

TEACHING AND
LEARNING QUALITY
教与学质素



TEACHING AND LEARNING QUALITY 教与学质素

Teaching has an indispensable role in the functions of higher education institutions. The importance of “teaching and learning” is emphatically highlighted in the “Aspirations for the Higher Education System in Hong Kong” published in December 2010.

The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The UGC established the QAC, a semi-autonomous non-statutory body under the aegis of UGC, to provide third-party oversight. One of the QAC’s core operational tasks is to conduct quality audits of individual UGC-funded institutions to assure the quality of their educational provision (however funded) at first degree level and above leading to a Hong Kong award, with due regard to institutions’ autonomy and self-accrediting status.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

Quality Audits

The QAC’s approach to quality audits stems from the recognition that institutions have distinct and varied missions, reflecting the UGC’s vision of a differentiated yet interlocking higher education system. Recognising that each institution has objectives appropriate to its mission, the QAC defines quality in terms of ‘Fitness for Purpose’, where institutions have different purposes that reflect their missions and the role statements they have agreed with the UGC. The QAC sees itself as forming a partnership with institutions in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned.

教学是每所高等教育院校的核心职能。2010年12月发表的《展望香港高等教育体系》报告亦一再强调「教与学」的重要性。

教资会致力确保并提高教资会资助院校及其活动的质素，因此成立质保局，以第三者的身份，协助教资会履行质素保证工作。质保局是教资会辖下的一个半独立非法定组织，其核心工作之一，是在尊重院校自主及其自行评审资格的前提下，对各资助院校进行质素核证，以确保所提供的本地学士学位及以上程度课程（不论是否受教资会资助）的质素。

除质素保证工作外，教资会还致力改善教学方法及学生学习成果，特别是学生的语文水平。为此，教资会向院校提供教学发展补助金及语文培训补助金，并推行其它相关措施。教资会积极推动在国际日益普及的果效为本学生学习方法，并会继续探求新方法，以持续提升教与学的质素。

质素核证

资助院校各有其独特的使命，反映教资会建立多元化而又互相紧扣的高等教育体系的理念。质保局深明此理，认同院校应按本身的使命订定适当目标，因此采用「切合所需」的原则检视院校的质素，以配合各院校根据与教资会商定的角色说明而订定的目标。质保局积极与院校建立合作关系，保证并提升香港学生学习经验的质素，使社会各方均能获益。

Following the audit procedures set out in the QAC's Audit Manual, the QAC conducted its first round of eight quality audits during 2008 and 2011. All the audit reports have been published. With the completion of the first audit cycle, the QAC has embarked on a review of the audit methodology and approach in consultation with the eight UGC-funded institutions to prepare for the second round of quality audits. Upon the completion of the review, a revised Audit Manual will be published.

Teaching and Learning

Teaching Development Grants

"Teaching and learning" is central to the roles of all institutions. To encourage institutions to adopt innovative approaches to teaching, and to improve the quality of the learning environment, the UGC provides institutions with Teaching Development Grants. For 2012/13, the UGC disbursed a total of \$37.6 million as Teaching Development Grants. Allocation is mainly based on the student numbers at undergraduate and sub-degree levels.

On top of the Teaching Development Grants, the UGC also implements the following funding schemes to enhance teaching and learning in the 2012-15 triennium –

- injection of \$5 million per annum to the Teaching Development Grants to support teaching development activities of all front-line teaching staff members;
- establishment of a fund of \$16 million to meet the start-up costs of setting up communities of practices; and
- injection of \$7 million to the Teaching Development Grants to support worthwhile collaborative projects on teaching and learning.

质保局根据其《核证便览》载列的核证程序，在2008至2011年间对八所资助院校进行第一轮质素核证，各院校的核证报告均已先后发表。第一轮核证工作结束后，质保局着手检讨核证的方法和方针，为第二轮质素核证作准备，并就此咨询八所教资会资助院校。检讨完成后，质保局会公布新修订的《核证便览》。

教与学

教学发展补助金

「教与学」是所有院校的核心职能。为推动院校采用新颖而有创意的教学方法，并改善学习环境，教资会向院校提供教学发展补助金。在2012/13学年，教资会主要按各院校学士学位及副学位课程的学生人数，合计拨出3,760万元教学发展补助金。

除提供教学发展补助金外，教资会亦透过以下资助计划，在2012-15三年期内提升教与学的质素：

- 向教学发展补助金每年注资500万元，以支持全体前线教学人员参与教学发展活动；
- 成立为数1,600万元的基金，提供设立专业社群所需的费用；以及
- 向教学发展补助金注资700万元，以支持值得推行的教与学协作项目。

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UGC Teaching Award

The annual UGC Teaching Award was introduced in 2011 to honour those who excel in teaching in the UGC sector. In the 2012 round of the award, 15 nominations were received from UGC-funded institutions and were assessed by a selection panel comprising UGC/QAC Members, a former award recipient and an external international expert. The three award recipients in 2012 were Professor Shekhar Kumta of the Department of Orthopaedics and Traumatology of CUHK, Professor Liu Zhi-Qiang of the School of Creative Media of CityU, and Dr David Pomfret of the School of Humanities (History) of HKU. Each recipient was awarded a grant of \$500,000 for, inter alia, undertaking learning and teaching initiatives for the benefit of their own institutions and the entire sector. The presentation ceremony of the 2012 UGC Teaching Award was held on 6 September 2012.

The UGC invited nominations for the 2013 award in February 2013 and the awardees were selected and announced in September 2013.

教资会杰出教学奖

教资会在2011年推出年度教资会杰出教学奖，以表扬教资会界别中教学表现卓越的教师。在2012年的教学奖遴选中，共收到资助院校提交的15项提名，由教资会／质保局成员、一名前得奖者及一名外聘国际专家组成的遴选委员会负责评审。2012年获选的三位得奖者是中大矫形外科及创伤学系古明达教授、城大创意媒体学院刘志强教授，以及港大人文学院（历史系）庞德威博士。他们各获50万元奖金，以供进行与教学有关的活动或计划，以惠及所属院校及整个界别。2012年教资会杰出教学奖颁奖典礼在2012年9月6日举行。

教资会在2013年2月邀请院校提名人选，角逐2013年杰出教学奖。得奖者在2013年9月选出和公布。



The three recipients of the UGC Teaching Award 2012 with Mr Edward Cheng, Chairman, UGC and Members of the 2012 Selection Panel at the presentation ceremony. (From left) Professor Richard Ho Man-wui, Mr Edward Cheng, Dr David Pomfret, Professor Liu Zhi-Qiang, Professor Shekhar Kumta, Professor Poon Wai-yin, Professor William Kirby, Mr Clifton Chiu Chi-cheong.

2012年教资会杰出教学奖三位得奖者与教资会主席郑维新先生及遴选委员会成员在颁奖典礼上合照。(左起)何文汇教授、郑维新先生、庞德威博士、刘志强教授、古明达教授、潘伟贤教授、柯伟林教授、赵志鏄先生

Language Proficiency of Students

学生的语文水平

Language Enhancement Grants

语文培训补助金

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grants in 2012/13. The amount is allocated based on institutions' respective student numbers.

毕业生必须有良好的语文水平，才能与世界各地的人才竞争。因此，提升学生语文水平，是教资会的工作重点之一。为提高学生的英语和中文(包括普通话)水平，教资会向院校提供语文培训补助金，作为院校所得整体补助金及其它资源以外的支援。教资会在2012/13学年向院校发放1.188亿元语文培训补助金；各院校所得的补助金额，按其学生人数订定。

Common English Proficiency Assessment Scheme

统一英语水平评核计划

Common English Proficiency Assessment Scheme aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

统一英语水平评核计划的目的，是藉着安排学生参加国际认可的语文评核，促使他们更重视本身的英语水平。该计划现时采用「国际英语水平测试制度」(IELTS)作为评核工具。

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2012/13, about 11,400 final year students, or 60% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

教资会资助院校学士学位课程应届毕业生可选择参加该计划。只要他们愿意在大学成绩单上列明曾参与该计划，可获发还评核试费用。在2012/13学年，约11,400名应届毕业生报名参加该计划，占教资会资助院校预计毕业生人数的60%。

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The last round of the Common English Proficiency Assessment Scheme will be held in 2013/14.

该计划的原定目标，是促使学生更重视本身的英语水平，以及提供大量有用资料以显示学生在运用英语方面的强项和不足之处，有关的目标已经达到。因此，教资会决定以一项新资助计划取而代之，以直接资助院校推行语文培训协作项目，并于2013/14学年推出最后一轮统一英语水平评核计划。

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Collaborative Language Enhancement Projects

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects under the new arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese. As institutions are stepping up their language enhancement efforts in the new four-year curriculum, the UGC hopes that this arrangement will give timely support to institutions to make genuine impact on students' language proficiency in a collective and more efficient manner.

语文培训协作项目

教资会在2012年2月公布推出新安排，鼓励和支持教资会资助院校推行有助提升学生语文水平的协作项目。根据新安排，资助院校的协作项目在2012-15三年期可获高达3,000万元直接资助。鉴于中文日益重要，新安排亦扩展至涵盖提升学生中文水平的协作计划。由于院校会加强新四年学制的语文培训工作，教资会希望此项安排可为院校提供适时支援，让院校透过更有效的方法，共同为提升学生语文水平发挥实质作用。