系統內。

RA5.5　學系／學部主任負責執行並確保上述安排得以遵從。

建議六（RA6）
大學需「盡快修訂有關處理學生違反學術誠信個案的方針，包括實施統一的處分機制、訂明在哪些情況下把個案提升至學院層面處理，以及分析違規行為模式等」 【段落 4.10】

RA6.1　質素保證局進行質素核證後，科大已檢討有關處理學生違規行為及學術誠信的程序，修訂了《學生行為規例》及《學生學術誠信規例》。修訂版本分別於二零二四年四月十日及六月二十八日獲教務委員會及校董會通過，及同年六月二十八日獲校董會通過。

RA6.2　在兩套新修訂的規例中，教務長獲賦予監督質素保證的角色，確保校內實施統一的處分準則。

RA6.3　跟上一版本的規例比對，修訂的內容詳見附錄 2-6a 及 2-6b（只有英文原版），包括但不限於以下重點：

- 《學生學術誠信規例》：
  - 第 15 及 18 段增列教務長須監察各學院實施的處分是否一致；
  - 第 18(v)段增列條款，註明如學生有兩宗或以上確立的違規行為，相關處分通常會自動適用。
- 《學生行為規例》及《學生學術誠信規例》：
  - 新增「質素保證」部分（分別為《學生學術誠信規例》第 43 段及《學生行為規例》第 36 段），由教務長定期檢討及報告，監察校內實施的處分是否有一致準則。

RA6.4　為協助學系及學院人員處理學術違規指控，大學設立了「員工資源」網頁（見附錄 2-6c—只有英文原版），提供有用資訊，包括處分指引、學術違規行為報告表格，以及讓獲授權學系／學院人員查閱涉事學生過往學術違規記錄的平台。處分指引旨在協助系主任、院長及相關人員為確立的學生學術違規個案決定合適處分。該指引參考了科大過去慣常做法及過往個案紀錄以制訂出來。大學預期指引有助校內實施的處分更趨一致，而指引會由教務長定期檢討。

RA6.5　大學要求各學系及學院從負責處理本科及／或研究生學生學術違規個案的人員當中，提名兩名代表。這些代表將作為單位聯絡人，負責傳達最新政策及針對個案處理和處分的指引。他們亦獲授權查閱載錄違規個案的資料庫，以察悉涉事學生是否有既往違規紀錄，從而決定是否需加重處分。如學系認為有特殊情況需偏離指引，這些單位代表須先諮詢教務長意見，以確保校內處分盡量一致。

RA6.6　大學於二零二四年十月九日舉辦了簡介會，向相關人員（特別是上述單位代表）介紹修訂後規例、最新程序和安排，以及處分指引。簡介會旨在確保相關人員明白變動內容及實現處分一致的目標。簡報資料亦已上載至資源網頁供相關人員參考。

建議七（RA7）

大學需「採取適當措施，從而大幅減少作出不當評核決定及學生因而提出上訴的個案數目」【段落4.12】

<u>評核後調整制度</u>

RA7.1　大學自二零二四／二五學年起推行評核後調整制度（詳見RA5）。達到政策要求的科目需為該科的評核課業採樣，並邀請第二評分員為樣本作覆核，透過這種做法，大學預期第二評分員能有助評估樣本所獲的分數／評級是否恰當且符合評分規準，以及樣本是否能清楚區分學生表現。

優化成績報告系統

RA7.2　成績報告系統已作多項優化。系統新增「獲派分數」欄位，要求科目導師同時輸入「獲派分數」及最終評級，讓第二評分員及學系主管更易察悉異常評分模式，以作適切關注及檢討。例如，學生獲派高分但最終所得評級較低，或反映評分時有拉曲線的傾向，或評核本身未能有效區分學生表現，這些都需於科目結束後檢討評核設計以準備下次開課。協理副校長（教學）辦公室亦會定期檢查異常評級模式，並通知相關學系主管與科目導師跟進。

RA7.3　另一項優化措施為新增聲明頁，要求科目導師或科目統籌員確認以下事項：

- 評分以標準參照評核為本，而非拉曲線評分
- 所有需算入最終成績的評核項目均已納入計算
- 科目導師已確認並覆檢所有輸入數據，確保分數及評級均為準確而無文書或行政上的錯誤
- 班級人數達20人或以上而單一評核項目佔最終成績30%或以上的評核項目，已由第二評分員覆核採樣評核課業

RA7.4　此舉有助科目導師及統籌員作最後檢查，讓其肯定評核有遵守大學評核政策及確保資料輸入準確無誤。

透過CANVAS平台發放分數及回饋的政策

RA7.5　大學已制定政策，規範導師需為個別總結性評核依程序與學生進行溝通，包括：

- 所有個別評核項目的評分須於課業提交後兩週內透過CANVAS平台發放
- 教學人員須使用CANVAS成績簿記錄及向學生提供針對個別評核的回饋及分數，以提升資訊透明度及可及性

RA7.6　此政策旨在規範發放分數及回饋評核結果的程序，確保所有學生在學習歷程中獲得一致且具建設性的回饋。通過透明的程序發放評核分數及回饋，學生能掌握學習期望，教師亦能識別需額外支援的學生。學生可據此評估自己的學習進度，察悉可改善的空間，因應需要而尋求協助。

RA7.7　此政策於二零二四年四月二十二日教學質素委員會會議通過，並自二零二四／二五學年起全面實施。政策文件（見附錄2-7—只有英文原版）已納入《學術質素手冊》中「評核政策及程序」章節（https://registry.hkust.edu.hk/resource-library/assessment-policies-and-procedures）。

提醒及警示

RA7.8　除RA7.1至RA7.7所述措施外，大學亦定期向全體教學人員發送提醒電郵，通知他們最新的評核政策，及有哪些預防措施／工具可助減少因文書或行政錯誤或不當評分決定而需更改成績的機會。大學也會於每個學期向各學院發送一份摘要，統計學院旗下各學系提交的成績更改數字，供學院跟進及檢討是否需於所屬學系推行額外措施以解決相關問題。

短期成效

RA7.9　於香港科技大學第三輪核證期間，評審小組要求大學提供自二零二零／二一學年至二零二三／二四學年秋季學期期間評級上訴成功的個案數目。最新報告顯示，截至二零二四／二五年春季，每學期的成功上訴個案數目已減少約50%。儘管數字下降，大學仍會致力持續改進，監察相關數據及新政策／措施的實施情況，並因應觀察所得作進一步檢討。

3　良好實踐做法的後續發展 (FGP)

良好實踐做法一（**FGP1**）

大學定期研訂電子學習策略及政策【段落 3.7】

【截至二零二四年二月】
大學已研訂《教與學應用生成式人工智能政策》。鑑於生成式人工智能（GenAI）工具不斷發展，該政策自二零二三／二四學年秋季起實施，提供四個不同政策選項，讓教學人員可彈性為個別科目制定應用人工智能的政策，而教學人員須以書面形式向學生闡明其科目採用了哪個政策選項。教育創新中心收集運用生成式人工智能於教與學的良好做法，再向全校推廣這些實踐做法及提升教育體驗的見解，以期促進校內採用創新的教學方法。

科大亦為兩個與其他頂尖學府共同創立的全球聯盟的創始成員，分別為「數位教育委員會」（Digital Education Council）及「虛擬—實體學習聯盟」（Cyber-Physical Learning Alliance）。夥拍這些院校建立合作關係，可共同進行數據收集及學習分析，同時交流數位教育的優良實踐做法。聯盟所得成果可引導科大進一步完善其電子學習策略及政策，確保其不僅可適應周遭的變化，更與全球標準接軌。

【截至二零二五年五月更新】

大學在二零二五年就電子學習策略再進行檢討。此次檢討涵蓋多項發展，包括：人工智能技術的提升，已超於由大型語言模型而發展至能整合多種數據類型的多模態系統；

優化了的自適應回饋、模擬及學習分析的能力，卻同時引起透明度、隱私權及學術誠信等問題的關注。此外，科大計劃發展的醫療科學課程，強調善用科技提升學習效率，尤其是透過沉浸式模擬讓學生練習臨床推理。基於上述發展，科大採納了以「二零二五至二八數位教育策略」取代現有電子學習策略的建議，以反映將數位能力作為基礎的全方位教育方針。新策略保留現有電子學習策略的指導原則，包括以學習者為中心的設計、循證教學、嚴謹評核、全面可及性及教職員發展，同時強調後設認知及人工智能倫理素養、數據導向支援、沉浸式學習及個人化教育。新策略（見附錄 3-1—只有英文原版）旨在充分運用數位科技提升學習及促進學生成功，並培養學生及教職員的認知、後設認知、人工智能倫理及技術能力，讓他們於講求數據、人工智能主導的學習環境中適應下來。

FGP1.1　根據數位教育委員會訂立的人工智能素養框架，大學計劃於全校進行人工智能就緒自我評估並發表報告。評估結果將協助大學制定更多主要表現指標，以衡量教職員有否運用科技輔助教學法，而這些實踐做法是否有助個別重要教學目標，如主動學習、高階思維及職業就緒能力。大學將透過教職員迎新、專業發展工作坊及教育實踐社群提供數位教育培訓，以支援教學人員的專業發展。大學亦鼓勵各學院制定符合大學框架的專屬數位教育策略。

良好實踐做法二（FGP2）

大學設立教育為本的助理教授／副教授職銜，藉此對優良教學做法予以肯定和加以鼓勵【段落 3.9】

【截至二零二四年二月】

大學獲得捐贈基金資助舉辦年度教學獎項，嘉許教學制教職人員。

部分學系於周年報告中提及已設立學系教學獎項，以表揚教學助理於科目教學上的優良表現。

大學正籌備成立教育卓越學院，由教育創新中心協助推動，進一步推廣優良教學做法及及表揚教學人員對持續提升教學技能的堅持。學院將設立院士制度，具備優秀教學實績的教學人員，可申請成為教育卓越學院的初級院士、院士或高級院士。
教育卓越學院職能包括：

- 專業發展：透過符合個人需要的機會提升教學技能
- 表揚：推廣教學獎項及授予大學嘉許
- 社群建設：於定期會議及工作坊上讓參加者交流理念及良好實踐做法

【截至二零二五年五月更新】

FGP2.1　教育卓越學院於二零二五年成立。具備優秀教學實績的教學人員可申請成為教育卓越學院的初級院士、院士或高級院士。申請將交由委員會審核，並根據申請人資歷、學術成就、教學實績及其他相關因素作決定。

FGP2.2　教育卓越學院根據六大教學卓越範疇（見附錄3-2—只有英文原版）嚴格評核所有申請後，選出了21位於優化教學方法及推動有效教育實踐做法方面展現卓越表現及付出的教學人員。院士將參與學術活動，促進學者持續專業成長。

FGP2.3　教育卓越學院院士資格為期三年，獲選院士往後須提交持續教學卓越的相關證明以維持其院士資格，確保其在任期內繼續致力履行教學創新。

FGP2.4　此外，教職員要成為教育卓越學院院士，獲取微證書也是重要一環。透過完成教育創新中心提供的課程，教職員可獲得以網上徽章形式頒發的微證書。

FGP2.5　繼設立以教育為本的教育助理／副教授職銜〔工商／工程／理學／人文／社會科學／語文／跨學科〕後，大學最近亦正式通過設立「教育教授」新職銜，一方面鼓勵已獲授副教授職銜的教學職系教學人員追求進一步發展，另一方面可對整個教學職系起鼓舞作用，表揚他們於大學教與學使命中發揮重要角色。

Appendix 1
to HKUST audit progress report

Summary of Implementation of Action Plan

Recommended Action	Goals / Objectives	Planned Actions	Status of Implementation	Indicator(s) of Successful Outcome(s)
RA1 The University to "develop policies and procedures to ensure systematic and regular review and enhancement of the University's quality operations" [para 1.18]	To enhance the centralised aspects of Quality review, assurance and enhancement, without negatively impacting on the existing and successful decentralised culture of the University.	➢ Develop a centralised system of regular review of policies/ procedures/ guidelines related to QA/QE by Q1/Q2 2025	**Completed** – Policy established and approved by Senate	✓ Regular review of identified policies is taking place.
		➢ Devise a schedule for reviewing all existing QA/QE documents on a 5- year cycle, to be overseen by the CTLQ	**Completed** – Schedule confirmed by CTLQ and first cycle of review completed **Ongoing** – Review of QA/QE documents will continue according to the established schedule	
RA2 The University to "strengthen its oversight of the awards it makes to assure itself of the academic standards and quality of the programmes delivered by the Schools/AIS, departments/divisions and other units" [para 1.23]	To further strengthen initiatives for the oversight of academic quality, in terms of strategic priorities, institutional platforms and dedicated resources.	➢ Establish a mechanism to identify, monitor, and address "thematic issues" through the Annual Reports, thereby strengthening central's oversight of prioritized issues related to academic quality by the end of 2024/25	**Completed** – Mechanism of identifying/ monitoring/ addressing "thematic issues" incorporated into the Annual Reports exercise established. First iteration of identifying and reporting thematic issues completed. **Ongoing** – Monitoring outcomes related to the thematic issues to inform decision on any further follow-up actions needed.	✓ Mechanism of regular review of the institution-wide thematic issues on academic quality and a strengthened central monitoring mechanism on departmental follow-up via annual reports to CTLQ in place.

		➢ Strengthen the administrative structure for QA/QE	**Completed** – Allocated additional resources and manpower following the repositioning of AQA team	
		➢ Enhance the communication and dissemination network	**Completed** – Designated QAE liaison person(s) in each academic and functional units. Developed an additional communication channel. **Ongoing** – Dissemination of information and best practices via the new channel will continue, including regular updates and consultation sessions for exchanging views	
RA3 The University to "ensure that its periodic review processes encompass all programmes of study, produce reports that evidence a full review of the programmes in question, in line with the University's requirements, and are brought into University oversight [para 2.18]	To impose a uniform periodic review mechanism across all UG and TPG programs.	➢ Establish a policy mandating all UG major programs to conduct external review on a 5-year cycle by end of 2024-25 academic year	**Completed** – Relevant policy and guidelines were approved by Senate. Schedule of the first cycle of UG programs review confirmed. **Ongoing** – Review of all taught degree programs will be conducted according to the established schedule.	✓ Uniform and centralised periodic review process across all UG and TPG programs are taking place.

RA4 The University to "address variability in marking practice and ensure there is adherence to its own guidance on criterion-referencing" [para 4.7]	To address the perceptions of variability and further ensure faculty understanding.	➢ Strengthen communication and training to ensure understanding of OBE and CRA through: - Continuing to send periodic reminders and updates to teaching staff to share best T&L practices and highlight specific issues regarding CRA - Introducing additional channel for dissemination of good practices - Continuing to provide professional development training for teaching staff, particularly through more workshops on CRA and assessment design	**Completed** – Introduced a new channel for dissemination of good practices and policy updates; offered more workshops on CRA and assessment design. **On-going** – Sending periodic reminders and update	✓ Message on adoption of, and adherence to, CRA reached out to all teaching staff and all students. ✓ Mechanism of monitoring implementation of CRA established.
		➢ Impose measures to clarify and monitor the adoption of CRA: - Establish a policy requiring the adoption of a standardized syllabus template that includes a declaration of CRA and information about the CILOs - Grade reporting requires declaration from instructors regarding the adoption of CRA.	**Completed** – Policy of adopting standardized syllabus template established; grade reporting system enhanced	

		➢ Analyze feedback and results to monitor adherence to CRA by faculty members	**Ongoing** – Continuous monitoring of SFQ feedback, and grading patterns in individual courses to ensure adherence to CRA	
RA5 The University to "introduce a post-assessment moderation system including the sampling of student work to confirm, or otherwise, that academic standards are consistently applied" [para 4.8]	To further enhance the approach to assessment.	➢ Formulate a policy by end of Q2 2024 mandating all Course Instructors to retain certain samples of marked exam scripts and/or assignments for each course, where such samples would be second marked; and be retained by the Departments for consideration by external reviewers during periodic program review.	**Completed and Ongoing** – Policy established. Second marking of sampled assessment works being practiced.	✓ New assessment practices accepted and undertaken by Schools and Departments.
RA6 The University to "revise promptly its approach to breaches of academic integrity by students by applying a common scheme for penalties, specifying under what circumstances cases are escalated to school level, and analysing patterns of infringements" [para 4.10]	To ensure consistency of sanctions imposed.	➢ Review and revise existing regulations related to academic integrity, and establish a mechanism to ensure consistency across different units.	**Completed** – Revised regulations approved by the Senate and Council, guidelines on sanctions have been established based on common practices within the University for reference by Departments and Schools. **Ongoing** – Academic Registrar oversees and monitors the consistency of sanctions	✓ Sanctions imposed by Departments/Schools adhere to the guidelines, while those exceptional cases have provided sound justifications for deviation from the guidelines

RA7 The University to "take steps to significantly reduce the number of inappropriate assessment decisions made and hence the number of appeals by students" [para 4.12]	To significantly reduce the number of appeals.	➢ Formulate a policy on second-marking *(Pls refer to RA5)*	**Completed** – Policy established	✓ The number of successful grade appeals gradually reduced by half.
		➢ Enhance the grade reporting system to request the input of both marks and grades, as well as a declaration from instructors regarding the adoption of CRA.	**Completed** – Enhancements made to the grade reporting system	
		➢ Establish a policy to guide teaching staff in using CANVAS to release individual marks for each assessment component within two weeks of submission	**Completed** – Policy established	
		➢ Continue sending periodic email reminders to all teaching staff regarding current assessment policies and preventive measures/tools in place to help reduce the likelihood of grade changes; and sending summary reports on the successful grade appeal cases to individual Schools for further follow-up and review	**Ongoing** – Sending email reminders to all teaching staff and summary reports to Schools for review	

REDACTED

Proposed Policy on Periodic Review of Quality Assurance & Enhancement Documents Related to Teaching and Learning

BACKGROUND

2. HKUST policies, procedures, regulations and guidelines related to the quality assurance and enhancement of teaching and learning, as well as the student experience (hereinafter referred to as "QA/QE documents"), are encompassed within the *Academic Quality Manual* and the HKUST Fok Ying Tung Graduate School (FYTGS) website; while those related to faculty are brought together in the *Academic Personnel Policy and Procedure Manual*.

3. In the Audit Report published by the Quality Assurance Council (QAC) in February 2024, the Audit Panel recommended the University "develop policies and procedures to ensure systematic and regular review and enhancement of the University's quality operations". This recommendation was based on the Panel's understanding that the University's "policies and other quality documents are reviewed and enhanced in response to internal or external changes, rather than reviewed on a set cycle". Although the University informed the Panel that the policies had undergone review but that no amendment had been deemed necessary, the Panel suggested that "it would be helpful in such situations to record the date of review even if no alterations are made. Furthermore, a systematic measured approach is likely to be more comprehensive than an approach to updating policy as needs arise".

PROPOSED POLICY

4. In response to this Recommended Action (RA) raised in the Audit Report, the Action Plan, approved by the CTLQ at its 52nd meeting on 22 April 2024, outlines the proposed development of a policy for the periodic review of all QA/QE documents every five years. The periodic review will be overseen by CTLQ to ensure systematic approach and effective university monitoring.

5. As mentioned in paragraph 2, the HKUST policies, procedures, regulations and guidelines encompassed within the *Academic Quality Manual* and the HKUST FYTGS website, which relate to the quality assurance and enhancement of teaching and learning as well as the student experience; along with those related to faculty as stipulated in the *Academic Personnel Policy and Procedure Manual*, will fall under the scope of the review policy.

6. The Academic Registry, FYTGS Office and the Academic Personnel Administration branch of the Provost's Office, which are the owners of the *Academic Quality Manual*, the FYTGS website, and the *Academic Personnel Policy and Procedure Manual* respectively, will be accountable for the periodic review of the relevant QA/QE documents as part of their standing procedures. Depending on the outcomes of the initial review by these Offices, updates or revisions to the relevant QA/QE documents may be proposed for further consideration by Senate and/or relevant Committees.

REPORTING & SCHEDULE OF REVIEW

7. The periodic review of QA/QE documents, which will be part of the University's quality assurance framework, will be overseen by CTLQ. While new QA/QE documents may be developed over time, and the review of specific existing QA/QE documents may need to be expedited as deemed appropriate (e.g., in light of experience, new initiatives, external review outcomes, or developments in higher education), the three Offices shall be responsible for devising and maintaining their own review schedule to ensure timely updates and systemic reviews. They shall report to CTLQ annually on their updated review schedules and

8. As a good practice for tracking the review status of the QA/QE documents, each new QA/QE document shall indicate the date of approval by the relevant committee. Revised documents will also indicate the date of review or changes made, as well as the date of approval for major changes by the relevant committees if applicable.

9. An initial review schedule and the status of review of the three Offices are provided
--- in Appendices 1, 2 and 3 respectively.

10. CTLQ considered the proposed policy at its meeting on 29 May 2025 and endorsed the proposal.

(The proposed policy was considered and approved by the Senate at its meeting on 10 June 2025).

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THE HONG KONG
UNIVERSITY OF SCIENCE
AND TECHNOLOGY

School Annual Report on
Undergraduate and Taught Postgraduate Education: 2023-2024

Report Submitted by	
School*	

*[*refers to both Schools and Academy of Interdisciplinary Studies (AIS)]*

Prepared by	
Name of Committee/Authors	

School's Review of the Report

Has the Annual Report been considered by faculty members in a formal meeting at School level, with representatives from each Department/Division? **Yes/No** *[If Yes, please indicate at which meeting the Annual Report has been presented; if No, please briefly explain how the report was reviewed in the School.]*

_____

_____

Endorsed by: _____ _____
(Dean/Director) (Signature)

Date: _____

Important Information on Submission

i) **Submission Timeline:**
- Departments submit reports to Schools on or before **14 February 2025 (Friday).**
- Schools submit reports, including their respective Departmental/Divisional, School-based Ug, and TPg program reports, to CTLQ on or before **10 April 2025 (Thursday).**

ii) Please read the appended "NOTES" before completing Parts A and B of this Report.

iii) Data sets for Annual Reporting are available at:
- (T&L Data Warehouse) https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse
- (PAIR Portal) https://pair.hkust.edu.hk/

School Annual Report on
Undergraduate and Taught Postgraduate Education: 2023-2024

Part A: Quality Assurance of Education Programs
(The School may make reference to the *Academic Quality Manual* available at https://registry.hkust.edu.hk/resource-library/academic-quality-manual.)

A1. Follow-up Action Items

A1.1 List completed action items from last year's Action Plan as at November 2024. Include outstanding action items in the School Action Plan (see B3).

Completed action items	*Commentary, as appropriate*

A1.2 Was there any difficulty in adopting the CTLQ's comments/suggestions on last year's report? ***Yes/No?*** *[If Yes, please give details.]*

A2. Annual Reports on Undergraduate and Taught Postgraduate Education

A2.1 Have Departments'/Programs' Annual Reports provided an adequate basis for the School's/Office's report to the University? ***Yes/No?*** *[If No, please give reasons.]*

A2.2 Is the School/Office satisfied with the Departments'/Programs' arrangements for maintaining and improving educational quality? ***Yes/No?*** *[If No, please provide details and indicate the actions to be taken to ensure that quality is maintained.]*

A2.3 Have all the TPg Programs/Departments provided Action Plans indicating timelines, tasks and responsibilities to carry forward action items? ***Yes/No?*** *If action items have not been completed, have outstanding items been incorporated in this year's Action Plan?* ***Yes/No?***

A3. Issues of Broad Institutional Interests on Quality Assurance

In regard to the identified issues of Broad Institutional Interests on Quality Assurance listed under the University T&L Data Warehouse (https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse), indicate any area of improvement or action to be taken that can address the issue. Include these action items in this year's Action Plan (see B4).

A4. Stakeholder Feedback

*A4.1 Identify (maximum 5) major areas for improvement or of concern arising from stakeholder feedback (SF) during the reporting period (e.g. student questionnaires, other student feedback such as Student Staff Liaison Committee (SSLC), or focus group meetings, alumni/employer surveys, triggered course reviews or other external reviews **at School level**, taking into account, where appropriate, area(s) of concern raised in Department/Division/Program's Reports). Indicate those items to be included in this year's Action Plan (see B4).*

Area for improvement or of concern SF **#1**:	Source (e.g. FYES, 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School/Office discussion:		
Area for improvement or of concern SF **#2**:	Source (e.g. SSLC, 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School/Office discussion:		
Area for improvement or of concern SF **#3**:	Source (e.g. SESQ/TPg Exit Survey 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of School/Office discussion:		

Add additional boxes, if necessary.

A4.2 Briefly comment on any area for improvement or of concern listed in last year's A4.1 that are not covered in this year's report.

A5. External Review/Accreditation

*A5.1 Summarise the progress as at November 2024 in addressing **School/Office level** recommendations from the most recent accreditation/external review and/or Advisory Committee/Board meeting.*

A5.2 Indicate any good practice identified in the most recent accreditation/external review and/or Advisory Committee/Board meeting.

A6. Good Practice in Quality Assurance

*Indicate any **particularly innovative** and/or **successful** good practices or changes in quality assurance arrangements by the **School/Office/Departments/Programs (maximum 10)** to maintain or improve educational quality and indicate how the School has/will disseminate these for wider consideration and possible adoption within the School. Please differentiate any new practices from recurrent practices. (A list of good practice in teaching and learning by year/by category is available for reference at https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/ ; https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-category.)*

Part B: Teaching, Learning and Assessment *[see Note 2]*

B1. Issues of Broad Institutional Interests on Quality Enhancement

In regard to the identified issues of Broad Institutional Interests on Quality Enhancement listed under the University T&L Data Warehouse (https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse), indicate any area of improvement or action to be taken that can address the issue. Include these action items in this year's Action Plan (see B4).

B2. Self-Reflection

*B2.1 List no more than 3 areas for improvement or of concern identified through self-reflection (SR) **at School level** (i.e. other than those listed in A3, A4 and B1), taking into account the Areas listed under Note 3.*

#	Area for improvement or of concern	School discussion/decision
SR1		
SR2		
SR3		

B2.2 Briefly comment on any area for improvement or of concern listed in last year's B2.1 that are not covered in this year's report.

*B2.3 Provide brief details of any **significant** changes made to/planned for the undergraduate/postgraduate curriculum and/or co-curriculum.*

B3. Quality Enhancement and Good Practice

*B3.1 Briefly describe good practices in **teaching, learning and/or assessment** which have had a positive impact on the student learning experience and/or success of specified programs **during the reporting period**. Please differentiate any new practices from recurrent practices. (A list of good practice in teaching and learning by year/by category is available for reference at https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/ ; https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-category.)*

B3.2 Indicate how items in B3.1 have been disseminated within the School/Office and critically evaluate their success. Include any good practice from last year's CTLQ Report to the Senate (see https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/) that has been adopted by the School/Office and/or its Departments/Programs.

B4. Action Plan

*Based on the above review and discussion in A3, A4, B1 and B2, determine **3-5 priority action items at School level** and include them in an Action Plan indicating tasks, timelines and responsibilities for each action item and the area(s) of concern being addressed. Attach the Action Plan to this Report. (An example Action Plan template is available at https://registry.hkust.edu.hk/resource-library/quality-assurance-annual-reporting-exercise for reference.)*

B5. Other Information and Comments

*B5.1 List any new initiatives in teaching, learning and/or assessment **over the reporting period**, including those that support the University's strategic endeavours, where appropriate.*

B5.2 Indicate any data not currently available centrally that the School would find helpful.

*B5.3 List below any statistical observations, special events or activities, or **significant** achievements **at School level** relating to teaching, learning and/or assessment **over the reporting period**.*

NOTES

1. In completing **Part A** Schools may make reference to the *Academic Quality Manual* available at https://registry.hkust.edu.hk/resource-library/academic-quality-manual. Schools should establish arrangements to:
   - Monitor departmental processes for assuring the quality of educational delivery and the maintenance of academic standards and support departments in establishing effective processes
   - Work with departments to implement arrangements for the periodic review of educational programs, including external peer review, in line with university policy
   - Allocate resources and provide incentives to encourage faculty and students to maintain and improve educational quality
   - Promote and share good practices

2. The major requirements of Department/Division/Program are:
   - The Department/Division/Program has in place committees or equivalent forums to review: admissions (to majors in the case of Ug students) and induction of students; academic programs, courses and the co-curriculum delivered by the department/division/program; mentoring and advising; student assessment and academic progress; student feedback (e.g. from SFQ/SESQ/TPg Exit survey or other forums including Student Staff Liaison Committees or focus group meetings).
   - The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
   - These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and follow up on planned action. In particular:
     - The Department/Division/Program has taken advantage of external peer review and input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for employment or graduate studies.
     - There are regular opportunities for students/student representatives to meet with faculty responsible for courses and programs and to freely express their views.
     - Students are informed of changes made as a consequence of their feedback.
   - The relevant committees have met regularly and have documented their work.

3. In completing **Part B** Schools may wish to consider the following checklist of areas but reports are **NOT** expected to cover all areas:

Areas
Admissions, orientation, induction and advising of students • Recruitment and selection • Admissions data and quality of admissions • Orientation and induction activities for new students • Advising and mentoring of new students
Curriculum, co-curriculum, teaching, learning and assessment • Development of program/course objectives and outcomes • Difficulties and issues in developing/delivering the curriculum and/or co-curriculum • Innovation in delivery of teaching and learning • Support for professional development of faculty, instructors and teaching assistants • Incentives and recognition for good performance • Teaching effectiveness and student feedback • Facilities, including: laboratories, study space, classrooms • Learning resources, including: Library, on-line resources • Availability of elective courses requested by students • Class size, access to faculty, student campus engagement • Review of assessment results, including course grade distributions and degree classifications • Application of Senate policy for grading, plagiarism and academic integrity
Graduation and placement • Opportunities and preparation for graduate employment or further study

香港科技大學
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

Departmental Annual Report on Undergraduate Education: 2023-24

Report Submitted by	
Department/Division	(Corresponding School:)

Program(s)[#] Covered

[[#] Indicate "CC" if a Department/Division contributes significantly to the University Common Core Program.]

Prepared by	
Name of Committee/Authors	

Departmental Review of the Report

Has the Annual Report been considered by faculty members in a formal meeting at Departmental level? **Yes/No** *[[If Yes, please indicate at which meeting the Annual Report has been presented; if No, please briefly explain how the report was reviewed in the Department.]*

Endorsed by: _____ _____
(Department Head) (Signature)

Date: _____

Important Information on Submission

i) **Submission Timeline:**
- Departments submit reports to Schools on or before **14 February 2025 (Friday)**.
- Schools submit reports, including their respective Departmental/Divisional, School-based Ug, and TPg program reports, to CTLQ on or before **10 April 2025 (Thursday)**.

ii) Please read the appended "NOTES" before completing Parts A and B of this Report.

iii) Data sets for Annual Reporting are available at:
- (T&L Data Warehouse) https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse
- (PAIR Portal) https://pair.hkust.edu.hk/

Departmental Annual Report on Undergraduate Education: 2023-2024

Part A: Quality Assurance of Undergraduate Education

A1. Follow-up Action Items from Last Year's Report

List completed action items from last year's Action Plan as at November 2024. Include outstanding action items in the Department's Action Plan (see B4).

Completed action items	*Commentary, as appropriate*

A2. Implementation of Quality Assurance Framework [see Note 1]

A2.1 Indicate if the Department/Division has in place committees, equivalent forums or designated personnel to consider the following issues.

Quality assurance issues	*Name of committee/ responsible personnel*
• Student Admissions	
• Student Induction and Orientation	
• Academic and Student Progress	
• Management of the Program, Courses, and Co-curriculum	
• Criterion-Referenced Assessment and the Maintenance of Academic Standards	
• Academic Integrity and Student Misconduct	
• Student Welfare and Support	
• Student Feedback	
• Student Careers Guidance	

*A2.2 Briefly evaluate the effectiveness of the above structures. Where appropriate, indicate **any changes made** during the reporting period **or any proposed changes** to enhance their effectiveness in (i) assuring the quality of the student learning experience and (ii) maintaining the academic standards of undergraduate programs and awards.*

A3. Issues of Broad Institutional Interests on Quality Assurance

In regard to the identified issues of Broad Institutional Interests on Quality Assurance listed under the University T&L Data Warehouse (https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse), indicate any area of improvement or action to be taken that can address the issues. Include these action items in this year's Action Plan (see B4).

A4. Stakeholder Feedback

A4.1 Identify (maximum 5) areas for improvement or of concern arising from stakeholder feedback (SF) during the reporting period (e.g. student questionnaires, other student feedback such as Student Staff Liaison Committee or focus group meetings, alumni/employer surveys, or other external reviews related to the Department/Division). Indicate those items to be included in this year's Action Plan (see B4).

Area for improvement or of concern SF **#1**:	Source (e.g. SESQ, 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of Departmental discussion:		
Area for improvement or of concern SF **#2**:	Source (e.g. SFQ, 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of Departmental discussion:		
Area for improvement or of concern SF **#3**:	Source (e.g. SSLC, 2023-24):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of Departmental discussion:		

Add additional boxes, if necessary.

A4.2 Briefly comment on any area of concern listed in last year's A4.1 that are not covered in this year's report.

A5. External Review/Accreditation

Summarise the progress as at November 2024 in addressing recommendations from the most recent accreditation/external review and/or Advisory Committee/Board meeting related to the Department/Division.

A6. Good Practice in Quality Assurance

*Summarise any **particularly innovative** and/or **successful** good practices or changes in quality assurance arrangements to maintain or improve educational quality and indicate how these will be disseminated for wider consideration and possible adoption. Please differentiate any new practices from recurrent practices. (A list of good practice in teaching and learning by year / by category is available at https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/; https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-category for reference.)*

Part B: Teaching, Learning and Assessment *[see Note 2]*

B1. Issues of Broad Institutional Interests on Quality Enhancement

In regard to the identified issues of Broad Institutional Interests on Quality Enhancement listed under the University T&L Data Warehouse (https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse), indicate any area of improvement or action to be taken that can address the issues. Include these action items in this year's Action Plan (see B4).

B2. Self-Reflection

B2.1 List no more than 3 areas for improvement or of concern identified through self-reflection (SR) (i.e. other than those listed in A3, A4 and B1), taking into account the Areas listed under Note 2.

#	Area for improvement or of concern	Departmental discussion/decision
SR1		
SR2		
SR3		

B2.2 Briefly comment on any area for improvement or of concern listed in last year's B2.1 that are not covered in this year's report.

B2.3 Provide brief details of any significant changes made to/planned for the curriculum and/or co-curriculum.

B3. Quality Enhancement and Good Practice

*B3.1 Summarise any particularly successful aspects of specified programs and indicate the **evidence** of success. (The relevant information would include **data available at** https://registry.hkust.edu.hk/resource-library/teaching-and-learning-data-warehouse)*

*B3.2 Briefly describe good practices in **teaching, learning and/or assessment** which have had a positive impact on the student learning experience and/or success of specified programs **during the reporting period**. Please differentiate any new practices from recurrent*

practices. (A list of good practice in teaching and learning by year / by category is available at https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/ ; https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-category for reference.)

B3.3 Indicate how items in B3.2 have been disseminated within the Department. Provide details of any good practice from last year's CTLQ Report to the Senate (see https://registry.hkust.edu.hk/resource-library/good-practice-teaching-and-learning-year/) that has been adopted by the Department.

B4. Action Plan

*Based on the above review and discussion in A3, A4, B1 and B2, determine **3-5 priority action items** and include them in an Action Plan indicating tasks, timelines and responsibilities for each action item and the area(s) of concern being addressed. Attach the Action Plan to this Report. (An example Action Plan template is available at https://registry.hkust.edu.hk/resource-library/quality-assurance-annual-reporting-exercise for reference.)*

B5. Other Information and Comments

*B5.1 List any **new** initiatives in teaching, learning and/or assessment **over the reporting period**, including those that support the School's/University's strategic endeavours, where appropriate.*

B5.2 Indicate any data not currently available centrally that the Department would find helpful.

*B5.3 List below any statistical observations, special events or activities, or **significant** achievements relating to teaching, learning and/or assessment **over the reporting period**.*

NOTES

1. In completing **Part A** Departments/Divisions/Programs may make reference to the *Academic Quality Manual* available at https://registry.hkust.edu.hk/resource-library/academic-quality-manual. The major requirements are:
   - The Department/Division/Program has in place committees or equivalent forums to review: admissions (to majors in the case of Ug students) and induction of students; academic programs, courses and the co-curriculum delivered by the department/division/program; mentoring and advising; student assessment and academic progress; student feedback (e.g. from SFQ/SESQ/TPg Exit survey or other forums including Student Staff Liaison Committees or focus group meetings).
   - The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
   - These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and follow up on planned action. In particular:
     - The Department/Division/Program has taken advantage of external peer review and input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for employment or graduate studies.
     - There are regular opportunities for students/student representatives to meet with faculty responsible for courses and programs and to freely express their views.
     - Students are informed of changes made as a consequence of their feedback.
   - The relevant committees have met regularly and have documented their work.

2. In completing **Part B** Departments/Divisions/Programs may wish to consider the following checklist of areas but reports are **NOT** expected to cover all areas:

Areas
Admissions, orientation, induction and advising of students • Recruitment and selection • Admissions data and quality of admissions • Orientation and induction activities for new students • Advising and mentoring of new students
Curriculum, co-curriculum, teaching, learning and assessment • Development of program/course objectives and outcomes • Difficulties and issues in developing/delivering the curriculum and/or co-curriculum • Innovation in delivery of teaching and learning • Support for professional development of faculty, instructors and teaching assistants • Incentives and recognition for good performance • Teaching effectiveness and student feedback • Facilities, including: laboratories, study space, classrooms • Learning resources, including: Library, on-line resources • Availability of elective courses requested by students • Class size, access to faculty, student campus engagement • Review of assessment results, including course grade distributions and degree classifications • Application of Senate policy for grading, plagiarism and academic integrity
Graduation and placement • Opportunities and preparation for graduate employment or further study

Program Review Report

Responsible Academic Unit and Review Period	
Department/Division	
School	
Review Period (Ac. Years)	

Author Details	
Name	
Position	
Email	

Program Reviewed	
Award	
Title	

External Review **Please indicate below the names and positions of the External Review Panel members who reviewed the program and the date of the Panel Visit**

Authorisation
The External Review Panel indicated above has submitted the attached report and their comments and feedback have been incorporated into this Program Review Report, where considered appropriate. Endorsed by: (Program Director) (Signature) (Date)
Received by: (Head of Dept./Division) (Signature) (Date)
Received by: (Dean) (Signature) (Date)

Review Outcomes/Overall Evaluation/Action Plan

[To be completed after receiving the External Reviewers' Report]

1. Review Outcomes

1.1 Summarise the findings of the External Review Panel, with particular reference to:

- the quality of the student intake;
- the curriculum and course syllabi;
- the appropriateness of student assessments and grade/award distributions;
- student support;
- the standards of student achievement relative to international benchmarking.

1.2 List any suggested improvements/concerns identified by the External Review Panel:

2. Overall Evaluation

2.1 Taking account of the Self-Evaluation Report and the External Reviewer' Report, provide a **critical commentary** on the relative success of the program, with specific reference ***to strengths and areas for improvement***:

2.2 Indicate why any of the Panel's suggested improvements and/or concerns would NOT be taken forward, if applicable:

3. Action Plan

3.1 Append an Action Plan to indicate:

- suggested improvements that will be taken forward, with timescales;
- milestones to allow monitoring of implementation;
- those responsible for each task.

Copies of the Program Review Report, Action Plan and External Reviewers' Report should be submitted as below within four weeks of receiving the External Reviewers' Report:

- **To the relevant Dean, *via* the relevant Head of Department/Division;**
- **To the CTLQ Secretariat* *via* Quality Assurance and Enhancement, Academic Registry.**

** In accordance with the Policy on Taught Postgraduate Program Review, the report will be forwarded to the CPS (for comment and subsequent monitoring, as deemed appropriate) and to the Provost (for information).*

Notes on template version:
- *Template first developed for the approved policy in December 2013.*
- *Last reviewed and updated in April 2024.*

Policy on Review of Undergraduate Major Programs

Overview

1. As part of the University's quality assurance framework, Deans shall request those responsible for Undergraduate Major programs to undertake a review of their programs **every five years** according to the procedures below.

2. Programs may be reviewed individually or by cognate group. Special arrangements may apply to some programs, e.g., those that are professionally accredited, subject to approval by the Committee on Teaching and Learning Quality (CTLQ).

3. A review schedule shall be approved by the CTLQ in consultation with the Committee on Undergraduate Studies (CUS) and Deans.

4. There shall be four stages to the review process:

   Stage 1: Production of a Self-Evaluation Report
   Stage 2: Review of the program by an External Panel and submission of an External Reviewers' Report
   Stage 3: Production of an Undergraduate Major Program Review Report and Action Plan
   Stage 4: Consideration of the Undergraduate Major Program Review Report and Action Plan

Stage 1: Self-Evaluation Report

5. A Self-Evaluation Report (SER) shall be completed in accordance with a standard template, to address the following core areas:
   a) Program Delivery
   b) The Curriculum and Benchmarking
   c) Quality Assurance
   d) Quality Enhancement and Good Practices in Teaching and Learning
   e) Assessment
   f) Student Intake and Performance
   g) Stakeholder Feedback
   h) Resources and Risk
   i) Plans for Development

6. The SER template shall include guidance in regard to the items to be covered under each core area, and may be customised to include aspects of review specific to individual programs.

7. Program Coordinators (or Program Directors where applicable) shall collate relevant documentation and data (for which guidance shall be provided), for discussion and analysis with the faculty and instructors who deliver a program's constituent courses (i.e., the program teaching team) and the program administrator. This may take place over a period of up to two months and involve several meetings prior to a visit by an External Review Panel.

Stage 2: Review by External Panel

8. An External Review Panel, approved by the CTLQ Chair and Associate Provost (Teaching and Learning) on the recommendation of the relevant Dean, shall be appointed for each review. Panels normally[1] shall comprise the following members:

   - An academic/subject specialist from a peer institution outside Hong Kong (Panel Chair)
   - An academic/subject specialist from a peer institution in Hong Kong
   - A local stakeholder (e.g., employer, alumnus or member of a professional/statutory body).

9. External Review Panels shall serve as "critical friends". They shall be asked to comment on the quality assurance of a program, the appropriateness and international comparability of a program's curriculum and academic standards, and the quality of the student learning experience; and to provide constructive feedback and advice to the Program Coordinator, as deemed appropriate.

10. External Review Panels shall visit the University to review the SER and other documentation, including course and program documents and a range of assessments, student work, mark profiles and grade distributions. They shall observe the program's teaching and learning facilities and resources, and discuss the program with the Dean, the relevant Head of Department/Division, the Program Coordinator, staff involved with the delivery and quality assurance of the program, students, graduates/alumni, and employers.

11. The documentation to be reviewed and the visit program shall be agreed between the Program Coordinator and the External Panel Chair, in consultation with the Dean. Guidance shall be provided.

12. Chairs of External Review Panels shall draft External Panel Reports, based on an agreed template, for approval by the other Panel members and send Reports to Program Coordinators **within two weeks** of visiting the University.

Stage 3: Program Review Report and Action Plan

13. Program Coordinators shall prepare Undergraduate Major Program Review Reports in accordance with a standard template and guidance. Reports shall be agreed by program teams and incorporate the feedback provided in External Reviewers' Reports (which shall be appended to Program Review Reports).

14. Action Plans shall be annexed to Undergraduate Major Program Review Reports, to indicate how a Report's recommendations would be taken forward, the timescales for implementation, milestones to allow monitoring, and identifying those responsible for each action.

Stage 4: Consideration of the Review Report and Action Plan

15. Undergraduate Major Program Review Reports shall be submitted to the relevant Dean *via* the relevant Head of Department/Division; to the CTLQ and CUS (for comment and

[1] Exceptionally, the CTLQ may approve alternative memberships for individual programs on submission of appropriate cases.

subsequent monitoring, as deemed appropriate), **within four weeks** of receipt of External Reviewers' Reports.

16. Deans shall comment on Undergraduate Major Program Review Reports in their Annual Reports on Undergraduate and Postgraduate Education to the CTLQ as part of the University's quality assurance framework. Deans and Heads also may choose to submit Program Review Reports to School/AIS Advisory Committees and to Department/Division Advisory Committees as part of those committees' general remits to provide advice, *inter alia*, on teaching and learning at School/AIS and Department/Division levels.

17. Departmental Annual Reports on Undergraduate Education shall not be required to cover the Major program in the years in which Undergraduate Major Program Review was undertaken.

18. Departmental Annual Reports on Undergraduate Education in the years following Undergraduate Major Program Reviews shall include progress reports on implementation of Undergraduate Major Program Review Action Plans, indicating reasons for any delay in implementation, where appropriate.

(first approved by the Senate in June 2024)
(last reviewed and updated in March 2025)

The Hong Kong University of Science and Technology

Schedule of First Cycle Undergraduate Program Review

School	Program	Year					
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
SSCI	BSc in Biochemistry and Cell Biology	√ (1)				√	
	BSc in Biotechnology	√ (1)				√	
	BSc in Biotechnology and Business	√ (1)				√	
	BSc in Biomedical and Health Sciences		#			√	
	BSc in Chemistry	√ (1)				√	
	BSc in Data Analytics in Science			√			
	BSc in Data Science and Technology	√ (1)				√	
	BSc in Mathematics	√ (1)				√	
	BSc in Mathematics and Economics	√ (1)				√	
	BSc in Ocean Science and Technology	√ (1)				√	
	BSc in Physics	√ (1)				√	
SENG	BEng in Aerospace Engineering			√			
	BEng in Artificial Intelligence		#				
	BEng in Bioengineering			√			
	BEng in Chemical Engineering			√			
	BEng in Civil Engineering			√			

	BEng in Civil and Environmental Engineering			√			
	BEng in Computer Engineering			√			
	BEng in Computer Science			√			
	BSc in Computer Science			√			
	BEng in Decision Analytics			√			
	BEng in Electronic Engineering			√			
	BEng in Industrial Engineering and Engineering Management			√			
	BEng in Mechanical Engineering			√			
	BEng in Microelectronics and Integrated Circuits		#				
	BEng in Sustainable Energy Engineering			√			
SBM	BBA in Economics	√ (2)					√
	BBA in Finance	√ (2)					√
	BBA in General Business Management	√ (2)					√
	BBA in Global Business	√ (2)					√
	BBA in Information Systems	√ (2)					√
	BBA in Professional Accounting	√ (2)					√
	BSc in Economics and Finance	√ (2)					√
	BBA in Management	√ (2)					√
	BBA in Marketing	√ (2)					√
	BBA in Operations Management	√ (2)					√

	BSc in Quantitative Finance	√ (2)					√
	BSc in Risk Management and Business Intelligence	√ (2)					√
	BSc in Sustainable and Green Finance	√ (2)					√
SHSS	BSc in Global China Studies	√					
	BSc in Quantitative Social Analysis		√				√
AIS	BSc in Environmental Management and Technology				√		
	BSc in Integrative Systems and Design		√				

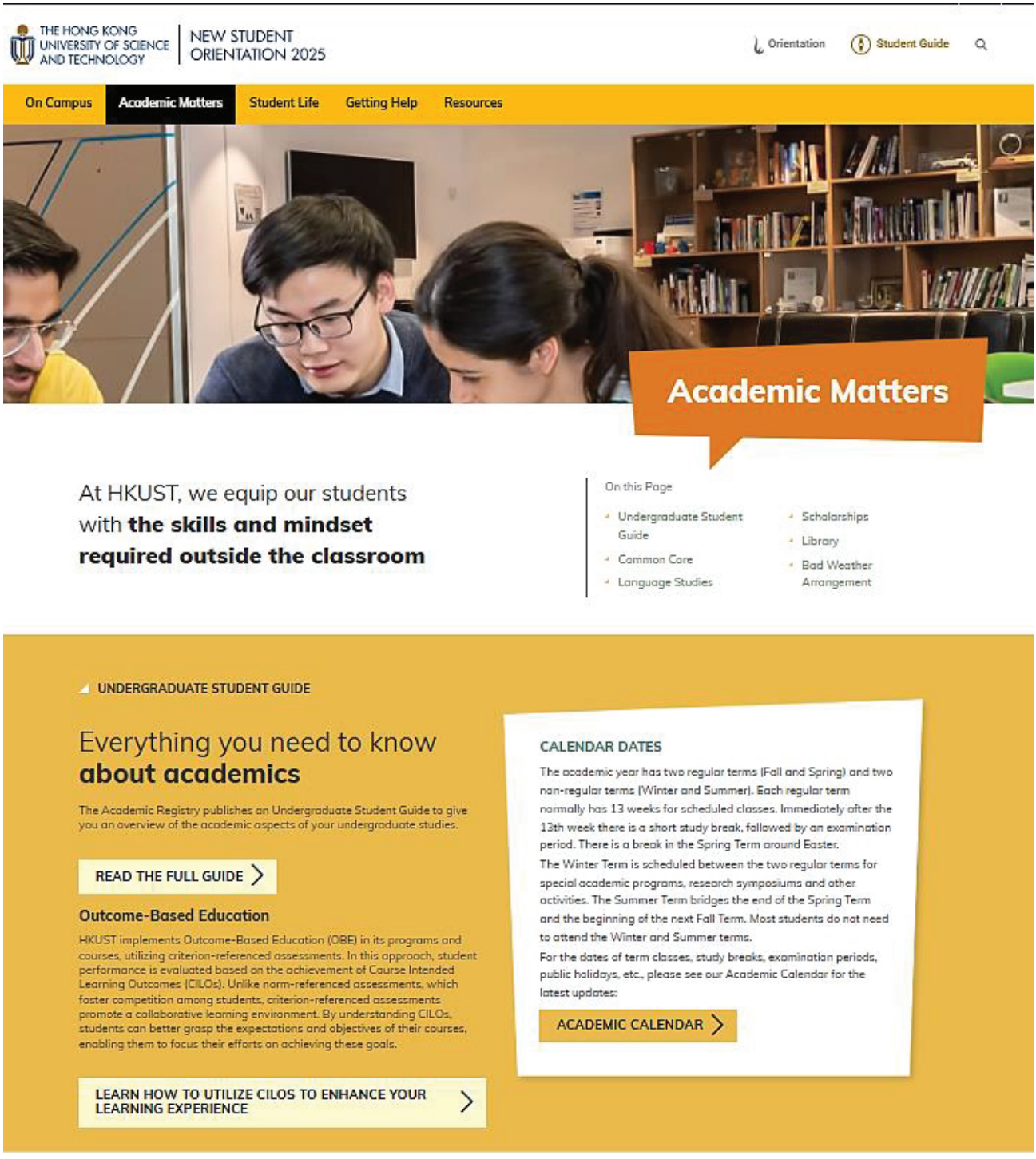
Launch Year √ Year of Review

Remarks:

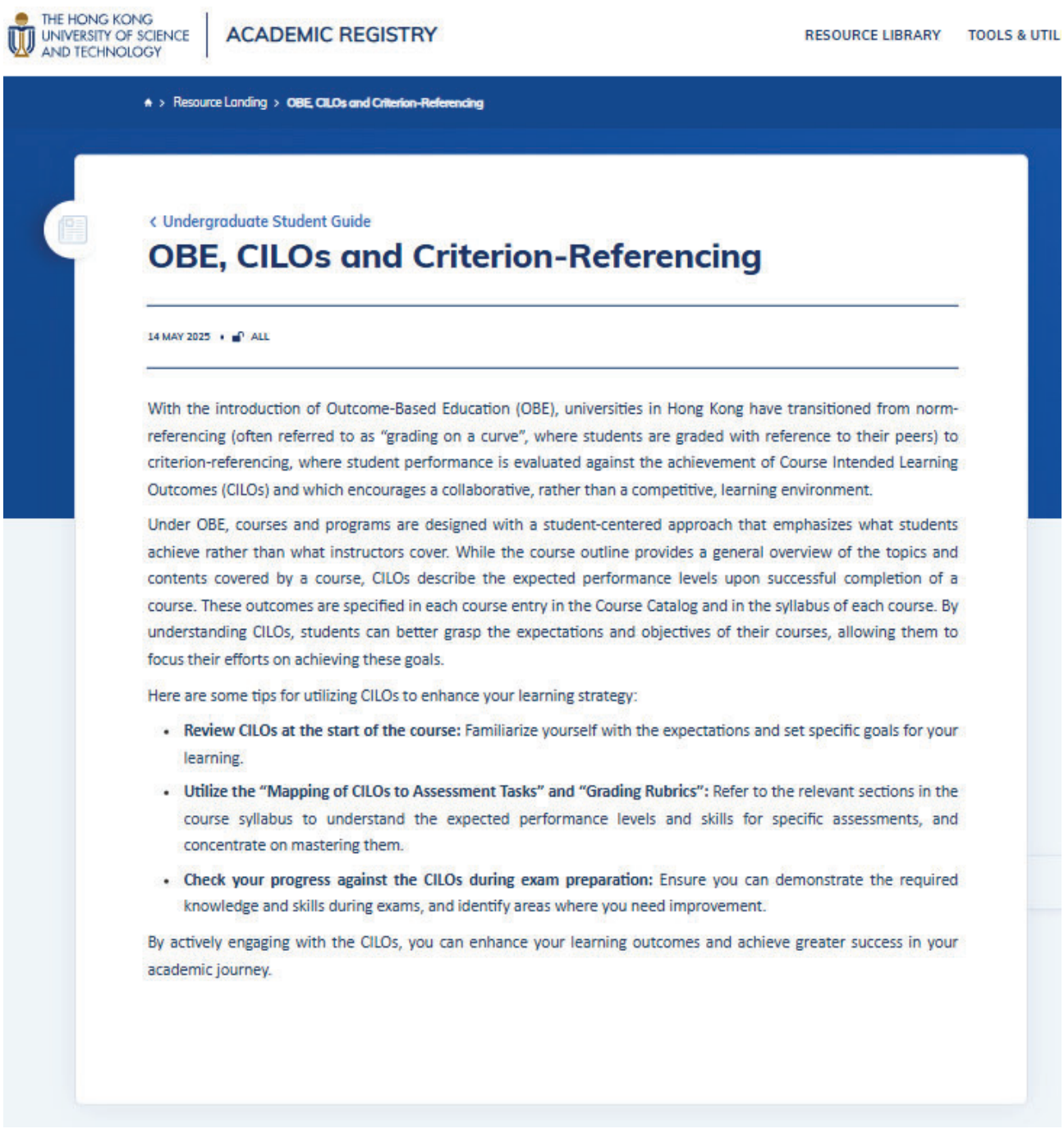
(1) The CTLQ confirmed UGEA (External Undergraduate Education Advising) undertaken by the School of Science in 2024 as compatible to having completed the University-wide Undergraduate Major Program External Review for the First Review Cycle, after a thorough compliance check.

(2) The CTLQ confirmed AACSB accreditation as compatible to having completed the University-wide Undergraduate Major Program External Review for the First Review Cycle as an interim measure during transition period, after a thorough compliance check.

A section on the *New Student Orientation* website that provides a brief picture of OBE and CRA to students



A section introducing OBE and CRA in the *Undergraduate Student Guide* for newly admitted students



The Hong Kong University of Science and Technology

UG Course Syllabus Template

[Course Title]

[Course Code]

[No. of Credits]

[Any pre-/co-requisites]

Name: [Instructor(s) Name]

Email: [Your Email Address]

Office Hours: [Specify Office Hours and Location]

Course Description

[Briefly describe the course content, key topics or themes, objectives, methods of instruction, e.g., lectures, discussions, projects].

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. [intended learning outcome 1]

2. [intended learning outcome 2]

3. …

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessments:

[List specific assessed tasks, exams, quizzes, their weightage, and due dates; perhaps, add a summary table as below, to precede the details for each assessment.]

Assessment Task	Contribution to Overall Course grade (%)	Due date
Mid-Term	20%	dd/mm/yyyy *
In-course essay	10%	dd/mm/yyyy *
Group Project	10%	dd/mm/yyyy *
Final examination	60%	dd/mm/yyyy

* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

Mapping of Course ILOs to Assessment Tasks

[add to/delete table as appropriate]

Assessed Task	Mapped ILOs	Explanation
[Assessed Task 1]	[e.g. ILO1, ILO2, ILO3. ILO4]	[Example: This task assesses students' ability to explain and apply XX concepts (ILO 1), evaluate their implications (ILO 2), critically analyze their role in society (ILO 3), and synthesize a well-argued solution (ILO 4).]
[Assessed Task 1]	[e.g. ILO3. ILO4]	[Example: The presentation and reflection assess students' ability to critically evaluate XX (ILO 3) and analyze XX (ILO 4), demonstrating higher-order thinking skills of analysis and evaluation.]

Grading Rubrics

[Detailed rubrics for each assignment will be provided. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.]

Final Grade Descriptors:

[As appropriate to the course and aligned with university standards]

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	[Example: Demonstrates a comprehensive grasp of subject matter, expertise in problem-solving, and significant creativity in thinking. Exhibits a high capacity for scholarship and collaboration, going beyond core requirements to achieve learning goals.]
B	Good Performance	[Example: Shows good knowledge and understanding of the main subject matter, competence in problem-solving, and the ability to analyze and evaluate issues. Displays high motivation to learn and the ability to work effectively with others.]
C	Satisfactory Performance	[Example: Possesses adequate knowledge of core subject matter, competence in dealing with familiar problems, and some capacity for analysis and critical thinking. Shows persistence and effort to achieve broadly defined learning goals.]
D	Marginal Pass	[Example: Has threshold knowledge of core subject matter, potential to achieve key professional skills, and the ability to make basic judgments. Benefits from the course and has the potential to develop in the discipline.]

F	Fail	[Example: Demonstrates insufficient understanding of the subject matter and lacks the necessary problem-solving skills. Shows limited ability to think critically or analytically and exhibits minimal effort towards achieving learning goals. Does not meet the threshold requirements for professional practice or development in the discipline.]

Course AI Policy

[State the course policy on the use of generative artificial intelligence tools to complete assessment tasks.]

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include [specific details, e.g., strengths, areas for improvement]. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy

[If applicable, explain the policy for resubmitting work or reassessment opportunities, including conditions and deadlines.]

Required Texts and Materials

[List required textbooks, readings, and any other materials]

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

[Optional] Additional Resources

[List any additional resources, such as online platforms, library resources, etc.]

The Hong Kong University of Science and Technology

UG Course Syllabus Sample 1

AI and Society: Ethics, Cognition, and Critical Analysis

CTDL 1902

3 Credits

Name: Sean McMinn

Email: smcminn@ust.hk

Office Hours: Mondays 3-4pm

Course Description

This course explores how artificial intelligence (AI) will impact society and the economy. It covers key topics such as ethics, social justice, and the benefits and existential risks of AI. Throughout the course, students will learn about AI through by using AI to complete various tasks. The course is designed around active learning exercises encouraging students to develop hybrid critical thinking skills, which leverage generative AI to extend their natural human capabilities. Students will be expected to learn how to maximize the benefits gained from AI assistance while avoiding potential pitfalls. The course employs a range of assessment methods, including group projects and individual reflection journals, to foster both collaborative learning and personal growth.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Explain the fundamental concepts of AI, its capabilities and limitations, and its potential impact on the society and economy.
2. Explain how AI differs from human cognition, and how AI may complement and/or disrupt human cognition.
3. Apply critical thinking skills to evaluate AI technologies, particularly in the context of cognitive science theories and human-machine relationships.
4. Analyze the role of AI in society using network theory, complexity theory, ethical theories, and other relevant theoretical frameworks.
5. Demonstrate the ability to communicate effectively about AI, its role in society, and its social, economic, and ethical implications.

Assessment and Grading

Group Proposal and Essay (45%):

- Brainstorming Phase (5%): Written submission.
- First Draft Paper (10%)
- Group Presentation and reflection (15%)
- Final Draft Paper (15%).

Reflections (30%): Because the use of Generative Artificial Intelligence is required in this course, students will need to reflect on how they use GenAI tools to assist completing group work. Students will write reflection memos on their use of generative AI in the project, their insights about the AI tool's contributions and limitations, and their role in the group project. This will be broken down into reflections corresponding to each phase of the project:

1. Reflection on Brainstorming Phase (10%)
2. Reflection on First Draft Phase (10%)
3. Reflection on Final Draft Phase (10%)

Peer Evaluation (16%): Participate in peer assessments to evaluate team members after each group project phase. This cultivates accountability and teamwork.

3x Quizzes (9%): These small stakes quizzes will measure individual learning outcomes on key concepts and theories in the course and provide feedback to students.

Summary Table

Assessment Task	Contribution to Overall Course grade (%)	Due date
Group Proposal and Essay	45%	dd/mm/yyyy *
Reflections	30%	dd/mm/yyyy *
Peer Evaluation	16%	dd/mm/yyyy *
Quiz 1	3%	dd/mm/yyyy *
Quiz 2	3%	dd/mm/yyyy *
Quiz 3	3%	dd/mm/yyyy *

* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Group Proposal and Essay	ILO1, ILO2, ILO3. ILO4	This task assesses students' ability to understand and apply AI concepts (ILO 1), evaluate their implications (ILO 2), critically analyze their role in society (ILO 3), and synthesize a well-argued solution (ILO 4)
Reflection	ILO3, ILO4, ILO5	The reflection assesses students' ability to critically evaluate AI technologies (ILO 3), analyze their societal role (ILO 4), and communicate effectively about AI (ILO 5), demonstrating higher-order thinking skills of analysis, evaluation, and communication.
Peer Evaluation	ILO 3, ILO 4, ILO 5	Peer evaluation fosters critical evaluation of group members' contributions to the project, aligning with ILO 3, ILO 4, and ILO 5, and promoting the development of evaluative and communicative skills
Quizzes	ILO 1, ILO 2	Quizzes are designed to assess students' foundational understanding of AI concepts (ILO 1) and their ability to differentiate AI from human cognition (ILO 2), aligning with the lower-order thinking skills of remembering and understanding

Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates a deep understanding of AI's fundamental concepts, its societal and economic impact, and its relationship with human cognition. Exhibits exceptional critical thinking skills in evaluating AI technologies and analyzing their role in society using relevant theoretical frameworks. Effectively communicates complex ideas about AI's implications and consistently applies AI to enhance learning and problem-solving.
B	Good Performance	Shows a solid grasp of AI's basics, its potential effects on society and the economy, and its interaction with human cognition. Demonstrates good critical thinking skills in assessing AI technologies and their societal role.

		Communicates effectively about AI's social, economic, and ethical implications and applies AI tools to support learning and problem-solving.
C	Satisfactory Performance	Possesses an adequate understanding of AI's principles, its societal impact, and its relationship with human cognition. Displays satisfactory critical thinking skills in evaluating AI technologies and their role in society. Communicates about AI's implications and uses AI tools to aid learning and problem-solving, but may lack depth in analysis and application.
D	Marginal Pass	Has basic knowledge of AI concepts, its potential societal impact, and its relationship with human cognition. Shows limited critical thinking skills in evaluating AI technologies and analyzing their societal role. Communicates about AI's implications at a basic level and uses AI tools for learning and problem-solving, but with minimal effectiveness.
F	Fail	Demonstrates insufficient understanding of AI and its impact on society and the economy. Lacks critical thinking skills in evaluating AI technologies and fails to effectively analyze their role in society. Struggles to communicate about AI's social, economic, and ethical implications and does not effectively use AI tools to aid learning and problem-solving.

Student Rubrics

Use the following rubrics to guide you for the assessment tasks that you submit in this course.

Group Proposal and Essay: Brainstorming Phase Student Rubric

Criteria	Excellent	Good	Satisfactory	Marginal	Fail	Mapping to Course ILOs
Problem Definition	Clearly defines the problem, its context, and its significance. Demonstrates a strong understanding of the chosen topic.	Defines the problem adequately but may lack some detail or context.	Defines the problem but lacks clarity or significance.	Problem definition is vague or inaccurate.	Problem is not defined or misunderstood.	ILO 1, ILO 4
Overall Quality	Submission is well-organized, concise, and free of grammatical errors. Demonstrates a strong understanding of the task.	Submission is mostly organized and clear, with few grammatical errors. Shows adequate understanding of the task.	Submission may be disorganized or unclear, with some grammatical errors. Understanding of the task.	Submission is poorly organized, unclear, or contains significant grammatical errors. Shows weak understanding of the task.	Submission is incomplete or not submitted.	ILO 5

Individual Reflection Student Rubric

Criteria	Excellent	Good	Satisfactory	Marginal	Fail	Mapping to Course ILOs
Integration and Analysis	Demonstrates insightful analysis of the use of generative AI, its contributions and limitations, ethical considerations, and broader societal impacts. Connects these elements to relevant course concepts and theories, showcasing a strong understanding of the material.	Provides a clear and detailed reflection on the use of generative AI, analyzing its impact on the project, considering limitations, and engaging with ethical implications. Makes connections to course material.	Offers some reflection on the use of generative AI and personal learning, but analysis may lack depth or critical thinking. Connections to course material may be limited.	Lacks in-depth analysis or critical thinking regarding AI use, ethical considerations, or connections to course material. Reflection may be superficial or focused solely on factual information.	Demonstrates no understanding or analysis of AI use, ethical considerations, or connections to course material. Reflection is absent or irrelevant.	ILO 3, ILO 4, ILO 5
Personal and Group Learning	Discusses their learning journey, skills acquired, and how their views on AI and its societal implications have evolved. Analyzes their role and contributions within the group, including challenges faced, strategies used, and how collaboration impacted the project. Demonstrates self-awareness and reflection on personal and group growth.	Reflects on personal learning and development throughout the project phase, mentioning specific skills gained or areas of improvement. Discusses their participation in group activities, contributions made, and any challenges encountered. May mention strategies used to address issues.	Briefly mentions personal learning or growth, but reflection lacks detail or specific examples. Mentions their role in the group but lacks analysis of challenges, collaboration, or impact.	Lacks reflection on personal learning, skill development, or changes in views on AI. Fails to mention their role or contributions within the group.	Demonstrates no reflection on personal learning or group collaboration. Fails to acknowledge any role or contribution within the group.	ILO1, ILO5, ILO2

Group Essay and Presentation Student Rubric

Criteria	Excellent	Good	Satisfactory	Marginal	Fail	Mapping to Course ILOs
Content Mastery	Demonstrates exceptional comprehension (Analysis level) by accurately explaining advanced AI concepts and their implications, building on the real-world application identified in the brainstorming phase with comprehensive examples and insightful connections.	Shows a strong comprehension (Application level) by correctly explaining key AI concepts and their implications, expanding on the real-world application identified in the brainstorming phase with clear examples and relevant connections.	Displays a satisfactory comprehension (Comprehension level) by explaining basic AI concepts and their implications, relating to the real-world application identified in the brainstorming phase with some examples and connections.	Demonstrates a basic comprehension (Knowledge level) by explaining fundamental AI concepts, referencing the real-world application identified in the brainstorming phase with limited examples and connections.	Shows minimal comprehension of the topic, with little to no connections to relevant AI theories and concepts, and a lack of explanation.	ILO 1, ILO 4
Critical Thinking and Analysis	Provides an in-depth analysis (Evaluation level) with a well-developed argument, critical evaluation of evidence, and synthesis of new ideas.	Offers a clear analysis (Analysis level) with a coherent argument and evaluation of evidence, showing an understanding of relationships.	Presents a basic analysis (Application level) with a simple argument and some evaluation of evidence, demonstrating the ability to apply concepts.	Demonstrates limited analysis (Comprehension level) with a weak argument and minimal evaluation of evidence, showing basic understanding.	Lacks analysis (Knowledge level), with no clear argument or evaluation of evidence, and a lack of understanding.	ILO 3, ILO 4

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include comments on strengths and areas for improvement. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Course AI Policy

The use of Generative AI is permitted and requested to assist students with brainstorming, drafting, and writing their papers.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST - Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

Academic Quality Manual > *Assessment of Students* > *Grading of Courses*
(https://registry.hkust.edu.hk/resource-library/grading-courses#Grade_Moderation)

Grade Moderation

Sampling of assessed work for review

To ensure that marks or grades are awarded appropriately and consistently with adherence to the pre-designed rubrics and assessment criteria, a post-assessment moderation system is introduced.

1. For assessments that contribute 30% or more towards the final course grade of course with class sizes of at least 20:
    - Two items of students' work rated in each of the following categories of standard of achievement of the assessment criteria should be second marked (maximum 8 samples): "Excellent Performance/Achievement", "Good Performance/Achievement", "Satisfactory Performance/Achievement" (or "Marginal Performance/Achievement" for postgraduate courses), and "Fail".
    - Assessments marked initially by the Course TA should be second marked by the Course/Section Instructor or another faculty member nominated by the Course/Section Instructor.
    - Assessments marked initially by the Course/Section Instructor should be second marked by another faculty member nominated by the Course/Section Instructor.
    - In all cases, the Course/Section Instructor should agree the final mark for the sampled assessments in consultation with the TA/other faculty member as appropriate.

2. For samples of assessments marked initially by the Course TA and where the marks differed significantly from those awarded by the second marker, the Course/Section Instructor should second-mark all students' work for the assessments concerned and award the final marks.

3. For samples of assessments marked initially by the Course/Section Instructor and where the marks differed significantly from those awarded by the second marker, the Course/Section Instructor should ask the Head of Department/Division to identify another faculty member to second-mark all students' work for the assessments concerned and agree on the final marks to be awarded with the Course/Section Instructor.

4. Samples of students' work that had been second marked would be retained by the Department/Division for consideration by external reviewers during periodic program review.

5. The name(s) of the second marker(s) of a Course/Section shall be recorded on the grade reporting system.

6. Heads of academic Departments/Divisions will be responsible for administering the above and ensuring adherence.

(Major revisions are highlighted in yellow)

Regulations for Student Conduct

Student Conduct

1. The University expects good conduct from its students and may take disciplinary action under these *Regulations for Student Conduct* (**Regulations**) against students, current or former, who are found, either individually or in aggregate with others, to have committed misconduct including, but not limited to:

   (i) Any action which threatens, harms, or causes distress to a member of the University Community on or off campus; or any action which threatens, harms, or causes distress to a member of the public while on University premises, or during activities that are conducted on or off campus under the name of the University or one of its registered organisations. Examples of such actions include, but are not limited to, assault (physical or verbal) or battery, conduct calculated to subject others to humiliation, ridicule or shame, defamation or bullying (including cyber bullying);
   (ii) Theft, misappropriation or misuse of the funds or property (including computer systems and their contents, and IT accounts) of the University or its members;
   (iii) Wilful damage to or defacement of the property of the University or of a member of the University community;
   (iv) Falsification or misuse of University documents or records, including breaches of the privacy of members of the University community;
   (v) Fraud, forgery or other fraudulent conduct, including submission of forged documents or statements, for non-academic purposes (academic related matters will be handled under the Regulations for Student Academic Integrity);
   (vi) Failure to accept rightful or legitimate instructions of authorised persons or bodies responsible for ensuring good conduct, safety or security on campus;
   (vii) Breaches of "Hall Rules"[1] that a Residence Master considers warranting disciplinary investigation under these Regulations;
   (viii) An offence for which the student has been convicted in any court of laws, and considered by the University to be serious and/or is of an immoral, scandalous or disgraceful nature;
   (ix) Any conduct which brings, or is likely to bring, disrepute to the University.

2. Discrimination and harassment (including sexual harassment) which fall within the scope of the *Equal Opportunities and Anti-Discrimination Policy*[2] shall be considered and handled in accordance with the said Policy, within which upheld cases shall be referred back to these procedures for sanctions to be imposed at either Stage 1 or Stage 3.

Report of Student Misconduct

3. In applying these Regulations, the Academic Registrar, the Provost or the President, as case-reviewing officers may nominate delegates to review cases and/or meet with the relevant students and/or relevant witnesses on their behalf. However, decision-making (for example to dismiss a case, to impose sanctions, to refer cases to the Senate Student Disciplinary Committee, or to uphold or reject an appeal) is the sole responsibility of case-reviewing officer and not his/her delegates.

4. Members of the University community who consider that a student or group of students has or may have committed misconduct could submit a *Report on Student Misconduct* to

[1] http://shrl.ust.hk/eng/detail.php?catid=2&sid=13&tid=32
[2] https://deo.hkust.edu.hk/policy-and-procedures

the Academic Registrar, including any supporting materials. Where a *Report on Student Misconduct* is ambiguous and may relate to potential breaches of both these Regulations and the *Regulations for Student Academic Integrity*, the Academic Registrar shall decide under which Regulations the case should be reviewed in the first instance.

5. Anonymous report will not normally be considered.

6. Reports on Student Misconduct that are considered to be frivolous, vexatious or malicious, or found to be based on false or inaccurate information, shall be dismissed and the person making such a report may be subject to disciplinary action under these Regulations.

7. In the event a *Report on Student Misconduct* relates to the Academic Registry or the Academic Registrar, or there is a conflict of interest for the Academic Registrar to handle the case, the Provost shall appoint an officer to exercise the powers and duties of the Academic Registrar in implementing these Regulations.

Stage 1: Review by Academic Registrar

8. Where the Academic Registrar considers that a *Report on Student Misconduct* entails matters that could pose an immediate and serious risk to any member of the University community and that it is necessary for the protection of the members or the proper functioning of the University, the Academic Registrar shall consult the Provost, who may require the student against whom the report of student misconduct has been made to temporarily suspend his/her studies and/or temporarily be denied access to University facilities and resources, including access to specified buildings or the campus, until the completion of these processes or as the Provost shall direct otherwise.

9. The Academic Registrar, in reviewing *Reports on Student Misconduct*, shall consult relevant parties as deemed appropriate and determination shall be made jointly with a senior officer of the University (normally the Associate Provost (Teaching and Learning) or an Associate Dean).

10. A student shall be informed of the report on misconduct made against him/her and provided with an opportunity to respond and submit any relevant statement or evidence. Students may be asked to meet the Academic Registrar to present their response. If a student refuses, or is unable, to submit a response or to attend the meeting, the Academic Registrar shall review the case based on the evidence available to him/her.

11. Where the Academic Registrar, in liaison with the senior officer (see paragraph 9), determines that a student has committed misconduct, either individually or in aggregate with others, the Academic Registrar may either:

(a) impose one or more of the following sanctions:

(i) A verbal reprimand;
(ii) A written reprimand, to be noted in the student's record until graduation or for a specified period of time;
(iii) University community service;
(iv) A requirement that the student makes good any loss or damage to property;
(v) Withdrawal or suspension of academic or other University rights, privileges or benefits, except the withdrawal or suspension of the right to continue with the student's academic studies;
(vi) A requirement that the student attends a specified training/awareness course

related to the misconduct;

or

(b) refer the case to the Senate Student Disciplinary Committee (**Senate SDC**) for consideration under Stage 3 where:

(i) the Academic Registrar considers the sanctions available in paragraph 11(a) are insufficient with respect to the nature of the misconduct, and/or

(ii) a student already has a proven case or cases of misconduct on his/her record.

12. Where the Academic Registrar refers a case to the Senate SDC under paragraph 11(b) above, the *Report on Student Misconduct* shall include details of the investigation process and the reasons why the Academic Registrar considers that the sanctions available in paragraph 11(a) are insufficient. The student shall be informed that the case has been referred to the Senate SDC for review and decision.

13. Where a student is considered to have committed misconduct and sanction imposed, the Academic Registry shall retain the *Report on Student Misconduct*, along with a copy of any written reprimand, if any.

Stage 2: Appeal to the Provost

14. Students desiring to appeal against sanctions imposed by the Academic Registrar may submit a written appeal to the Provost within fourteen calendar days of the date of the written communication informing the student of the Academic Registrar's decision, stating the grounds for the appeal. The Academic Registrar's decision remains effective pending outcome of the appeal, unless the Provost directs otherwise.

15. Normally, appeals shall be considered only on the basis of procedural irregularity and/or new evidence. The Provost may accept any evidence or documentation not previously submitted in support of an appeal only if good reason is provided for the failure to submit the evidence/documentation to the Academic Registrar at the initial consideration of the case.

16. The *Report on Student Misconduct* and the student's written appeal will be reviewed by the Provost. Students may be asked to meet the Provost, to explain the grounds for the appeal and to present any relevant evidence. Students attending such a meeting may be accompanied by a family member or a member of the University community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the Provost, the Provost shall review the appeal based on the evidence available to him/her.

17. Upon considering the appeal, the Provost may either confirm or quash the Academic Registrar's decision, or modify it by imposing lesser or additional or other sanction(s) from those listed in paragraph 11(a) above, or refer the case to the Senate SDC for review pursuant to paragraph 11(b) above.

18. The decision of the Provost on student appeals shall be final.

19. The outcome of the appeal process shall be recorded in the *Report on Student Misconduct* and sent to the Academic Registrar for retention.

Stage 3: Referral of Cases to the Senate Student Disciplinary Committee

20. Where a *Report on Student Misconduct* has been referred to the Senate SDC in accordance with paragraph 11(b) above, the Senate SDC shall review the case and ask the student to attend a meeting with the committee. Students attending Senate SDC meetings may be accompanied by a family member or a member of the University Community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the Senate SDC, the Senate SDC shall review the case based on the evidence available to it. A written report of the review process shall be made and sent to the Academic Registrar, together with the *Report on Student Academic Misconduct*, for retention.

21. The Senate SDC may impose any of the sanctions available to the Academic Registrar in paragraph 11(a) above and/or one or more of the following sanctions:

    (i) Withdrawal or suspension of academic or other University rights, privileges or benefits, including the withdrawal or suspension of the right to continue with the student's academic studies;
    (ii) Discontinuation of studies and suspension from the University for a set period, with re-admission being subject to satisfactory fulfilment of conditions where specified;
    (iii) Termination of studies at the University;
    (iv) Any other sanction(s) deemed appropriate by the Senate SDC.

    Where appropriate, the Senate SDC can direct that a permanent notation be placed on the student's academic transcript or their student record with details of the misconduct committed and the sanction imposed.

22. A sanction of termination of studies shall result in automatic de-registration as a student.

23. In appropriate cases, the Senate SDC may also report a student misconduct case to the Senate and the Council, with a recommendation that the degree or other academic award previously conferred or granted to the student by the University be revoked.

Stage 4: Appeal to the President

24. Students desiring to appeal against decisions of the Senate SDC may submit a written appeal to the President within fourteen calendar days of the date of the written communication informing the student of the Senate SDC's decision, stating the grounds for the appeal. The Senate SDC's decision shall remain effective pending outcome of the appeal, unless the President directs otherwise.

25. Normally, appeals shall be considered only on the basis of procedural irregularity and/or new evidence. The President may accept any evidence or documentation not previously submitted in support of an appeal only if good reason is provided for the failure to submit the evidence/documentation to the Senate SDC at the initial consideration of the case.

26. The *Report on Student Misconduct*, along with the Senate SDC's written report and the student's written appeal, shall be considered by the President. The student may be asked to attend a meeting with the President to explain the grounds for the appeal and to present any relevant evidence. Students attending appeal meetings may be accompanied by a family member or a member of the University community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the President, the President shall review

the appeal based on the evidence available to him/her.

27. Upon considering the appeal, the President may either confirm or quash the Senate SDC's decision, or modify it by imposing lesser or additional or other sanction(s) from those set out in paragraph 21 above.

28. The decision of the President on student appeals shall be final.

29. The outcome of the appeal process shall be recorded in the *Report on Student Misconduct* and sent to the Academic Registrar for retention.

General Provisions

30. Papers and records in relation to processes conducted under these Regulations shall be retained by the Academic Registry until, normally, the graduation of the subject student, after which, such papers and records shall be destroyed unless they are retained under paragraph 36 below.

31. All information gathered or received during the processes under these Regulations, as well as information presented or discussed in the course of meetings or deliberations of the cases, shall be kept in strict confidence and shall not be divulged to parties not involved in the process.

32. The processes under these Regulations shall be conducted in an informal manner. The strict rules of procedure and evidence of a court of law do not apply to these disciplinary process. The case-reviewing officers and the Senate SDC may receive any material which is considered relevant and attach such weight to the material as the case-reviewing officers and/or Senate SDC consider appropriate.

33. The commencement or non-commencement of civil or criminal proceedings, or investigation by a law-enforcement agency, against a student shall not preclude or in any way restrict the commencement or continuation of the disciplinary proceeding herein, although the University has the full right and discretion (but not obligation) to withhold commencing, suspending or discontinuing with the procedures should the circumstances so justify.

34. Whilst the University shall take all reasonable measures to comply with the procedures under these Regulations, in the event of non-compliance, for example, accidental non- or late-delivery of documents, unavailability of a witness or the case-reviewing officer and/or Senate SDC member causing delay in the process, will not in itself render the process void or voidable or constitute procedural irregularities if no material prejudice is caused.

35. The University reserves the right to publish the findings and outcome of any case considered under these Regulations including, amongst others, the nature of the student misconduct, salient facts and the sanctions imposed, provided that the publication shall be strictly on a no- name basis and shall not include the name of the party or parties or details which might render the identity of parties involved ascertainable.

Quality Assurance

36. Throughout these procedures, the outcome of all confirmed cases of student misconduct shall be retained by the Academic Registrar, whose office will undertake periodic review (at least once annually) of the forms of misconduct being reported and the sanctions

imposed, in order to ensure the consistency of sanctions imposed. Where discrepancies were to be found, the Academic Registrar shall report this to the Provost and/or the Senate SDC as appropriate for remedial action.

Regulations for Student Academic Integrity

Academic Integrity

1. Academic honesty and integrity are central to HKUST. The University Senate adopted an *Academic Honor Code*[1] for students in June 2005. All HKUST students are committed to this Code.

2. The University's approach to academic misconduct, involving breaches of the *Academic Honor Code* and academic integrity, is fundamentally educational, striving to foster a strong ethical foundation among its students. The process for dealing with academic misconduct is designed to enable students to better understand the nature of academic misconduct and the high standards of academic integrity that are expected of them. The sanctions applied in confirmed cases of academic misconduct are intended to communicate to the University community that the University has zero tolerance towards academic integrity.

3. Academic misconduct includes, but is not limited to:

   3.1 Cheating: conduct designed to mislead those responsible for making an assessment on a student's academic performance or standing, including:

   (i) Unauthorized access to, conveyance of or receipt of examination or test questions;
   (ii) Offer, receipt or use of unauthorized information or assistance in completing an assignment, test or examination;
   (iii) Breaches of the *Rules for the Conduct of Examinations* set out in the **Annex**;
   (iv) Impersonating another student or allowing oneself to be impersonated by another person in participating in a test or examination;
   (v) Submission of academic work containing purported statements of fact or references to sources and/or data that have been fabricated or falsified;
   (vi) Presentation for credit work that has already been accepted for credit in another course;
   (vii) Fraud, forgery or other fraudulent conduct, including submission of forged documents or information, in relation to a student's academic performance or standing, in any application (including admission application) to, or otherwise in connection with, the University (e.g. fraudulent medical certificates to support requests to be excused from attendance or to be granted a make-up examination; fraudulent certificates or transcripts in support of applications for credit transfer or course exemption; or false pretences or personation of others during admission application).

   3.2 Plagiarism: the presentation of work which originates from other sources, including the work of other students, as the student's own work, without appropriate attribution to the source.

Report Academic Misconduct

4. In applying these *Regulations for Academic Integrity* (Regulations), Heads of Department/Division, Deans, the Provost or the President, as case-reviewing officers, may nominate delegates to review cases and/or meet with the relevant student and/or relevant witnesses on their behalf. However, decision-making (for example to dismiss a case, to impose sanctions, to refer cases to the Senate Student Disciplinary Committee (**Senate SDC**), or to uphold or reject an appeal) is the sole responsibility of case-reviewing officer and not his/her delegate.

[1] https://registry.hkust.edu.hk/resource-library/academic-honor-code-and-academic-integrity

5. Reports of misconduct which are ambiguous in nature and do not fall clearly under these Regulations and may instead fall under the *Regulations for Student Conduct*, or may fall under both Regulations, shall be referred to the Academic Registrar, who shall decide under which Regulations the case should be reviewed in the first instance. In such cases, where the Academic Registrar determines that a report relates to both student misconduct and student academic misconduct, the Academic Registrar may refer the case to the relevant Head of Department/Division, for initial investigation of the alleged student academic misconduct under these Regulations, prior to investigation of the alleged student misconduct under the *Regulations for Student Conduct.*

6. Anonymous report will not normally be considered.

7. Invigilators who consider that a student has breached the *Rules for the Conduct of Examinations* and have taken action as set out in the **Annex** should submit a *Report on Student Academic Misconduct* to the Head of the Department/Division responsible for the course in question, via the Course Instructor where applicable, indicating the circumstances of the case. The Head of Department/Division shall then handle the matter in accordance with these Regulations.

8. Instructors, students' supervisors or other members of the University community who consider that a student or group of students has or may have committed cheating or plagiarism as defined in paragraph 3 above, or other academic misconduct in the submission of assignments or other student work that may contribute to an award of the University (including alleged fabrication, falsification or plagiarism of a student's research proposal, project report, laboratory report, essay, dissertation or thesis) should submit a *Report on Student Academic Misconduct* to the Head of the Department/Division responsible for the course or program in question, (in the case of undergraduate and taught postgraduate students) or to the relevant Dean (in the case of research postgraduate students). Reports should indicate the circumstances of cases and include any relevant evidence (e.g. copies of original texts and the student's work highlighting any alleged plagiarism).

9. Report of research misconduct not related to the award of the University shall be referred and dealt with under the *'Policy on Research Conduct and Integrity'*[2].

10. Report of academic misconduct as defined in paragraph 3 above against former students and graduates with respect to their studies while being students of the University shall be investigated by either an *ad hoc* committee established by the Provost which shall devise its own procedures, taking into account the spirit and, where applicable, the requirements under these Regulations, or by the Committee on Academic Integrity in the case of research postgraduate students.

Stage 1: Review by Head of Department/Division

11. Heads of Department/Division, in reviewing cases referred in accordance with paragraphs 7 or 8 above, shall consult relevant parties as deemed appropriate.

12. Heads should refer cases to the relevant Dean(s) for review where:

[2] https://vprd.hkust.edu.hk/policies-compliance/policies-guidelines/research-conduct-and-integrity

(i) a case involves a group of students with one or more who are not enrolled on a course or program under the Head of Department/Division;
(ii) a Head considers there may be a possible conflict of interest for the Head;
(iii) the case involves persons who are not members of the University community.

13. A student shall be informed of the report on academic misconduct made against him/her, and asked to attend a meeting with the Head of Department/Division, to respond to the case and present relevant evidence if any. If a student refuses, or is unable, to attend the meeting, the Head of Department/Division shall review the case based on the evidence available to him/her.

14. Where a Head of Department/Division determines that a student has committed academic misconduct, the Head of Department/Division may either:

(a) impose one or more of the following sanctions, the details of which shall be confirmed in writing:

(i) A verbal reprimand;
(ii) A written reprimand, to be noted in the student's record until graduation or for a specified period of time;
(iii) A make-up assignment or test/examination;
(iv) A requirement to resubmit work contributing to an award;
(v) A reduced grade for the component of the course assessment in question or a reduced grade for the course, including a failed grade;
(vi) Require the student to undertake a period of mentoring or instruction, to enhance the student's ability to make good ethical choices;

or

(b) submit a *Report on Student Academic Misconduct* to the relevant Dean for further review where the sanctions available to the Head of Department/Division as set out in (a) above are considered to be insufficient with respect to the nature of the academic misconduct.

15. Where a student is found to have committed academic misconduct and a sanction is imposed, the Head of Department/Division shall complete the *Report on Student Academic Misconduct* and forward it to the Dean responsible for the student's program for information, with a copy of the written reprimand, if any. Copies of these documents and records shall also be sent to the Academic Registrar, for retention and monitoring of consistency across Schools.

16. Where the Academic Registrar receives a *Report on Student Academic Misconduct* for a student who already has a prior *Report on Student Academic Misconduct* on their record, all such cases shall be referred to the Dean responsible for the student's program, for consideration under Regulation 17 below.

Stage 2: Referral of Cases to the Dean

17. Where a *Report on Student Academic Misconduct* has been referred to the relevant Dean in accordance with paragraphs 8, 12, 14 or 16 above, the Dean shall review the matter (including previous misconduct Reports, if any), and ask the student to attend a meeting to respond to the case and present relevant evidence, if any. If a student refuses, or is unable, to attend the meeting with the Dean, the Dean shall review the matter based on evidence available to him/her.

18. Where a Dean determines that a student has committed academic misconduct, the Dean shall either:

(a) impose any of the sanctions available to the Head of Department/Division in Regulation 14 above and/or one or more of the following sanctions, details of which shall be recorded in the *Report on Student Academic Misconduct* and submitted to the Academic Registrar for retention and monitoring of consistency across the Schools:

(i) University community service;
(ii) Withdrawal or suspension of academic or other University rights, privileges or benefits;
(iii) Reduction in maximum credit load;
(iv) Suspension from studies for a maximum of one Regular Term;
(v) Notation by the Academic Registrar of academic misconduct on the student's transcript, to be removed at a specified time, or upon graduation, or to retain as a permanent record (this sanction will normally be applied automatically in cases of 2 or more confirmed cases of academic misconduct, notwithstanding any additional sanctions that may also be applied);

or

(b) refer the matter (and all previous misconduct Reports, where applicable) to the Senate SDC for further review and decision where the sanctions available to the Dean under (a) above are considered to be insufficient with respect to the nature of the misconduct.

19. Where a *Report on Student Academic Misconduct* is referred to a Dean or to the Senate SDC under paragraphs 14(b) or 18(b) above, respectively, the *Report on Student Academic Misconduct* shall summarise the investigation process and include the reasons why the case- reviewing officer considers the sanctions available to the case-reviewing officer to be insufficient. The student shall be informed that the case has been referred to the Dean or the Senate SDC, as appropriate, for review and decision.

Stage 3: Referral to Academic Registrar

20. Where a report of student academic misconduct has been found proven by a Head of Department/Division or Dean, as appropriate, but it also includes a separate report of non-academic student misconduct (as defined in the *Regulations for Student Conduct*), the Head/Dean shall refer their academic misconduct decision and the additional report to the Academic Registrar, for investigation of the student misconduct under the *Regulations for Student Conduct*. Where such a case has been referred to the Academic Registrar and a Dean has also referred the case of academic misconduct to the Senate SDC in accordance with paragraph 18(b) above, the Senate SDC shall await the decision of the Academic Registrar with respect to the additional report of student misconduct before considering the report of academic misconduct.

Stage 4: Appeal to the Provost

21. Students desiring to appeal against the sanction imposed by the Head of Department/Division or Dean may submit a written appeal to the Provost within fourteen calendar days of the date of the written communication informing the student of the Head of Department/Division/Dean's decision, stating the grounds for the appeal. The Head of Department/Division/Dean's decision remains effective pending outcome of the appeal.

22. Normally, appeals shall be considered only on the basis of procedural irregularity and/or new evidence. The Provost may accept any evidence or documentation not previously submitted in support of an appeal **only** if good reason is provided for the failure to submit the evidence/documentation to the Head of Department/Division or Dean at the initial consideration of the case.

23. The *Report on Student Academic Misconduct* and the student's written appeal shall be reviewed by the Provost. Students may be asked to meet the Provost, to explain the grounds for the appeal and to present relevant evidence, if any. Students attending such a meeting may be accompanied by a family member or a member of the University Community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the Provost, the Provost shall review the appeal based on the evidence available to him/her.

24. Upon considering the appeal, the Provost may either confirm or quash the decision of the Head of Department/Division/Dean, modify it by imposing lesser or additional or other sanction(s) from those listed in paragraphs 14(a) and 18(a) above, or refer the case to the Senate SDC for review in accordance with paragraph 18(b).

25. The decision of the Provost on student appeals shall be final.

26. The outcome of the appeal process shall be recorded in the *Report on Student Academic Misconduct* and sent to the Academic Registrar for retention.

Stage 5: Referral of Cases to the Senate SDC

27. Where a case has been referred to the Senate SDC in accordance with paragraph 18(b) above, the Senate SDC shall review the case and ask the student to attend a meeting of the committee. Students attending Senate SDC meetings may be accompanied by a family member or a member of the University community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the Senate SDC, the Senate SDC shall review the allegation based on the evidence available to it. A written report of the review process shall be made and sent to the Academic Registrar, together with the *Report on Student Academic Misconduct*, for retention.

28. The Senate SDC may impose any of the sanctions available from those listed in paragraphs 14(a) and 18(a) above and/or one or more of the following sanctions:

    (i) Cancellation of academic credits already earned;
    (ii) Ineligibility for honors on graduation;
    (iii) Discontinuation of studies and suspension from the University for a set period, with re-admission being subject to satisfactory fulfilment of conditions where specified;
    (iv) Termination of studies;
    (v) Any other sanction(s) deemed appropriate by the Senate SDC.

29. A sanction of termination of studies shall result in automatic de-registration as a student.

30. In appropriate cases, the Senate SDC also may report a student academic misconduct case to the Senate and the Council, with a recommendation that the degree or other academic award previously conferred or granted by the University to the student be revoked.

Stage 6: Appeal to the President

31. Students desiring to appeal against decisions of the Senate SDC may submit a written appeal to the President within fourteen calendar days of the date of the written communication informing the student of the Senate SDC's decision, stating the grounds for the appeal. The Senate SDC's decision shall remain effective pending outcome of the appeal, unless the President directs otherwise.

32. Normally, appeals shall be considered only on the basis of procedural irregularity and/or new evidence. The President may accept any evidence or documentation not previously submitted in support of an appeal only if good reason is provided for the failure to submit the evidence/documentation to the SDC at the initial consideration of the case.

33. The *Report on Student Academic Misconduct*, along with the Senate SDC's written report and the student's written appeal, shall be considered by the President. The student may be asked to attend a meeting with the President to explain the grounds for the appeal and to present relevant evidence, if any. Students attending appeal meetings may be accompanied by a family member or a member of the University community, who shall act only in a supportive role and shall not make any submission or participate in the meeting in any way. If a student refuses, or is unable, to attend the meeting with the President, the President shall review the appeal based on the evidence available to him/her.

34. Upon considering the appeal, the President may either confirm or quash the Senate SDC's decision or, where appropriate, modify it by imposing lesser or additional or other sanction(s) from those set out in paragraphs 14 (a), 18(a) and 28 above.

35. The decision of the President on student appeals shall be final.

36. The outcome of the appeal process shall be recorded in the *Report on Student Academic Misconduct* and sent to the Academic Registrar for retention.

General Provisions

37. Papers and records in relation to processes conducted under these Regulations shall be retained by the Academic Registry until, normally, the graduation of the subject student, after which, such papers and records shall be destroyed unless they are retained under paragraph 43 below.

38. All information gathered or received during the processes under these Regulations, as well as information presented or discussed in the course of meetings or deliberations of the cases, shall be kept in strict confidence and shall not be divulged to parties not involved in the process.

39. The processes under these Regulations shall be conducted in an informal manner. The strict rules of procedure and evidence of a court of law do not apply to these disciplinary process. The case-reviewing officers and the Senate SDC may receive any material which is considered relevant and attach such weight to the material as the case-reviewing officers and/or Senate SDC consider appropriate.

40. The commencement or non-commencement of civil or criminal proceedings, or investigation by a law-enforcement agency, against a student shall not preclude or in any

way restrict the commencement or continuation of the disciplinary proceeding herein, although the University has the full right and discretion (but not obligation) to withhold commencing, suspending or discontinuing with the procedures should the circumstances so justify.

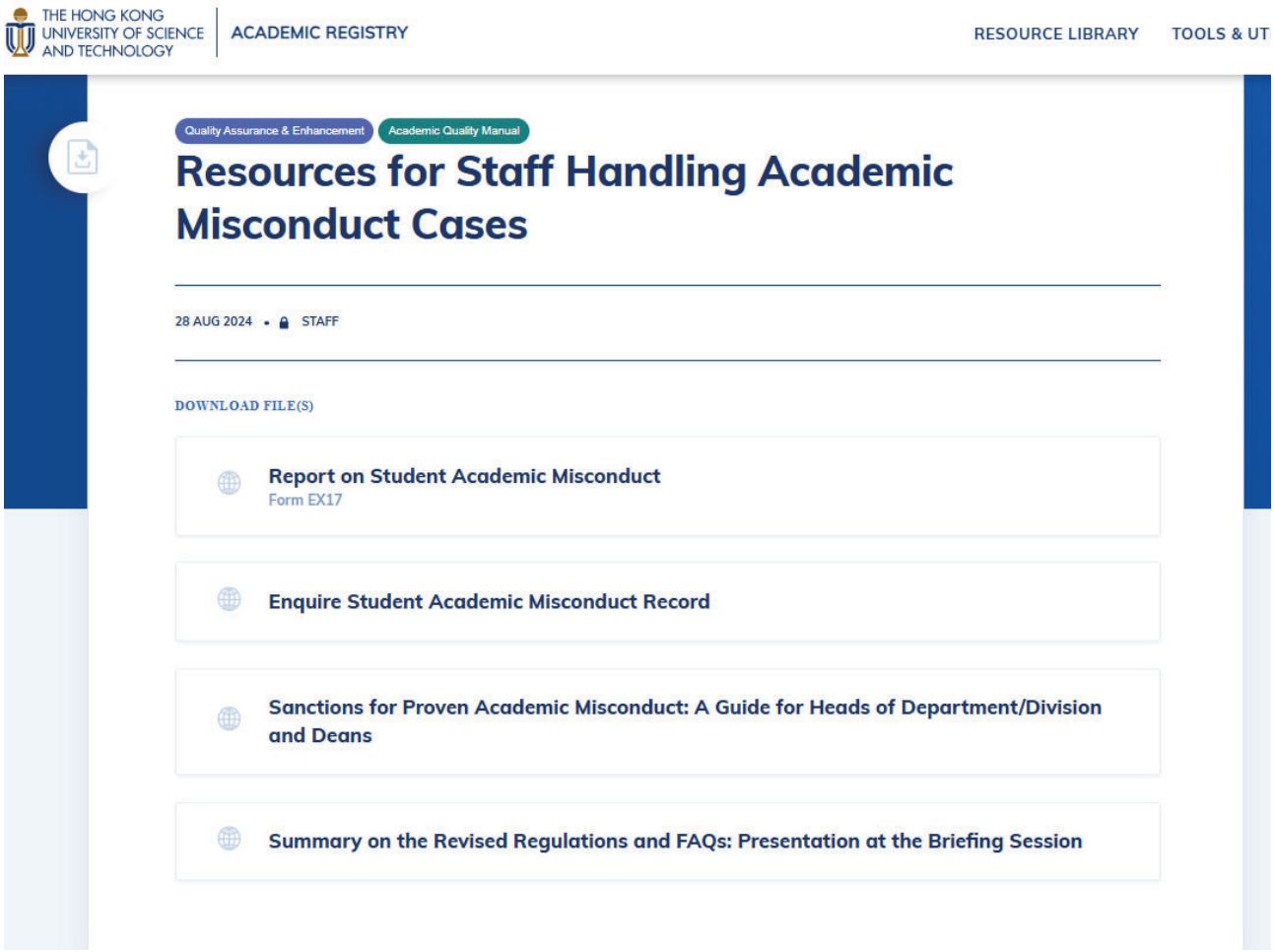
41. Whilst the University shall take all reasonable measures to comply with the procedures under these Regulations, in the event of non-compliance, for example, accidental non- or late-delivery of documents, unavailability of a witness or the case-reviewing officer and/or Senate SDC member causing delay in the process, will not in itself render the process void or voidable or constitute procedural irregularities if no material prejudice is caused.

42. The University reserves the right to publish the findings and outcome of any case considered under these Regulations including, amongst others, the nature of the academic misconduct, salient facts and the sanctions imposed, provided that the publication shall be strictly on a no-name basis and shall not include the name of the party(ies) or details which might render the identity of parties involved ascertainable.

Quality Assurance

43. Throughout these procedures, the outcome of all confirmed cases of academic misconduct shall be reported to the Academic Registrar, whose office will undertake periodic review (at least once annually) of the forms of academic misconduct being reported and the sanctions imposed, in order to ensure consistency of sanction across the University. Where discrepancies were to be found, the Academic Registrar shall report this to the relevant Dean(s) and the Provost for remedial action, and to the Committee on Teaching and Learning Quality for information.

Web resources for staff who are responsible for handling academic misconduct allegations



THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

Procedures for Returning Marks and Disseminating Results

(approved by CTLQ in April 2024)

This document provides procedures for staff to follow in developing a consistent approach to the handling of marks for individual summative assessments and for total course marks. It outlines how marks should be recorded and released to students.

Definition

For clarity, the following terminology is used throughout this procedure:

- **Individual assessment mark:** the mark achieved by a single piece of assessment as determined by the course instructor(s). For example: essay, midterm exam, quiz.

Recording marks from summative assessments

All individual assessment marks should be recorded within the Canvas gradebook. This includes marks for assessments that are not practical to submit online to Canvas, such as marks for presentations, oral assessments, practical demonstrations, closed book exams, etc.

Releasing assessment marks and feedback to students

1. All individual assessment marks shall be released to students via Canvas.
2. Where possible, feedback on individual assessments should be returned to students online via Canvas.
3. Feedback on individual assessment should be released to students within 14 days of assessment submission.

Feedback on individual assessments should be **constructive, specific, and actionable.** It should **highlight strengths, identify areas for improvement, and provide guidance on how students can enhance their performance** in future assessments. Feedback should be directly linked to the assessment criteria and learning outcomes of the course, enabling students to understand how their performance aligns with the expected standards. Instructors are encouraged to use a variety of feedback methods, including written comments, rubrics, and one-on-one discussions, to cater to different learning styles and preferences.

(major changes or additions are marked in red)

The Hong Kong University of Science and Technology Digital Education Strategy 2025-28

Background

HKUST last revised its e-Learning Strategy in 2022 to strengthen technology-enhanced teaching, align practice with global standards, and encourage early experimentation with generative-AI tools.

Three years on, the context has shifted materially. The immediate operational pressures created by the COVID-19 pandemic have eased, yet an expectation of flexible, technology-enabled study is emerging. At the same time, advances in artificial intelligence have expanded well beyond large language models (LLMs). Multimodal systems capable of integrating text, image, speech and sensor data now support adaptive feedback, high-fidelity simulation and advanced learning analytics, while also creating new imperatives for transparency, privacy and academic integrity. HKUST's plan to expand programmes in Medical Science further shapes the strategic context. Effective learning in this field increasingly relies on technology, particularly immersive, haptic and virtual simulations that let students practise clinical reasoning before they work with real patients.

Considering these developments, the term *e-Learning Strategy* no longer captures the breadth of activity or ambition required. Therefore, it is recommended that the University adopts a **Digital Education Strategy 2025-2028**, signalling an integrated approach that treats digital capability as foundational rather than supplementary. The guiding principles endorsed in 2022 remain valid: learner-centred design, evidence-informed pedagogy, rigorous and authentic assessment, inclusive access, and sustained staff development. They are, however, reframed to emphasise the importance of emerging competencies in metacognitive and ethical AI literacy, data-informed student support, immersive and simulation-based learning, and personalised learning. The revised strategy outlines how HKUST will leverage the full spectrum of digital technologies to enhance learning and advance student success.

The updated Strategy is designed to encourage the digital transformation of teaching and learning that:

- is innovative and pedagogically sound;
- sustains current best-practices in approaches to digital education;
- assures the maintenance of HKUST's academic standards;
- upholds the "Unified HKUST-Complementary Campuses umbrella" by enabling cross-campus teaching and learning opportunities, with faculty being encouraged and supported to collaborate and co-supervise students, and students having opportunities to pursue courses offered at HKUST and HKUST(Guangzhou).

The Digital Education Vision

To integrate, evaluate and continuously refine digital and AI-enabled practices that sustain high-quality, learner-centred design and flexible access to learning.

To build the cognitive, metacognitive, ethical, and technical capabilities that students and staff need to thrive in data-rich, AI-mediated learning environments.

To ensure inclusive, sustainable and well-being-focused learning experiences by embedding accessibility, academic-integrity and environmental stewardship principles in every digital initiative.

To encourage and enable cross-campus (CWB and GZ) teaching and learning experiences and collaboration.

Delivery of the curriculum through digital education should take advantage of suitable technology and pedagogy that is evidence-based in order to achieve accessible, effective, and flexible learning experiences for all HKUST students. The University shall continue to encourage the development of active learning components in courses through the use of digital technologies, and the expansion of the following approaches to digital education:

(i) Blended Learning (including flipped classroom);
(ii) Fully online learning (asynchronous, synchronous, or a combination of both) or self-paced online courses with integrated MOOC components;
(iii) Personalised and self-paced learning pathways, and
(iv) Mixed-mode teaching that combines on-site and remote cohorts.

Guiding Principles

- Use technology effectively and innovatively to enhance and develop pedagogy.
- Maintain quality and control, evaluating and disseminating to support future development.
- Encourage faculty engagement and ownership.
- Ensure consistency across the university Learning Management Systems (LMS); for example, common templates, naming conventions.
- Ensure coherence with the Teaching and Learning Strategy.
- Incorporate flexibility in delivery of curriculum where appropriate.
- Uphold the Unified HKUST-Complementary Campuses umbrella.
- Ensure online materials comply with accessibility guidance and any national legislation. For example, intellectual property rights and data privacy.
- Foster ethical, transparent and metacognitively informed AI use.

Strategic Priorities

Learning Environments: Enhance on-campus and online spaces by combining mixed-mode classrooms, an upgraded LMS, and AI chatbots so that students can study flexibly and receive just-in-time guidance wherever they are.

Student Success and Learning Agency: Monitor the influence of AI tools on self-regulation and metacognition, then use analytics to initiate timely supports that keep learners in control of their goals and strategies.

Innovative Pedagogy: Expand blended learning, XR or VR simulations, learning analytics, AI, and game-based methods; give students safe, repeatable practice for complex tasks, deliver adaptive feedback, and heighten motivation through narrative and challenge.

Assessment Design and Practices: Redesign assessments for the AI era by aligning tasks with outcomes, safeguarding integrity, requiring transparent citation of AI contributions, and leveraging AI for rapid formative feedback when appropriate.

Quality Assurance: Apply learning analytics, course reviews, and periodic bias audits to maintain accuracy, ethics, security, and inclusion in digital education, while teaching students to critically appraise AI-generated content.

Faculty Development: Empower and support academic staff to build and continuously refine competencies in designing, delivering and evaluating digitally enhanced learning, including ethical use of AI, data-informed pedagogy, immersive and simulation-based experiences, and inclusive, accessible practice.

Strategic Goals

To support the above priorities, the University is committed to a strategy that achieves excellence in education through the implementation of digital education that:

(i) ensures students are offered learner-centred, active, and experiential learning experiences;
(ii) provides students with accessible, flexible and personalised learning experiences and opportunities appropriate to their needs;
(iii) supports learning experiences that simulate real-world situations;
(iv) enables adoption and extends areas of innovative pedagogies, multimodal content delivery, and student engagement in physical and online, or appropriate combination of the two, learning environments;
(v) fosters best practices for online assessments that measure learning outcomes;
(vi) involves the provision of a stimulating, participatory learning experience to cater to the learning needs of students anywhere;
(vii) addresses learning and well-being needs of students, including their range of content knowledge, critical thinking skills, literacies, special education needs, and increasingly diverse cultural backgrounds; and
(viii) are evidenced-based in design and implementation.

Specifically, the University will develop and deliver a suitable and sustainable collection of face-to-face, blended-learning, fully online, and mixed-mode courses to meet the needs of HKUST(CWB) and HKUST(GZ) students.

The University will implement digital technologies and pedagogies that focus on increasing the engagement of students in hands-on problem-solving skills, knowledge construction, communication skills and teamwork. For example, project-based learning is often supplemented and made possible by online asynchronous modules, with students learning at their own pace. Flipped classroom pedagogy, made possible by online modules, creates room for in-class problem-based learning, project discussions and presentations. Encouraging students to work on projects in teams can also be highly motivating to students, especially when the projects are interesting and impactful or when the projects can enter competitions either locally, regionally, or even globally.

Self-paced online courses, which may be integrated with MOOC components, should remain to serve as a niche area of curriculum development to support the University's vision on education innovation. MicroMasters or MasterTrack via EdX and Coursera will be encouraged to enhance student outreach for HKUST

The University will maintain and invest in digital technologies that:

- Encourage active learning
- Enhance and encourage individual feedback on formative and summative assessments
- Provide support for students with special educational needs (SEN)
- Provide visualization of learning analytics to improve monitoring of students learning outcomes and early intervention

- Enable data-based decision making: the systematic collection, analysis, examination, and interpretation of data to inform practice and policy in educational settings.
- Support flexible study patterns to meet the needs of students who are physically on HKUST(CWB) and HKUST(GZ) campuses or globally distributed.

The University will encourage design practices where courses develop some digital components which may lead to them being blended, and, ultimately, include digital artefacts such as:

- lecture recordings for asynchronous viewing with in-video quizzes so students can check their understanding and receive in-time formative feedback to prepare them for the in-class knowledge application-based activities
- supplementary materials such as additional readings or explainer videos hosted on LMS (these may be used to support flipped, problem-based, and other related pedagogies)
- formative assessment activities such as quizzes, online polls, or engagement activities to enable students' checking of understanding of content and reflection
- online discussion spaces for instructor-peer and peer-peer asynchronous discussions to enable flexibility of student engagement and encourage social presence, knowledge construction, and reflection of content.

This is not an exhaustive list, and it is meant to illustrate how digital education can provide high quality course design, student-centred pedagogy, and flexibility of delivery and access to learning.

Key Enablers

Achievement of the University's strategic priorities will be possible with the following series of key enablers:

1. The University provides training, resources, support, and a community of practice so faculty have substantial and flexible access to professional development to develop their knowledge of digital education. For example, the Academy of Education Excellence (AEE), New Faculty Orientation (NFO) and University Teaching Learning (UTL) programs, and the offering of self-paced courses with micro-credentials.

2. Faculty members will have financial support for developing teaching and learning innovations. For example, through the University's Teaching and Learning Innovation Project (TLIP) funding scheme.

3. The University adopts policies and mechanisms to evaluate the effectiveness of digital education. Evaluation should be evidenced-based and include both the uptake and effectiveness of innovative approaches.

Possible KPIs

- Extent to which courses integrate technology-enabled pedagogies to support active learning, higher-order thinking, and career-ready competencies. The revised KPI measures whether faculty use technology-enabled pedagogies, and whether these practices support specific, valued pedagogic goals like active learning, higher-order thinking, and career-ready competencies.
- Number of courses that are blended-learning, fully online, and mixed-mode courses, and the percentage of students gone through these courses.
- Student satisfaction ratings on blended-learning, fully online, and mixed-mode courses
- Completion rates of blended-learning, fully online, and mixed-mode courses
- Students' performance on blended-learning, fully online, and mixed-mode courses
- Number of Teaching and Learning Innovation Projects (TLIP) related to digital education completions
- Evaluation of Teaching and Learning Innovation Projects (TLIP) related to digital education
- Faculty attendance of digital education training sessions per year
- Extent of compliance with university guidance on consistency, availability, workload quantification and accessibility.

Planned activities and goals

Ongoing

- Organise professional-development workshops and seminars on innovative active-learning pedagogies.
- Operate and iterate the Digital Education Living Lab (showcase / test-bed with haptic and XR equipment) to support forthcoming Medical School courses.
- Run the New Faculty Orientation programme and oversee the self-paced University Teaching and Learning (UTL) course.
- Maintain the Academy of Education Excellence (AEE) and its micro-credentialled self-paced courses.
- Develop four self-paced online courses on assessment and feedback for the AEE micro-credential track.
- Host the 2nd Cyber-Physical Learning Alliance Summit (CPLAS 2025).
- Host the 2nd Digital Education Council (Summit) Summit
- Administer the Teaching and Learning Innovation Project (TLIP) scheme and support AR/VR, gamification, and game-based learning projects.
- Manage the EDGE-AI Fund: issue calls, provide pedagogical advice and technical support, and evaluate projects.
- Curate Teaching and Learning events that showcase practices fostering student engagement and success.
- Support MOOC development across the University.
- Support design and evaluation of blended-learning courses for on-campus students.
- Maintain a comprehensive Teaching & Learning resource hub (best-practice guides, interviews, deep dives, recordings, micro-credentials).
- Design and develop a Course Design Assistant powered by large-language models.
- Pilot and evaluate FeedbackFruits Group-Member Evaluation as the successor to iPeer and publish an adoption guide.
- Monitor and support the Interactive Document tool for reading assignments.
- Create a Professional Development completion and credential-uptake analytics dashboard linked to AEE.
- Publish the CEI newsletter and podcast to inform and support faculty in digital education.

Short-Term Plan (1-3 Years)

- Conduct an institution-wide AI-Readiness self-assessment (Digital Education Council AI Literacy Framework) and publish a report.
- Publish at least ten Times Higher Ed Campus pieces featuring innovative pedagogy case studies.
- Co-host a GEN-AI Hackathon for undergraduate and postgraduate students with partner institutions.
- Issue an updated definition of digital education with exemplary cases to Schools and academic units.
- Expand the CEI newsletter to include narrative and story-driven elements.
- Provide digital-education training through New Faculty Orientation, Professional Development Workshops, and Communities of Practice.
- Invite Schools to draft their own digital-education strategies aligned with the University framework.
- Analyse stakeholder feedback to surface common issues and effective practices in digital education.
- Support and encourage MOOC development that feeds into blended or credit-bearing self-paced courses.
- Pilot learning-analytics dashboards to support data-informed decision-making.
- Embed digital-education delivery in UG Common Core courses; encourage every student to complete at least one blended-learning Common Core course beyond Habits, Mindsets & Wellness.
- Sustain participation in global partnerships, including the Digital Education Council and Cyber-Physical Learning Alliance.

Longer-Term Goals

- Increase flexibility of students' choice of course delivery. For example, UG programs will offer choices of face-to-face or fully online courses to meet students' needs and accessibility.
- Enable courses to incorporate adaptive or AI-generated formative feedback by 2029.
- Provide cross-campus courses either through mixed-mode or fully online delivery.
- Ensure courses will include some digital artefacts such as:
    - Lecture recordings for asynchronous viewing with in-video quizzes so students can check their understanding and receive in-time formative feedback
    - Supplementary materials such as additional readings or explainer videos hosted on LMS (these may be used to support flipped, problem-based, and other related pedagogies)
    - Formative assessment activities such as quizzes, online polls, or engagement activities to enable students' checking of understanding of content and reflection
    - Online discussion spaces for instructor-peer and peer-peer asynchronous discussions to enable flexibility of student engagement and encourage social presence, knowledge construction, and reflection of content.
- Establish a community of practice on scholarship of teaching and learning (SoTL) through the Academy of Education Excellence and develop mechanisms for applied educational research to inform teaching and learning strategies.
- Establish tools for learning analytics and data-based decision-making for the systematic collection, analysis, examination, and interpretation of data to inform practice and policy in educational settings.
- Build a comprehensive catalogue self-paced courses with micro-credentials for faculty development of digital education
- Pilot use of AR, VR, AI, and gamification in digital education courses.

The AEE Fellowship Scheme

The Academy of Education Excellence (AEE) fellowship scheme is currently under development to foster teaching excellence at HKUST. Once the AEE is fully functional, faculty members with evidence of an excellent teaching track record can apply to become a **Junior Fellow**, **Fellow**, or **Senior Fellow** of the AEE.

Awarded based on evidence provided by faculty members, which will be evaluated on **six** dimensions of **Teaching Excellence** by AEE Committee.

Dimensions of Teaching Excellence

Pedagogy (P)	Curriculum Planning and Design (C)	Assessment Design and Practice (A)	Student Support (SS)	Service to communities (SC)	Professional Development (PD)
P1 Adopt innovative technology or innovative pedagogical approaches to create dynamic, engaging learning experiences.	C1 Regularly update curriculum with relevant and latest advancements in domain content knowledge / competency skills.	A1 Develop and implement innovative assessment methods that foster critical thinking, problem-solving skills, and independent inquiry. Ensure these methods include timely feedback to guide and support students' learning progress.	SS1 Implement innovative support for student success and well-being.	SC1 Initiate and implement strategies to positively influence teaching practices across academic communities.	PD1 Enhance pedagogical practices through ongoing professional development and training.
P2 Develop and implement highly effective, cross-disciplinary teaching approaches.	C2 Foster leadership and innovation in curriculum development, with potential for across-curricular adoption.	A2 Design proven assessment methods that directly improve and measure student learning outcomes effectively.	SS2 Measure success through examinations, internships, and employment for improvement.	SC2 Enhance teaching quality through mentoring, sharing, and training in academic communities.	PD2 Keep pace with latest developments, advancing knowledge through research and engagement.
P3 Foster inclusive, equitable learning environment for diverse perspectives and access.	C3 Enrich the curriculum by including diverse learning materials to represent varied perspectives.	A3 Incorporate assessment methods for diverse learning needs and equal opportunities.	SS3 Ensure accessible support for all students respecting individual needs.	SC3 Advance the scholarship of teaching and learning by sharing scholarly insights with teaching communities. The focus is not on empirical educational research, but on disseminating knowledge of best practices of teaching and learning.	PD3 Lead ongoing professional development by providing opportunities for skill advancement.
P4 Incorporate up-to-date research and evidence-based knowledge into teaching strategies.	C4 Employ data-informed approaches for evidence-based, effective curriculum design.	A4 Integrate current knowledge into assessments for relevant, advanced information.	SS4 Develop services reflecting mastery and responsiveness to changing needs.		
P5 Utilize active learning strategies to enhance student engagement, critical thinking, and problem-solving.	C5 Design curriculum with student-centered approach for effective learning outcomes.	A5 Design assessments that evaluate transferable skills and provide timely feedback to prepare students for future success.	SS5 Prioritize student success and well-being in all support activities.		

What level of recognition is right for me?

Junior Fellow

Faculty members who have demonstrated potential for teaching excellence, such as by receiving positive student evaluations, implementing innovative teaching practices, or participating in teaching development initiatives.

Key Assessment Criteria

- Reflects the initial stage of demonstrating potential in teaching excellence.
- Required to demonstrate evidence in 2 dimensions for most aspects, except for Service to Communities, which

requires evidence in 1 dimension.

Fellow

Faculty members who have consistently demonstrated exceptional teaching skills and have made significant contributions to the AEE, such as presenting at conferences or publishing articles on teaching and learning.

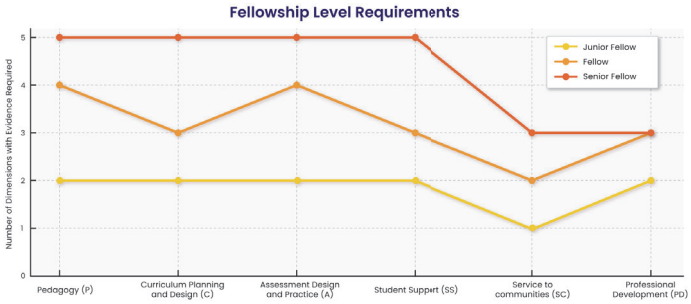
Key Assessment Criteria

- Represents a deeper engagement and higher proficiency in teaching and assessment practices.
- Required to demonstrate evidence in 4 dimensions for Pedagogy and Assessment Design and Practice, indicating a higher level of expertise and contribution in these areas.
- Required to demonstrate evidence in 3 dimensions for Curriculum Planning and Design, Student Support, and Professional Development.
- Required to demonstrate evidence in 2 dimensions for Service to Communities.

Senior Fellow

Faculty members who have consistently demonstrated exceptional teaching skills and have made significant contributions to the AEE, such as serving as mentors for junior colleagues or leading initiatives to promote good teaching practices at HKUST.

Key Assessment Criteria

- Reflects a comprehensive mastery in all areas of teaching excellence.

- Required to demonstrate evidence across all 5 dimensions for most aspects, except for Service to Communities and Professional Development, which requires evidence in 3 dimensions