

City University of Hong Kong University Grants Committee – Quality Assurance Council Academic Quality Audit (Third Cycle) Progress Report

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City University of Hong Kong

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Preamble

City University of Hong Kong (CityUHK) has made substantial advancements in addressing the recommendations and capitalising on the features of good practices highlighted by the Audit Panel from the Quality Assurance Council of the University Grants Committee (UGC-QAC) quality audit. In response to the Audit Panel's two recommendations and recognition of three areas of exemplary practice, CityUHK has implemented a range of targeted, evidence-based initiatives. These include improvements to learning and teaching analytics, integration of technology within curriculum, academic advising, student representation, and support for students with special educational needs (SEN). The University also took note of some suggestions by the Audit Panel and further enhanced the prevailing practices with an aim to optimise the student experience and reinforce a culture of continuous improvement.

Adopting a whole-institution approach, CityUHK has strengthened its governance structures and empowered both academic and support units to drive ongoing enhancements. Guided by an Action Plan approved by the University's Senate, the University has aligned its major workstreams to address the Audit Panel's recommendations and suggestions. All key initiatives are progressing as planned.

This Progress Report presents a concise overview of CityUHK's actions following the UGC-QAC Third Cycle Audit (February-March 2024), highlighting key milestones achieved since the Action Plan was implemented in January 2025. It details both the proven improvements and the University's ongoing and future efforts to enhance quality across all audit areas.

Chapter 1 Summary of Audit Findings

- 1.1 The UGC-QAC Audit Panel made two recommendations and highlighted three features of good practice in the third audit cycle for CityUHK. In response, the University has not only addressed these recommendations and leveraged its existing strengths to further advance best practices but has also implemented some targeted enhancements in line with the Panel's recognition, observations, and suggestions. These initiatives aim to optimise the student experience at CityUHK. The tables below outline the actions taken to address the Panel's recommendations, ongoing efforts to enrich the learning environment and measures to reinforce identified good practices.

	Recommendations	Follow-up Actions
Review and Enhancement of Teaching and Learning		
R1	The Audit Panel <i>recommends</i> the University to consider the proactive synthesis and comprehensive usage of its T&L data at institutional level to help identify thematic issues for a formative quality enhancement process. [Audit Report para. 3.6]	• Determine the key institutional learning and teaching (L&T) surveys to be included (e.g., Learning Outcome Questionnaire (LOQ)). • Conduct meaningful analyses to extract actionable insights from identified surveys. • Present findings to institutional committees (e.g., Quality Assurance Committee (CityUHK-QAC), Academic Policy Committee (APC), Senate) for oversight and continuous improvement. • Strategically disseminate the analyses, including good practices identified, to relevant units for continuous enhancement.
Review and Enhancement of the University's Arrangements for Supporting Students		
R2	The Audit Panel <i>recommends</i> that the University's Academic Advising Scheme is comprehensively and consistently implemented across all AUs to ensure that academic advisors meet their academic advisees in line with institutional policy. [Audit Report para. 5.5]	• Implement a student-centred advising model. • Standardise academic advising practices. • Strengthen support for academic advisors. • Review the effectiveness of advising practices.

Table 1 Audit Panel's Recommendations

	Suggestions/Recognitions	Follow-up Actions
Review and Enhancement of the University's Arrangements for Programme Development and Approval, Monitoring and Review		
S1	However, while benchmarking is widely practised across all AUs, the extent to which the University has developed a standardised set of data collection tools is yet to be realised. The Panel <i>recognises</i> the initiative newly underway to build a central collection point of relevant data for	• Standardise data management, provisioning, reporting and analytics for institutional data via the implementation of the digitalization strategy.

	incorporation into institutional reporting. [Audit Report para. 2.8]	
S2	The Panel <i>formed the view</i> that there could be benefit to the University developing a stronger strategy to support the use of technology in and for curriculum development. [Audit Report para. 2.11]	• Provide guides and trainings related to multimedia and cross-reality learning and interactive in-class activity design. • Encourage and support academic staff to develop and produce multimedia and digital learning materials on their own with the aid of artificial intelligences (AIs). • Streamline access to existing resources. • Keep academic staff and students updated on the latest technology developments in support of L&T. • Promote the Community of Practice (CoP) to foster cross-academic unit and cross-institutional development of technology-facilitated curricula. • Develop discipline-specific showcases of digital team-based learning (TBL) for each College/School. • Set aside funds for “theme-based projects” related to areas such as digital TBL. • Use AI to review the syllabi, and to strengthen higher-order thinking in the learning process. • Enhance physical and digital infrastructure to facilitate TBL. • Foster personalised learning support for students throughout their academic journey. • Introduce AI agents in courses for role-playing, subject exploring, providing feedback, goal setting, or other roles.
Review and Enhancement of the University’s Arrangements for Supporting Students		
S3	The Audit Panel would <i>suggest</i> that the University might wish to revisit its approach to appointment and training of student representatives to more thoroughly help prepare them for the role. [Audit Report para. 5.10]	• Review and enhance the current appointment process. • Develop training materials to prepare student representatives appointed to committees for their roles. • Evaluate the effectiveness of the revised approach by collecting feedback from various stakeholders.

Table 2 Audit Panel’s Suggestions/Recognitions

	Good Practices	Follow-up Actions
Review and Enhancement of the University's Arrangements for Programme Development and Approval, Monitoring and Review		
GP1	The Audit Panel considers that the flexibility created for students to personalise their learning through choices of elective courses, practicum, workplace and/or internship studies and options for international exchanges with overseas benchmark partners and other collaborating institutions is a feature of good practice. [Audit Report para. 2.10]	- Continue to identify more opportunities and support to enhance personalised learning experience. - Extend the personalised learning opportunities beyond the classroom. - Accelerate the adoption of digital and TBL to let students learn at their own pace anywhere.
Review and Enhancement of Teaching and Learning		
GP2	The Audit Panel considers that the mentorship programme and the Teaching Start-up Grant together demonstrate a strong commitment to supporting the development of recently appointed staff, and constitute a feature of good practice. [Audit Report para. 3.4]	- Proactively engage new academic staff with under one year of teaching experience for mandatory foundational teaching training and keep track of their progress of completion. - Organise briefing sessions to provide new academic staff with the grant overview and invite grant awardees or teaching excellence awardees to share experiences in proposal preparation and project management. - Conduct two calls for grant proposals each year and continue to publish abstracts and names of Principal Investigators (PIs) of funded grant proposals on the Talent and Education Development Office (TED)'s website¹.
Review and Enhancement of the University's Arrangements for Supporting Students		
GP3	The Audit Panel considers the effectiveness of the initiative of proactively inviting "at risk" students with special educational needs (SEN) to seek support from the University's counselling service to be a feature of good practice. [Audit Report para. 5.7]	- Invite newly declared SEN students to complete the Depression, Anxiety, and Stress Scale (DASS-21) questionnaire at the beginning of each semester. - Increase support and resources for SEN students, including tutors to provide one-on-one coaching, training sessions conducted by educational psychologists, medical relief fund, and support in student halls. - Utilise a mobile app for stress reduction. - Increase awareness of mental health issues and knowledge on supporting measures on campus.

Table 3 Audit Panel's Identification of Features of Good Practice

¹ https://www.cityu.edu.hk/ted/grant_db/index.htm

Chapter 2 Follow-up Actions on Recommendations

Recommendation 1

The Audit Panel *recommends* the University to consider the proactive synthesis and comprehensive usage of its T&L data at institutional level to help identify thematic issues for a formative quality enhancement process. [Audit Report para. 3.6]

Objectives and strategies

R1.1 The University employs a variety of channels to systematically gather important data related to L&T at multiple levels, aiming for ongoing enhancement. To optimise the effective and meaningful use of the data collected, a structured methodology has been put in place. Analyses of key institutional surveys are presented not only to stakeholders most directly involved (e.g., academic staff, Heads, Deans, and respective line managers), but also to the University committees. This process ensures thematic issues are addressed, monitored, and shared across the University community.

Identify key institutional surveys and present meaningful analyses to key University committees

R1.2 The LOQ and the Student Learning Experience Survey (SLES) are two major institutional surveys undertaken by CityUHK. The LOQ focuses on students' perspectives on classroom L&T, while the SLES captures the broader student experience across the University. After each survey cycle, the units that administer the surveys undertake detailed analyses of the responses. From the 2025/26 academic year, these analyses are systematically shared with the Senate through CityUHK-QAC and APC, with key findings and recommended follow-up actions clearly highlighted. This structured reporting provides the University with a comprehensive overview of its current position, supports the development of targeted strategies to address recurring or emerging issues, thereby advancing the institution's ongoing quality.

R1.3 LOQs are conducted on a semester basis. Standard reports are disseminated to individual teachers, Heads and Deans, accompanied by annual guidance notes to support Heads and Deans in interpreting the results. These resources facilitate reflection on student feedback and identify areas for improvement. To strengthen the strategic use of LOQ findings, an annual University-wide LOQ analysis report has been consolidated.

R1.4 The first analysis report for consideration by the Senate via the CityUHK-QAC and APC, covering the 2024/25 academic year, shows the trend of improved students' overall satisfaction with L&T over the past three academic years. Key findings include the identification of factors most strongly influencing students' overall satisfaction (namely, well-designed learning experience, technology-enhanced learning and the teacher's clear instruction and explanations). The analysis also indicates areas that warrant improvement, including part-time teaching. Based on the analysis, the Office of the Provost and Deputy President initiated a series of actions to address the identified issues. For example, reviewed and enhanced the College/School Deans' follow-up arrangements for teachers whose LOQ ratings fall below a specified percentage, and the personnel procedure for further engagement of part-time teachers. Furthermore, mandatory staff development initiatives for new academic staff have been extended to cover part-time teachers with effect from the 2025/26 academic year as detailed in paragraphs GP2.1 and GP2.2.

R1.5 As an annual University-wide survey, the SLES enables undergraduate students to self-evaluate their learning experiences and progress in achieving learning and graduate outcomes. This survey serves as an important resource for the University to gain comprehensive insights into student learning, which inform continuous improvement of the educational environment

and support the development of a student-focused, learning-centric culture across the University. The Statistical Consulting Unit of the College of Business has a long-standing role in supporting this process by providing thorough data analyses and producing a detailed report for the senior management's reference. The report offers an extensive evaluation of student performance by College/School and year-of-study cohort, featuring comparative departmental scores and reviews of historical trends. Based on these findings and qualitative student feedback, the report concludes with recommendations for further advancements in L&T.

- R1.6 Given the length and depth of the detailed report, with effect from the 2025/26 academic year, a summary report has been prepared to deliver a concise overview of key findings, observed trends, and proposed action items to the Senate via the CityUHK-QAC and APC. Results indicate significant progress across all surveyed domains, yielding increased overall satisfaction with learning experiences in 2024/25. Cohort analysis identified notable differences between first-year and graduating-year students regarding ratings of “effectiveness of internship”, “intercultural exposure”, and “broadened academic experience”, with first-year students providing the lowest ratings and graduating-year students the highest, reflecting their varied educational journeys.
- R1.7 To facilitate Heads of academic units (AUs) to strategically address potential issues identified in the SLES, in addition to providing access to the survey data, College- and School-specific SLES reports have been distributed to the respective Colleges and Schools with effect from the 2025/26 academic year. These units are requested to report their follow-up actions on the identified issues to the Associate Provost (Student Life). The first report, due by the end of February 2026, indicates that all Colleges and Schools have taken concrete, timely actions to address and follow up on the issues identified. Actions taken include reviewing the curriculum to improve interactive learning, expanding course options to foster a learning-centric environment, and balancing the workload. Furthermore, additional efforts were made to strengthen connections with industry to create more local and international internship and career opportunities, and to establish overseas partners to broaden students' experiences through exchange initiatives. In addition, the survey results have been shared with the relevant supporting units, including the Student Development Services (SDS) and the Student Residence Office (SRO), for wider dissemination and continuous enhancement of support services.

Recommendation 2

The Audit Panel recommends that the University's Academic Advising Scheme is comprehensively and consistently implemented across all AUs to ensure that academic advisors meet their academic advisees in line with institutional policy. [Audit Report para. 5.5]

Ensure effective implementation of academic advising practices consistently across all AUs

- R2.1 To ensure the comprehensive and consistent implementation of academic advising across all AUs, the University has embedded academic advising as a core requirement within its curriculum. Starting from the 2025/26 academic year, all normative four-year degree students and Advanced Standing I students are required to complete GE1601 Whole-Person Development, a new one-credit mandatory Gateway Education (GE) course. Academic advising is a key component of GE1601, in which students must meet with their academic advisor at least twice during their first year, receive guidance and support as they develop reflective study plans, and continue to benefit from the same advisor throughout their undergraduate studies in their chosen major. This structured approach ensures that all students receive consistent academic support and that institutional policy regarding advisor-advisee engagement is realised in practice.

- R2.2 The first offering of GE1601 in Semester A 2025/26 recorded an enrolment of 2,962 students. Among them, 2,814 students (95%) completed all components in the course, and 2,837 students (96%) met with their academic advisors at least twice and submitted a study plan. According to the student feedback collected from 2,451 respondents, over 80% agreed that they received useful assistance and advice from the academic advisors. Students who did not successfully complete the course will be required to retake it in order to satisfy all the specified requirements.

Strengthen support for academic advisors

- R2.3 To facilitate effective preparation by academic advisors for meetings with their advisees, they were provided with an information pack in August 2025, which covers the role of an academic advisor, recommended discussion topics, and a guide to the University's support services and resources. The development of a centralised platform is underway to provide a standardised way for academic advisors and AUs to record meeting details and collect students' study plans.

Chapter 3 Follow-up Actions on Suggestions

Suggestion 1

However, while benchmarking is widely practised across all AUs, the extent to which the University has developed a standardised set of data collection tools is yet to be realised. The Panel *recognises* the initiative newly underway to build a central collection point of relevant data for incorporation into institutional reporting. [Audit Report para. 2.8]

Digitalization Strategy

- S1.1 The University Council approved the University-wide Digital Transformation Programme (DTP) in June 2025 as a core strategic initiative to enhance institutional effectiveness. The DTP aims to provide a single source of verified data to support management decisions, streamline administrative processes and cultivate a digital culture. This comprehensive strategy leverages digital technologies to transform the University's approach to education, research, and innovation, ultimately enhancing the experiences of students, employees, and stakeholders. It also rethinks organisational structure, culture, and internal capabilities to improve operational agility, boost engagement, and drive innovation in learning and research. The programme covers six pivotal areas with a prioritised three-year digital roadmap launched in July 2025, including human resources, administrative operations, data utilisation, research intelligence, communication and engagement automation, and student administration.
- S1.2 The Digital Transformation Steering Committee was established to provide strategic leadership and governance for the DTP. Chaired by the President and comprising University Council Members, senior management including Vice-Presidents, College Deans and Director of the Communications and Institutional Research Office, the Committee oversees the alignment of digital initiatives with the University's mission, vision and strategic priorities, while ensuring resources are allocated effectively to maximise impact across academic, research and administrative functions.

Single Source of Truth

- S1.3 To enhance data reliability and support the University's digital transformation, a Single Source of Truth (SSOT) will be established as a centralised and trusted repository that provides authorised users with consistent and verified institutional data. Given the criticality and University-wide impact of this platform, a Proof-of-Concept (PoC) has first been conducted using "Student 360 Analytics²" use cases. This PoC demonstrates how data from multiple systems can be integrated and accessed through the SSOT, thereby informing more comprehensive implementation planning for this large-scale project and ensuring its readiness for broader adoption.
- S1.4 The PoC showcases three key capabilities of the SSOT platform. First, a data catalogue that allows data stewards to curate and manage institutional data while enabling users to locate datasets efficiently. Second, a system workflow that streamlines requests for data access, ensuring proper governance and authorisation. Third, AI-powered analytics that allow users to explore insights quickly through natural language queries and intuitive interactions.
- S1.5 Operational feedback collected during the PoC indicates strong support from stakeholders, who agreed that the AI-powered features significantly reduce manual effort by simplifying

² Student 360 Analytics will centralise data from academic records, attendance, extracurricular activities, and counselling sessions to provide a holistic view and analytics of each student. This will facilitate the University to provide more personalised offerings, services and support, enhancing student experiences and learning outcomes.

the processing of large data volumes and helping users quickly locate key information. Stakeholders also recognised the potential of the SSOT to improve information sharing with AUs through self-service tools, such as business intelligence (BI) dashboards and AI assistants, enabling users to retrieve data based on specific needs without relying on data stewards or Central IT. The PoC further highlighted that the successful implementation of SSOT with AI capabilities relies on high-quality, well-defined data and iterative testing to ensure reliable outputs. To address these challenges, the project will strengthen data quality at the source and adopt a phased rollout to deliver early wins while mitigating risks.

- S1.6 Based on the current planning, the SSOT will be implemented in three phases between December 2026 and December 2027: (i) student data domains (Phase 1), (ii) research data domains (Phase 2), and (iii) administration data domains (Phase 3). In the interim, the University will continue to strengthen its data-driven culture through existing tools and platforms. For example, a new BI dashboard has been launched in CityUHK Scholars³ to illustrate how CityUHK's research contributes to the Sustainable Development Goals, addresses global challenges, supports open access, and generates impact across academic, social, public policy, and economic domains. Such initiatives demonstrate how data visualisation and analytics can support evidence-based decision-making, while enhancements to existing systems further facilitate more efficient and informed operations across the University.

Suggestion 2

The Panel formed the view that there could be benefit to the University developing a stronger strategy to support the use of technology in and for curriculum development. [Audit Report para. 2.11]

- S2.1 The University has proactively embraced a forward-looking strategy to support the use of technology in curriculum development, led by the Associate Provost (Digital Learning). This initiative fosters an innovative environment, empowering the CityUHK community to leverage technology for a dynamic and enriching learning experience.
- S2.2 The commitment is also exemplified by the University's pioneering implementation of a technology-enhanced TBL model, first delivered in the Summer Term 2024. This innovative approach builds upon traditional TBL frameworks by incorporating digital tools and classroom technologies, thereby creating a flexible learning environment that enhances engagement, facilitates dynamic group activities, and provides students with instant feedback. As a foundational element of the University's broader strategy, this model positions the University to harness digital learning as a catalyst for improved educational outcomes and student success, fully aligning with the Audit Panel's vision for a more robust technology integration in curriculum development.

Enhance readiness to apply the necessary tools and skills for effective integration of technology into the curricula

- S2.3 Significant emphasis has been placed on strengthening teachers' capability and readiness in digital learning. Since Semester B 2024/25, TED has enhanced its structured training workshops on the University's learning management system (Canvas) and plagiarism detection tool (Turnitin). These workshops now comprehensively address technology-integrated teaching, digital assessment and grading, as well as strategies for managing plagiarism and preventing AI-generated writing. These workshops are run every semester to

³ CityUHK Scholars is a web-based repository of all research output produced at CityUHK:
<https://scholars.cityu.edu.hk/en/>.

ensure teachers remain updated on technological developments, and a self-access online Canvas Workshop for Educators has been developed to enable greater learning flexibility.

- S2.4 To encourage effective and innovative use of Canvas, the Canvas Adoption Champions Scheme was introduced in 2025 to recognise exemplary teaching practices each semester. For example, the Semester B 2024/25 Champion used features such as Graded Discussions and Roll Call Attendance to build an active learning environment. Teachers' success stories are also disseminated through the Digital Learning Magazine⁴, launched in Semester A 2025/26 to promote good practices and actively cultivate a technology-enhanced culture across the University. So far, 12 teachers/teaching teams have received the recognition.
- S2.5 To deepen teachers' understanding of emerging trends in AI and its pedagogical applications, TED has delivered ten digital learning workshops featuring external scholars and AI specialists since 2024. These workshops provided practical demonstrations, hands-on examples, and guided practice, supporting teachers in adopting AI tools responsibly while maintaining a human-centred learning design approach.
- S2.6 The University has made strategic use of the UGC Teaching Development Grant (TDG) to promote innovation in L&T, particularly by reserving funds for emerging themes. Since the 2023/24 academic year, dedicated funding has supported projects that focus on technology-integrated L&T, including the incorporation of AI. Remarkably, the number of supported projects surged from 18 in 2023/24 to 67 in 2024/25, facilitating substantial advancement in digital and AI-enhanced educational practices. Project outputs such as videos, interactive modules, and AI-powered assessments have been showcased on the TED website, with positive feedback from academic participants⁵.
- S2.7 All digital learning adoption services, guidelines, and training resources are now consolidated on the Digital Learning Adoption Website⁶ launched in 2025, which serves as a central platform supported by a 24/7 inquiry chatbot. The website continues to be updated regularly with new examples, tools, and academic staff support resources. Additionally, TED publishes the TED Newsletter and the Digital Learning Magazine regularly to raise the CityUHK community's awareness of its services and the latest developments in digital learning. All these communication channels highlight examples of innovative teaching and provide students with increased exposure to diverse, technology-supported learning activities, contributing to a more informed, connected, and digitally confident learning community.
- S2.8 To enable the effective delivery of TBL, in Semester B 2023/24, an introductory online workshop series, conducted by an external TBL expert, was offered. The workshop comprised five sessions which went through all the necessary need-to-know tools and knowledge to effectively transform a course into a TBL course. Subsequently, one-on-one consultations were offered, providing tailored pedagogical advice, discipline-specific implementation strategies, and opportunities for teachers to refine their course-level designs under expert guidance. Upon request, one-on-one consultations between teachers and TED education officers are being arranged to assist teachers in the course conversion.
- S2.9 A CoP for digital and TBL has been fostered through regular professional development activities, including monthly TBL Meet-ups, TBL Classroom Visits, and College/School-level TBL Orientation Workshops. As of January 2026, 13 TBL Meet-ups

⁴ Digital Learning Magazine published by the TED: https://www.cityu.edu.hk/ted/dl_magazine

⁵ https://www.cityu.edu.hk/ted/staff_development/ai/AI_TDGSymposium/projects_2023-24.htm and https://www.cityu.edu.hk/ted/staff_development/ai/AI_TDGSymposium/projects_2024-25.htm

⁶ <https://www.cityu.edu.hk/ted/dla/>

with close to 300 attendees have been conducted, offering academic staff a collaborative platform to exchange implementation experiences, share challenges, and disseminate exemplary practices. To strengthen governance and ensure systematic coordination across AUs, the Digital Learning Task Force was also reformed. Each department now appoints a Digital Learning Lead, and one of these Leads from each College/School sits on the University-level Digital Learning Task Force led by the Associate Provost (Digital Learning). This two-tier structure enhances communication flow, enables more efficient mobilisation of institutional-level initiatives, and ensures that University-wide digital learning priorities are implemented consistently and responsively across departments and Colleges/Schools.

- S2.10 To recognise academic staff who demonstrate excellence in technology-enhanced teaching, the University introduced the Digital Learning Theme under the University's Teaching Excellence Award (TEA) in 2024, selecting one recipient each year. Since its launch, two awardees have been recognised for innovative practices such as AI-powered classrooms, technology-supported learning activities, and personalised learning approaches that enrich students' learning experiences.

Incorporate learning technologies to inspire students to engage in an inspirational thinking process

- S2.11 To ensure that students develop the necessary competencies for learning in an AI-enabled world, the University updated the *Guidelines on the Use of Generative AI in Learning and Teaching* for implementation from Semester A 2025/26. The revised *Guidelines* adopt a more embracing stance by permitting student use of Generative AI (GenAI) in formative assessments while requiring teachers to specify acceptable use in course syllabi, assessment briefs, and study plans. This clarity enables students to apply GenAI tools confidently and appropriately to their learning tasks, thereby strengthening their technological literacy, awareness of academic integrity, and preparedness for an AI-rich professional environment.
- S2.12 To enhance students' engagement in team-based and technology-enhanced learning, TED established the Digital Learning Specialised Team in 2024 to co-develop multimedia and AI-supported learning materials with teachers. These materials, such as pre-class videos and virtual tours, provide rich, discipline-specific learning contexts and strengthen pre-class preparation, which is essential for productive in-class collaboration. To date, over 250 pre-class videos and 3 virtual tours have been produced, benefiting students in over 50 courses by offering clearer explanations, immersive demonstrations, and more accessible learning pathways. These technology-enhanced materials provide students with varied modes of content engagement before class, enabling more active, inquiry-driven, and collaborative learning during TBL activities.
- S2.13 To further enhance flexibility in course design and digital learning production, the University is also moving forward to enable teachers to create their own multimedia and AI-supported learning materials with greater ease. To achieve this, the University is engaging external technology solution partners to provide independently operable digital platforms that simplify content creation, streamline workflow integration, and support a wider range of pedagogical needs. These forthcoming tools will allow teachers to design materials that are tailored to their discipline-specific contexts, thereby enriching students' pre-class preparation and in-class collaborative learning experiences.
- S2.14 The adoption of AI-supported chatbots in learning activities also plays an important role in engaging student participation in TBL activities. These course-specific AI chatbots enable role-playing, AI-supported feedback, and scenario-based learning. Most chatbots are accessible via the CityUHK Mobile App, allowing students to practise any time anywhere.

So far, TED and Computing Services Centre have jointly supported the development of more than 47 chatbots across at least 13 courses.

- S2.15 These tools and pedagogical enhancements have enabled students to participate more actively in group discussions, receive immediate AI-supported feedback, and engage in collaborative problem-solving activities that strengthen higher-order thinking and reflective learning. To ensure that students could fully embrace TBL, a video on TBL Student Preparatory Guide⁷ has also been made available to enhance students' readiness and engagement in TBL activities.
- S2.16 Collectively, the abovementioned initiatives have resulted in more engaging, interactive, and technology-enhanced courses that better support students' learning. University-wide LOQ scores on the question of technology-enhanced learning increased from 4.23 in Semester A 2024/25 to 4.28 in Semester A 2025/26, reflecting students' growing satisfaction with the digital learning experience. TBL courses also continued to receive strong student ratings, with LOQ scores of 4.37 or higher over the same period, indicating that students value the collaborative, analytical, and technology-supported learning opportunities embedded in TBL classes. Students also appreciate the opportunity to interact with peers who may be physically located apart, further enriching their learning experience⁸.

Create interactive learning environments that integrate teachers, learners and AI agents

- S2.17 The University has made notable progress in embedding technology-enabled TBL to cultivate higher-order thinking. Beginning with a humble introduction of two TBL postgraduate courses in Summer Term 2024, the coverage has been expanded to over 140 TBL courses, which have engaged a cumulative total of over 13,000 student enrolments.
- S2.18 AI has been utilised to review course syllabi and assess the status of university offerings, identifying opportunities to inspire higher-order thinking. Of the 3,386 courses reviewed, about 83% had in-class group work integrated at emerging to intensive levels, positioning them well for TBL. To enable the remaining courses to move toward TBL-ready design, TED is in the process of engaging with these courses; and promoting the importance of student engagement to the other courses that currently exhibit minimal in-class collaboration.
- S2.19 To provide an optimal environment for these interactive technology-enhanced TBL courses, the University has been upgrading its physical and digital infrastructure. So far, six TBL classrooms totalling over 270 seats have been completed, and construction of five additional classrooms (approximately 380 seats) is underway. These rooms support synchronous cross-campus TBL classes, connecting classrooms within or beyond CityUHK Hong Kong to Dongguan and even overseas collaborators.
- S2.20 To meet the growing demand for classrooms suitable for TBL activities, TED is working with the Campus Development Office to review the configuration of existing classrooms. The plan is to categorise classrooms into tiers based on their suitability for different levels of TBL activities. This tiered system will give teachers greater flexibility in selecting rooms that best support the scale and pedagogical needs of their TBL designs.
- S2.21 In 2025, to further advance the University's TBL initiatives, a special Preparatory Grant for the Simultaneous Implementation of Large Team-based Learning Classes was introduced to support the transformation of large traditional classes into smaller interactive groups, with the potential to also address the concurrent running of TBL classes across multiple venues

⁷ <https://vimeo.com/1100170853>

⁸ <https://vimeo.com/1157412152>

where appropriate. Nine projects were awarded under this scheme, spanning AI-enhanced TBL designs, multi-venue and cross-class collaborative models, and immersive and game-supported learning approaches.

- S2.22 These developments collectively demonstrate substantial progress toward a technology-enhanced, interactive, and AI-supported learning environment grounded in active collaboration, personalised learning, and authentic engagement.

Suggestion 3

The Audit Panel would *suggest* that the University might wish to revisit its approach to appointment and training of student representatives to more thoroughly help prepare them for the role. [Audit Report para. 5.10]

Enhance the appointment and training process of student representatives on University committees to better prepare them for their roles

- S3.1 With the aim of equipping student representatives serving on the University committees or College/School Boards with essential interpersonal and communication skills required for effective committee service, two pilot training sessions in the form of a Leadership Bootcamp, organised by the SDS, were held on 28 May 2025. The training featured interactive activities to enhance students' leadership and communication skills. Similar training programmes were offered to approximately 60 student representatives who began serving on various University committees or College/School Boards in September 2025.
- S3.2 As of December 2025, a total of 20 University committee representatives completed the Leadership Bootcamp training programme, achieving a satisfaction rate of 4.71 out of 5. All participants affirmed the significance of leadership skills for university students, underscoring their value in both academic and professional realms. Over 90% of the attendees found the training sessions valuable for insights into their leadership style.
- S3.3 In the annual call for student representatives for certain institutional-level committees, students are invited to express their interest in serving on specific committees via their respective Colleges/Schools, allowing the relevant committees to consider their preferences. The terms of reference and constitution for these committees are readily accessible online for students' reference.

Collect feedback from various stakeholders

- S3.4 Focus group or town hall meetings will be arranged after the election and appointment of the University Council student representative in early 2026 to gauge students' feedback on the effectiveness of the training programmes.

Chapter 4 Continual Development and Dissemination of Good Practices

Good Practice 1

The Audit Panel considers that the flexibility created for students to personalise their learning through choices of elective courses, practicum, workplace and/or internship studies and options for international exchanges with overseas benchmark partners and other collaborating institutions is a feature of good practice. [Audit Report para. 2.10]

Flagship Programmes

GP1.1 CityUHK launched its first series of Flagship Programmes⁹ in 2024/25 to equip students with essential knowledge and skills, nurture their global leadership abilities, and connect them with top professionals. The initiative began with four programmes across four Colleges and Schools, expanded to nine by 2025/26, and is set to reach ten in 2026/27, covering all Colleges and Schools at the University.

GP1.2 Students who excel academically are automatically considered for Flagship Scholarships¹⁰, which provide tuition coverage, guaranteed accommodation in the Halls of Residence, and a one-time special sponsorship for up to one year of overseas exchange at a leading university.

GP1.3 Since the launch of the Flagship Programmes, nearly 300 students have been admitted. Of these, 16 have participated in academic or research exchange at prestigious institutions such as Harvard University, Imperial College London, the University of Oxford, the University of Toronto, The University of Sydney, and others. A total of 40 Flagship Scholarships has been awarded. Student feedback on these Flagship Programmes has been overwhelmingly positive¹¹.

Scholarships

GP1.4 CityUHK has also actively explored collaborations with renowned universities to enrich students' learning experience. In partnership with the University of Cambridge, CityUHK launched the Taught Master's Degree Scholarship Programme and Research Master Scholarship Programme to provide CityUHK students with valuable opportunities to pursue master's/research master's degrees at Cambridge. The first group of 12 scholarship recipients had begun their exciting academic journey at Cambridge in the 2025/26 academic year.

Learning outside the classroom

GP1.5 Personalised learning support at CityUHK is available to all students, not just high achievers. The Hall Maths Learning Support Programme, launched in 2024/25 for Hall residents, is run after hours by a maths professor and an instructor, with support from trained student mentors. The programme aims to lower failure rates in foundational maths through accessible, peer-led revision and one-to-one mentoring, and to provide emotional support to students struggling with the subject. The programme began with a single course and expanded to three courses within a year, increasing student participation from over 30 to more than 90, while maintaining a satisfaction rate of 97%. In the 2025/26 academic year, the programme further broadened its focus to include the development of mentors' organisational and leadership

⁹ <https://www.cityu.edu.hk/pvdp/flagship/>

¹⁰ <https://www.cityu.edu.hk/scholarship/#flagship>

¹¹ Students' feedback in the form of videos on CityUHK Instagram:

<https://www.instagram.com/reel/DKGkN3OODMQ/> (Pathway for Research, Innovation, and Multinational Engineering Programme)

https://www.instagram.com/reel/DJ_lvQpTwjf/ (Global Research Enrichment and Technopreneurship Programme)

<https://www.instagram.com/reel/DJtIUUpAzDB/> (Bachelor of Veterinary Medicine)

<https://www.instagram.com/reel/DJtdvGgTkoy/> (BBA Global Business)

abilities through their involvement in “mini-projects”. These activities leveraged mentors’ expertise in maths to support outreach to the local community through hosting coding courses and delivering remedial lessons.

GP1.6 The University’s accelerated adoption of TBL, as outlined in paragraphs S2.1 to S2.22, offers an additional path for personalised learning. This approach has been positively received by students, as shown by higher LOQ scores.

Good Practice 2

The Audit Panel considers that the mentorship programme and the Teaching Start-up Grant together demonstrate a strong commitment to supporting the development of recently appointed staff, and constitute a feature of good practice. [Audit Report para. 3.4]

Proactively engage new academic staff in foundational teaching training

GP2.1 With a view to benchmarking prevailing practices of sister institutions and optimise the University’s resources, the CityUHK-QAC approved in February 2025 the revised *Guidelines on Staff Development for Academic Staff*, strengthening the professional development of new academic staff through a compulsory training framework. Starting 2025/26 academic year, all new academic staff (including part-time staff) are required to complete the University-defined teaching and learning related modules within a specified period of time. Heads of AUs concerned are responsible for ensuring timely completion, and non-completion will be taken into account in the staff’s annual Performance-based Pay Review.

GP2.2 TED has enriched and updated the content of these mandatory modules to broaden their pedagogical breadth and relevance. The three required modules are: (i) Generic Introduction to Teaching at CityUHK for New Faculty, (ii) Outcomes-Based Teaching and Learning, and (iii) Active Learning and Interactive Teaching¹². As of January 2026, 24% of the 114 newly enrolled new academic staff have completed all three modules, with most expected to fulfil the requirements by the end of the 2025/26 academic year. Pre- and post-module quiz results indicate measurable improvements in pedagogical knowledge, ranging from 16% to 35% across the three modules. The mandatory training framework also ensures that all new academic staff, within their first year of service, are systematically introduced to University-wide initiatives and key strategic priorities, such as the Peer-Assisted Learning Scheme using Supplemental Instruction and TBL.

GP2.3 TED is also conducting a comprehensive review and enhancement of all online staff development modules. An expanded catalogue of updated mandatory and optional courses will be launched in 2026 to better support the continuous pedagogical development of academic staff and ensure alignment with evolving L&T priorities.

Facilitate Teaching Start-up Grant (TSG) applications

GP2.4 To encourage and support new academic staff in applying for the TSG¹³, a scheme designed for full-time academic staff who joined CityUHK within the past 24 months, TED organised three briefing sessions in January and September 2025 and January 2026, as well as a sharing session by the University’s TEA recipients in January 2025. These sessions were positively received and provided participants with guidance on preparing grant proposals and access to available resources for evaluating project effectiveness. Participants reported clearer understanding of the evaluation framework and how to evidence positive project impact. TED

¹² More details of the required modules are available on the TED’s website:

https://www.cityu.edu.hk/ted/staff_development/staffdev/

¹³ Guidance notes on application for CityUHK’s TDG and TSG:

https://www.cityu.edu.hk/ted/grant/guidance_notes.htm

will continue offering at least two briefing and sharing sessions annually, aligned with the TSG application cycle, and provide individual feedback to unfunded proposals to support further refinement. Additional pedagogical resources are available on TED's website¹⁴. The TSG application success rate has risen substantially from 37% (2022-25) to 60% (2025-26), demonstrating increased engagement and improved proposal quality.

- GP2.5 Recognising that new academic staff often face significant time constraints and may have limited prior exposure to learning-and-teaching scholarship which has resulted in some TSG proposals lacking a structured evaluation methodology, TED will enhance its support by guiding applicants in developing appropriate evaluation methods. This strengthened support aims to improve project rigour and enable more effective dissemination of project outcomes.

Promote and recognise innovative teaching projects

- GP2.6 All funded TDG and TSG projects and their outcomes are publicly accessible on TED's website¹⁵. In the latest call for proposals, greater emphasis was placed on external dissemination, with the conference-attendance funding ceiling increased from HKD15,000 to HKD20,000 from 2025/26 onward to encourage wider international sharing.

- GP2.7 In the previous cycles, some project teams experienced challenges in carrying out dissemination plans or fully utilising conference budgets often due to evaluation timelines coinciding with project end dates. To address this issue, expectations for dissemination and reporting have been strengthened. PIs are now required to indicate planned conference or journal dissemination in their final reports, and each PI is expected to engage in some form of external dissemination. Where scholarly publication is not feasible, alternative pathways, such as TED's Digital Learning Magazine, TDG/TSG showcase events, or pedagogy events are available. PIs demonstrating dissemination progress (e.g., draft manuscripts or papers under review) may apply for project extensions to utilise the remaining funds for dissemination. In addition to the final project report, PIs are required to submit a post-completion report six months after project closure, in line with practices of other major funding schemes, such as those of the UGC's Research Grants Council and the Innovation and Technology Commission.

- GP2.8 Only 14% of TSG-funded projects in 2024/25 included conference dissemination in their budgets. With a stronger emphasis on dissemination in 2025/26, all approved TSG projects now plan to present outcomes at international conferences. As this marks the beginning of the 2025-28 triennium, more outcomes and outputs are expected to be reflected in future reports.

- GP2.9 To support capacity building, TSG grantees will be informally paired with experienced TDG holders for mentorship on project execution and impact generation. TSG PIs will also be encouraged to apply for TDG funding upon project completion, with evidence of external dissemination considered in future applications. Overall, these efforts demonstrate the University's continued commitment to supporting the development of recently appointed staff.

¹⁴ Digital Learning: <https://www.cityu.edu.hk/ted/dla/>
Team-Based Learning: https://www.cityu.edu.hk/ted/dla/tbl_design.htm
AI in Learning and Teaching: https://www.cityu.edu.hk/ted/staff_development/ai/AI_TDGSymposium/projects_2024-25.htm
VR-Enhanced Learning: https://www.cityu.edu.hk/ted/dla/vr_learning.htm

¹⁵ All funded TDG and TSG projects: https://www.cityu.edu.hk/ted/grant_db/index.htm

Good Practice 3

The Audit Panel considers the effectiveness of the initiative of proactively inviting “at risk” students with special educational needs (SEN) to seek support from the University’s counselling service to be a feature of good practice. [Audit Report para. 5.7]

Newly declared SEN students to complete the DASS-21 questionnaire at the beginning of each semester

GP3.1 CityUHK is committed to ensuring that every student, including those with SEN, has access to equal educational opportunities. Students can declare their special needs via an online declaration and submit it along with supporting documents. This allows the University to tailor suitable arrangements for providing the best possible support throughout their learning journey at CityUHK.

GP3.2 In Semester A 2025/26, newly declared SEN students were invited to complete the DASS-21 questionnaire, which consists of three self-assessed scales designed to evaluate the emotional state of depression, anxiety and stress, with 100% completion rate. Those who scored relatively higher, indicating a higher level of depression, anxiety and stress, were referred to a SDS counsellor for follow-up. Newly declared SEN students in Semester B 2025/26 were also invited to complete the questionnaire after the declaration period scheduled from 25 December 2025 to 24 January 2026. By the end of the 2025/26 academic year, the questionnaire will be sent again to all declared SEN students to assess whether their DASS-21 scores have improved.

Increase the number of tutors to provide one-on-one coaching for SEN students under the Academic Assistance Scheme

GP3.3 The Academic Assistance Scheme aims to maximise the potential of SEN students through peer support, including assistance in note-taking, library search, scanning and converting reading materials into accessible formats. A total of 37 student tutors were recruited in Semester A 2025/26, which marked a 60.9% increase from the 23 tutors in Semester A 2024/25. Over 80% of the tutored courses achieved passing grades. Evidenced by the number of tutored courses achieving satisfactory to excellent results, the Scheme has effectively enhanced the overall academic performance of the SEN students. The University will continue to strengthen its promotional efforts to identify more potential student tutors.

Increase training sessions conducted by educational psychologists and the medical relief fund to provide students in-need with psychiatric consultations and educational psychological services

GP3.4 Training sessions conducted by educational psychologists are offered to SEN students with an aim to enhancing their executive functioning and social and communication skills. Due to the delayed announcement of the UGC’s Special Grant to Enhance the Support for Students with Special Educational Needs for Phase 5 (2025-2028), the budgeting and planning of the training sessions and medical relief fund were affected. The schedule for the training sessions was delayed, resulting in a 31% decrease in the number of training sessions and a 26% decrease in the enrolment rate in Semester A 2025/26, compared to the same period in 2024/25. The number of beneficiaries under the medical relief fund also dropped significantly by 84%. The situation is expected to improve as the budget will be adjusted and more training sessions will be organised in Semester B 2025/26. In addition, it was observed that the demand for the group training sessions was lower during term time. More sessions will therefore be scheduled during the semester break to cater to students’ needs. Students highly appreciated the support services, giving them a satisfaction rating of 4 out of 5, indicating a high level of contentment. They also expressed hope that these services could be maintained and extended as they have been instrumental in helping them address different learning and psychological challenges.

Utilise an online platform for stress reduction

GP3.5 The Counselling Service of SDS partnered with TourHeart+ from The Chinese University of Hong Kong in April 2025 to provide comprehensive mental health support for all current CityUHK students, including SEN students, through an online platform. It signified a strategic step in expanding the University's mental health services to meet the diverse needs of the student population. As of January 2026, the TourHeart+ app and website recorded 817 registrants, an impressive 349% increase from the 182 registrations since its launch in April 2025. Students highly appreciated the round-the-clock access to this multilingual platform, which allowed them to explore mental health resources at their own pace. This self-directed approach complements existing counselling services and provides additional tools for students to manage their well-being outside office hours and when they prefer the online platform to in-person consultations.

GP3.6 To meet the evolving needs of students and promote overall mental health awareness, the contents of the online platform have been constantly reviewed and enriched. In addition, a "Mental Health Assessment" and new training modules on "Self-Learning Resources", such as emotional regulation and stress management, were introduced in Semester A 2025/26 to diversify the existing mental wellness training courses.

Provide support to SEN students who live in student halls

GP3.7 With effect from the 2024/25 academic year, the information of SEN student residents is made available to the Resident Masters (RMs) and SRO staff via the Administrative Information Management System. The "Traffic Light Approach", introduced to RMs at Kowloon Tong and Ma On Shan Compounds on 1 December 2025, uses three alert levels to classify SEN risk, enabling RMs to identify student needs and provide timely support with assistance from the SRO and SDS Counselling Service. New Resident Tutors and SRO staff are also required to become familiar with the approach through training workshops and orientation sessions.

Increase staff members' and students' awareness of mental health issues and knowledge on supporting measures on campus

GP3.8 In collaboration with external organisations, the University organises the face-to-face Mental Health First Aid programme for staff and students to enhance knowledge on mental health issues, boost confidence in offering help and reduce the stigma of mental disorders. Since January 2025, the programme, with both English and Cantonese sessions, has also been offered online to enhance accessibility and flexibility. In 2025, a total of 20 staff members participated in the programme. Meanwhile, 363 students had enrolled, marking a 25.2% increase compared to 2024. Staff members were highly satisfied with the programme, in particular, the overall staff rating for the Cantonese sessions increased from 4.73 out of 5 in September 2024 to 4.8 in May 2025. The student rating also increased from 9.3 out of 10 in 2024 to 9.5 in 2025. Participants found the programme helpful in gaining a better understanding of mental health and appreciated the instructor's open-minded discussions and sharing of real-life cases. To encourage more participation, the programme schedule is being reviewed to accommodate staff and students' schedules and preferences.

Glossary of Abbreviations

AI	Artificial intelligence
APC	Academic Policy Committee
AU	Academic Unit
BI	Business intelligence
CityUHK	City University of Hong Kong
CityUHK-QAC	Quality Assurance Committee of CityUHK
CoP	Community of Practice
DASS-21	Depression, Anxiety, and Stress Scale
DTP	Digital Transformation Programme
GE	Gateway Education
GenAI	Generative artificial intelligence
LOQ	Learning Outcome Questionnaire
L&T	Learning and teaching
PI	Principal Investigator
PoC	Proof-of-Concept
RM	Resident Master
SDS	Student Development Services
SEN	Special Educational Needs
SLES	Student Learning Experience Survey
SRO	Student Residence Office
SSOT	Single Source of Truth
TBL	Team-Based Learning
TDG	Teaching Development Grant
TEA	Teaching Excellence Award
TED	Talent and Education Development Office
TSG	Teaching Start-up Grant
UGC	University Grants Committee
UGC-QAC	Quality Assurance Council of the University Grants Committee

