THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

香港理工大學
二零二四年質素核證
跟進項目進度報告



呈交

大學教育資助委員會質素保證局

二零二六年五月

前言

二零二四年四月，質素保證局（質保局）對香港理工大學（下稱「理大」或「大學」）進行了第三輪質素核證。因應質保局於二零二四年十一月發表的質素核證報告，理大於二零二五年二月提交行動計劃，其後於二零二五年六月獲得質保局接納。該行動計劃根據評審小組提出的良好實踐做法、建議、肯定、意見和觀察，整合了十六個優化範疇，並由相關管理層參與制定跟進行動和執行時間表。本進度報告闡述該行動計劃的最新實施情況。

理大教育一直以來與時並進，自質保局核證至今，穩步發展。大學於二零二四年七月發布《策略發展計劃 2025/26-2030/31》，訂明未來發展方向，致力透過創新，建設更美好世界，其中強調了教育願景：為學生提供革新性的學習體驗，讓他們應對瞬息萬變的未來；推動跨學科教育，使他們能夠應對當下的複雜議題；為他們建立跨界別的社區聯繫，助其學以致用，貢獻社會。為更有效支援學生成長並切合業界和社會的需求，理大一直以各種方式推動課程改革。理大於二零二五年推行以學院為基礎的收生制度，並推出「跨學科組合學士課程」。此外，理大委任人工智能專家曹建農教授出任副校長（教學），領導大學的人工智能與數碼轉型。此舉旨在創建一個以人工智能賦能、以學生為主、個性化、互動和靈活的學習環境，促進學生主動自主學習，並由教師引導及啟發學生的批判性思考。作為一個先行試點項目，由二零二六/二七學年起，理大將為所有一年級學士學位課程的學生開設一門三學分必修科目，引導學生善用人工智能作為語言學習工具，並為大學更廣泛應用人工智能輔助教學奠定基礎。

質保局核證的跟進工作與理大的策略舉措相輔相成，為理大重新審視並優化許多現行做法提供寶貴機會。本報告詳述理大如何進一步推進良好實踐做法、解決具體問題，並推行改善措施，讓學生獲得最佳的教育體驗。

行動計劃的實踐

以下各部分載述二零二五年二月提交予質保局，並於二零二五年六月獲得通過的行動計劃的落實進度。該計劃涵蓋了良好實踐做法的進一步發展（1－2），對各項建議的系統性回應（3－4），以及對質素核證評審小組提出的其他意見/評語的跟進方案（5－16）。**附錄一**提供了實踐行動計劃的進度摘要。

1 透過學系主要表現指標推動策略發展

> **良好實踐做法**
> 評審小組認為理大貫徹落實各項大學策略，包括現行的策略發展計劃，並利用學系主要表現指標有效地監察表現，從而提升全校各階層的整體表現， 屬良好的實踐做法。[中文版第12頁，1.10段]

1.1 「學系成果為本主要表現指標」（Departmental Outcome-Oriented Key Performance Indicators, DoKPIs）於二零二一年推出，旨在激勵並推動大學各學系追求卓越表現。該框架構建了透明、以數據為本的機制，用於評估學系成就，並培養與大學使命、策略目標，及《大學問責協議》中所述的大學願景一致的持續改進文化。「學系成果為本主要表現指標」自設立以來，經不斷檢視和改善，協助大學主動應對高等教育發展中不斷湧現的新挑戰和與時俱進的重點領域。

1.2 大學每年均會嚴格檢視「學系成果為本主要表現指標」，以確保各學系與大學的策略方向和重點保持一致。在每個評估週期結束後，理大校長會與各系主任會面，就表現指標交流意見，並收集對評估框架的意見。這種雙向對話有助於確保大學時刻聆聽學系的多元觀點。此外，負責編製和分析表現指標的大學策劃處全年與各學系保持密切溝通。在學系的表現評估過程中，大學策劃處持續提供支援，並積極徵求他們的反饋，以確保在改善評估框架時充分考慮學系的觀點。

1.3 有關來年學系成果為本主要表現指標的修訂建議會於大學年度策略發展計劃論壇上提出，出席者包括高層管理人員以及所有學術和非學術部門的院長和主任。該論壇讓持份者能夠透過公開對話交換意見、分享和討論擬議修訂的影響。諮詢結束後，相關委員會將對修訂進行詳細審查。所有變更（包括引入新指標和更新現有的指標）在整合後由校長行政委員會正式審查和批准，以確保符合大學的策略重點和管治標準。

1.4 大學持續將「學系成果為本主要表現指標」機制的重要性傳達給更廣泛的大學社群。除了定期與學術部門進行會議外，校長的大學通訊「Share@PolyU」亦提供

了渠道，加深大學持份者對表現為本評核框架的認識和理解。

1.5 為了充分發揮「學系成果為本主要表現指標」的影響力和促進數據分析，大學策劃處為高層管理人員和學術部門開發了專用數據儀表板。該工具提供多年表現結果，並具備進階數據分析功能。用戶可以進行深入分析並識別趨勢，將原始數據轉化成具實踐價值的洞見。這使學系能夠更自主地運用數據來擬定策略、分配資源和作出決策。這樣不僅能促進以實證為本的管理，還能推動校內持續改進的文化。

1.6 「學系成果為本主要表現指標」機制已成為指導資源分配的有效工具，特別是在收生名額規劃和學系預算分配方面。大學最近將學系表現指標納入學系的薪酬調整系統，進一步強化資源分配與表現之間的關聯，指標表現較佳的學系可獲得額外的薪酬調整預算撥款，進一步凸顯了指標框架在推動卓越表現方面的作用，並確保資源分配能配合大學的策略重點和鼓勵卓越的貢獻。

1.7 理大致力於維持一個健全、透明和有效的表現評估機制，以支持策略性決策、鼓勵問責和推動教學與學術的卓越發展。全面的年度檢討，以及在提升數據質素、加強表現數據傳播和擴大機制影響力等方面所作的持續努力，體現大學全面的表現管理方針，並有助保持「學系成果為本主要表現指標」的適切性，作為推動大學持續策略發展的機制。

2 學系學術顧問的角色

良好實踐做法
評審小組的結論是，學系學術顧問獨立地確保課程得以持續更新和改善， 並具備國際導向及跨界視野。他們的角色發揮卓越成效， 屬良好的實踐做法。[中文版第17頁，2.8段]

2.1 學系學術顧問（Departmental Academic Advisor, DAA）制度是大學學術質素保證架構的基石。它為學術課程的學術標準提供國際基準參照，並找出與學術標準和質素相關的改善範疇。學系學術顧問由相關學科的傑出教授擔任，其任命遵循教務委員會訂定的程序和準則。他們就學術課程、科目及學術發展向學系主任、學院院長和學院院務委員會主席提供建議。學系學術顧問亦參與課程和科目的審查（及適用情況下的驗證）、評估的審核，並向學系主任提交年度報告。

2.2 各學系非常重視學系學術顧問報告，並在年度課程檢討中認真汲取其意見，並提交檢討報告。檢討報告廣泛採納學系學術顧問的建議，並在適用的情況下落實為

改善措施。例如，眼科視光學院因應顧問的建議，修訂了其一門科目的預期學習成果，並在科目大綱中增加了幾個新課題。同樣地，設計學院參考了顧問的評語、學生的反饋和課程統計數據，推出了一項與傑出校友合作的全新學生師友計劃，以加強行業聯繫和就業指導。

2.3 在大學制定的通用框架下，學系各自發展出各種良好實踐做法以深化與學系學術顧問的互動與交流。為促進學系間互相學習，大學收集並發布了這些良好實踐做法，其中包括：安排架構完善且涵蓋多方持份者的學系學術顧問會議；提前提供文件和支援；以有系統、有條理的方式徵求意見；在內部共享回饋意見以凝聚共識；相關委員會積極討論反饋意見；跟進行動有明確的時間表和分工；以及在年度檢討以外與顧問保持持續的溝通和聯繫。超過八成學系表示會進一步採納上述良好實踐做法。

2.4 理大亦履行了承諾的計劃，於二零二六年四月舉辦「課程改革與質素保證」公開論壇，向高教界社群廣泛分享上述良好實踐做法。該論壇探討在瞬息萬變的世界中推動課程改革的方向，以及質素保證在過程中的角色。演講者包括香港大學和理大的教務長，論壇共吸引了來自理大和本地另外六所大學的七十七位教職員出席。

2.5 大學持續檢討並完善其學系學術顧問制度。近期的優化措施包括統一報告格式，以及更明確劃分學系學術顧問與學系檢討的角色。理大致力維持高水平的學術標準，並將持續優化其國際基準參照機制。

3 向學生提供回饋

建議

校方以標準參照評核和相應的評核說明為依據，貫徹推行評核程序。現行評級制度於二零二零年修訂， 大致切合所需。然而， 在對學生評核課業給予回饋方面， 教師之間的做法存在差異， 值得進一步檢討。 [中文版第34頁，7.4段]

3.1 理大深明向學生提供及時的課業回饋，是學與教的重要一環。大學指引要求教師「應盡快就學生的持續評核課業給予及時回饋（例如不遲於一個月），並須在期末考試/評核之前提供」。大學亦透過「學生意見調查問卷」（Student Feedback Questionnaire, SFQ）和「學生學習體驗調查」（Institutional Surveys on Learning Experience, ISLE）定期收集並檢視學生對課業回饋的滿意度。

3.2 因應評審小組的觀察，大學全面檢視了回饋實務，檢視內容包括外部基準參照、

內部數據分析，以及學生焦點小組討論。外部基準研究參考了其他教資會資助大學的正式回饋指引，結果顯示，理大向學生提供回饋的時限要求（如 3.1 所述），與其他本地大學一般在兩至四星期內提供回饋的期望一致。學生學習體驗調查數據顯示，超過 90%的學生對教師回饋的質素感到非常滿意、滿意或尚算滿意。學生意見調查問卷中回饋相關項目的評分一直高於 3 分（滿分為 5 分），並從二零二一年的 4.18 分穩步上升至二零二四年的 4.35 分（滿分為 5 分）。焦點小組討論結果進一步反映學生對課業回饋的整體體驗正面，91%的參與者以「良好」、「有幫助」、「令人滿意」、「精確」、「詳細」、「適時」、「具支持性」和「具建設性」等正面詞彙描述相關的體驗。

3.3 儘管整體結果正面，惟各學系之間存在差異。焦點小組反映，雖然持續評核和課堂評核的回饋均能及時提供，但期末考試或學期末評核的回饋偶有延遲，甚至未有提供。因此，大學提出了數項改善措施，包括縮短回饋的時間、要求對期末考試和學期末評核提供回饋、優化監察機制、加強檢視監察數據及跟進措施，以及提高教職員對回饋要求的意識。這些建議已於二零二五年十月按計劃提交給教學委員會。在落實擬議措施之前，委員會認為有需要進一步諮詢教師意見。因此，大學在隨後幾個月進行了相關諮詢，諮詢結果在教學委員會會議上作出進一步討論。與其修改現行政策或監察機制，教學委員會建議向各學系分享檢討結果，提升部門對回饋要求的認知，鼓勵其進一步優化回饋實務。為此，大學正籌備一項認知提升計劃，於二零二六年九月新學年開始前開展，並於首學期結束後進行成效評估。與此同時，大學將繼續透過教學發展中心提供有關回饋實踐的培訓工作坊和資源，以提升教師提供適時和高質素回饋的能力。

4 學業指導

建議

評審小組得悉， 在新推行的單層學業指導計劃下， 參與指導環節的學生比例維持在60% 至70%左右。因此， 約有30% 至40% 的學生或未能受惠於學業指導， 以及該制度在提升學習進度方面所提供的支援。這為進一步提升學生學習質量提供了一個機遇。因此， 評審小組建議理大應探求更多機遇， 提高學生參與學業指導的程度。 [中文版第27頁，5.4段]

4.1 因應評審小組有關提高學生參與學業指導的建議，本科生學院（前稱本科生學務處）落實了全面的行動計劃，內容涵蓋政策更新、優化指導工作、能力建設、推廣指導文化，以及為參與率低的學系提供額外支援等關鍵範疇。

4.2 為落實這一行動計劃，大學在政策層面採取多項措施，包括成立學業指導委員會

以監督學業指導活動的進展、持續檢討相關政策、完善指導體系，以及增設學業指導相關的「學系成果為本主要表現指標」。大學已更新學業指導的相關指引，加入輔助學業指導老師的角色，以補充專屬學業指導老師所提供的支援。此外，大學優化了學業指導記錄系統，簡化存案流程，使查閱相關統計數據更方便，從而提高學業指導的效率和效能。大學亦擴展了學業指導老師的培訓計劃。除了常規的工作坊和網上學習課程外，大學舉辦了兩場心理健康培訓工作坊和多場分享會，讓各學系交流學業指導的良好實踐做法、技巧和心得。這些額外的培訓和分享會深受學業指導老師的歡迎，平均參與者評分介乎 4.00 至 4.79（滿分為 5.00）。

4.3 大學向各學系提供額外支援，以提升學生學業指導的參與率。本科生學院院長及其團隊與所有學系的本科生秘書及參與率較低學系的系主任進行了兩次會議，討論學業指導的實施情況，以找出當中面對的挑戰，並提供相應建議。大學於二零二五年編製並發布了校內學業指導優良實踐彙編（**附錄二**），及後於二零二六年向所有學系發布了最新版本。此外，大學亦致力透過「專屬學業導師見面會」和「轉出好成績」兩項大型全校性活動，向學生推廣學業指導。上述活動分別於二零二五年一月及五月舉行，共吸引逾 800 名學生參與，幫助學生了解學業指導以及如何聯絡其學業指導老師。

4.4 學生的積極參與和滿意度，反映上述跟進措施已取得顯著成效。截至二零二五年七月，學生的學業指導平均參與率達到 83%，比去年增長 18%，超越 80%的目標。截至二零二五年十二月，學生參與學業指導的平均比率為 80.6%。學生對學業指導的滿意度達 86%，這反映學業指導服務的質素和成效都有所提升。

4.5 大學在推動學生參與學業指導方面取得實質進展。行動計劃所列的主要行動已如期完成，學生的參與度和滿意度顯著提升，學業指導的流程得以簡化，學業指導老師的能力亦得以加強。透過多個渠道收集的數據證實，學業指導的主要表現指標已達到或超越預期目標。大學成立的學業指導委員會將透過監察政策實踐狀況、更新相關政策，以及就質素保證問題提供建議，對理大的學業指導進行更有效的監督和優化。

5 委員會架構檢視

意見/評語

評審小組認為校方應考慮在內部或委聘校外人士開展較深入的管治檢討， 檢討範圍涵蓋大學、學院和課程層面的委員會。適逢理大正制訂新一份策略發展

計劃， 此舉可確保整個管治架構能持續滿足該校不斷轉變的需要。[中文版第11頁，1.7段]

5.1 正如評審小組指出，理大擁有「清晰的管治制度」[第 1.26 段]，並持續對學系實行「強而有力的學術管治」[第1.5段]。委員會架構是管治框架的主要支柱，在質保局核證前的數年間曾進行兩次檢討，優化並精簡了教務委員會及其轄下委員會的角色和職能。

5.2 根據評審小組的建議，大學對涵蓋大學、學院、學系及課程層面委員會的管治架構進行了深入檢討，並進行了一項涵蓋所有教資會資助大學的基準研究。大學按計劃成立了由各學院的高層代表組成的檢討學術管治架構專責小組來分析結果（**附錄三**）。研究結果顯示，委員會架構或可進一步精簡。因此，大學不僅將設立定期的檢討程序，目前更正探討對委員會架構作根本性重組的可行性，亦為此進行了新一輪的諮詢和制定初步建議。預計專責小組將召開後續會議，並將於年內就設有合適定期檢討機制的新架構提出建議和交由教務委員會及其轄下委員會審議，架構上的轉變預期在二零二七/二八學年落實執行。

6 讓大學課程切合社會對跨學科的期望

意見/評語

儘管理大有條件開辦跨學科學位課程， 鑑於新學位課程主要由個別學系提出， 設計跨學科學位課程的空間可能減少。理大承認，「業界和社會對通才教育及跨學科人才的需求日益增加」。因此， 評審小組提議理大考慮釐清現行政策、策略或程序， 使課程更切合社會對大學提供跨學科教育的期望。[中文版第16頁，2.6段]

6.1 理大深諳跨學科和超學科能力在應對現今世界挑戰中的重要性，並在其《策略發展計劃 2025/26-2030/31》中制定了策略目標，為學生提供超學科教育，使他們能夠應對本地、國家、以至全球層面日益複雜的挑戰。為確保上述策略目標有序落實，大學已制定初步發展藍圖，推動超學科學習。發展藍圖圍繞三項主要目標設計：(1) 提升理大師生及職員對超學科教育的認識和推廣超學科思維；(2) 將超學科教育元素融入理大的本科課程；以及 (3) 建立支援超學科教育可持續發展的框架，為理大長遠推動超學科教育奠定基礎。

6.2 為提高教職員對超學科教育目標的認知，理大教學發展中心於二零二五年舉辦的年度旗艦活動「傑出教師卓越教學座談會」（Excellent Teachers on Teaching

Excellence (ETTE) Symposium）邀請來自美國、英國、澳洲及新加坡的專家參與專題討論，分享其所屬院校推行超學科教育的經驗和交流見解。其後，大學先後舉辦兩場「教育與學生發展沙龍」（Education and Student Development (ESD) Salons），對象為各教學部門的高層人員，並邀請海外專家就超學科教育為題作深入探討。

6.3 與此同時，大學啟動了開設跨學科組合學士課程（Bachelor's Degree Scheme of Interdisciplinary Studies, BDSIS[1]）的宏大計劃。跨學科組合學士課程是一個嶄新的本科課程，以聯合國可持續發展目標為基礎，為學生提供從跨學科/超學科角度審視現實世界的機會。課程透過靈活的科目選擇、個人化輔導和跨界別學習，讓學生將學習扎根於現實世界，並按個人興趣規劃專屬的課程。 跨學科組合學士課程在充分吸納了校外專家意見，並完成相關課程規劃和評審的既定程序後，於二零二五年正式推出，並在二零二五/二六學年迎來首批成績優異的學生入讀。預計該課程將推出更多由學生主導的校園活動，以提高校內師生對可持續發展的意識，並推廣以跨學科和超學科的方式應對全球挑戰。

6.4 除跨學科組合學士課程外，大學亦將透過兩個主要途徑把跨學科和超學科元素整合到本科課程中。第一個途徑是從「通識領域修讀要求」（Cluster-Area Requirements, CAR）入手。通識科目是本科課程的核心元素，旨在擴闊學生視野。當中不少源自於現實生活中的議題，正是跨學科研究的理想切入點，甚具轉化為超學科學習機會的潛力。目前各學系正對通識科目進行有序檢討，尋求將跨學科和超學科的元素有系統地融入到這些科目之中，並將優先開辦具有跨學科/超學科重點的新通識科目，讓學生及早接觸這些重要概念。第二個途徑是透過本科課程的綜合專題研習（是本科課程的另一項共同組成部分），提供實踐超學科學習機會。相關工作載於發展藍圖的後半部分，具體細節安排將隨着發展藍圖的推進而進一步制定和落實。

6.5 為了支援跨學科組合學士課程的實施以及理大超學科教育的長遠發展，大學於二零二五年成立本科生學院。除了開辦跨學科組合學士課程外，本科生學院亦將在落實大學超學科教育發展藍圖中發揮不可或缺的作用。學院將協調相關的課程發展工作，包括現正優化通識領域修讀要求，以及隨後推展跨學科綜合專題研習。由於學院不隸屬任何單一學科領域，其定位有利於推動創新、促進跨學系協作，成為支援跨學科和超學科教育發展的重要平台。在跨學科組合學士課程的基礎上，本科生學院將在推廣超學科教育方面擔當領導角色，維繫跨界別協作社群，以支援超學科教育的持續發展及實施。學院將透過相關檢討，包括但不限於課程及科目層面的檢討，以評估各項措施的成效。

[1] https://www.polyu.edu.hk/cus/study/ug/bdsis/

7 年度課程檢討

意見/評語

評審小組留意到理大在這方面取得成果， 認為年度課程檢討是推動課程持續改善的有效工具。然而， 評審小組與理大代表會面時，發現校方在解釋年度課程檢討方面有欠清晰，人員亦不大肯定由誰人負責執行該項檢討。評審小組因而得出結論， 理大需要加強使用年度課程檢討作為主要工具， 並公布周知， 而非僅限於課程主任。 [中文版第16–17頁，2.7段]

7.1 年度課程檢討是理大質素保證框架的核心組成部分。大學欣悉評審小組肯定年度課程檢討是「推動課程持續改善的有效工具」，並跟進評審小組的建議，採取了多項措施，讓廣大教職員和學生充分了解其作用。

7.2 根據行動計劃，大學透過電郵備忘和提示，建議各學系向所有教職員和學生介紹年度課程檢討機制及其目標，並在學系會議上分享年度課程檢討中發現的良好實踐做法和優化實例，以凸顯師生諮詢小組與年度課程檢討之間的關係，以及由此產生的改善措施。二零二六年三月，大學進行了跟進調查，確定所有學系已經採取或計劃採取相關措施，以提高教職員和學生對年度課程檢討的認識。大多數學系（83%）在二零二五/二六年度至少一次將年度課程檢討納入學系教職員會議議程（其中五個學系計劃在今年較後時間召開會議，一個學系選擇透過其他方式傳達相關資訊）。86%的學系在師生諮詢小組會議上介紹了師生諮詢小組與年度課程檢討之間的關係，並匯報了這些機制所帶來的改善。

7.3 此外，大學正準備拓展「You said, we did」平台，向學生推廣年度課程檢討的成效（**附錄四**）。目前，大學正蒐集更多年度課程檢討促成學系及課程持續優化的實例，將其納入學生學習體驗調查相關推廣材料，並透過網上平台向學生發布。

8 課程學習分析報告 (PLAR)

意見/評語

理大致力就課程檢討進一步推進課程學習分析報告， 除了內部和描述性數據分析外， 亦會考慮把院校已有的外部數據（ 例如就業率和僱主意見等） 融入系統中。此外， 理大致力整合校內各教學層面的課程學習分析報告。評審小組留意到， 目前理大着重使用描述性數據以及相關分析， 此舉或令校方忽略不同變數之間的關聯， 以致未能識別當中的因果關係。[中文版第17頁，2.9段]

8.1 理大提倡善用學習分析於質素保證及質素提升，並已承諾提供三年資金，持續推動學習分析平台和課程學習分析報告（Programme Learning Analytics Report, PLAR）的應用和發展。

8.2 為擴闊課程學習分析報告在課程檢討中的應用，報告的涵蓋範圍已擴展至所有修課式研究生課程，包括碩士學位課程及專業博士學位課程。此外，報告內容亦得到進一步優化，增添了新的分析元素。二零二五年十月發布的版本中包含了以下新元素：

- 報告中加入了全新的學系層面綜合指標，包括由學生事務處收集的畢業生就業數據和僱主對畢業生表現的評估。這些額外的指標有助學系更深入了解畢業生的就業情況。

- 引入新的課程層面分析組件。報告新增了一個圖表以說明學生科目成績與其對每科學習體驗滿意度之間的關係，該分析讓使用者能夠識別出成績與滿意度不一致的科目，並特別留意分數和滿意度均低的科目，因應需要及時介入或提供額外支援。

- 推出學系層面的多元線性迴歸分析。此項分析以學生對「學生意見調查問卷」中個別項目的回應為自變數，以科目學習體驗的整體滿意度為依變數。非標準化係數顯示了各項因素對學生滿意度的相對影響，從而協助學系找出推動改進的關鍵因素。

8.3 大學於二零二五年十月舉辦了有關年度課程檢討的工作坊，介紹課程學習分析報告及其新功能。大學亦定期收集用戶意見，每年對學習分析平台和課程學習分析報告進行至少一次優化。

9 教師培訓

意見/評語

評審小組得悉， 過去曾有須修讀「大學教學入門」課程的學術教學人員， 因各種原因未能在開展教學職務前完成培訓。理大或可考慮檢視此情況， 以確保所有須接受教學培訓的教職員在進行直接教學活動之前， 能夠獲得基本的教學知識和技能。[中文版第20頁，3.12段]

9.1 理大自一九九七年起將「大學教學入門」課程列為新任教學人員的必修培訓。這

項政策反映大學對高質素學與教的重視，旨在讓新任教學人員掌握必要的技能和知識，以支援學生學習。在質保局進行核證期間，該課程每年開辦四次，所有有教學職務的新入職人員都會收到參加該課程的電郵邀請。新教員如曾於任何大學擔任講師/助理教授或以上職級，並具備至少一學年的全職教學經驗，或曾接受與該課程同等（至少 20 小時且重點在於學與教過程的主題）的教師培訓，則可獲豁免。

9.2 核證結束後，大學對現行做法進行了檢討，以協助須接受培訓的教學人員及時完成課程。考慮到新教員實際可入職時間及招聘部門的人手狀況等限制，要求新教員在開始任何教學職務前完成課程的政策須具合理彈性。因應上述情況，大學已修訂相關政策，完善新教員在開始教學前完成培訓的安排。根據修訂後的政策：

- 建議招聘部門在可行情況下妥善安排新教員的入職日期，讓他們可於執行教學職務前完成「大學教學入門」課程。

- 建議教員在可行的情況下，於入職後及開始教學前盡快完成課程的核心單元。

- 此外，教員必須於入職日期起計六個月內完成「大學教學入門」課程。六個月的時限是綜合以下考慮訂定：(1) 夏季招聘週期，(2) 課程的季度開辦時間（六月、八月、十一月和一月），(3) 教員在首次參加課程時錯過部分核心單元而需要在隨後開辦的課程中補修相關單元的可能性，以及 (4)鼓勵教員在合理時間內完成課程。

9.3 此外，課程的豁免準則亦已收緊。修訂後的政策不再只要求一年相關的教學經驗，而是要求至少具備兩個學年的全職教學經驗，並曾於高等教育機構以助理教授/研究助理教授/專任導師/講師或以上職級進行至少 156 小時的課堂教學，才可獲豁免。為確保擁有教學職責的新教員知悉這項要求，大學期望招聘部門發揮更大作用，確保教員了解該要求，包括在有需要時於年度工作表現評核期間作出提醒。為進一步落實該政策，政策明確規定，按要求完成課程「可作為續約的考慮因素之一」。

9.4 政策修訂草案經相關委員會審議，已於二零二五年六月獲教務委員會批准。各學系於同月獲悉此修訂。根據學系在最近一次中期執行檢討的匯報，超過 90%的學系已採取一項或多項措施，協助新教師及時完成培訓，而超過 50%的學系表示，自修訂政策生效後，所有新入職教員在開始教學前已完成課程。學員對培訓體驗反應正面，平均滿意度持續保持在 4.37–4.57 分（滿分為 5 分）的高水平。

10 學術領袖的更替計劃

意見/評語

評審小組的結論是， 理大可考慮讓更多大學成員了解人才更替計劃， 以便領導級人員能順利交接並確保延續性， 從而保障學術運作的穩定性和成效。採取這種積極的做法將有助維持延續性， 推動領導培訓， 以及支援理大達成其策略目標。[中文版第21頁，3.16段]

10.1 理大採取具前瞻性的人才管理與發展策略，以確保領導層的延續性，提升機構的穩定性與韌性，為長遠發展和成功奠定基礎。人才更替計劃連同全球公開招聘和嚴格的遴選程序，共同構成該策略的重要組成部分。在質保局核證後，大學不僅遵循評審小組建議，進一步提高了人才更替計劃的透明度，亦整合了領導培訓計劃。

10.2 學院和學系的參與是大學人才更替計劃策略成敗的關鍵。根據現行指引，部門主管和相關高層管理人員將繼續發揮關鍵作用，發掘並培養能夠帶領部門以至整個大學實現策略目標的潛在領袖。大學將其視為管理目標的一部份，並在適用情況下其納入管理人員的評核和其他表現評估。

10.3 在培養內部潛在繼任者接任學校領導層方面，大學吸納持份者意見，重整了領導力培訓，並不斷改進。整體方針是通過各種措施從多方面確保潛在領袖能有效地參與領導工作，並得到培養：

- 透過兼任職位等途徑獲得經驗：透過兼任副/助理院長、副主任等職位、參與大學層面工作、署任安排，以及在外部/跨學科合作、關鍵活動和重大會議中擔任代表，提升潛在繼任者的領導技能。

- 直接反饋與輔導：為潛在繼任者安排在職培訓和具挑戰性的任務，並由主管和資深人員提供直接反饋與輔導。此外，評估過程著重收集各持份者的客觀意見，為潛在繼任者的發展提供進一步的參考。

- 師友計劃：師友計劃自二零二五年九月一日起實施，所有新入職人員（包括講座教授及部門主管級人員）均獲配對導師。計劃有助具備能力的新入職人員為長遠接任更高職位作好準備，為他們的職業發展和晉升奠定基礎。

- 循規管治研討會：潛在領袖必須熟識最新的法規，例如《反歧視條例》、《個人資料（私隱）條例》和《防止賄賂條例》等。大學人力資源處定期與

相關監管和執法機構合作舉辦相關研討會，部門主管有責任提名教職員，特別是潛在的繼任者，出席這些研討會。

10.4 領導力培訓研討會廣受潛在領袖歡迎，參加人數由二零二三/二四年度的 151 人增加至二零二四/二五年度的 376 人。校方將舉辦更多研討會，確保員工掌握各項內、外範疇的規管要求（例如處理利益衝突、校外活動、研究資助局的撥款申請規則、道德守則、採購程序、防止性騷擾、發表公開聲明和社交媒體使用規則、處理教職員申訴及教職員不當行為指控），並提升相關領導技能。

10.5 人才更替計劃指引系統列明了對學術和非學術部門的要求，並為識別和培養潛在繼任者提供了指引。為提高相關指引的透明度，人力資源處在其網站的「資訊項目」專頁設立了「人才更替計劃」專區（**附錄五**）。有關指引已透過第 165 次學術政策委員會會議向全體高層管理人員及部門主管介紹，其後人力資源處亦透過電郵通知相關人員。

10.6 院長及系主任的招聘工作，一般會在現任領袖離任（例如退休）前提早展開。透過多方共同努力，大多數情況下都能順利地找到合適的繼任者。若繼任者的入職時間受其個人情況和其他因素影響，大學亦設有過渡性任命機制，確保學術領導「零中斷」。

11 全新評核調整程序

意見/評語

評審小組認為， 雖然現行調整程序的設計連貫且妥善， 但仍有優化的空間，而上述檢討提出的方案將有助於制定全新的調整程序。總而言之， 理大實施的程序能確保評核課業切合目的， 並持續改進。[中文版第24頁，4.6段]

11.1 質保局進行核證時，理大正對其評核調整政策進行重大修訂，使之更加全面、穩健和一致。其時，修訂工作已進入最後階段，及後大學向質保局提交行動計劃時，政策修訂已告完成，並於二零二四年十二月獲教務委員會批准實施。修訂政策於二零二五年九月生效。

11.2 為協助學系順利落實經修訂的評核調整政策，大學舉辦了多場簡介會及培訓工作坊，並持續提供諮詢服務及按需要為學系提供支援。此外，大學設立了網上「評核調整平台」，協助推行新的評核調整程序。此平台旨在便利工作流程管理，並加強調整過程的協調、監控和記錄，在提升作業一致性的同時，學系亦可以靈活訂立更嚴格的規則。平台的開發和用戶驗收測試均已完成，並已於二零二五年六

月投入服務。雖然目前平台仍屬自願使用，但由二零二六/二七學年起將會強制使用。

11.3 根據行動計劃，大學於今年年初對全新調整政策的實施情況進行了中期檢討，以了解進一步的支援和優化需求。檢討內容包括用戶統計數據和問卷調查，收集到的意見涵蓋培訓需求、工作流程、用戶界面等範疇。一系列界面優化措施已落實，並將於短期內生效。平台將於二零二六/二七學年全面使用，對全新調整政策的成效檢討則將於一年後進行。

12 全人發展的協調

意見/評語

理大可考慮如何進一步加強全人發展策略相關部門和單位之間的協調。[中文版第6頁，摘要5第3段]

12.1 理大提供「各式各樣的聯課活動組合」以支援全人發展，這些活動「安排妥當，亦深受學生歡迎」[第 28 頁，5.8 段]。按照評審小組的建議，大學已採取多項措施，加強學術和非學術部門之間的溝通與協調，共同改善學生聯課活動體驗，並取得顯著成效。

12.2 學系與學生事務處身心健康及輔導部之間，早有個案轉介的慣例。在此基礎上，大學建立了聯絡輔導員制度，除繼續個案轉介外，協調輔導員更會主動地透過多種方式聯繫相關學系，包括：(a) 探訪學院/學系；(b) 為學業指導老師和行政人員提供切合其需要的計劃；以及(c) 在學生面臨教務申訴、紀律研訊和取消學籍等困難的時期，按需要提供支援。協調輔導員均受過專業訓練。大學邀請了臨床心理學家為協調輔導員提供培訓，內容包括心理治療的高階理論及技巧，以及如何因應特定學生群體運用有關技巧，今年年初至今已舉辦三場培訓。

12.3 為促進學生事務處與學系之間的相互支援、溝通與合作，大學安排了多次學院/學系探訪，就不同議題進行討論。例如在探訪語言科學及技術學系期間，重點討論了學生的心理健康，解答了同事的問題，分享了識別和支援有潛在危機的學生的方法，並討論了必要的跟進行動。另一系列的會議則著重討論如何支援透過「學生運動員學習支援及入學計劃」（Student-Athlete Learning Support and Admission Scheme, SALSA）入學的學生，會議上分享了這方面的一些挑戰和良好實踐做法，並確定了跟進行動。學系協調員認為交流有助工作，並感謝計劃協調員持續提供支持和建議。

12.4 除探訪學院/學系外，大學亦因應個別學系的具體需求提供特設方案，以確保有較大需要的群體得到適切的支援和資源。自二零二五年七月起，學生事務處的輔導員舉辦了 16 場迎新研討會和 9 場講座/工作坊，目標群體包括學業指導老師、臨床教育工作者、高年級入學學生、非本地交流生，以及一般本科生和研究生。這些講座和工作坊深受學系職員和學生歡迎。

12.5 二零二五年八月進行的中期檢討初步顯示，各學系普遍歡迎這些探訪和研討會。檢討結果亦顯示，一些現行做法，例如透過「抑鬱、焦慮及壓力量表」分享篩查結果，值得繼續推行。檢討亦同時促成一些優化措施，例如在學業指導老師培訓中，納入真實案例分析（**附錄六**）。大學正安排於二零二五/二六學年第二學期探訪約七個學系，並將於二零二六年八月底前對探訪和研討會的成效進行全面檢討。

12.6 為進一步加強支援學生方面的跨部門合作，大學成立了「特殊教育需要學生支援網絡」，成員包括來自 30 個學術和非學術部門的代表。此網絡每學年舉行兩次會議，就特殊教育需要學生相關事宜分享資訊、收集意見和進行討論，共同打造無障礙且具支援性的學習環境。每當收到新的特殊教育需要個案，網絡成員均會與課程統籌和學生會面，以確定並落實適切的支援安排。此類會議於二零二四/二五年度共舉行了 114 次。

12.7 為確保特殊教育需要學生獲得充分支援，學生事務處的特殊教育需要關懷團隊每學期均會主動聯絡相關學生三次，並安排會議檢討和按需要調整相關的支援。大學每年透過焦點小組、會議及/或問卷調查，向各學系的教職員和相關學生收集對特殊教育需要服務的意見，以找出需要改進的地方，並持續加強支援。由二零二五/二六學年起，面對較大學業挑戰的特殊教育需要學生將獲安排一位「朋輩導師」（由研究生或學業成績優異的非一年級本科生擔任），為他們提供個人化的小組支援。

12.8 學生事務處與其他非學術部門之間的跨部門合作亦見成效。學生事務處的非本地學生支援組和舍堂教育組，聯同環球事務處、工業中心等其他中央單位，以及來自不同學院和學系的教職員合作，舉辦了各種活動促進學生的交流融合。學生事務處亦與傳訊及公共事務處、內地發展處及拓展事務處合作，舉行多項聯課活動推廣國民教育，與本科生學院所統籌的課程，相輔相成。

13 促進學生代表參與

意見/評語

學生代表負責收集同學對校方所作決定和任何關注事項的意見。評審小組鼓勵理大考慮如何協助學生代表與他們所代表的學生建立恆常的聯繫。[中文版第6頁，摘要5第4段]

13.1 大學採取多項措施加強學生代表與學生之間的溝通。相關措施包括建立網上和實體渠道，加強學生代表與同儕之間的雙向溝通，並為學生代表提供一系列支援和培訓。

13.2 根據行動計劃，大學於 Instagram（IG）設立學生代表官方社交媒體平台，讓學生能便捷地了解各學生代表的職能與背景，並直接與代表聯繫。此舉令學生代表工作更加透明可見，並有助加強問責。平台以專屬標誌提升品牌效應，截至二零二六年二月已吸引超過 1,200 名追蹤者。大學鼓勵學生代表透過該平台分享他們參與委員會會議的情況和見解。截至二零二六年二月十日，在二零二五/二六學年內已發布 25 則貼文。

13.3 除社交媒體平台外，大學在「U Matter Week」期間（二零二五年九月十五日至十九日）於邵逸夫樓平台設置兼具推廣與諮詢功能的宣傳攤位，吸引超過 650 名學生分享想法並提供寶貴的意見。學生代表駐守攤位，與學生面對面交流。此項活動將溝通渠道由線上延伸至線下，確保學生與學生代表能保持聯繫。未來，大學將分析從這些互動中收集到的意見，回應學生訴求，以提升學生體驗。分析結果將透過學生代表的官方 IG 平台分享。

13.4 除了協助學生代表與學生群體建立新的溝通渠道外，大學亦加強了對學生代表的支援和培訓。在二零二五/二六學年，大學在學生發展計劃下推出 W.I.S.E.R（學生幹事及代表全人發展啟導計劃）綜合培訓系列，幫助學生代表掌握履行職務所需的技能。該計劃包括以下內容：

- *學生代表迎新培訓*

  學生代表就任後， 將會參加為期一日的學生發展訓練營，透過團隊挑戰與高空繩網課，重點培養三方面的關鍵能力。首先，它透過有助建立互信和人際聯繫的活動，培養學生代表團隊協作能力，為有效的團隊合作奠定堅實的基礎。其次，訓練環節著重提升溝通技巧，增強學生代表收集和傳達學生意見的能力和信心。最後，訓練營鼓勵學生代表採取積極主動的態度，有效地代

表學生利益。訓練營結束時，學生代表已掌握主動履行職務和有效代表同儕的核心能力。

- *溝通與演講技巧工作坊*

  此進階工作坊著重培養學生代表必備的領導才能，並提升其人際交往能力。工作坊訓練學生代表制定有效策略，收集和整理複雜的學生意見，並清晰而有說服力地向持份者傳達學生的聲音。為了讓學生代表能夠在實際環境中運用所學，大學將會在二零二五/二六學年第二學期舉行面對面交流會，讓學生代表直接與學生群體互動、收集意見，並匯報他們的分析結果和發現。

13.5 學生代表對這些支援措施的成效評價非常正面。34 名參加全日訓練營和工作坊的參加者均有回應問卷調查（回應率為 100%），結果顯示，學生代表普遍肯定培訓的成效。這兩項活動在提供全人教育和全面發展機會（特別是支援個人成長）方面的得分均超過 4.5 分（滿分為 5 分）。大學將於二零二六年四月進行跟進問卷調查，收集學生代表的意見，持續優化支援措施，進一步加強學生代表與學生的雙向聯繫。

14 校企協作教育

意見/評語

校企協作教育的評價極高， 得分每年持續上升， 由二零一七/一八學年的8.0分（ 滿分為1 0 分）升至二零二二/二三學年的9.0分。鑑於評價正面， 評審小組贊成理大繼續推行校企協作教育， 並鼓勵校方探討如何進一步優化這項活動和擴大其涵蓋範圍。 [中文版第27頁，5.7段]

14.1 校企協作教育（Work-Integrated Education, WIE）是理大所有本科課程的必修部分，為學生提供與其所選專業相關的職場體驗式學習機會。理大欣悉質保局指出，學生對校企協作教育的評價正面。

14.2 在此基礎上，理大將質保局評審小組的鼓勵視為優化校企協作教育的契機，以進一步提升整體質素、完善質素保證機制並擴大涵蓋範圍。作為優化策略的一部分，大學已完成全校校企協作教育實施情況的全面檢討，相關報告已提交教學委員會。為進一步提升校企協作教育的成效和影響力，理大根據檢討結果採取了多項跟進行動，包括加強管治與督導、完善學生的事前準備和支援安排，並優化監察機制，以維持高成效，同時增加不同地點的校企協作教育機會，以及照顧不同學生的需求。

14.3 按照本輪跟進的工作承諾，理大至今已完成了至少兩項跟進行動，包括增加非本地校企協作教育的選擇，以及為有特殊教育需要的學生提供更多本地實習機會，同時學生評分維持在 8.0 分或以上（滿分為 10 分）。學生對上述改進措施的反應正面，準備程度及整體體驗亦有所改善。

14.4 其他實施校企協作教育的優化措施包括：

- *管治*

  理大已調整校企協作教育委員會的組成，成員包括負責質素保證的資深學術人員以及所有學院/獨立學院的代表。此外，委員會會議亦增加至每學期至少舉行一次。這些調整使委員會能在大學層面監察校企協作教育的推行情況，亦有助加強學院/獨立學院層面的參與，令校企協作教育進一步融入大學的質素保證機制。

- *監察與數據*

  為更有效評估學生在校企協作教育的學習得益和工作表現，大學檢討了相關的學生和僱主問卷，令問卷更能反映預期教育成果（例如知識應用、解難能力、團隊合作技巧和工作態度）。為進一步推動以實證為本的檢討與改進，大學亦把現有的學生學習活動管理系統，升級和重整為校企協作教育的中央數據庫。透過集中管理校企協作教育相關資訊，大學、學院和課程層面的數據匯報更加可靠和高效，為監察校企協作教育的推行情況，以及追蹤不同學生組別和學科在滿意度及學習得益方面的趨勢提供了數據基礎。

- *學生準備*

  由於實習前培訓有助學生完成校企協作教育並從中獲益，理大自二零二五年底起，將該項培訓列為本科生的必修要求。此外，大學亦進一步改善就業準備服務，幫助學生在校企協作教育中取得成功。在二零二四年九月，理大更新了就業培訓工作坊的內容，加強培養學生的工作態度和軟技能，有助學生在實習中和畢業後於其崗位上發揮良好表現。這些工作坊的評估數據反映學生的滿意度很高，從二零二三/二四年度的 4.6 分（滿分為 5 分）上升至二零二四/二五年度的 4.7 分。

- *校企協作教育實習機會與涵蓋範圍*

理大於二零二四年檢討並制定了擴大校企協作教育實習種類和可及性的策略，相關策略在二零二五年按大學的教學質素保證程序審議並通過，其後通過各項跟進行動落實，以增加非本地實習的機會，並為有特殊教育需要的學生提供更多本地實習的機會。有關措施成效顯著，參加非本地實習的學生人數從二零二三/二四年度約 890 人上升至二零二四/二五年度約 1,050 人；同期，專為有特殊教育需要的學生量身定制的本地校企協作教育機會亦由逾 60 個增加至逾 100 個。

14.5 評審小組觀察到學生對校企協作教育滿意度的上升趨勢延續，在二零二四/二五年度進一步升至 9.2 分（滿分為 10 分）（**附錄七**），理大對此感到欣喜。學生意見顯示，校企協作教育提供多元學習機會，讓學生在真實工作環境學以致用，並發展職場所需的軟技能；學生亦認為，在實習過程中獲得了導師和同事的指導。上述數據令人鼓舞，反映各項優化措施逐步發揮成效，校企協作教育亦在全校穩步推行。

15 聯課活動的評估

意見/評語

理大舉辦大量專業發展活動， 種類繁多。該校就學生對校企協作教育的滿意度進行調查。[…]評審小組亦鼓勵理大研究如何能有系統地評估其他聯課活動，從而提升眾多教育活動的質素。[中文版第27–28頁，5.7段]

15.1 學生事務處已研究多項方案，更系統地評估聯課活動，以持續提升質素。有關方案和修訂建議已提交學務長管理委員會討論，對現有評估機制及相關問卷工具的全面檢討亦於二零二五年六月完成，增強版的聯課活動評估框架已於二零二五/二六學年開始實施。

15.2 為令各聯課活動的數據具可比性，所有活動的問卷均增設兩條必答題和六條選答題。這些問題用來評估活動參加者對學生事務處的整體滿意度，以及活動是否符合學生事務處願景和使命。問卷採用了標準的 5 分評分表（1 = 「非常不滿意/非常不同意」至 5 =「非常滿意/非常同意」）。

15.3 截至二零二五年十二月底，學生事務處各組別和團隊在本報告期內共進行了 61 次活動評估，涵蓋不同類型的聯課活動，顯示學生事務處評估工作的覆蓋範圍擴大，一致性也有所提升。調查結果顯示，學生普遍滿意學生事務處提供的服務和支援，亦同意學生事務處的聯課活動有助促進全人教育，為學生個人成長和發展提供了重要的機會。在所有評估中，超過 95%的必答題獲得 4.0 分或以上的平均

分，反映參與者體驗正面，與學生事務處的目標高度一致。

15.4 學生事務處各組別及團隊已審閱有關評估結果，並根據調查所得，改善活動的後勤安排和促進學生參與的方式（**附錄八**）。隨着增強版評估框架的實施，學生事務處將繼續監察學生的回應和評估結果，確保服務質素持續提升。

15.5 除了量度學生對聯課活動的滿意度外，學生事務處轄下的身心健康及輔導部亦將「生活滿意度量表」（Diener et al., 1985）[2] 納入現有的評估問卷中。此舉旨在 (a) 了解參與學生對生活滿意度的看法；(b) 根據學生主觀幸福感需要，設計更合適的活動或工作坊。修訂後的評估問卷已於二零二五/二六學年第一學期，在身心健康及輔導部輔導員設計及舉行的五個工作坊中試行。

15.6 初步數據顯示，參與學生普遍滿意其生活（~70%），並認為在大多數方面已接近理想狀況（~60%）。這反映，工作坊有助學生參與者初步了解和反思自身對生活的滿意程度。數據亦為日後設計學生身心健康工作坊提供了參考。身心健康及輔導部計劃將修訂後的評估問卷擴展至所有活動，以更全面掌握學生對生活滿意度的看法。

16 環球學生薈

意見/評語

環球學生大使計劃受到歡迎， 由學生事務處管理的環球學生薈為國際學生提供支援， 屬穩妥的做法。除了提供資訊和舉辦活動， 理大或可考慮如何優化環球學生薈提供的活動， 以進一步增強其價值。 [中文版第28頁，5.9段]

16.1 設立「環球學生薈」（Global Student Hub, GSH）是大學推動共融及學生融合的重要舉措之一，亦反映了理大校園高度多元化及國際化的特色。在評審小組的鼓勵下，大學繼續擴大環球學生薈在學生發展方面的用途與作用，主要措施如下：

- *修訂環球學生薈的使用指引*

  大學已更新環球學生薈的場地預訂指引，擴大合資格申請者的範圍，並鼓勵舉辦更多元及跨學科的活動。這為活動籌辦者提供了更大的彈性，同時亦繼續支持本地與非本地學生之間的跨文化交流和互動，與大學推動國際化校園氛圍的目標一致。

[2] Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment*, *49*(1), 71-75.

- *提供互動式傢俱及設施*

  場地設施已作提升，包括新增兩套互動式桌椅，以加強環球學生薈作為非正式學習和討論空間的功能。此外，場地亦增設飲品售賣機，吸引學生駐足，有助增加人流及延長逗留時間。這些優化措施提升了場地的活力和效用。

- *為教職員和學生提供環球學生薈資訊*

  大學已編製詳細的場地平面圖，列明可用空間、尺寸和最新的設備，供教職員及學生查閱。這些資訊有助活動籌辦者規劃和設計活動，確保場地得到更有效和妥善的使用。

- *提升舞台氛圍及視覺質素*

  面向相鄰處所的玻璃板已裝貼 3M 磨砂膜，活動期間無須經常拉上窗簾，既可以保留自然光，亦能減少視覺干擾。這大大提升了活動照片的美感（**附錄九**）。

16.2 自二零二五年六月起，環球學生薈的租用量增加了 40%，顯示場地需求上升，並日益獲使用者認可為舉辦活動、聚會和學生交流的空間。新增設施也吸引更多使用者善用該空間，作休憩、小組學習和社交互動之用。自二零二五年十一月在環球學生薈安裝飲品售賣機以來，兩個月內已售出約 400 杯飲品，反映環球學生薈的人流有所增加，以及使用者逗留時間有所延長。預計於二零二五/二六學年結束前，環球學生薈可接待逾 1,000 名學生、教職員和訪客。

16.3 至今，環球學生薈已舉辦至少 12 種不同類型的活動（**附錄十**），包括會議、捐贈儀式、校友活動、資訊日活動、大學院士頒授典禮、領取學生證、歡樂時光聚會、論壇、答謝酒會、專題研討會、國際峰會和學生組織聚會。活動類型多樣，顯示場地的用途及可舉辦活動的類別均有所擴展。大學於二零二六年三月首次對教職員和學生活動籌辦者進行了正式的用戶滿意度調查，並將於此後每年定期舉行。調查有助大學了解用戶需求和偏好，並進一步優化。

16.4 按照行動計劃，環球學生薈的優化工作已取得明顯進展。已完成的改進措施有助提升場地使用率和用戶體驗，與此同時，其他進行中的措施，包括為配合堂食活動而進行的優化工程、進一步放寬飲食規定，以及升級影音系統，將進一步發揮環球學生薈作為跨文化、跨學科及社群交流平台的作用。理大設施及可持續校園處將繼續與學生事務處合作，完成餘下的優化項目，並持續跟進用戶需求，確保環球學生薈持續支持大學的學生發展及國際化策略目標。

總結

理大謹藉此機會，再次感謝質保局核證評審小組的嚴謹審核及正面評價。大學十分珍視質保局核證所帶來的契機，得以進行深入而全面的審視，並進一步推動學與教質素提升。儘管行動計劃所列的各項具體行動已大致完成，理大將繼續追求卓越和銳意創新，致力提供優質教育，培育學生成為未來領袖，建構可持續發展的未來。

附錄

附錄一　　二零二四年質素核證報告跟進項目的進展情況

附錄二　　良好學業指導實踐分享

附錄三　　檢討學術管治架構專責小組的職權範圍

附錄四　　「You Said, We Did」（草擬本）

附錄五　　大學人才更替計劃指引

附錄六　　學業指導老師培訓工作坊簡報

附錄七　　學生對校企協作教育體驗的意見反饋

附錄八　　因應學生對學生事務處活動問卷反饋而作出的改善例子

附錄九　　環球學生薈設施提升

附錄十　　環球學生薈舉辦大型活動例子

Appendix 1

Progress on Follow-up to the QAC Audit 2024

This action plan addresses the feedback from the Quality Assurance Council (QAC) audit panel on the operations of The Hong Kong Polytechnic University (PolyU) as presented in the report published in November 2024. The features of good practice, recommendations, affirmations and suggestions/observations made by the panel are consolidated into 16 areas of improvement. The follow-up actions for each area are presented with reference to the template provided by the QAC.	Features of Good Practices	1 – 2
	Recommended Actions	3 – 4
	Other Suggestions and Observations	5 – 16

Action Plan

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Features of Good Practices					
1. To explore ways to achieve wider dissemination of the Feature of Good Practices (FGPs)/ specify any proposed developments with the dissemination of FGPs Overall, the Audit Panel formed the view that **the consistent implementation of university strategies, including the current strategic plan, supported by effective performance monitoring using departmental KPIs to enhance overall university performance across all levels, is regarded as a Feature of Good Practice**. [Para 1.10, Page 12]	To maintain the relevance of the Departmental Outcome-oriented Key Performance Indicator (DoKPIs) to the University's strategic development	Review DoKPIs regularly with input from Departments and stakeholders with a view to ensuring the alignment of the DoKPIs with evolving university goals and enhancing performance and promoting strategic development	**To be completed by the end of August 2025** Key deliverable: Updated DoKPIs Detailed timeline: (1) Collect input from Departments and stakeholders by the end of May 2025 (2) Update the DoKPIs as appropriate by the end of June 2025 (3) Release the updated DoKPIs to Departments by the end of August 2025	Review of DoKPIs by relevant parties at least once every year	**Completed** DoKPIs were updated and a comprehensive process for annual review and communications is in place.
2. To explore ways to achieve wider dissemination of the Feature of Good Practices (FGPs)/ specify any proposed developments with the dissemination of FGPs Among the inputs used in the preparation of the APR, the DAA report stands out significantly. The Audit Panel detects a high level of detail, analysis, constructive criticism, and consistency in the reports conducted by the DAA that have been analysed. Consequently, the Audit Panel highlights the high impact of the programme assessment periodically conducted by the DAA. These assessments involve monitoring academic standards through benchmarking with international institutions and ensuring the connection with external stakeholders of the programme, particularly industry. Their contribution is highly valued by the entire community, and their real impact on the improvement of degrees is clear. Overall, the Audit Panel concluded that **the role of the DAA ensures the continuous updating and improvement of programmes independently, with an international orientation and external vision. This role is effectively regarded as a Feature of Good Practice**. [Para 2.8, Page 17]	To deepen the engagement of the Departmental Academic Advisor (DAA) for benchmarking and enhancement	Disseminate good practices in engaging DAA for benchmarking and enhancement	**To be completed by the end of February 2026** Key deliverable: Dissemination of good practices through appropriate channels Detailed timeline: (1) Solicit examples of good practices from Departments by the end of August 2025 (2) Disseminate good practices by the end of October 2025	50% of the Departments reported having adopted any enhancement strategies to deepen the engagement of DAA	**Completed** Good practices were solicited and disseminated; over 80% of the departments indicated to have plans to adopt some of the good practices.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
	To share the good practice with other institutions	Organise an open seminar/forum on evidence-based practice for enhancement (covering both FGPs 1 and 2)	**To be completed by the end of December 2025** Key deliverable: An open seminar/forum organised Detailed timeline: (1) Complete planning by the end of September 2025 (2) Start promotion by the end of October 2025 (3) Conduct the seminar by the end of December 2025	Open seminar/forum attended by over 100 participants, including participants from other local universities	**Completed** An open forum was held with 77 participants from 7 local universities.
Recommended Actions					
3. To establish mechanisms to ensure consistency of practice in providing feedback to students on their assessed work across different subjects a) The current grading system, revised in 2020, is also deemed suitable, although there is evidence of variation in practice regarding feedback provision to students on their assessed work. <u>The Audit Panel requests PolyU to review this variation in practice</u>. [2nd Para of Criterion 4, Page 5] b) The University General Assessment Regulations clearly state that 'timely feedback should be provided to students so they are aware of their progress and attainment for the purpose of improvement'. In general, teachers provide feedback on continuous assessment to students before the final evaluation. However, the Audit Panel has identified some variability in this practice among teachers. Therefore, the Audit Panel recommends that **the University should establish mechanisms to ensure consistency of practice in providing feedback to students on their assessed work across different subjects**. [Para 4.9, Page 26] c) The assessment process is consistently implemented based on CRA and corresponding rubrics. The current grading system, which was revised in 2020, is suitable. However, <u>there is some variation in the feedback provided to students on their assessed work, which merits further review</u>. [Para 7.4, Page 36]	To enhance feedback provision practices	Review the current practice regarding feedback provision • Analyse student feedback on the timeliness and quality of the feedback provided as reflected in monitoring mechanisms such as the Student Feedback Questionnaire (SFQ) and the Institutional Surveys on Learning Experience (ISLE) • Conduct surveys/focus groups with students and teachers, if necessary, to find out more about the current practice of providing feedback, e.g., timing, format, and quality	**To be completed by the end of July 2025** Key deliverable: Review report to Learning and Teaching Committee (LTC) and Senate Detailed timeline: (1) Analyse student feedback by the end of April 2025. (2) Conduct surveys/focus groups with students and teachers, if necessary, by end of May 2025. (3) Consolidate and analyse the findings in July 2025.		**Completed** Analyses of SFQ and ISLE data and focus groups were conducted. A report was submitted to and reviewed by the LTC.
		Review the existing academic regulations regarding feedback provision • Conduct a benchmarking study with other local universities (and international ones if necessary)	**To be completed by the end of July 2025** Key deliverable: Benchmarking report to LTC Detailed timeline: (1) Collect relevant information from other local and international universities by the end of May 2025. (2) Analyse results and review the existing academic regulations by the end of July 2025.		**Completed** A benchmark study was conducted. A report was submitted to and reviewed by the LTC.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Discuss the review findings about the current practice and the benchmarking information about the academic regulations regarding feedback provision at LTC. Depending on the findings, appropriate follow-up actions will be formulated and implemented. Possible institution-wide measures may include: • Raise teaching staff's awareness of the requirement to provide timely feedback by various means, for example via emails and training workshops. • Further strengthen the existing monitoring mechanisms (e.g., SFQ, ISLE) for collecting student feedback on feedback provision • Reinforce the processes for reviewing and acting on such monitoring data by subject and/or programme leaders (e.g., introducing additional measures to further enhance accountability) • Suggest revisions to the existing academic regulations to the Senate via Academic Planning and Regulations Committee (APRC) to further regulate feedback provision practices	**To be completed by the end of June 2026** Key deliverable: Successful implementation of follow-up actions (if any) Detailed timeline: (1) Discuss the review findings about the current practice and the benchmarking information about the academic regulations regarding feedback provision and formulate follow-up actions at LTC by the end of October 2025. (2) Discuss revisions to the existing academic regulations at the Senate, if necessary, in March 2026. (3) Inform teaching staff of the latest requirement by April 2026 and implement strategy for ongoing reminders to ensure compliance and awareness. (4) Complete other follow-up actions, if any, by the end of June 2026.	Enhancements to feedback provision practice and/or regulations: – Student feedback, with an overall student rating of satisfaction at 4.0 or above (out of 5.0) in SFQ – Improved consistency in feedback provision as evidenced by student feedback – At least two specific examples of enhanced practice	**In progress** A report with recommended actions was submitted for discussion as planned but further consultations and deliberations were deemed necessary before the details could be finalised. Further consultation has been conducted. The data are being analysed and will be reported to the LTC for further discussion in due course.
4. To investigate available opportunities for enhancing the level of student engagement with academic advising It was noted that the proportion of students participating in advising sessions under the new one-tier scheme is maintained at around 60 – 70%. As a consequence, some 30 – 40% of students may not be benefitting from academic advising and the support it provides in facilitating progression. This presents an opportunity for further securing the quality of student learning. Therefore, the Audit Panel recommends that **the University should investigate available opportunities for enhancing the level of student engagement with academic advising.** [Para 5.4, Page 28]	To increase the level of student engagement with academic advising	Implement a new policy to recognise the importance of academic advising	**Completed** A new DoKPI on academic advising ready for use in 2025/26		**Completed** A new DoKPI on academic advising was added.
		Streamline process and procedures to optimise workload involved in advising	**Completed** An enhanced advising record platform to simplify record keeping process and advising statistics retrieval, therefore reducing the workload related to advising		**Completed** The advising record system was enhanced.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Promote the advising culture among students and staff in the University	**To be completed by the end of August 2025** Key deliverable: Programmes to promote academic advising to students and Academic Advisors Detailed timeline: (1) Streamline processes, and organise promotional programmes and training workshops by the end of May 2025 (2) Deliver the programmes to promote academic advising (one programme completed in January 2025 and another one to be completed in May 2025) (3) Review the effectiveness of the initiatives in summer 2025		**Completed** Promotional programmes and training workshops were delivered. A total of 821 students participated in the two mass programmes aimed at promoting academic advising. One additional mass programme was organised in September 2025 subsequent to the review to further strengthen the promotion of academic advising. The Committee on Academic Advising was established in December 2025 to review and enhance the academic advising system. Students' satisfaction with academic advising at 86% in 2024/25.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Provide extra support for Departments with low engagement rates in the past years	**To be completed by the end of April 2025** Key deliverables: Enhanced contact (e.g., visits) with Departments with low engagement rates and facilitate them to increase the engagement rates Detailed timeline: (1) Meet with Heads of Department (or their delegates) and Undergraduate Secretaries of the Departments on the implementation of academic advising to identify training needs by the end of December 2024 (already completed) (2) Organise additional meetings with Departments with low engagement rates by the end of April 2025 (3) Disseminate information on the practice in Departments with very high engagement rates by the end of January 2025 (already completed) (4) Organise sharing sessions on good practices of Departments with high engagement rates (already completed in January 2025)	Increase in student engagement rate with academic advising, particularly Departments with low engagement rates in Semester One of 2024/25, to at least 80% by the end of 2024/25.	**Completed** The 11 departments visited showed a significant rise in advising attendance, with increases ranging from 11% to 63%. Feedback from the sharing sessions on good practices was positive, with an average rating of 4.0 out of 5.0. Two sharing sessions were held in April 2025, receiving a high average rating of 4.78 out of 5.0. By July 2025, an average of 83% students met their Academic Advisors, a 18% increase from last year. By December 2025, the average student engagement rate with academic advising was 80.6%.
		Strengthen capacity building for Academic Advisors so that advice given would better cater students' needs	**To be completed by the end of June 2025** Key deliverable: Training for academic advisors Detailed timeline: Arrange training workshops for Academic Advisors by the end of June 2025		**Completed** Two mental health training workshops were held for Academic Advisors in January and May 2025 with notably high average ratings of 4.48 and 4.79 out of 5.0 respectively.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Continue with the current practice of collecting feedback from students and academic advisors for regular monitoring and refinement	**To be completed by the end of August 2025** Key deliverable: Feedback from students (already collected in January 2025) and Departments (continuous collection) Detailed timeline: (1) Share the results of "Students' feedback on Academic Advising" with Departments by May 2025 (2) Collect engagement rates from Departments by June 2025 (3) Make necessary policy and service adjustments based on the results by the end of August 2025	Students' satisfaction with academic advising at 80% or above.	**Completed** Students' satisfaction with academic advising at 86% in 2024/25. The LTC Paper on Academic Advising was revised in June 2025. Major revisions include the introduction of the Auxiliary Academic Advisor, the use of eAcademic to input the academic advising records and inclusion of academic advising in the DoKPI of departments starting from 2025/26.
Other Suggestions and Observations					
Review and Enhancement of the University's Framework for Managing Academic Standards and Quality					
5. To consider initiating a more granular internal or external governance review covering university, faculty and programme level committees Since the last audit, the Senate and its committees have undergone two internal reviews but have not undergone any external review. As a result of these reviews, there have been some changes to the committees, albeit limited in scope. A benchmark study led to the revision of the Senate's terms of reference in 2019, specifically strengthening its formal role in ensuring academic standards. In 2023, two Senate committees, namely the LTC and the AQAC, underwent additional streamlining to align with university practices locally. <u>It may be beneficial for the University to consider initiating a more granular internal or external governance review covering university, faculty and programme level committees</u>. This would ensure that the entire governance structure continues to meet the evolving needs of the University, particularly in light of the development of a new strategic plan. [Para 1.7, Page 11]	To set up a regular review process for all levels of committees within the University's academic governance structure	Benchmark the university governance structure with other local and international universities	**To be completed by the end of July 2025** Key deliverable: Benchmark study report to be ready for consideration by a task force Detailed timeline: (1) Collect feedback from other local and international universities by the end of May 2025. (2) Analyse results and review the existing university governance structure by the end of July 2025.	Establishment of a regular review process for all levels of committees	**Completed** A benchmark study was conducted. The results were discussed at TFRAGS.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Form a task force to review the benchmark study and develop the process for regular review	**To be completed by the end of March 2026** Key deliverable: Process developed and adopted by the Senate Detailed timeline: (1) Form a task force by the end of September 2025. (2) Discuss the benchmark results and relevant suggestions, if any, at the Senate in March 2026.		**In progress** A task force (TFRAGS) was formed and discussed the benchmark results. The possibility of streamlining the committee structure is being explored. A proposal is being developed and will be presented to the Senate for consideration in due course.
Review and Enhancement of the University's Arrangements for Programme Development and Approval, Monitoring and Review					
6. To consider clarifying existing policies, strategies, or processes to better align programmes with society's interdisciplinary expectations Given that new degrees are primarily proposed by individual departments, there may be a reduced capacity to design more interdisciplinary degrees, even though the institution has the potential to do so. PolyU acknowledged the 'increased demand from industry and society for broader-based education and interdisciplinary talents'. Therefore, the Audit Panel suggests that the University consider clarifying its existing policies, strategies, or processes to better align programmes with society's interdisciplinary expectations. [Para 2.6, Page 16]	To ensure that the policies, structures and processes can cater for interdisciplinary/ transdisciplinary education	Develop a roadmap for transitioning towards interdisciplinary/ transdisciplinary education that may involve changes to the organisational structure, funding model, and programme planning process	**To be completed by the end of March 2026** Key deliverable: Roadmap adopted Detailed timeline: (1) Roadmap developed with stakeholders' involvement by the end of December 2025 (2) Roadmap adopted with allocation of necessary resources to relevant units by the University by the end of March 2026 (3) Establish a regular monitoring and evaluation system on the roadmap by the end of March 2026	Implementation of the roadmap in phases Necessary resources allocated to relevant units	**Completed** A roadmap was developed. The College of Undergraduate Studies was established with resources and coordinating functions. Departments are engaged in redeveloping subjects for inter-/transdisciplinarity.
		Engage Departments in developing concrete ways of achieving interdisciplinary/ transdisciplinary education in their undergraduate (Ug) programmes, and report their interdisciplinary/ transdisciplinary integration into curriculum to the Vice President (Education)	**To be completed by the end of March 2026** Key deliverable: Examples of strategies for integrating interdisciplinary/ transdisciplinary education into the Ug curriculum Detailed timeline: (1) Engage Departments in developing concrete ways of achieving interdisciplinary/ transdisciplinary education in their undergraduate (Ug) programmes in October 2025 (2) Report Departments' interdisciplinary/ transdisciplinary integration in the Ug curriculum to the Vice President (Education) by the end of February 2026		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
7. To consolidate and disseminate the APR's use as the main tool, known by all, not just the programme leader The Audit Panel, noting the improvements made, considers the APR to be a very effective tool for the continuous improvement of programmes. However, during meetings with University representatives, the Audit Panel found a lack of clarity in explaining the APR and understanding who is responsible for its production. This led to the conclusion that <u>there is still a need to consolidate and disseminate the APR's use as the main tool, known by all, not just the programme leader.</u> [Para 2.7, Page 17]	To raise awareness of the Annual Programme Review (APR) among staff and students	Disseminate good practices and enhancement examples arising from APR at departmental staff meetings	**To be completed by the end of December 2025** Key deliverable: Reports of inclusion of APR as an agenda item in annual staff meetings Detailed timeline: (1) Inform Departments by the end of June 2025 to disseminate good practices and enhancement examples, if any, arising from APR at their staff meetings (2) Departments to implement the above from the 2025/26 academic year (September 2025)	Raised awareness of APR among staff and students as evidenced by attendance records/ feedback survey At least 80% of Departments having included APR as an agenda item in their annual staff meetings At least 80% of the Departments having highlighted the link between SSCG and APR and reported enhancements at SSCG meetings At least 80% of the Departments in the random check uploaded their SSCG minutes to the Academic Registry repository alongside APRR	**Completed** Departments were advised to raise awareness of the APR in annual staff meetings. 83% of the departments reported to have included APR as an agenda item in their annual staff meetings. 86% reported to have highlighted the link between SSCG and APR and reported enhancements at SSCG meetings. 100% uploaded SSCG minutes to the Academic Registry repository.
		Highlight the link between the Student/Staff Consultative Group (SSCG) and APR and report enhancements at SSCG meetings; require SSCG minutes to be uploaded to the Academic Registry repository alongside Annual Programme Review Report (APRR)	**To be completed by the end of December 2025** Key deliverable: Samples of SSCG minutes highlighting the connection between SSCG and APR Detailed timeline: (1) Inform Departments by the end of June 2025 (a) To highlight the link between the SSCG and APR and to report enhancements at SSCG meetings by the end of November 2025 (b) To upload SSCG minutes to the Academic Registry repository alongside APRR by the end of November 2025 (2) Random check SSCG minutes by the end of December 2025		
		Expand the 'You said, we did' initiative and develop an online platform to include enhancements from APR	**To be completed by the end of December 2025** Key deliverable: Publication of examples of departmental or programme level enhancements in 'You said, we did' Detailed timeline: (1) Develop the platform by the end of October 2025 (2) Promote the platform to Departments by the end of December 2025		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
8. To consider further advancing the PLAR to provide opportunity for users to consider links between different variables and the identification of causal relationships Recently, the APR process for Ug programmes has been complemented with the introduction of the PLAR. The Audit Panel acknowledges the potential of this tool for the continuous improvement of Ug programmes. The data collected and managed by this platform, covering metrics such as dropout rates, student satisfaction, grade point average (GPA), etc., are effectively integrated into the APR, enabling an agile and efficient process of continuous programme improvement. PolyU is committed to further advancing the PLAR for programme review, moving beyond internal and descriptive data analysis by considering the integration of external data into the system, such as employment rates and employers' opinions, which the institution already possesses. Furthermore, PolyU is committed to integrating PLAR across all educational levels. The Audit Panel noted that the current focus is on the use of descriptive data and its analysis which does not necessarily provide the opportunity to consider links between different variables and the identification of causal relationships. [Para 2.9, Page 17-18]	To further advance the use of Learning Analytics (LA) in Quality Assurance (QA) and Quality Enhancement (QE)	Increase both human and financial resources to support the growing initiatives related to the use of the Programme Learning Analytics Report (PLAR) and Learning Analytics Platform (LAP) for QA and QE as part of the routine work of Educational Development Centre	**To be completed by the end of April 2025** Key deliverable: Commitment of new recurrent resources to sustain the LAP Detailed timeline: (1) Develop budget proposal by the end of March 2025 (2) Arrange for the disbursement of budget by the end of April 2025	Commitment of a budget for supporting the LAP for at least three years Generation of PLARs for all TPg programmes At least 3 new features/sources/analyses incorporated into PLAR User feedback reviewed at least once a year	**Completed** A 3-year budget to support LAP was committed. The PLARs for TPg programmes are in place. 3 new features were added. User feedback is regularly reviewed.
		Expand the provision of PLAR to include taught postgraduate (TPg) programmes	**To be completed by the end of November 2025** Key deliverable: PLARs for TPg programmes Detailed timeline: (1) Develop the report template for TPg programmes by the end of August 2025 (2) Pilot/test the generation of reports with the new PLAR template and fix any issues by the end of October 2025 (3) Deliver the new PLAR for TPg programmes by the end of November 2025		
		Integrate more external data into PLAR, such as employment rates and employers' feedback and explore opportunities to analyse links between different variables and conduct more sophisticated analyses for programme reviews, moving beyond just descriptive data	**To be completed by the end of November 2025** Key deliverable: PLARs with the relevant new features Detailed timeline: (1) Solicit input from stakeholders to inform the data to be included by the end of June 2025 (2) Develop the new features by the end of August 2025 (3) Offer workshops on the LAP to facilitate the use of the new features by the end of November 2025		
		Establish a mechanism for collecting feedback from LAP users	**To be completed by the end of December 2025** Key deliverable: New feedback mechanism Detailed timeline: (1) Develop a new feedback mechanism by the end of October 2025 (2) Launch the new feedback mechanism by the end of December 2025		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of Teaching and Learning					
9. To ensure that all staff who are required to undertake teaching training are provided the opportunity to gain essential teaching knowledge and skills before the commencement of teaching duties New members of staff are required to undertake the 'Introduction to University Teaching' course in their first year. Part-time staff undertake the 'Orientation to University Teaching' course. The 'Orientation to University Teaching' course is not a substitute for the 'Introduction to University Teaching' course. The Panel was informed that there were some occasions when academic teaching staff, who were required to undertake the 'Introduction to University Teaching' course, had for various reasons not completed the training before the commencement of teaching duties. PolyU may wish to review this situation to ensure all staff who are required to undertake teaching training are provided the opportunity to gain such fundamental teaching knowledge and skills before they undertake direct teaching activity with students. [Para 3.12, Page 21]	To provide all staff who are required to undertake teaching training the opportunity to gain such training before they undertake teaching duties	Make room for completing the core modules of 'Introduction to University Teaching' (IUT) before teaching commences by allowing all new academic staff at the level of Assistant Professor or above to teach only one subject in the first year so that they will have the chance to complete IUT beforehand Make sure the commencement of employment period of all new teaching staff (except those exempted from IUT) will enable them to take IUT before commencement of their teaching duties Consider and adopt suitable measures to enforce the policy in consultation with relevant stakeholders Review the implementation of the new policy (interim review)	**To be completed by the end of December 2025** Key deliverable: Relevant policy developed and implemented Detailed timeline (1) Develop a revised version of the IUT policy by the end of April 2025 (2) Seek implementation approval from the Senate by the end of June 2025 (3) Announce the new policy by the end of July 2025 (4) Conduct interim review of the implementation of the new policy by the end of December 2025	At least 80% of new teachers have completed IUT before teaching Positive feedback from staff on the training as preliminary evidence of the impact of training on teaching quality	**Completed** The IUT policy was revised. Over half of the departments reported that 100% of new teachers had completed IUT before teaching. Positive ratings on the training in the range of 4.37-4.57 out of 5 were received.
10. To make succession planning for academic leaders more visible to the wider university to enable smooth transitions and continuity in leadership roles a) The Audit Panel found minimal reference to succession planning for academic leaders in the PolyU submission to the Panel. Nevertheless, the Panel heard from academic managers that succession planning strategies are in place. The outlined process involves elevating individuals to faculty-level positions and providing support through collaboration with Associate Deans, considering factors such as experience, capability, and diversity. In smaller departments, staff members are assigned administrative roles as they arise based on necessity. [Para 3.14, Page 21] b) The Panel concluded that PolyU may wish to make succession planning more visible to the wider university to enable smooth transitions and continuity in leadership roles, thereby safeguarding the stability and effectiveness of academic operations. Adopting such a proactive approach would facilitate continuity, foster leadership development, and support the institution in achieving its strategic objectives. [Para 3.16, Page 22] c) The Audit Panel acknowledged the commendable efforts made by individual departments and senior management in training and advancing academic managers. It is essential to recognise the critical role played by academic managers in facilitating effective operations and fostering academic excellence within the institution. Furthermore, these efforts reflect a commitment to nurturing leadership talent and promoting professional development opportunities, contributing to the overall success and advancement of the University's academic mission. [Para 3.17, Page 22]	To ensure the continuity in leadership roles by cultivating a pool of academic leaders/managers capable of taking on such roles	Leverage the existing university guidelines to optimise succession planning at the Faculty and Department levels and continue with the existing processes for monitoring the effectiveness of succession planning	**Ongoing** Key deliverable: Optimisations made to the succession planning process Detailed timeline: (1) Disseminate the university guidelines to Faculties and Departments via the HRO website by the end of June 2025 (2) Engage Faculties and Departments in succession planning in accordance with the existing university guidelines by the end of December 2025	At least 50% of the Faculties and Departments have engaged in the optimised succession planning Zero discontinuity in academic leadership	**Completed** The guidelines were disseminated. Zero discontinuity in academic leadership was achieved.
		Consolidate the leadership programme offered by Human Resources Office with input and feedback from stakeholders	**To be completed by the end of December 2025** Key deliverable: Development of a consolidated leadership programme Detailed timeline: (1) Solicit input from stakeholders to identify development needs by the end of August 2025 (2) Further consolidate the leadership programme based on the input received by the end of December 2025	Positive participant feedback on the consolidated programme	**Completed** Leadership training was consolidated and well received by potential leaders.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of Student Learning Assessment					
11. To enhance the current moderation process by the proposals for a new moderation process The appropriateness of examination papers and assessment tasks is ensured through internal moderation. The moderation process for assessment tasks and results is highly appropriate and widely understood by all academic staff. Additionally, the moderation process is continuously and periodically analysed and improved. Currently, it is being reviewed through a structured process: benchmarking against other internationally renowned institutions, the development of a task force for analysing external and internal data, and the development of a new moderation policy proposal. The Audit Panel considers that the current moderation process, although coherent and robust in its design, will be enhanced through the proposals for a new moderation process. Thus, the implemented process ensures the adequacy of assessment tasks and their continuous improvement. [Para 4.6, Page 25]	To enhance the moderation process	Obtain the Senate's approval to implement the new moderation policy proposed by the task force	**Completed** Approval obtained	Implementation of the new moderation policy by all Departments	**Completed** The new moderation policy was approved for implementation from 2025/26.
		Develop an online platform to facilitate the implementation of the new process	**To be completed by the end of June 2025** Key deliverable: Online platform launched Detailed timeline: (1) Complete development of the platform by the end of April 2025 (2) Conduct user acceptance test with stakeholder involvement by the end of May 2025 (3) Launch the new platform by the end of June 2025		**Completed** An online platform for supporting the moderation process was launched in June 2025.
		Promote the new moderation process	**To be completed by the end of September 2025** Key deliverable: Workshops organised Detailed timeline: (1) Deliver briefings and workshops for Departments in March 2025 (2) Deliver further workshops in September 2025		**Completed** Briefings and workshops were organised to promote the new process and platform.
		Conduct an interim review of the implementation of the new moderation process at the end of Semester One of 2025/26	**To complete by the end of June 2026** Key deliverable: Review conducted Detailed timeline: (1) Conduct a survey about the implementation of the new moderation process in January 2026 (2) Monitor and evaluate the implementation of the new moderation process throughout 2025/26 (3) Report the survey findings for discussion at LTC by June 2026		**In progress** A review was conducted in December 2025 and January 2026. Usage data and user feedback were collected and are being analysed. A report will be prepared for consideration by the LTC in due course.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of the University's Arrangement for Supporting Students					
12. To consider how the coordination of academic departments and academic support units contributing to the strategy of whole person development could be enhanced a) The University will wish to consider how the coordination of the departments and units contributing to the strategy of whole person development could be enhanced. [3rd Para of Criterion 5, Page 7] b) PolyU offers a very wide-ranging portfolio of co-curricular activities which are aimed at optimising the whole-person approach to education that the University promotes. The co-curricular activities under different schemes have offered the student body broad exposure to diverse opportunities related to disciplinary knowledge, sports, career opportunities, arts, cultural interest, language training, and entrepreneurship promotion, etc. Individually the activities are well organised and well received by students. However, it was not clear to the Audit Panel how the individual activities are coordinated to align with the University's strategic plan and contribute to the specific attributes to be achieved. PolyU might wish to explore enhancing the planning and coordination of co-curricular activities through a university-wide approach. [Para 5.8, Page 29] c) A rich variety of co-curricular activities broadens education experience, with student participation mostly voluntary. For underperforming students, academic departments provide study plan advising. SAO teams handle other student needs, such as counselling and non-local student integration. The Audit Panel encourages the enhancement of coordination among contributing departments and units. [Para 7.5, Page 36]	To enhance communication and coordination among academic departments and non-academic units to contribute to the University's strategic plan and specific attributes for students' whole person development	Establish a system of Liaison Counsellors who shall work closely with teaching and administrative staff on the possible counselling support Arrange regular trainings provided by professional counterparts (e.g. renowned scholars/practitioners in counselling profession) to the Liaison Counsellors to strengthen and expand their professionalism Provide Faculty-based and theme-based trainings, related to the handling of crisis and student cases, to the Academic Advisors and teaching and administrative staff	**Completed** Establishment of the system of Liaison Counsellors and regular training for Liaison Counsellors	Enhanced communication and coordination among academic departments and non-academic units as evidenced by increased visits or seminars, collaboration between SAO and Faculties/Departments and other Central Units 2-4 trainings provided to Liaison Counsellors per academic year	**Completed** A Liaison Counsellor System was established. Training for Liaison Counsellors was provided.
		Conduct visits or seminars to academic departments and academic support units regularly	**To be completed by the end of December 2025** Key deliverable: Visits or seminars to academic departments and academic support units Detailed timeline: (1) Commence the visits or seminars by the end of January 2025 (2) Conduct an interim review of the visits and seminars and make adjustment, if necessary, by the end of August 2025 (3) Complete a review of effectiveness of the visits and seminars by the end of December 2025	A minimum of 10 visits or seminars to academic departments and/or academic support units per academic year	**Ongoing** Visits and seminars commenced; 4 visits, 16 orientations and 9 seminars have been delivered. An interim review was conducted. A full review will be conducted in August 2026.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Enhance the collaboration between SAO and Faculties/Departments and other Central Units to synergise efforts in supporting students' wellbeing	**To be completed by the end of December 2025** Key deliverable: Mechanisms for enhancing cross-unit collaboration Detailed timeline: (1) Engage stakeholders in initial discussions on support students' wellbeing by the end of March 2025 (2) Establish regular cross-unit communication (including meeting with teaching and administrative staff to discuss cases, sending mass emails with professional information, and collaborating with OUS (i.e., CUS wef 1 July 2025) to provide training for Academic Advisors) by the end of August 2025 (3) Set up specific cross-unit initiatives for supporting students' wellbeing by the end of December 2025 (4) Launch a mechanism for reviewing and enhancing the effectiveness and impact of the collaboration between SAO and Faculties/Departments and other Central Units by the end of December 2025	2-4 trainings provided to Academic Advisors, teaching and administrative staff to strengthen the skill set of handling the crises per academic year Cross-unit collaboration involving at least three units to synergise efforts in supporting students' wellbeing	**Completed** 3 workshops for academic advisors were conducted. Cross-unit collaboration with multiple academic and non-academic units was established. The mechanism for reviewing and enhancing collaboration was launched.
13. To consider how student representatives might be facilitated to have more consistent two-way links with the students they represent a) Student representatives gather input from their fellows on various decisions and issues of concern and the University is encouraged to consider how representatives might be facilitated to have more consistent links with the students they represent [4th Para of Criterion 5, Page 7] b) The University has a strong and effective mechanism to encourage student participation in programme development and promoting wellbeing of students. Under the current terms of reference, student representatives are present in most key university, school, and departmental committees. These student representatives gather input on various issues of concern from their fellows. While the process is generally robust, these student members gathered inputs from other students differently. After collecting feedback from students, the University engages in thorough discussions in relevant committees and provides responses. The information is then shared with academic and non-academic units to promote a collective understanding of the University's state and changes. However, this information, mostly in the form of reports, might not reach relevant students in a timely manner. The University may wish to	To strengthen the communication between student representatives and the students they represent	Set up a centralised and official social media platform - Instagram (IG) for student representatives to update their fellows about the new development, which has considered their perspectives, in a timely manner	**To be completed by the end of April 2025** Key deliverable: The IG platform for student representatives set up Detailed timeline: (1) Test the setup of the IG platform for student representatives in March 2025 (2) Launch the IG platform in April 2025	Enhanced communication between student representatives and the students they represent, as evidenced by the number of IG posts issued by various student representatives during their term and feedback from student representatives on the effectiveness of the supportive measures At least 20 posts by student representatives on the IG platform every academic year, starting from 2025/26 At least 80% of student representatives' attendance of at least one gathering every academic year	**Completed** A designated IG platform was set up; 25 posts were published.
		Provide physical channels for student representatives to meet and support each other	**Completed** Key deliverable: Provision of physical channels for student representatives to meet twice a year Detailed timeline: (1) Fix the dates of the two gatherings among student representatives at the beginning of every academic year (i.e. September) (2) Invite student representatives to these gatherings a month in advance		**Completed** Gatherings among student representatives were organised. Student representatives' attendance at gatherings approaching 77% at the time of the report.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
consider establishing a regularised process to facilitate student members to relay information back promptly, thereby having more consistent two-way links with the students they represent and fostering stronger partnerships. [Para 5.12, Page 28] c) PolyU facilitates student participation in programme development and promotes student well-being, with room for further improvement in two-way exchanges between student members and those they represent. [Para 7.5, Page 36]		Maintain dynamic publicity of the appointment of student representatives via SAO's social media and a designated website with the email addresses of respective student representatives	**Completed** Key deliverable: Establishment of practices to publicise the appointment of student representatives Detailed timeline: (1) Update information of student representatives on the website within two weeks upon their election/ appointment (2) Update the website annually in November		**Completed** Updated information on the website within two weeks upon appointment; updated the website annually in November.
		Facilitate two-way exchanges between the student body and the student representatives	**To be completed by December 2025** Key deliverable: Channels for regular exchanges between the student body and the student representatives Detailed timeline: (1) Announce to all students ways for them to connect with the student representatives at the beginning of the academic year (2) Establish a mechanism to collect students' feedback on the effectiveness of the communication channel by December 2025		**Completed** Face-to-face networking activities were organised; ongoing communication through social media was established.
14. To explore ways of further enhancing WIE and expanding its range The number of activities organised for professional development is extensive and comprehensive. A survey regarding student satisfaction with WIE is included. The evaluation of WIE is very positive, with a consistent growth from year to year from 8.0 (out of 10) in the 2017/18 AY to 9.0 in the 2022/23 AY. Given this positive evaluation, the Audit Panel supports PolyU in the continuance of WIE and encourages the University to explore ways of further enhancing this activity and expanding its range. [Para 5.7, Page 29]	To enhance the University-wide Work-integrated Education (WIE) implementation	To review the implementation of the University-wide WIE	**Completed** A review report submitted to LTC		**Completed**
		To implement follow-up actions and continue with the current practice of collecting student feedback on their WIE experience and WIE supervisor feedback for regular monitoring	**To be completed by the end of December 2025** Key deliverable: Successful implementation of follow-up actions Detailed timeline: (1) Formulate follow-up actions based on the review findings by the end of June 2025 (2) Implement the follow-up actions from the end of September 2025 (3) Publicise the enhancements made by the end of December 2025	At least two follow-up actions implemented Enhanced implementation of the University-wide WIE as evidenced by students' rating of 8/10 or above on their WIE experience Positive student feedback on the effectiveness of the follow-up actions	**Completed** 6 follow-up actions were implemented and publicised by December 2025. Students' rating reached 9.2 with positive student feedback.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Explore ways to expand the scope of WIE activities to include more diverse opportunities	**To be completed by the end of December 2025** Key deliverable: Proposed strategies for expanding the scope of WIE Detailed timeline: (1) Review the existing provision for diversity by the end of June 2025 (2) Formulate strategies for expanding the scope of WIE for discussion at the Committee on WIE by the end of September 2025 (3) Bring the final recommendation to LTC for deliberation by the end of December 2025		**Completed** The recommendation was submitted to LTC in June 2025.
15. To explore how other co-curricular activities can be evaluated systematically for the improvement of the broad range of educational activities The number of activities organised for professional development is extensive and comprehensive. A survey regarding student satisfaction with WIE is included. The evaluation of WIE is very positive, with a consistent growth from year to year from 8.0 (out of 10) in the 2017/18 AY to 9.0 in the 2022/23 AY. Given this positive evaluation, the Audit Panel supports PolyU in the continuance of WIE and encourages the University to explore ways of further enhancing this activity and expanding its range. The Panel further encourages PolyU to explore how other co-curricular activities can be evaluated systematically for the improvement of the broad range of educational activities. [Para 5.7, Page 29]	To enhance the evaluation of the co-curricular activities offered by SAO	To review the evaluation forms for activities held by SAO from different sections	**To be completed by the end of December 2025** Key deliverable: Revised evaluation forms Detailed timeline: (1) Review the evaluation forms by the end of June 2025 (2) Adopt the revised forms, starting from the 2025/26 academic year (3) Review results by the end of December 2025	Enhanced evaluation of the co-curricular activities offered by SAO as evidenced by the coverage of co-curricular activities (including the number of activities evaluated), response rates, and usage of the evaluation results in the quality enhancement of the provision of co-curricular activities	**Completed** The revised evaluation forms were adopted from 2025/26. 61 activity evaluations were conducted by December 2025. Results were reviewed by individual sections and used to enhance logistical arrangements and student engagement strategies.
		To design or adopt inventories in investigating the influence of the activities and subjective wellbeing among PolyU students	**To be completed by the end of December 2025** Key deliverable: Full launch of the questionnaire Detailed timeline: (1) Design/Source an inventory for investigating the influence of co-curricular activities by the end of August 2025 (2) Pilot the chosen inventory with stakeholder involvement by the end of December 2025		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
16. To consider how the Global Student Hub might enhance its activity beyond the provision of information and activities Recent developments have also included the establishment of the Amigos Global Peer Support Scheme and the creation of the Global Student Hub, which provide a venue for cross-cultural mingling on campus. Over 50 activities involving local and non-local students have been held at the Global Student Hub since its opening in 2021. The Global Student Ambassador Programme is welcome and having the Global Student Hub operate through the SAO is a sound initiative to provide support for international students. It may be of value to the University to consider how the Global Student Hub might enhance its activity beyond the provision of information and activities. [Para 5.9, Page 29]	To widen the scope and role of Global Student Hub for the betterment of university development	Review the booking guidelines and rules and regulations on the use of Global Student Hub to promote more diverse and interdisciplinary activities	**To be completed by the end of March 2026** Key deliverable: Revised guidelines on the use of Global Student Hub Detailed timeline: (1) Review the guidelines, rules and regulations concerned with stakeholder involvement by the end of December 2025 (2) Implement follow-up actions as needed by the end of January 2026 (3) Communicate the revised guidelines to students and staff by the end of March 2026	Approximately 12 diverse types of activities held at the Global Student Hub Overall attendance of 1,000 students/ staff/ guests Positive feedback from users	**Completed** The guidelines on the use of the Global Student Hub were revised; several equipment upgrades were carried out. At least 12 diverse types of activities have been held, including conferences, donation ceremonies, alumni homecoming events, Information Day activities, University Fellowship Conferment ceremonies, student card collections, happy hour gatherings, forums, appreciation receptions, symposiums, international summits, and student organisation gatherings. The target of welcoming 1,000 students, staff, and guests is expected to be met by the end of the 2025/26 academic year. A formal user satisfaction survey targeting both staff and student event organisers will be administered by the end of March 2026 and conducted annually thereafter.
		Review the current equipment and identify necessary upgrades to accommodate a wider scope of events/activities	**To be completed by the end of March 2026** Key deliverable: Equipment upgrades Detailed timeline: (1) Review the equipment needs with stakeholder involvement by the end of December 2025 (2) Implement follow-up actions, if necessary, from the end of January 2026 (3) Communicate enhancements to students and staff and open a channel for collecting user feedback by the end of March 2026		

Keys:

APR	Annual Programme Review	IUT	Introduction to University Teaching
APRR	Annual Programme Review Report	KPI	Key Performance Indicator
AQAC	Academic Quality Assurance Committee	LA	Learning Analytics
AY	Academic Year	LAP	Learning Analytics Platform
CUS	College of Undergraduate Studies	LTC	Learning and Teaching Committee
DAA	Departmental Academic Advisor	OUS	Office of Undergraduate Studies
DoKPI	Departmental Outcome-oriented Key Performance Indicator	PLAR	Programme Learning Analytics Report
FGP	Feature of Good Practices	SAO	Student Affairs Office
HRO	Human Resources Office	SSCG	Student/Staff Consultative Group
IG	Instagram	WIE	Work-integrated Education

Appendix 2

Sharing of Good Advising Practices by CUS

Level	Area	Practices	Examples
Faculty / School /Department	**Advising Culture and Policy**	**Cultivate the advising culture among staff and students**	- Staff and students are informed of how advising is being done and what they need to do at the early stage - Periodical check on advising progress (e.g., every month) - Making academic advising as an agenda item in programme/staff meeting - Provide workload credits/ recognition for Designated Academic Advisors
		Setting up policies on advising within Faculty / School /Department	- Consider making advising a requirement of the programmes for all undergraduate students (a component in a major subject) - Include the quality of advising as one of the KPIs for Designated Academic Advisors - Every student will have two Academic Advisors: one as the Designated Academic Advisor and another one as Auxiliary Academic Advisor, which may include (but not limited to) Programme Leader, WIE Coordinator, Exchange Officer and FYP teachers. In case the student consulted with the Auxiliary Academic Advisor only, the advising effort will also be recognized as long as the record is being kept properly. - Provide 'Advising Kit' or 'Advising Q&A' for Designated Academic Advisors - Provide briefings for new Designated Academic Advisors (can work with CUS) - Organize online "Academic Advising Day" with break out rooms for Designated Academic Advisors to meet their advisees - Incorporate academic advising into tutorial sessions of core subjects.

Level	Area	Practices	Examples
Faculty / School /Department	**Advising System**	**Assignment of Designated Academic Advisors**	- Assign one or two staff members as Advising Coordinators who would oversee the advising matters within the Faculties/ Schools/ Departments, such as the assignment of Designated Academic Advisors and communicating the advising progress to Deans of Faculties/ Schools or Heads of departments - Assign Designated Academic Advisors according to the characteristics of both the Advisor and students (e.g., mother tongue, subject taught and advising experience, etc.)
		Timeframe for advising	- Identify and make use of suitable advising occasions, such as Welcoming Days, assessment result release, application for exchange, scholarships, WIE and etc. - Implement tailored strategies to engage students at different years, such as promoting major selection for first year students and reviewing reflective essays for capstone projects with final-year students.
		Facilitation of advising work	- Make use of Meal Allowance to engage students - Use of eAcademic for academic advising record keeping - Adopt different platforms for communication and advising as appropriate: o Online meeting o Group meeting o Special topics workshops and seminars o WhatsApp/WeChat

Level	Area	Practices	Examples
Designated Academic Advisor	**Advising approach**	**Active approach to students**	- Send personalized greeting emails to students and explain the necessity and benefits of academic advising at the beginning of the academic year - Let students know about your role, your area of interests and education/industry experience
		Learning about your advisees	- Study students' background through SLMAP/eAcademic to decide the advising strategy
	Advising partnership	**Getting help from others**	- Work with class representatives to convey important messages to students - Work with subject tutors or Undergraduate Secretaries to locate the needy/non-responsive students
Undergraduate Secretary	**Facilitation of advising**	**Promoting and coordinate advising among students and staff**	- Send reminder emails to Designated Academic Advisors and students for advising meetings at suitable advising timeframe - Communicate with the Advising Coordinator and organize advising programmes - Monitor the usage of Meal Allowance provided for first year students (4Y+SY) - Assist in scheduling advising meetings - Inform Academic Advisors about upcoming student activities to facilitate opportunities for engaging with their advisees - Closely communicate the good advising practices/challenges of the Faculties/ Schools/ Departments with CUS so as to formulate action plans as needed

Updated Feb 2026

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

CONFIDENTIAL

Taskforce to Review the Academic Governance Structure

Terms of reference

This taskforce is set up under the auspices of VP(EDU) to:

1. Review the existing governance structure, composition, and functions of academic-related committees at the institutional, faculty, and department/programme levels, with a focus on quality enhancement, efficiency optimisation and alignment with institutional strategic objectives.

2. Recommend changes to Senate any revisions related to the above, if necessary.

Membership

Chairman: **Vice President (Education)**

Prof. Jiannong CAO

Members: **Nominees from Faculty/School/College nominated by the Deans**

FB	:	Prof. Mike LAI, Assoc. Dean(FB) & Interim Head(LMS)
FCMS	:	Prof. Raymond Nung-Sing SZE, Assoc. Dean(FS) & Asso. Prof.(AMA)
FCE	:	Sr Prof. Charles Man-sing WONG, Assoc. Dean(CE) & Prof.(LSGI)
FENG	:	Ir Prof. K.C. CHAN, Assoc. Dean (ENG) & Chair Prof.(ISE)
FHSS	:	Prof. Shamay NG, Assoc. Dean(HSS) & Prof.(RS)
FH	:	Prof. Yao YAO, Assoc. Dean(FH) & Assoc. Prof.(LST)
FS	:	Prof. Man-kin WONG, Assoc. Dean(FS) & Prof.(FSN)
SD	:	Prof. Gerhard BRUYNS, Assoc. Dean & Asso. Prof.(SD)
SFT	:	Prof. KAN Chi-Wai, Prof.(SFT)
SHTM	:	Prof. Billy BAI, Assoc. Dean & Prof.(HTM)

Registrar

Mr Edward SHEN

Secretary: **A member of staff from the Academic Registry, appointed by the Registrar**

Ms Isabella HO, Assistant Registrar

February 2026

You said
We listened
We took action

Departments use student feedback to drive improvements in Annual Programme Review

Complete Institutional Surveys on Learning Experience (ISLE), Student Feedback Questionnaire (SFQ), and other surveys to let your voice be heard by the university!

DEPT A
Feedback noted a decline in teaching staff and TA quality. In response, the MATA incentive was introduced and new research students received additional TA training. Ongoing monitoring is in place for further improvement.

DEPT B
Feedback indicated that some subjects were previously too challenging, affecting students' academic experience. In response, teaching methods were adjusted, which may have contributed to improved satisfaction with academic performance.

DEPT C
Students reported that classes at Hung Hom Bay (HHB) are inconvenient, causing travel delays and reduced class time. To address this, schedules have been adjusted to allow sufficient travel time and minimize disruption to class sessions.

DEPT D
Student feedback called for more practical, industry-focused content, advanced topics, a balanced workload, and more electives. In response, steps have been taken to enhance curriculum practicality, balance workloads, and offer greater customization to better meet student needs.

DEPT E
Feedback showed first-year students had low confidence in English and faced challenges transitioning to university study. In response, collaboration with the ELC department and enhanced orientation, clearer guidance, and support activities have been implemented.

DEPT F
Feedback highlighted the need for more practical skills, clearer programme distinctions, and more advanced electives. The curriculum now includes enhanced operational training, expert-led sessions, interactive case studies, and team-based projects to address these needs.

Information Items

Administrative Notes

Strategic Academic Appointments and Development Committee

- Appointment Policies/Guidelines for Academic and Teaching/Clinical Staff +
- Appointment Policies/Guidelines for Non-academic Staff +
- Engagement of Staff Beyond the Age of 60 +
- Duty Visits +
- Code of Ethics and Discipline +
- Outside Activities and Collaborative Research Activities +
- Grievance and Appeal +
- Staff Appraisal +
- Succession Planning −

  Succession planning is an integral part of the University's talent management and development process. It is a forward-looking approach to ensuring leadership continuity, thereby fostering institutional stability and resilience for long-term growth and success. The Heads of Unit (HoUs) and the overseeing Senior Management Executives (SMEs) play a pivotal role in these initiatives. They work in close cooperation to identify and nurture prospective leaders who can effectively carry forward the strategic objectives of individual Units and the University at large.

  Succession Planning (further details)

- Mentorship Scheme for New Staff +
- Personal Data (Privacy) Ordinance +

Guiding Principles on Compensation Time-Off in lieu of Overtime for Non-academic Staff

Staff Movement

Succession Planning

Succession Planning for Deans of Faculty / Deans of School / Heads of Academic Unit

1. As an overarching principle, Deanships and Headships should be filled through open and global recruitment and rigorous selection as per the existing process. Selection of the most suitable candidate is based on evaluation of individual profiles including the academic credentials against the selection criteria.

   While academic staff aspiring for these administrative roles should endeavour to pursue academic progression in order to meet the qualification requirements, for those who have demonstrated potential as successors to Deanship and Headship positions, they should be provided with development opportunities in administration to pave the way.

2. As part of their roles and responsibilities, the overseeing SMEs should champion succession planning for Deanships and Headships under their purview, and they should endeavour to identify and nurture potential successors.

3. Exposure can be given to potential successors via:
   Official roles, such as Associate Deanship, Assistant Deanship, Associate Headship, as well as committee membership at Faculty/University level or outside the University.
   Job shadowing in daily operations of the Faculty/School/Unit concerned and as a proxy to join major events as well as meetings with exposure to Central Management Team or other key stakeholders.
   Stretch assignments in all aspects, e.g. budget and manpower management, handling challenging cases (such as staff confrontations and grievances), and projects in collaboration with other Units of the University.

Succession Planning in Non-academic Units

1. Making reference to the Framework for Career Development and Promotion for Non-academic Staff, SMEs and HoUs should groom internal talent for succession to senior positions over the long term. Specific actions may include:

   (a) Reviewing the strategic agenda of the Unit and identifying capabilities required to meet future needs;
   (b) Identifying the competencies required for each target position from a long-term perspective;
   (c) Reviewing individual staff members' performance to identify those with proven potential for progression;
   (d) Ascertaining target staff members' aspirations for career progression while managing their expectations that opportunities are subject to staffing needs and any available vacancies will be filled through an open recruitment process;
   (e) Developing a structured development plan to help target staff members bridge capability gaps, with regular reviews of progress alongside the annual staff appraisal exercise.

2. While the overseeing SMEs will drive succession planning for HoU positions, HoUs should strategise succession for those key management positions which are expected to be vacated by retiring staff within five years. Given the possibility of internal succession, consideration should also be extended to the second and third tiers of the structure to manage consequential staff movements. HoUs should map out a solid succession plan (sample here) and discuss it with the overseeing SMEs on an annual basis, such as during the Departmental Staffing Planning (DSP) process.

3. For staff members identified as potential successors to higher positions, HoUs should evaluate capability gaps involved and draw up structured development plans (sample here) for those with short-term (i.e. readiness within 1-2 years) or medium-term (i.e. readiness

within 3-5 years) readiness for their future roles. These development plans should be observed and revisited alongside the succession plan in Paragraph 2 above.

Central Support and Regular Review

1. A portal for new Deans and Heads is available here to cover key areas of policies and processes, and potential successors can be granted access to gain relevant knowledge of essential information therein as well. In addition, an annual workshop is organised for Deans and Heads to cover key policies on compliance and regulations, and light may also be shed on some leadership skills in this context.

2. The overall mechanism for developing target staff members for succession purposes is illustrated here. It is important to note that all succession processes are subject to a fair and transparent selection procedure in compliance with prevailing recruitment and promotion policies.

3. Succession planning should be regarded as a component of the HoU management objectives and may be included as an aspect of assessment for HoUs' appraisals and other performance evaluations, where applicable.

Privacy Policy Statement Terms of Use Accessibility Sitemap Notice of Insurance (EC)

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Appendix 6

Academic Advisor Training Workshop



[redacted]
Counsellor
Counselling & Wellness Section
Student Affairs Office

PolyU Student Counselling Service

Mode of Service
- Face-to-face
- Online Video
- Phone

Professional & Experienced
- Social workers
- Counselling Psychologist

Respect Confidentiality
- Independent to academic department

Other Details
- Mon to Fri: 0900-1800
- No payment needed

Easily Accessible
- Locates in main campus



Sharing on students' distress & tips to render care

Key Issues from Recent HK studies

Early Identification of Distressing Students

Tips for handing and supporting mental health

Referral Procedures

Key Statistics in Hong Kong

01 **Between 2016 and 2021, 68.5% of Hong Kong university students experienced depressive symptoms, and 49.4% were at risk of mental health problems**

Pan et al. (2025)

+

02 **Post-COVID: 40% depression, 51% anxiety, 22% stress among HK university students**

Shek et al. (2022)

03 **Suicide rate among 15–24-year-olds in Hong Kong doubled between 2014 and 2022**

Source: SCMP

Poor mental health can arise from environmental, social and personal stressors

- **Top three recurrent themes of** Hong Kong university students for seeking help are academic and **work stress** (62%), **family stress** (33%), and stress from **peer/romantic relationships** (18%)

Lo et al. (2020)

- **However, Over 60%** Hong Kong youth **do not seek help** when they experience mental health issues [2021]

Source: KELY Support Group

Early Identification of Distressing Students

Psychological Challenges Faced by University Students

Developmental Tasks

- Self-understanding, self-identity
- **Relationships with peers**, the intimate others, staff
- Relationship with family
- **Academic and career development**

Mental Illness

- Adjustment Disorder
- **Depression, Anxiety Disorder**
- PTSD
- Eating Disorder
- Early Psychosis, Bipolar Affective Disorder
- Personality Disorder



Crisis and Trauma

- **Separation** or Death of **significant others**
- Accident
- Illness
- Legal problem
- Family crisis
- **Academic failure**
- Pandemic

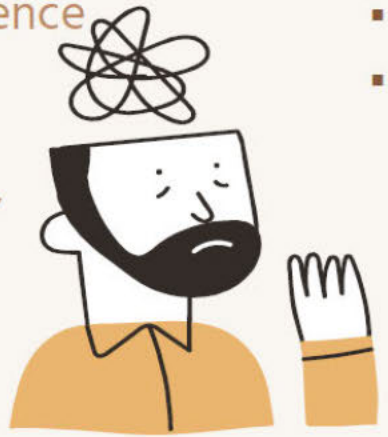




QUICK TIPS

Signs that referral to counselling support may be required:

- Lack of motivation, withdrawn
- Frequent/substantial absence from classes
- Poor self-management
- Inadequate learning skills, academic problem
- Interpersonal difficulties
- Family problems



- Mental health problems
- Stress and anxiety
- Manifestation of other unusual behaviours:
  - Lost interest in learning and activities with friends
  - Inability to concentrate in class
  - High irritability
  - Being occupied with negative thoughts
  - …. etc.

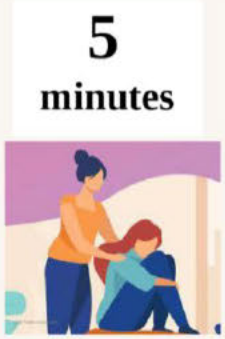
"Reach out to professionals early, before small concerns snowball into overwhelming challenges"

Tips for handling and supporting mental health

Tips for helping students in distress

No.1 : Be approachable







Tips for helping students in distress

No. 2 Be empathetic and understanding





"Be Curious, not Judgemental "



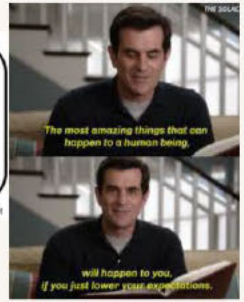
Tips for helping students in distress

No. 3 Communicate your concern openly

WORRY : feeling anxious or troubled about actual or potential problems

CONCERN : giving your attention to something involving or affecting you

ISAACLIEN.COM





Tips for helping students in distress

No. 4 Be careful with confidentiality





Tips No.5: Think practically about how you can help

Case Scenarios

What can you help?

Case 1:

You notice a student who appears withdrawn and tearful during an advising session. A student says, “Sometimes I feel like giving up. I’ve thought about ending it.” but do not mention any immediate risk to self.

Case 1: Mental Health Crisis (Not in Imminent Danger)



Active Listening and Validation

Stay calm and listen actively, and acknowledge feelings without judgement to build trust and rapport.

Assess urgency

Ask gently if they have a plan or immediate intent. If they indicate imminent risk, contact emergency services

Initial Support Options

Offer support options such as university counselling, campus clinic visits, or accompany the student to seek help while maintaining confidentiality.

Follow-up and Accommodations

Check on well-being and offer academic help, showing ongoing care.

What can you help?

Case 2:

During a lecture, a student expressing unusual or bizarre ideas during class discussions.

Case 2: Suspected Mental Health Concerns



Safe and Professional Meeting

Arrange a meeting in a neutral, semi-open space (e.g., office with door slightly open or invite one more colleague to attend)

Focused and Supportive Communication

Start the conversation around coursework or observed changes in participation, not mental health labels.

Normalize Help-Seeking

Explain that counseling is confidential and supportive, encouraging students to seek help without stigma. Offer to assist with scheduling an appointment.

Know when to escalate

If the student shows signs of aggression, severe disorientation, or mentions harm to self/others, contact emergency services immediately.

What can you help?

Case 3:

You notice a student wearing long sleeves in hot weather and observes scars on their wrist during a meeting.

Case 3: Handling Self-Harm Behavior



Recognizing Signs

Identify signs of self-harm like scars or unusual clothing as indicators of emotional distress.

Empathetic Communication

Approach students with empathy and active listening in a private, safe environment to foster trust.

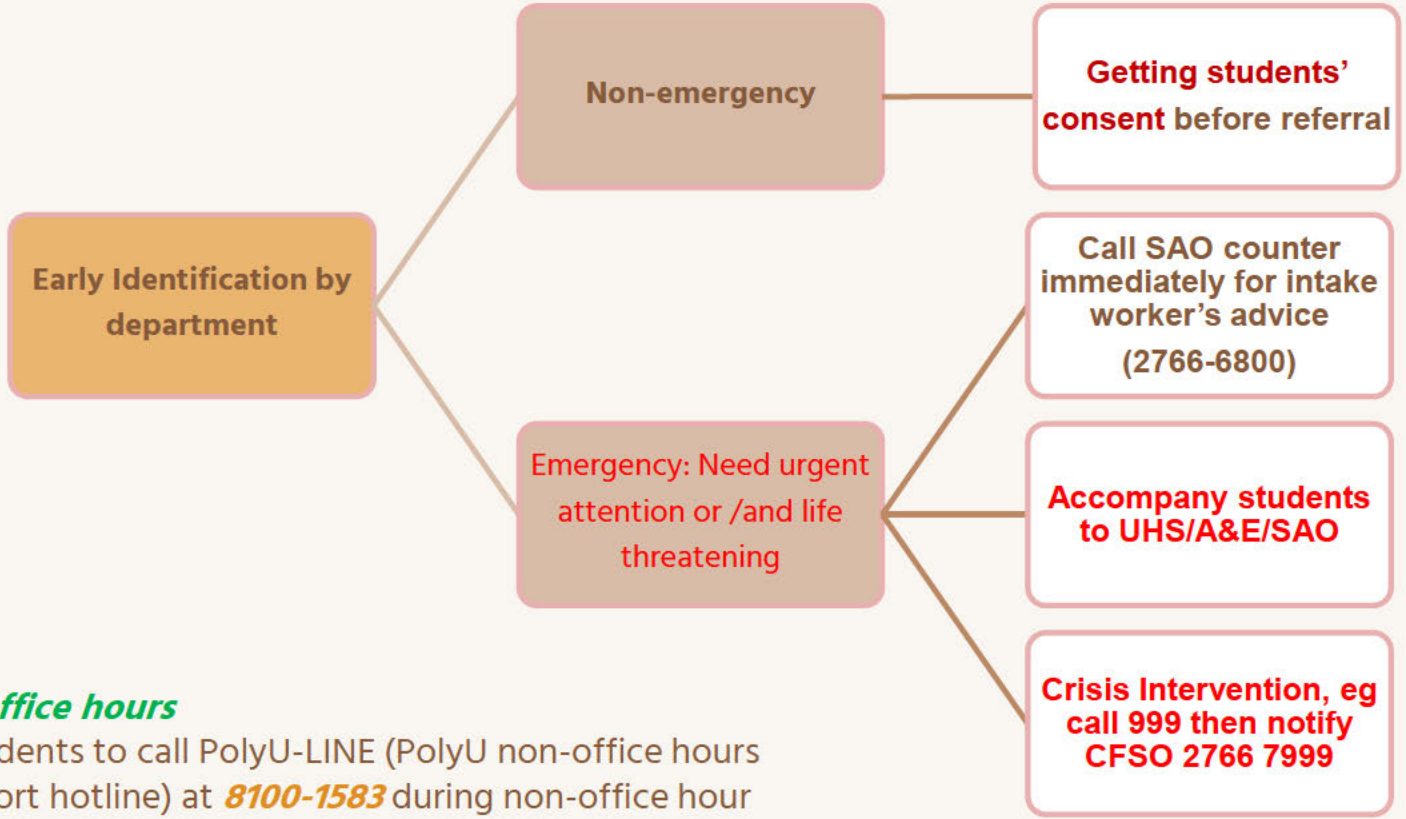
Encouraging Professional Help

Provide information on counselling services and mental health resources, encouraging professional support. Involve emergency services if immediate danger

Safety and Follow-up

Ensure immediate safety by involving appropriate authorities and maintain follow-up support and confidentiality.

Case Referral to Student Counselling Service



During Non-office hours

- Advise students to call PolyU-LINE (PolyU non-office hours crisis support hotline) at ***8100-1583*** during non-office hour

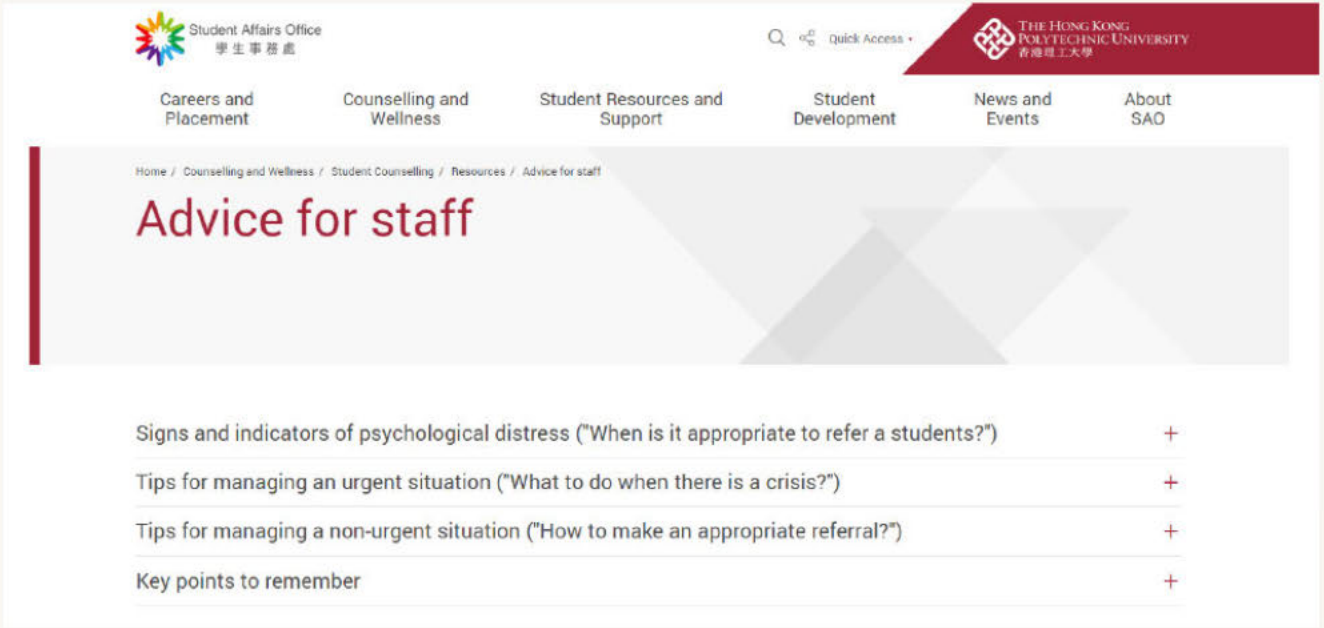
Making Appointment

- Online: POSS system
- Telephone: 2766-6800
- Email: stud.counselling@polyu.edu.hk
- Walk-in: QT308, Core T

Faculty/ School Liaison Counsellors

Faculty / School	Liaison Counsellor
CUS	[redacted]
FS (AP, ABCT)	[redacted]
FS (FSN)	[redacted]
FCMS (AMA)	[redacted]
FCMS (COMP)	[redacted]
FCMS (DSAI)	[redacted]
FB (AF)	[redacted]
FB (LMS, MM)	[redacted]
FH (CBS, CC, ENGL)	[redacted]
FCE (BRE, BEEE, LSGI)	[redacted]
FCE (CEE)	[redacted]
FENG (ME, BME, AAE)	[redacted]
FENG (EEE, ISE)	[redacted]
FHSS (HTI)	[redacted]
FHSS (SN)	[redacted]
FHSS (RS, APSS, SO)	[redacted]
SD	[redacted]
SHTM	[redacted]
SFT	[redacted]

Advice to Staff



Advice for staff

Zero tolerance for sexual harassment

Support for Students

Anti-sexual Harassment Hotline of Student Affairs Office

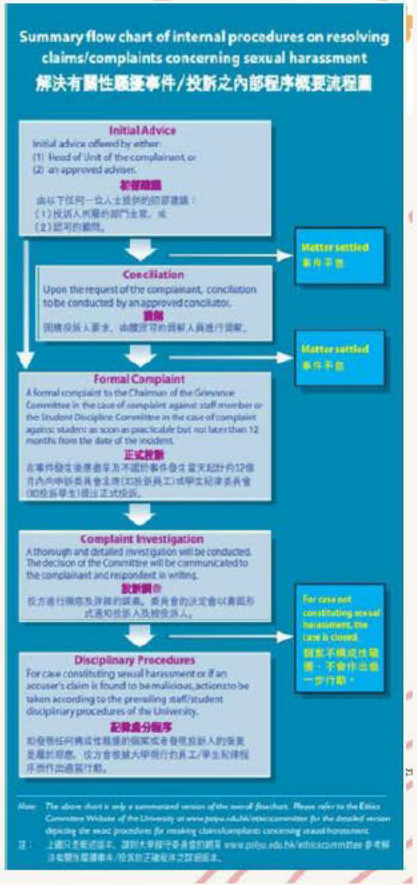
3400 2608

Approved list of Advisers / Conciliators

A Guide for dealing with Sexual Harassment

What can you do if you feel sexually harassed?

- Let the harasser know that his/her conduct is unwelcome, unacceptable and has to stop immediately. Do not try to ignore it because the harasser may misinterpret no response as approval of the conduct.
- Keep a record of the incidents, including dates, time, places, presence of any witnesses, the conduct of the harasser, as well as your responses and feelings.
- Request an adviser for initial advice concerning the procedures which may be followed for resolving claims concerning sexual harassment. You may contact the Head of Unit in which you are employed, or of the Unit offering the programme on which you are registered in if you are a student. Alternatively, you may select an approved adviser accessible through the Ethics Committee Website of the University.
- You may request the appointment of a conciliator who will provide you with advice or support, or assist you in resolving the claim by conciliation.
- If conciliation fails to resolve the claim, or if you feel that only a formal complaint can solve the problem, you may make a formal complaint to the Chairman of the Grievance Committee in the case of complaint against staff member or the Student Discipline Committee in the case of complaint against student.

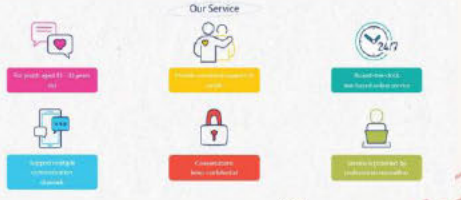


Community Helping Resources

open up

Open Up

Website: www.openup.hk
Facebook / Instagram: hkopenup WhatsApp / SMS: 91 012 012



One-stop Mental Health Support



Agency	Hotline
Suicide Prevention Service (生命熱線)	2382 0000 (24hrs)
Crisis Line 家庭危機支援中心 (向晴軒) (Caritas Family Crisis Support Centre)	18288 (24hrs)
Rain Lily Hotline (風雨蘭)	2375 5322 (24 hrs)
TWGHs CEASE Crisis Centre (芷若園)	18281 (24 hrs)
AIDS Concern (關懷愛滋)	2394 6677
The Samaritans Befrienders Hong Kong (香港撒瑪利亞防止自殺會)	2389 2222 (24hrs)
The Samaritans Befrienders Hong Kong (香港撒瑪利亞防止自殺會) (Multi-Lingual Service)	2896 0000 (24hrs)
Hospital Authority 24 hours psychiatric hotline (醫院管理局 24小時精神科熱線)	2466 7350 (24 hrs)
The Mental Health Association of Hong Kong (香港心理衛生會)	2772 0047
Social Welfare Department (社署熱線)	2343 2255

Thank you !!


Kindness
Love
Understanding
Hope
Peace
Gratitude
I fill my cup

Appendix 7





Students' Feedback on Offshore WIE Learning Opportunities and Experience

Reported by GEO

Students' feedback on WIE learning opportunities and experience (2022/23 & 2023/24 & 2024/25)

Aspect	2022/23 average rating (10-pt)	2023/24 average rating (10-pt)	2024/25 average rating (10-pt)	Comparison*
Overall learning gains	**9.0**	**9.1**	**9.2**	**+1.10%**
Enhance willingness to try hard	9.2	9.2	9.4	+2.17%
Communicate effectively	9.0	9.1	9.2	+1.10%
Have clearer understanding of workplace	9.0	9.1	9.2	+1.10%
Become more culturally adaptable	9.2	9.1	9.2	+1.10%
Get more interested in other cultures	9.1	9.1	9.1	-
Develop stronger sense of responsibility	9.0	9.1	9.2	+1.10%
Improve problem-solving skill	9.0	9.1	9.1	-
Function effectively in teams	8.9	9.0	9.1	+1.11%
Polish language skills	8.9	8.9	8.9	-
Show more initiative	8.9	8.9	9.0	+1.12%
Discover more possible job opportunities	8.8	8.9	9.1	+2.25%
Strengthen ability to make logical judgements	8.9	9.0	9.2	+2.22%
Be more systematic and organised	8.9	9.0	9.1	+1.11%
Advance foundation knowledge	8.8	8.9	9.1	+2.25%
Put knowledge into practice	8.8	8.9	9.0	+1.12%
	Response rate: 90.6%	Response rate: 91.7%	Response rate:69.1%	

**The comparison is based on an analysis of data from the 2023/24 and 2024/25 academic years.*

Students' feedback on WIE learning opportunities and experience (2022/23 & 2023/24 &2024/25)

Aspect	2022/23 average rating (10-pt)	2023/24 average rating (10-pt)	2024/25 average rating (10-pt)	Comparison*
Opportunities for teamwork	8.9	8.9	9.0	+1.12%
Opportunities for interactions with different people	9.1	9.0	9.2	+2.22%
Opportunities to learn through observation	9.1	9.1	9.2	+1.10%
Opportunities for maximising learning gains	9.1	9.1	9.2	+1.10%
Opportunities to link knowledge with practice	9.0	9.0	9.1	+1.11%
Interest and challenge	8.8	8.9	9.0	+1.12%
Feedback that helps boost workplace competence	8.8	8.8	8.9	+1.14%
Clear learning goals before departure	8.6	8.5	8.7	+2.35%
Employers' feedback on performance	8.7	8.7	8.8	+1.15%
Stimulation of knowledge consolidation	8.8	8.8	9.0	+2.27%
	Response rate: 90.6%	**Response rate: 91.7%**	**Response rate: 69.1%**	

**The comparison is based on an analysis of data from the 2023/24 and 2024/25 academic years.*

SAO Surveys
Utilisation of the Evaluation Findings
Improvement Implemented or Considered

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
CPS	CV Writing Workshop	Feedback on CPS Training / Workshop	Students' feedback regarding additional CPS's career service needs highlighted a demand for more market information about and job opportunities in the Chinese Mainland.	• Expanded collaboration with Mainland enterprises to deliver more career events, including recruitment talks, to provide more job opportunities in the Chinese Mainland • Organised the "Essential Success in Chinese Mainland's Autumn Recruitment" career training workshop to enhance students' knowledge of the job market and recruitment strategies in the Chinese Mainland
SRSS (ResEd Team)	Mandatory Hall Tutor Training on 21 Aug 2025	Feedback for Tutor Training	Some participants suggested improvements: • "Food in the canteen with coupons are big no-no" • "Dietary restrictions (veg or vegan meal pls)".	• For the Mandatory Hall Tutor Training on 26 January 2026, meal boxes instead of food coupons were provided. • Five meal choices, including vegan and halal options were offered.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Dragon Boat Activity cum	Feedback - PolyU Hall Festival "Dragon Boat Activity cum	Some participants suggested improvements: "Regarding the performance session, participants were focused	For the Closing Ceremony and Prize Presentation on 19 November 2025, thorough rehearsals and clear communication with technicians were

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
	Opening Ceremony on 2 Nov 2025	Opening Ceremony" - 2 Nov 2025	on their food, and there were some technical issues. I think it would be better to add more elements related to the performance".	conducted in advance to avoid technical issues. The MCs offered commentary before and after each performance to keep participants engaged.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Symposium on 8 Nov 2025	Feedback - PolyU Hall Festival "Symposium" - 8 Nov 2025	Some participants suggested improvements: "The activity can increase the connection with the audience"	For future events, such as the Go Green Presentation on 5 Mar 2025, SRSS plans to include Q&A and Kahoot game sessions to boost audience engagement.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Tug-of-war Competition on 11 Nov 2025	Feedback - PolyU Hall Festival "Tug-of-war Competition" - 11 Nov 2025	Some participants suggested improvements: "More training sessions arranged before the competition"	For the Interhall Dodgeball competition on 14 & 15 March 2026, additional training sessions are available at the Multi-purpose Hall, Hung Hom Bay Campus managed by SRSS (SAO).
SDS (Formerly CET)	Orientation Info Day 2025 - Orientation Showcase	2025 Feedback Survey for Orientation Showcase (For Organisers and Participants)	Some participants expressed "Felt slightly warm in the venue"	Additional portable coolers will be provided to improve ventilation.
SDS (Formerly CET)	Orientation Info Day 2025 – President's Welcome	"Feedback Survey for President Welcome"	Some participants suggested "More guidelines and direction to the live-streaming venues"	Additional signage directing attendees to the live-streaming venues will be arranged throughout the campus.
SDS	Happy Hour Gathering	Feedback Survey on Happy Hour Gathering (e-Form)	Some participants suggested "To run this activity during exams"	Happy Hour Gathering is scheduled even during the examination period (April – May 2026).

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
SDS	Campus Life Festival 2025	Campus Life Festival 2025 Feedback Survey (For Participants) Campus Life Festival 2025 Feedback Survey (For Organisers)	Some participants expressed "Need air conditioning" Some organisers expressed "Bring back booth partitions"	The Campus Life Festival 2026 will be held indoor at the Shaw Sports Complex, with air-conditioning and booth partitions.

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
CWS	Sports Skills and Fitness Training-related activities	Student Feedback Questionnaire for Sports Skill Training for Semester One, AY2025/26 Student Feedback Questionnaire for Fitness Training Course for Semester One, AY2025/26 Evaluation Survey for Fitness Consultation Feedback on EIM-OC Fitness Challenge (2025/26) Evaluation Survey for EIM-OC Workshops (2025/26)	The results generated from the item "*This event/activity/programme/series/ service has nurtured your psychological and/or physical wellbeing*". Average: 4.71/5	With the average high scores (4.71/5) received in the specific item across the activities, it signifies that the good practices have had positive impacts on students' learning of the sports skills and fitness training, and the importance of maintaining wellbeing. Below are the strategies for enhancing student engagement: 1. Maintaining highly engaged activities in the design of different courses. 2. Sharing the good practices within the Team in the Team Meeting and informal exchanges among colleagues to uphold the high standard of teaching effectiveness and service provision.

Appendix 9

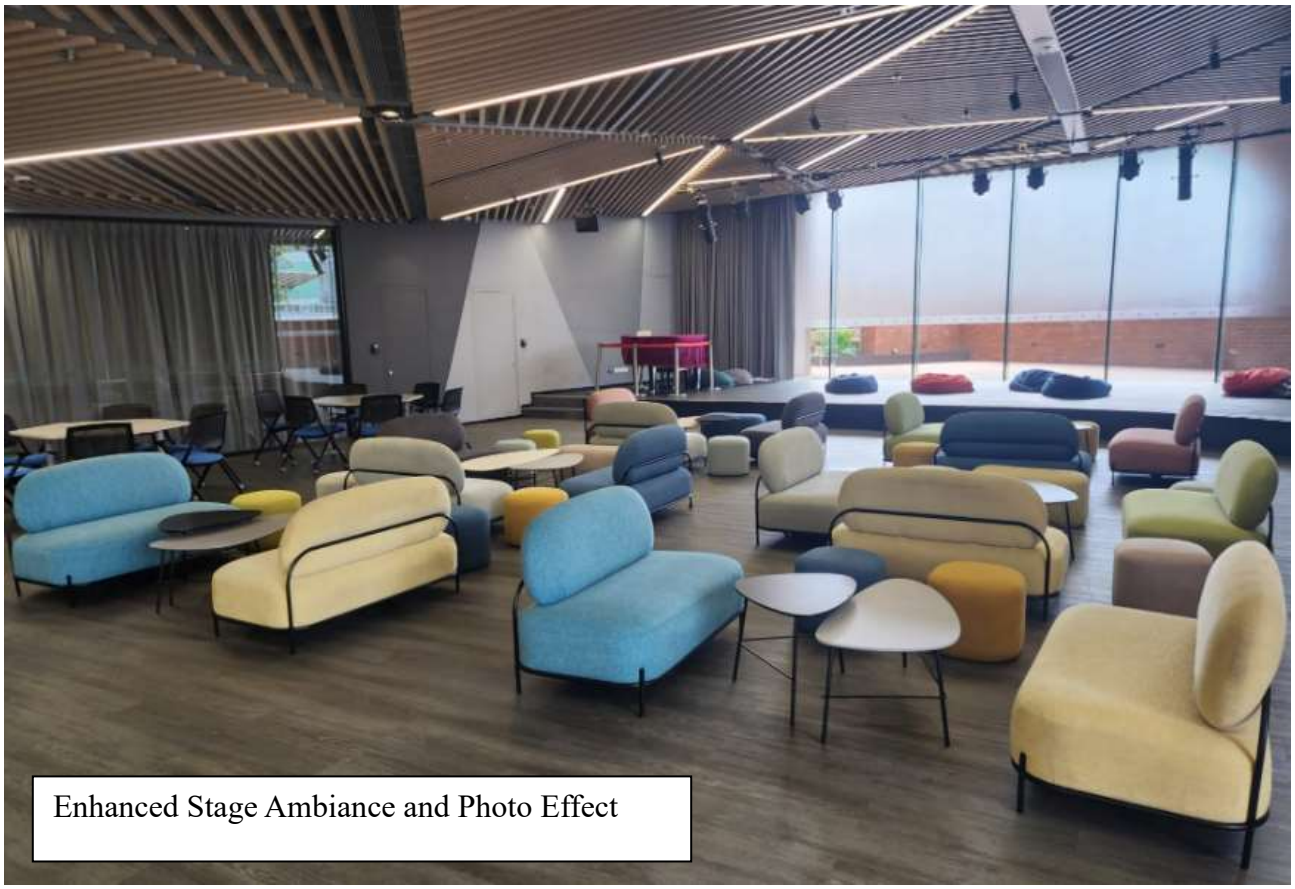
Examples of enhancements made to the Global Student Hub



Interactive Tables and Chairs



Beverage Vending Machine



Enhanced Stage Ambiance and Photo Effect

Appendix 10

Examples of major events held at the Global Student Hub

Booking at GSH in Year 2024 & Year 2025:

Period	Bookings received	Remarks
July 2024 to Dec 2024	22	
July 2025 to Dec 2025	36	An increase of ~40% usage rate, compared to the last 6 months

List of Major Events Held since June 2025:

- International Summit on the Use of AI in Learning and Teaching Languages
- Clinical Educators Conference cum MoU Signing Ceremony
- Opening Ceremony of China National Art Fund 2025
- PolyU Alumni Sports and Wellness Day
- School of Optometry Student Associations Gathering
- Donation Ceremony for China Merchants “Belt and Road” Scholarship
- Government Career Day
- Information Day 2025
- PReCIT Global Thought Leaders Forum Series
- International Symposium Series on Service-Learning in Higher Education for a Shared Future
- Wu Jieh Yee Charitable Foundation Donation Ceremony
- Student Identity Card Collection
- PolyU × Waterdrop International Future Challenge
- University Blood Donation Marathon
- PolyU Chinese Culture Festival
- Cultural Nights

Photos:



PolyU × Waterdrop International Future Challenge



PolyU Alumni Sports and Wellness Day



University Blood Donation Marathon



PolyU Chinese Culture Festival



Government Career Day



Information Day 2025



Donation Ceremony for China Merchants
“Belt and Road” Scholarship



Cultural Nights