



THE CHINESE UNIVERSITY OF HONG KONG

**Progress Report
on Quality Assurance Council Third Audit Cycle**

December 2025

THE CHINESE UNIVERSITY OF HONG KONG

PROGRESS REPORT

ON QUALITY ASSURANCE COUNCIL THIRD AUDIT CYCLE

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1. Introduction

- 1.1 The Chinese University of Hong Kong (CUHK) extends its appreciation to the Quality Assurance Council (QAC) for conducting the third round quality assurance audit and is grateful to the Audit Panel’s affirming commendations and constructive recommendations. The QAC Audit has provided a valuable opportunity for the University to critically reflect on the quality of its teaching and learning (T&L) activities and initiatives across programmes at the levels of sub-degree, first degree and above, however funded, leading to a qualification wholly or partly awarded by the University, as well as programmes offered by The Chinese University of Hong Kong, Shenzhen (CUHK(SZ)).
- 1.2 In response to the outcomes of the quality audit conducted in October 2023, the University drew up a comprehensive Action Plan to address the recommendations and follow up on the good features identified in the *Report of Quality Audit of The Chinese University of Hong Kong (Quality Audit Report)* published in June 2024, which was submitted to the QAC in September 2024. The University also provided supplementary information on the Action Plan in February 2025 to further elaborate on the proposed actions and timeline in respect of two specific areas in light of QAC’s feedback. The Senate Committee on Teaching and Learning (SCTL) leads and coordinates across respective committees/units/task forces to ensure that the University is making good progress in implementing and monitoring of all action items, and appropriate measures for continuous enhancements.
- 1.3 An updated version of the Action Plan summarizing the latest progress of various action items is in the Annex. This report outlines the progress of major recommendations and follow-up to features of good practices as identified in the *Quality Audit Report* as well as other major developments in T&L.

2. Enhancement of Teaching Quality through Peer Review of Teaching

- 2.1 The QAC Audit Panel recommended that “to more systematically promote enhancement of teaching quality, the University reviews the scope of its policy for peer review to better identify and target which groups of teaching staff can benefit” (paragraph 3.12 of the *Quality Audit Report*).

- 2.2 The SCTL has engaged Faculties in formulating plans to facilitate formative peer review among teaching staff. Faculties design their plans in accordance with the guiding principles that the main objective of the plans is to allow teaching staff to learn from each other to enable continuous enhancement in T&L quality of both undergraduate and postgraduate programmes, and the plans should be designed to best suit individual Faculties' needs taking into consideration programme designs, class arrangements, etc.
- 2.3 All eight Faculties have shared their plans/programmes at the SCTL meetings. Faculties devise their plans/programmes based on successful experience on peer review piloted by their Departments, where applicable, or formulate new strategies with input from Departments. Different frameworks are developed to cater for discipline-specific needs, e.g., two-tier support with T&L seminars and strategic workshops on curriculum provided by the Faculty and peer review system implemented by individual Departments; three-component approach covering a safeguard mechanism to identify individual teachers in need (e.g., those with unsatisfactory Course and Teaching Evaluation (CTE) results) and provide them with one-on-one support, unit-level mentorship scheme to pair up a new or inexperienced faculty member with a senior faculty member for sharing of good practices, and faculty-level sharing on teaching excellence for all teachers; conduct of "structured" learning activities, which require mandatory documentation and specific timelines from teachers to ensure consistent learning outcomes, and "unstructured" learning activities which are informal and voluntary without rigid protocols. In any case, all Faculties regard the pilot of peer review as a valuable opportunity to foster mutual learning among teachers with a view to promoting effective teaching and enhancing reviewees' professional development.
- 2.4 Class observation/visit is a common practice of peer review on teaching across all Faculties, administered to target groups in different modes (mandatory, voluntary or on a need-basis). The Faculty of Business Administration piloted class observation for all undergraduate courses in 2024-25 involving over 160 full-time and part-time teachers, the process of which includes pre-class discussion, in-class observation and post-class reflection. In some Faculties, class observation/visit is arranged for new/early career/less experienced/newly promoted academic staff through which they can receive valuable and constructive feedback from experienced or award-winning faculty members from the same or different disciplines of the respective Faculty. The Faculty of Arts piloted a programme for Assistant Professors and newly appointed Lecturers and Assistant Lecturers who are in their first contract, where a "two-way" class observation is arranged, i.e., junior teachers observe classes taught by award-winning teachers and then have their own classes visited by the award-winning teachers. In 2024-25, 16 courses offered by award-winning teachers were available for class observation and 36 junior academic staff joined the programme. The programme may be open to all staff gradually in the following years. In addition to "live" observation of classes, the Faculty of Law arranges a second

reviewer to observe recorded classes, taking into consideration that some classes may be conducted outside the CUHK Shatin campus. In some Faculties, mandatory class visits will be conducted for all teachers including both junior and senior teaching staff.

- 2.5 Class visits may also be conducted at the faculty level. For instance, the Faculty of Engineering arranges for each member of the Faculty Teaching and Learning Committee (FTLC) to conduct class visits for Faculty Package/Foundation courses and provide comments and suggestions to the course instructors. The class visit reports are submitted to the FTLC for record and follow-up, if necessary.
- 2.6 Recognized as an effective means of promoting pedagogical excellence, T&L sharing sessions/workshops are/will be organized by Faculties/Departments regularly, where teaching-award winners and experienced colleagues disseminate good practices and cutting-edge topics related to teaching and pedagogy. Mentorship system by pairing up junior and senior teaching staff or buddy system is another good practice in place in a number of Faculties.
- 2.7 Faculties also encourage engaging colleagues in less-structured activities, e.g., informal teaching seminars for sharing pedagogical design, teaching method, student engagement and assessment techniques; small, cross-disciplinary learning groups for peer review of syllabi and assessments; short sessions in regular programme meetings/before an academic term to exchange teaching tips or good practices and discuss pressing issues; discussion sessions for sharing the experiences of mentoring course tutors and sharing of knowledge on course content and assessment design in programme meetings involving teaching assistants (TAs). Departments are also encouraged to establish centralized repositories/tools (e.g., teaching resources, samples and proposals) accessible to all teachers to facilitate on-going peer learning.
- 2.8 Departments are given flexibility to formulate discipline-specific guidelines/policies. Examples include requiring each course instructor to prepare a course reflection document for each course he/she offers for review by the Department Subject Panel; submission of one Zoom video class recording of a selected lecture by each teaching staff for review by the Department Academic Personnel Committee for peer teaching assessment.
- 2.9 Additional support for teachers facing challenges in teaching is always available from the Department Chairpersons, Faculty and University central. The Centre for Learning Enhancement And Research (CLEAR) supports the professional development of academic staff and TAs. Departments are also welcome to refer teachers who need assistance to CLEAR for advice and support, if necessary.
- 2.10 Faculties will be invited to share their experience at the SCTL meetings following the first year of implementation of their plans. Drawing on the insights from the

pilot schemes, the University will determine the next steps to enhance its peer review practices, which is one of the action items in the University's Strategic Plan 2026-2030.

- 2.11 In response to the Audit Panel's comments, CUHK(SZ) formulated a set of *Guidelines on Peer Review of Teaching* to consolidate two existing teaching quality review approaches into one single formal documentation: the School-based formative peer review and the University-level Teaching Quality Inspection (TQI). The set of Guidelines was approved by the Committee on Teaching and Learning and Academic Board of CUHK(SZ) in June and July 2025, respectively.
- 2.12 Similar to the Faculty-specific peer review at CUHK, the main objective of School-based formative peer review at CUHK(SZ) is to support faculty members' professional growth, enhance student learning and promote good and innovative practices. Schools may introduce a mentor-mentee system for faculty members at the rank of Assistant Professor or below in their first contract of appointment, or faculty members who have demonstrated a need for improvement. Senior faculty members with proven track records for effective teaching as well as teaching awards recipients (e.g., *Presidential Exemplary Teaching Award* and *Teaching Ethics Award*) will serve as mentors. A minimum of two onsite class observations will be conducted by the mentor within an academic year and the mentee is also encouraged to observe his/her mentor's classes for mutual learning. The review process includes pre-class observation meeting between the mentor and mentee, onsite class observation and post-class observation discussion. A review form will be prepared for the School's record, which will only be made available to the mentee, mentor, School Dean and his/her delegate.
- 2.13 The TQI is conducted at the university level every two to three years to ensure consistent teaching quality across disciplines. Faculty members will receive a notification prior to each TQI cycle. A University Review Panel will be established to review courses of each School through class inspection without prior notification given to the course instructors.
- 2.14 The Review Panel is composed of experienced teachers nominated by School Deans (three to four per School) and may be supplemented by additional reviewers appointed by the Vice President (Academic) and the Associate Vice-President (Education). Normally the Vice President (Academic) and the Associate Vice-President (Education) will select the courses for review, approximately ten per School each semester, and assign a reviewer from the Panel to each course. Reviewers complete a review form, and their comments are disclosed only to the Vice President (Academic), the Associate Vice-President (Education) and the relevant instructor's School Dean. Any suggestions for improvement will be shared with the instructors through their Deans, and the peer observation results may be used as a reference in personnel decisions.

- 2.15 As recommended by the Academic Board, any faculty member undergoing promotion or tenure evaluation is subject to at least one of the above two peer review approaches (i.e., school-based peer review and/or TQI) to assess his/her teaching performance.

3. Implementation of Course and Teaching Evaluation

- 3.1 The QAC Audit Panel commented that “while the Audit Panel noted the collection and analysis of CTE scores, the University might wish to consider the value of benchmarking of CTE results across the institution, along the lines of what is already done for the Student Experience Questionnaire (SEQ). Currently CTE outcomes are shared with students at faculty-level Staff-Student Committees though the Audit Panel suggests that the University might consider extending provision of outcomes to all students” (paragraph 3.3 of the *Quality Audit Report*).
- 3.2 A Task Force on Review of Course and Teaching Evaluation (CTE Task Force) was established under the SCTL to review the design of the CTE questionnaires, the *Guidelines on Course and Teaching Evaluation* (CTE Guidelines) as well as the overall implementation of CTE. The current set of CTE questionnaires was developed through a rigorous review process to address the points raised by the QAC in the first audit cycle in 2008, incorporating feedback from Faculties and students, as well as findings from the validated pilot study assessing the reliability and effectiveness of the questionnaires. Over the years, further enhancements were introduced, including creation of a central depository for CTE results, adoption of two common CTE questionnaires – one for individual teacher and another for courses with multiple teachers, and implementation of online CTE. Following its review, the CTE Task Force re-affirmed that the questionnaire design could serve the purpose of enhancing T&L, and evaluating the performance of individual teachers. Some revisions to the wording and presentation of the questionnaires were proposed to improve clarity, better align with the current T&L trend and facilitate students’ understanding. In addition, teachers would be required to spare time for students to complete the CTE questionnaires in class with a view to improving the response rate. The revised CTE questionnaires and Guidelines were approved by the SCTL for implementation w.e.f. 2025-26 (Appendix 1).
- 3.3 Upon careful review, the CTE Task Force agreed that the aggregate results of CTE questionnaires be made available to student representatives of the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee at its meetings. The decision takes into account both the need to extend provision of outcomes to students and the sensitivity of the results. Student representatives are provided with opportunities to discuss in depth with department management on how to improve T&L of specific courses. Additionally, the CTE results should be released to teachers only after course grades have been released.

- 3.4 The University acknowledged the value of benchmarking of CTE results across the institution. The University Planning Office has maintained a CTE Data Dashboard with detailed statistics enabling the benchmarking of CTE results across all Faculties. Faculty Deans and Faculty Secretaries can access the statistics of their own Faculties with reference to the University-level benchmarking data, whereas Department Chairpersons and Department Secretaries can access their own Departmental statistics with reference to the Faculty-level and University-level benchmarking data. The senior management is granted full access to all the information for reference and evaluation.
- 3.5 With the aim of enhancing T&L, the two questions in the CTE questionnaires that gauge how far and effective teachers make use of resources available to enhance student learning, namely, “The teacher made effective use of library resources to enhance my learning” and “The teacher made effective use of IT resources to enhance my learning”, will be included in the SEQ. Administered to second year and final year students, the SEQ evaluates the development of key generic capabilities and the T&L environment. Analysis of SEQ responses reveals long-term trends, tracks longitudinal changes, and identifies “added values” of undergraduate programmes, with aggregate data at various levels provided to relevant committees/units for follow-up and continuous improvement.
- 3.6 In order to better reflect teachers’ performance, the CTE Task Force recommended that the question “Overall, I am satisfied with the teacher’s performance” as well as the question (or two or more questions in the event of a tie) that individual teachers had received the highest score be included as an element of input in the Academic Staff Development Review of teaching staff. The recommendation on providing more information for appraisal of teaching staff has been approved by the Deans Committee, and the University is now working on its implementation.

4. Effective Data Collection and Usage

- 4.1 The University is glad that “the Audit Panel was able to identify the various examples of CUHK’s systematic and comprehensive use of the various types of data to inform major planning activities, annual review at university, faculty and programme levels, and new enhancement initiatives. The Panel could confirm evidence of a systematic, comprehensive data-driven approach to decision making and enhancements” (paragraph 6.10 of the *Quality Audit Report*).
- 4.2 In terms of data collection, satisfactory progress has been achieved in the implementation of the University’s data strategy plan. A draft of the institutional data catalogue, which serves as an inventory of all data items identified by the data owners as important and should be regularly collected, has been developed. Soft launch of a data collection portal, which is a key component in the data strategy plan (i.e., significant improvement through automation) was conducted in March 2025. Continuous enhancement of the University’s data analytic

dashboard is made by including more useful data such as non-local undergraduate student admission, CTE and College General Education.

- 4.3 The University continues to make use of data collected through student questionnaires to enhance T&L. For example, medium of instruction was reported as a challenge for Year 1 students in the First Year Experience Questionnaire (FYEQ). In this regard, CLEAR initiated a study to investigate the situation and identify coping strategies with the support of Teaching Development and Language Enhancement Grant (TDLEG). To address the survey results indicating declining student-student relationships, a resource package for teachers on rapport building with and among students was completed and ready for dissemination. The university-level student questionnaires are reviewed and updated from time to time following the University's latest development. For example, in view of comments on mathematical foundation knowledge, an item was added to FYEQ to understand if students perceive themselves as having sufficient mathematical knowledge for Year 1 courses.
- 4.4 Arising from the self-reflection process of the QAC audit, the University has planned to design and develop a sector-wide information system for Sub-degree, Professional and Continuing Education Programmes (SPCEP), which is in alignment with the strategy of "effective use of technology in SPCEP courses/programmes" of the University's Strategic Plan 2021-2025 (*CUHK 2025*). This is also a timely response to the Audit Panel's feedback that "more needs to be done in systematic data collection in some areas, including for SPCEPs which need a student information system" (paragraph 6.5 of the *Quality Audit Report*).
- 4.5 A new SPCEP information system has been developed with the concerted efforts of various units. To ensure that the system is fit-for-purpose, inputs from the School of Continuing and Professional Studies and Programme Offering Units have been solicited in the process. The legacy Sub-degree Programmes Management System that managed all graduate data, including the certificate information, has been replaced by a more up-to-date and secure system in June 2025. A self-service data collection portal to enhance the data collection productivity, such as automated data validation and consolidation is under preparation.

5. Articulation of Outcomes-based Approach to Staff

- 5.1 The University is pleased to note that "the Audit Panel considers the comprehensive embedding of graduate attributes in programme design, monitoring and review, and the extent to which they are aligned with, and have a positive impact on, learning, teaching and assessment in taught and research programmes, equipping students to meet societal needs, to be a feature of good practice" (paragraph 2.4 of the *Quality Audit Report*). Meanwhile, the Audit Panel commented that "in exploring the relationship between graduate attributes,

the outcomes-based, criterion-referenced approach to assessment and the adoption of grade descriptors with staff, the Audit Panel found a lack of clarity about how CUHK's outcomes-based approach works in practice and the components of the model apply to assessment. In reflecting on this, CUHK might therefore wish to consider how it could further refine how it articulates its approach to staff' (paragraph 4.3 of the *Quality Audit Report*).

- 5.2 The *Integrated Framework for Curriculum Development and Review (Integrated Framework)* is in place to ensure that teachers and programmes engage in reflection about T&L; such reflection is rooted in evidence and leads to action for improvement; and incentives are provided for such efforts. The two sets of *Integrated Framework* for Undergraduate Programmes and Taught Postgraduate Programmes, which provide detailed information on the implementation of outcomes-based approach, were reviewed by the SCTL in November and December 2024, respectively, with some minor changes incorporated to ensure that the documents are up to date. The *Integrated Framework* is accessible to all staff in the Quality Manual and the University's T&L website¹ and is a document for Associate Deans (Education) to make reference and promote to teachers in guiding T&L activities.
- 5.3 The conduct of programme reviews on a regular basis ensures the full adoption of outcomes-based approach at the programme level. The internal undergraduate programme reviews and taught postgraduate (TPg) programme reviews have commenced in 2024-25 (and last until 2028-29) after the third cycle QAC audit so that self-reflection results and the Audit Panel's recommendations can be incorporated for continuous improvements. This new cycle of programme reviews offers the University another opportunity to reiterate its outcomes-based approach to staff.
- 5.4 The fourth cycle of undergraduate programme reviews involve all undergraduate programmes, including Major and Minor programmes and University Core Requirements. In addition to some general review focuses adopted in previous programme review cycles (e.g., reflection on curriculum design; implementation of the learning outcomes; how the learning outcomes and achievements of students are assessed and demonstrated), some new focuses have been included in the fourth cycle to align with the goals and strategies set out in *CUHK 2025*, address the areas of concerns identified in student surveys and arising from the changes in T&L environments, and follow up on the third cycle QAC audit. For example, adoption of adaptive programme structure and pedagogy to excel in the New Normal; sustainable development goals in General Education and beyond; student workload; students' communication skills, interpersonal skills and groupwork; student-student relationship; virtual teaching and learning (VTL); monitoring of grade inflation arising from the adoption of criterion-referenced

¹ <https://www.cuhk.edu.hk/english/teaching/internal-quality-assurance.html>

assessment; support to senior-year entrants; and use of Artificial Intelligence (AI) in T&L.

- 5.5 The TPg programme reviews have incorporated most review focuses of the undergraduate programme reviews, as appropriate, and added some areas for improvement specifically relevant to TPg programmes, e.g., enriching TPg programmes with increased linkage to research strengths; development and curriculum design of integrative or interdisciplinary programmes that cross knowledge boundaries (if applicable); and enabling the use of micro-credential qualifications as advanced standing for other programmes (e.g., postgraduate programmes).
- 5.6 “Assessment” continues to be one of the important components in the programme reviews for undergraduate and TPg programmes, where the implementation of the assessment policy and the criterion-referenced assessment (including how it links to graduate attributes and grade descriptors) is examined.
- 5.7 To ensure that the standards and requirements of programme reviews are clearly communicated to the stakeholders, training workshops for programmes and briefing sessions for review panels have been conducted by CLEAR. While the SCTL, supported by the Registry, oversees all undergraduate programme reviews, the Graduate Council and the Graduate School Office closely monitor those of the TPg programmes, including nomination of review panel membership, submission of self-evaluation document and review panel report, and provides internal guidelines and necessary guidance to the Faculties and programmes.
- 5.8 The University advances its strategic priorities and cultivates graduate attributes through a range of initiatives including the TDLEG. Individual faculty members from various Faculties, Departments and units are encouraged to apply for the grants and leverage them to enhance T&L across varied focus areas. In the 2022-25 triennium, the TDLEG funding was allocated to support a total of 234 projects led by a large number of faculty members, of whom around 52% are new principal supervisors/co-supervisors, achieving a key performance indicator set by the University for continuous enhancement of T&L.
- 5.9 The Audit Panel also expressed that “CUHK has a clear articulation of the goals and objectives of the non-credit co-curricular activities as part and parcel of the overall student learning experience for the achievement of the graduate attributes. Certain good practices in the non-credit-bearing activities are incorporated into the credit-bearing curriculum (e.g., service learning). The Audit Panel deems such a clear relationship between credit- and non-credit-bearing learning activities is helpful in promoting whole-person education, and also supports the good practice identified at paragraph 2.4 in terms of achievement of the graduate attributes. The Audit Panel suggests CUHK enhances its internal communication of this articulation to all concerned staff” (paragraph 5.8 of the *Quality Audit Report*).

- 5.10 The *CUHK 2025* has set forth goals and strategies to equip students with knowledge, skills and values required for meeting the challenges of tomorrow through formal and non-formal learning. The offering of service learning opportunities is one of the strategies. The Credit-bearing Service Learning Programme (CSLP) has been offered as part of the College General Education Programmes and fully implemented as a university-level graduation requirement for undergraduate students admitted in 2025-26 and thereafter. The introduction of the CSLP is a significant enhancement in the General Education curriculum achieved with the concerted efforts of nine Colleges. It is a typical example demonstrating the fruitful results of collaboration between the units supporting students' formal and non-formal learning respectively. In the Strategic Plan 2026-2030, the University will closely monitor the CSLP and support its quality enhancement.
- 5.11 Outcomes-based approach to T&L and criterion-referenced assessment are the core elements in the Professional Development Course (PDC) for teachers provided by CLEAR. University graduate attributes and how the undergraduate curriculum design is guided by the graduate attributes are also introduced and discussed at the PDC. There are online resources packages on these topics as well for teachers' reference. Additionally, programme-level or faculty-level workshops on various issues in curriculum design, assessment and pedagogies are also offered. The SCTL, members of which include Associate Deans (Education) and student representatives, will continue to strengthen and coordinate the University's policy in T&L including the implementation of outcomes-based approach and ensure effective communication of these policies to the University community.

6. Guidance and Support to Student Representatives

- 6.1 The QAC Audit Panel commented that "student representatives in CUHK participate in more than 30 committees of different levels. However, the Audit Panel remained unclear as to how representatives are trained for their role, hearing that some students relied on support and guidance from their predecessors in the role, and also noted that students do not always learn of the consequences of their suggestions on university practice and policy" (paragraph 5.15 of the *Quality Audit Report*).
- 6.2 Orientation and sharing sessions are held annually for the Director of Student Affairs and colleagues of Office of Student Affairs (OSA) to meet with the appointed student representatives, providing them with information and guidance on serving committees. A total of 33 students participated in the two orientation/sharing sessions held in March 2025, during which former student representatives shared their experiences with the newly appointed students. In addition, the OSA website has been enhanced to provide updated information on

various University Committees², including the contact information of student representatives so that all students may contact the representatives concerned to share their opinions and concerns on University's developments and policies. Student representatives can seek assistance and advice from the OSA if they encounter any difficulties or challenges in performing their roles. Individual committees will also provide guidance and support to student representatives as appropriate. An example is the annual briefing session for all newly appointed student representatives of the Senate Committee on Student Discipline, outlining the procedures, members' roles and responsibilities, as well as expectations for their conduct and contributions.

7. Development of Virtual Teaching and Learning for Students with Special Educational Needs (SEN)

- 7.1 The Audit Panel noted “the introduction of the Guidelines for Inclusive Virtual Teaching and Learning Environment which identify additional support for students with SEN. As VTL will play an increasingly important role in future, the Guidelines represent a significant and forward-looking measure to promote inclusion in the learning mode of the future. The Audit Panel encourages CUHK in sharing the Guidelines and information on their implementation” (paragraph 5.13 of the *Quality Audit Report*).
- 7.2 A Task Force on eLearning for SEN Students, chaired by the Pro-Vice-Chancellor (Education) and comprising members from the OSA and other relevant units, was established in 2020 to ascertain SEN students' learning needs and the difficulties they encounter so as to provide necessary support to these students in addition to the support provided by the OSA. A set of *Guidelines for Inclusive Virtual Teaching and Learning Environment (GIVTLE)* endorsed by the Task Force and approved by the SCTL has taken effect from 2023-24. The set of *GIVTLE* is included in the Quality Manual and also provided in [Appendix 2](#).
- 7.3 Guided by the Task Force on eLearning for SEN Students and through the concerted efforts of various departments and units, notable progress has been made including (i) establishment of Community of Practice (CoP) on education support for deaf and hard-of-hearing students in post-secondary education, and CoP on “Enhancing the Learning Experience for Students with Special Education Needs in Post-secondary Education” under the Hong Kong Teaching Excellence Alliance; (ii) four 1-unit online “SEN Awareness” courses were approved by the Senate Committee on General Education for introduction in 2025-26, covering topics on Autism Spectrum Disorder, Attention-deficit/Hyperactivity Disorder, Hearing Impairment and Communication Strategies in Speech Therapy, and that students are allowed to use these courses to fulfil the General Education requirements; (iii) formulation of plans by Colleges to provide adequate opportunities for SEN students to complete the compulsory CSLP by adopting an

² <https://www.osa.cuhk.edu.hk/campus-life/university-committees-with-student-representatives>

inclusive approach; and (iv) conduct of two mix-method studies by CLEAR on the perception of Universal Design for Learning by undergraduate and postgraduate students, respectively.

- 7.4 CLEAR is developing four online modules for teachers and TAs on four types of SEN to enhance their awareness, understanding and pedagogical competence in supporting students with SEN, which will be ready by February 2026.

8. Visiting Committee as External Reference and Benchmark

- 8.1 The Audit Panel considered “the ways in which the comprehensive and effective international VCom system informs Faculty/School strategy and planning, helps assure the University’s quality and standards through external benchmarking, and consequently promotes enhancement of the whole student experience, to be a feature of good practice” (paragraph 2.7 of the *Quality Audit Report*).

- 8.2 All Faculties are expected to complete the Visiting Committee review by 2026, and four out of eight Faculties have completed their review by the academic year 2024-25. Outcomes of the Visiting Committee and other quality assurance mechanisms (e.g., programme reviews) will inform each other. A notable example is that the Faculty of Arts has taken on board the recommendation of the Visiting Committee in 2023 to relocate the Bachelor of Arts Programme in Cultural Management from the Faculty to the Department of Cultural and Religious Studies for better synergy. The Programme was subsequently consolidated with the Bachelor of Arts Programme in Cultural Studies into a new Bachelor of Arts Programme in Public Humanities, which has been launched in 2025-26.

9. Academic Advisory System

- 9.1 The Audit Panel considered that “the comprehensive academic advisory system covering all students at both CUHK and CUHK(SZ), which provides a multi-tiered means of identifying and supporting at risk students to help them progress, to be a feature of good practice” (paragraph 5.5 of the *Quality Audit Report*).

- 9.2 The Task Force on the Implementation of Academic Advisory System (AAS Task Force) was set up in 2023 to follow up on the major items and issues identified in the annual Sharing Session on the Implementation on Academic Advisory System. An updated version of the *Handbook on the Implementation of the Academic Advisory System* (the *Handbook*) summarizing the salient features of the enhancement of the system was approved by the AAS Task Force in December 2024. Major enhancements are highlighted below:

- (i) An online referral system has been implemented for psychological counselling service at the Wellness and Counselling Centre (WACC).

- (ii) Collaborative case management, an enhanced case management system, has been launched to provide coordinated, timely and appropriate support to students in need when they are facing severe conditions that affect their mental or physical wellbeing.
 - (iii) More information on respect for privacy and consent for the release of personal information is provided.
 - (iv) Enhancement to the section concerning postgraduate students in the *Handbook*.
 - (v) The annexes of the *Handbook* are enhanced to provide more detailed information on the Academic Advisory System to Academic Advisors and students.
 - (vi) Roles and responsibilities of Learning Enhancement Officers are expanded to collaborate with academic advisors I/II and counsellors of WACC.
- 9.3 The *Handbook* is subject to regular updates from time to time in consultation with the Associate Deans (Student Affairs) and the AAS Task Force whenever necessary.

10. Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments

- 10.1 Given the rapid development of AI, a Task Force on Review of the Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments was set up under the SCTL to conduct a review of the *Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments (GAITLA)*, first launched in March 2023, and its implementation.
- 10.2 In the process of review, feedback received from the University community at different occasions have been considered and reference to the *Guidelines on the Responsible Use of AI for Research* introduced in January 2025 as well as the practices adopted by other universities in Hong Kong and overseas has been made. CLEAR developed and administered a survey to identify the current AI awareness, adoption, readiness, and impact among CUHK teachers and students and to identify major barriers, concerns, needs, and opportunities for institutional AI integration. A revised set of *GAITLA*, formulated upon in-depth discussion with Faculty representatives, was approved and noted by the SCTL and the Senate in May 2025 and June 2025, respectively, to take effect from 2025-26. A revised *Guide for Students*, extracting the salient points from the *GAITLA*, was made available for students' reference ([Appendix 3](#)).
- 10.3 In order to better prepare our students for an increasingly AI-enabled world, each course has to adopt one of the four approaches as set out in the *GAITLA* on the use of AI tools in students' learning activities and/or assessments taking into consideration disciplinary needs, learning outcomes, pedagogical approach and design, and assessment means/schemes. This is a major enhancement to the original *GAITLA*, which adopted “*Approach 1 - prohibiting all use of AI tools*” as the default approach.

- 10.4 Teachers are required to clearly and explicitly inform students which approach will be adopted in their courses and provide clear and detailed instructions in the course outline or learning activity/assessment guide. To facilitate preparation/updating of course outlines as necessary, CLEAR has reviewed and updated the template for course outline for teachers' reference. An online course on AI literacy for teachers is being developed to enhance the readiness of teachers to engage in AI integrated T&L.
- 10.5 Departments/units are required to collect information from teachers on the approach adopted for each course for record purpose. Following existing practice, adoption of an approach (for a new course) or change of an approach (for an existing course) to the use of AI tools in students' learning activities and/or assessments should be endorsed and approved by the Department Board and Faculty Board, respectively.
- 10.6 In addition, a new section about using AI tools by teachers in teaching, grading and provision of feedback on student work is included in the revised *GAITLA*. Teachers may use AI tools to assist them to grade and/or provide feedback on student work in some scenarios and subject to some pre-conditions, provided that teachers scrutinize the AI-generated outputs before finalizing the grades and/or feedback and inform students in advance. As a general principle, teachers are ultimately responsible for the academic judgements made in the grades and feedback provided to students on their assessments, even if they have used AI tools to assist them in the process of evaluating student work. A series of workshops on AI assisted grading and feedback and development of useful assessment rubrics was conducted in August and September 2025 to enhance the readiness of teachers who consider using AI in assessment.
- 10.7 The *GAITLA* will be reviewed and updated to reflect changes in technology, best practices and other relevant developments as and when necessary. A project to identify the adoption of AI tools for teaching, learning and assessment at CUHK is being planned with the support of TDLEG.

11. Conclusion

- 11.1 The University has achieved substantial progress in executing its Action Plan and implementation of the action items are monitored by the SCTL with regular reports to the Senate and the Council. The University will continue to review the needs for further enhancement in T&L, ensuring alignment with the outcomes of the Audit Report and the long-term development of the University guided by the upcoming CUHK Strategic Plan for 2026-2030.

THE CHINESE UNIVERSITY OF HONG KONG

Third Cycle Quality Assurance Council (QAC) Audit

Action Plan

The Action Plan, together with the CUHK Strategic Plan (Education) 2021–2025 (*SP*) under implementation, drive the teaching and learning enhancement of the University. The recommended actions listed below comprise items arising from the self-reflection process of preparing the Self-Evaluation Report (*SER*) for the third cycle QAC audit and recommendations/ features of good practice identified in the QAC Audit Report (*AR*). To build the Action Plan into the University’s established review process, some recommended actions are mapped to existing overarching goals and corresponding strategies set in the *SP*, where applicable, while others are put under goals and strategies developed in response to the third cycle QAC audit (i.e., *SER* and *AR*). The sources of the recommended actions, goals/ objectives and strategies are in brackets for reference. Some of the items arising from the *SER* have been followed up. The column “progress and plans for further improvement, if applicable” shows the progress and latest development of the recommended actions.

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1.	<ul style="list-style-type: none"> Deepen collaborations with The Chinese University of Hong Kong, Shenzhen (CUHK(SZ)) [SER] 	Curriculum enhanced with global perspectives, 21st century skills, interdisciplinary learning and integrative programmes crossing knowledge boundaries [SP]	Redouble effort in internationalizing/ enriching the curriculum [SP]	<ul style="list-style-type: none"> Continue the efforts in the development of collaborative programmes, including Collaborative Double Major Programmes (CDMPs) with CUHK(SZ) on “Materials Science and Engineering & X” and “Global China Studies & X”. To extend collaboration with other institutions, e.g., Dual Undergraduate Degree Programmes (DDPs) with the Beijing Sport University on Human Movement Science and Health Studies and with the University of Exeter on Philosophy. [programmes to be launched from 2025–26 onwards] 	<ul style="list-style-type: none"> The CDMP with CUHK(SZ) on “Materials Science and Engineering & X”, the DDP with the Beijing Sport University on Human Movement Science and Health Studies, and the DDP with the Shanghai Jiao Tong University on Financial Technology, proposed through the Planning Exercise Proposal, have been launched in 2025–26. In the 2022–25 triennium, six projects supported by the Funding Scheme for Initiatives on IoC were successfully completed. Project outcomes were shared at the annual Teaching and Learning 	Office of Academic Links/ CUHK Campuses Collaboration Office/ Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen	<ul style="list-style-type: none"> Number of collaborative programmes/ schemes/ CDMPs Number of relevant TDLEG projects

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				<ul style="list-style-type: none"> Encourage supervisors of projects supported by the Funding Scheme for Initiatives on Internationalization of Curriculum (IoC) under the Teaching Development and Language Enhancement Grant (TDLEG) to share experience. [June 2025] 	<p>Innovation Expos, conferences and in refereed journals.</p> <ul style="list-style-type: none"> The CUHK-CUHK(SZ) Course/Subject Enrolment Scheme was launched in 2025–26 to facilitate research postgraduate (RPg) students to take RPg courses at the host campus. The first joint annual forum between the Graduate Schools of CUHK and CUHK(SZ), namely, “2024 CUHK(SZ)-CUHK Joint Graduate Research Forum”, was held in November 2024 to enhance continuous learning and innovative research among RPg students in the two campuses. The second forum was held in November 2025 with institutions in the Greater Bay Area (GBA) included. The Senate approved the introduction of several Joint PhD Supervision Programmes in 2023 and 2024 with collaborative partners including the School of Data Science in CUHK(SZ), the University of Exeter, Yong Pung How School of Law of Singapore Management University, Faculty of Law of Thammasat University. 		

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					<ul style="list-style-type: none"> Plans for further improvement: <ul style="list-style-type: none"> Continue to explore establishing DDPs with overseas universities. Continue to encourage front-line participation and development of good examples on IoC through TDLEG projects in the 2025–28 triennium. Expand the Joint PhD Supervision Programmes with CUHK(SZ) and overseas universities to offer more research attachment opportunities to RPg students with specific support measures. 		
2.	<ul style="list-style-type: none"> Formulate teaching and learning (T&L) policies to accommodate the needs of students with special educational needs (SEN) in the virtual teaching and learning (VTL) environment [SER] Sharing information on implementation of the <i>Guidelines for Inclusive Virtual Teaching and</i> 	Adaptive programme structure and pedagogy to excel in the New Normal [SP]	Develop eLearning to enhance teaching and learning with emphasis on adaptability of pedagogy and student assessment [SP]	<p>The <i>GIVTLE</i> was approved by the Senate Committee on Teaching and Learning (SCTL) in August 2023. It has been disseminated to teachers of Faculties, Colleges and course offering units of the University Core Requirements, and included in the Quality Manual. More actions will be taken as follows:</p> <ul style="list-style-type: none"> Support the implementation, monitoring and review of the approved <i>GIVTLE</i>. [ongoing] Develop online courses and micro-modules to promote SEN awareness and reduce SEN stigma. [first set of courses to be completed in 2024–25] 	<ul style="list-style-type: none"> Enhanced learning for SEN students, e.g., conducted studies on speech-to-text captioning, strengthened post-class support, promoted Universal Design for Learning among teachers, established a website incorporating the University resources about services to SEN students. Three micro-modules were developed in 2024. Four “SEN Awareness” 1-unit Online Course Series for students have been approved for launch in Term 2 of 2025–26. 	Task Force on eLearning for SEN Students/ Centre for Learning Enhancement And Research (CLEAR)/ Information Technology Services Centre (ITSC)/ SCTL	<ul style="list-style-type: none"> <i>GIVTLE</i> developed and implemented Number of online courses and micro-modules on SEN awareness produced Number of students taking the online courses on SEN awareness

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	<i>Learning Environment (GIVTLE) [AR para 5.13]</i>				<ul style="list-style-type: none"> Plans for further improvement: <ul style="list-style-type: none"> Support academic staff to implement the <i>GIVTLE</i>, such as including subtitles for video production. Develop four online modules for teachers and teaching assistants on four types of SEN to enhance their awareness, understanding and pedagogical competence in supporting SEN students by February 2026. 		
3.	<ul style="list-style-type: none"> Review the <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments (GAITLA) [SER]</i> 			<ul style="list-style-type: none"> Monitor the implementation of the <i>GAITLA</i>. [ongoing] Review the <i>GAITLA</i> to address concerns raised by different stakeholders. [to complete in 2024–25] 	<ul style="list-style-type: none"> A Task Force on Review of the Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments was set up to review the <i>GAITLA</i> to reflect changes in technology, best practices, and other relevant developments on the application of artificial intelligence (AI) tools in T&L. CLEAR developed and administered a survey to CUHK teachers and students to identify the current AI awareness, adoption, readiness, and impact among CUHK teachers and students and to identify major barriers, concerns, needs, and opportunities for institutional AI integration. 	SCTL	<ul style="list-style-type: none"> Timely update of the <i>GAITLA</i> to meet T&L challenges

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					<ul style="list-style-type: none"> The updated version of the <i>GAITLA</i> was approved for implementation in 2025–26. It has been disseminated to relevant parties including Faculties, Colleges, Programme management and teachers, and included in the Quality Manual. Since the revised <i>GAITLA</i> allows teachers to grade and provide feedback using trusted AI tools, a series of workshops on AI-assisted grading and feedback, and development of useful assessment rubrics was conducted in August and September 2025 to enhance the readiness of teachers who consider using AI in assessment. An online course on AI literacy for CUHK teachers is being developed to enhance the readiness of teachers to engage in AI-integrated T&L. 		
4.	<ul style="list-style-type: none"> Design and develop a sector-wide information system for Sub-degree, Professional and Continuing Education Programmes (SPCEP) [SP and SER] 	Sub-degree, Professional and Continuing Education Programmes as a driver of lifelong learning and a complement to degree programmes to	Effective use of technology to support SPCEP courses/ Programmes [SP]	A Preliminary Group for the Working Group on SPCEP Student Information System (SIS) Development was formed. Based on the QAC recommendations and inputs from interviewing the School of Continuing and Professional Studies (CUSCS) and Programme Offering Units (POUs), scope and requirements analysis were performed. Information	<ul style="list-style-type: none"> Data inputs to the Programme Synopsis, an important feature embedded in the information system, was successfully completed in November 2024. Two briefing sessions on the new SPCEP system were held in January 2025 for POUs with positive feedback. 	UPO/ Senate Committee on SPCEP (Senate SPCEP)/ CUSCS/ ITSC/ POUs	<ul style="list-style-type: none"> The availability of a sustainable SIS in the long run User satisfaction

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		expand CUHK's leading role in education and positive impact on the economy and society [SP]		<p>from leading vendors on the capabilities and the cost of off-the-shelf solutions was gathered. Findings were presented to the Senate SPCEP, and a development plan and a proposed in-house system were accepted by the Committee. Further follow-up will be carried out as below:</p> <ul style="list-style-type: none"> • Submit the funding request for the sector-wide information system for SPCEP for Resource Allocation Committee (RAC)'s approval. [completed] • Complete the data specifications and the indicators to be used in monitoring the performance of SPCEPs. [by first quarter of 2025] • Conduct an initial run by collecting the data manually from POUs, then build the monitoring system. [by second quarter of 2025] • Review the results of the initial run and plan for a fully automated system where POUs can submit the data to a central portal. [by third quarter of 2025] • Develop a data collection portal that can verify the data input submitted by POUs and transform the accepted data into key indicators for monitoring and performance enhancement. [by third quarter of 2026] 	<ul style="list-style-type: none"> • Data specifications with reference to the University's quality assurance standard and University Grants Committee (UGC)'s Common Data Collection Format (CDCF) were completed in March 2025. • Data integration analysis of the transfer of existing certificate records of SPCEP graduates in the legacy Sub-degree Programmes Management System (SPMS) to the new system was completed in May 2025. • The legacy SPMS system that managed all graduate data, including the certificate information, has been replaced by a more up-to-date and secure system in June 2025. Obsolete Chinese coding scheme, namely Big5, has been replaced by Unicode. • Guidance Notes on the data formats collected in the portal have been formulated. The SPCEP data of 2023–24 and 2024–25 were collected by using the portal. • A self-service data collection portal to enhance the data collection productivity, such as automated data validation and 		

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					<p>consolidation is under preparation.</p> <ul style="list-style-type: none"> Plans for further improvement: <ul style="list-style-type: none"> Implement data analytic dashboards to monitor the SPCEPs effectively. The University Planning Office (UPO) will present a SPCEP monitoring report that identifies issues and provides recommendations for submission to the Senate SPCEP for monitoring purpose. 		
5.	<ul style="list-style-type: none"> Devise VTL and eLearning plans and policies for SPCEPs [SER] 	<p>Sub-degree, Professional and Continuing Education Programmes as a driver of lifelong learning and a complement to degree programmes to expand CUHK's leading role in education and positive impact on the economy and society [SP]</p>	<p>Effective use of technology to support SPCEP courses/ Programmes [SP]</p>	<ul style="list-style-type: none"> Formulate the <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments</i> in consultation with CLEAR for the deliberation of Senate SPCEP. [by second quarter of 2025] 	<ul style="list-style-type: none"> The <i>Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments</i> for SPCEP with reference to the updated University's <i>GAITLA</i> to be reviewed and approved by the Senate SPCEP by July 2026. 	Senate SPCEP/ CUSCS	<ul style="list-style-type: none"> Availability of guidelines on use of AI tools in courses to meet T&L challenges in SPCEP sector
6.	<ul style="list-style-type: none"> Introduce a re-approval mechanism for all 		Review and enhance the re-approval	<ul style="list-style-type: none"> The proposal for a re-approval mechanism for programmes at Hong Kong Qualifications 	<ul style="list-style-type: none"> The outcome of deliberation by the Senate SPCEP on the proposal was reported to the 	Senate SPCEP	<ul style="list-style-type: none"> Policies and guidelines established

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	award-bearing SPCEPs [SER]		mechanism [SP]	<p>Framework (HKQF) Levels 1-3 or equivalent was considered by Senate SPCEP and will be submitted to the Committee on Re-approval of SPCEP for consultation. [by end of 2024]</p> <ul style="list-style-type: none"> • Work out the guidelines underpinning the new re-approval mechanism for programmes at HKQF Levels 1-3 or equivalent for final approval. [by end of 2025] 	<p>Committee on Re-approval of SPCEP in July 2024.</p> <ul style="list-style-type: none"> • Proposed key statistics for submission to the University were discussed by the Senate SPCEP in January 2025. • The outcome of discussion in the Senate SPCEP meeting on the key statistics of programmes at HKQF Levels 1-3 or equivalent for the re-approval exercise was noted by the Committee on Re-approval of SPCEP in July 2025. • Plans for further improvement: <ul style="list-style-type: none"> - Design a template on key statistics for submission by the Ad Hoc Review Committee of Sub-degree Providing Unit (SDPU) to the Committee on Re-approval of SPCEP for the Senate SPCEP's discussion. - Prepare a draft workflow and timeline for the implementation of the new re-approval mechanism for programmes at HKQF Levels 1-3 or equivalent for the Senate SPCEP's further discussion upon confirmation of the key statistics. 		

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7.	<p>Conduct an in-depth analysis for the area of concern and make recommendations to programmes and the University [SER]</p> <ul style="list-style-type: none"> • monitor the distribution of honours classification and GPA standards • review questionnaires of University-level surveys • monitor the findings of Student Experience Questionnaire (SEQ) and other University-level student surveys 	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Utilise data to identify areas for improvement at university-level with concerted effort [SER]</p>	<ul style="list-style-type: none"> • An analysis on the distribution of GPA for honours classification was conducted and reviewed by SCTL in May 2023. Will continue to monitor the distribution of honours classification and GPA standards. [ongoing] • Review questionnaires of University-level surveys to identify need for revision in questionnaire design and items to address the additional graduate attributes mandated in CUHK <i>Strategic Plan 2021–2025</i> and other pedagogical developments. [by February 2025] • Work on a funded project on “Evaluating the factors for positive teacher-student and student-student relationships in Higher Education”. [by December 2024] • Monitor the findings of SEQ and other University-level student surveys for issues of concern, initiate appropriate actions to address some issues of concern and report them to SCTL. [ongoing] • Initiate consultations with Faculties to discuss student survey findings. [ongoing] • Organise sharing sessions by Programmes with highly positive student feedback as identified in student surveys (e.g., SEQ). [ongoing] 	<ul style="list-style-type: none"> • Three Faculties reported their monitoring of grade inflation at the SCTL meetings in November 2024 and May 2025. • Three University-level student questionnaires, viz. Entry Class Questionnaire (ECQ), First Year Experience Questionnaire (FYEQ) and Graduate School Exit Survey, were reviewed to address the additional graduate attributes mandated in CUHK <i>Strategic Plan 2021–2025</i> and other pedagogical developments. The respective questionnaires have been updated as follows: <ul style="list-style-type: none"> (i) Survey results indicated that students did not seem to have developed reading habits and have read widely, which are two of the CUHK graduate attributes. Four questionnaire items focusing on reading habits were added to ECQ to gauge Year 1 students’ reading habits upon admission. (ii) Two new items: one on collecting information about data and computational literacy, and the other related to students’ interest in learning a third language were 	<p>Undergraduate Examinations Board/ CLEAR/ SCTL</p>	<ul style="list-style-type: none"> • Revised questionnaires which gauge student feedback on additional graduate attributes and learning experience • Successful completion of the funded project and dissemination of the findings • Positive feedback from sharing session participants

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					<p>added. These were two newly added attributes in CUHK <i>Strategic Plan 2021–2025</i>.</p> <p>(iii) In view of comments on mathematical foundation knowledge, an item was added to FYEQ to understand if students perceived as having sufficient mathematical knowledge for Year 1 courses.</p> <p>(iv) After a review, an item was added to the Graduate School Exit Survey to collect feedback on overall satisfaction with the quality of the programme and the experience of teaching, learning, and research, as required for annual data reporting to the UGC.</p> <ul style="list-style-type: none"> Strategies would be identified to address issues of concerns noted in University-level surveys. Some examples include: <ul style="list-style-type: none"> (i) Medium of instruction (MoI) is reported as a challenge for Year 1 students, especially for students from schools with Chinese as MoI. CLEAR applied for TDLEG and initiated a study to 		

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					<p>investigate the situation and identify coping strategies.</p> <p>(ii) A decline in students' perception of "Coherence of Curriculum" is noted from the SEQ results. Further analyses on programme-level results have been conducted and a TDLEG proposal to identify the factors underlying the perception and to devise corresponding mitigation strategies has been formulated in late 2025.</p> <p>(iii) To address the survey results indicating declining student-student relationships (SSRs), a resource package for teachers on rapport building with and among students was completed and ready for dissemination.</p> <ul style="list-style-type: none"> All University-level survey findings are reported for monitoring at the two Senate Committees, namely SCTL and the Senate Committee on Language Enhancement, of which Faculty Associate Deans (Education) and Faculty representatives are present. 		

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					<ul style="list-style-type: none"> • A funded project on “Evaluating the factors for positive teacher-student and student-student relationships in Higher Education” was conducted. • Plan for further improvement: <ul style="list-style-type: none"> - Continue to monitor the findings of the university-level student surveys and in some cases teacher surveys (e.g., the use of AI in teaching and assessment). Stay vigilant about issues of concerns as informed by survey results. Report and discuss these concerns and coping strategies in appropriate committees or platforms. 		
8.	<ul style="list-style-type: none"> • Formulate a plan for next cycle of undergraduate (Ug) and taught postgraduate (TPg) programme reviews; include major areas of attention as major review themes (see Note) [SER] 	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Utilise evidence to drive programmes to enhance curriculum design and T&L in alignment with University’s strategic directions [SER]</p>	<ul style="list-style-type: none"> • Complete the two TDLEG projects, namely, “Promoting and Sustaining Good Practices and Pedagogies from Two Cycles of Undergraduate Programme Reviews”, and “Supporting Academic Quality Assurance – Further Enhancement of the Database Management System (uPRDatabase) for Undergraduate Programme Reviews”. [June 2025] • Share good practices in programme management identified in the meta-analysis of previous cycles of programme reviews. [annually] 	<ul style="list-style-type: none"> • Two TDLEG projects “Promoting and Sustaining Good Practices and Pedagogies from Two Cycles of Undergraduate Programme Reviews”, and “Supporting Academic Quality Assurance – Further Enhancement of the Database Management System (uPRDatabase) for Undergraduate Programme Reviews” were completed. • A report on the meta-analysis of the second cycle of TPg programme review reports was 	<p>SCTL/ Graduate School Office (GSO)/ CLEAR</p>	<ul style="list-style-type: none"> • Successful completion of the two TDLEG projects • Share good practices in programme management identified in meta-analysis of Ug and postgraduate (Pg) programme reviews

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				<p><i>w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i></p> <ul style="list-style-type: none"> Identify themes to be included in the next cycle of programme reviews with reference to the QAC Audit Report. <i>[completed in June 2024 by SCTL]</i> Develop the review framework and operational plan for the next cycle of programme reviews. <i>[September 2024]</i> Promote the resources packages on programme reviews and the webpage on good practices. <i>[annually w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i> Conduct workshops for programme leaders and staff on the preparation of the self-evaluation documents and logistics for programme reviews, and also for potential members of review panels. <i>[annually w.e.f. 2024–25 during the upcoming cycle of Ug programme reviews]</i> 	<p>completed by CLEAR for disseminating to programmes and sharing of good practices.</p> <ul style="list-style-type: none"> The fourth cycle of Ug programme reviews and the third cycle of TPg programme reviews were kick-started in November 2024 and February 2025, respectively, with the framework and operational plan reviewed and workflow streamlined as appropriate. The focus areas were derived from previous cycles of programme reviews, the third cycle of QAC Audit, CUHK Strategic Plan 2021–2025 as well as areas for improvements identified by SCTL. Major areas for improvements/attention identified include student workload, SSR, VTL, monitoring of grade inflation arising from the adoption of criterion-referenced assessment, support to senior-year entrants (for Ug programmes only), use of AI in T&L, etc. Focus areas concerning TPg programmes in particular include enriching TPg programmes with increased linkage to research strengths; development and curriculum design of integrative or interdisciplinary programmes 		<ul style="list-style-type: none"> Completion of planning for next cycle of programme reviews and relevant workshops Positive feedback from workshop participants Positive feedback from reviewers of the resources packages Programme review policies established No. of Ug programme reviews completed with action plans formulated to guide enhancement of the next few years

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					<p>that cross knowledge boundary (if applicable); enabling the use of micro-credential qualifications as advanced standing for other programmes (e.g., graduate programmes).</p> <ul style="list-style-type: none"> • Resources packages for programme staff and review panel members to support the conduct of the upcoming programme reviews were developed. • A workshop on the background and the process of the fourth cycle Ug programme reviews was organised for programme teams and administrative staff supporting the programme reviews. Good practices in programme management identified in the meta-analysis of previous cycles of programme reviews were highlighted. A sharing session which focused on the roles of review panel, review criteria and standards and moderation of rating was organised for potential chairpersons and members of review panels. • Internal guidelines on the review panel memberships for the third cycle of TPg programme reviews have been produced. Necessary guidance and advice have been 		

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					<p>provided to Faculties and Programmes to ensure that the composition of the panel meets the required stipulation. The whole process, including the nomination of review panel membership, and submission of self-evaluation document and review panel report, is closely monitored.</p> <ul style="list-style-type: none"> • Plans for further improvement: <ul style="list-style-type: none"> - Continue to organise workshops for programme teams and administrative staff as well as sharing sessions for potential review panel members. - Offer consultations to individual programmes on preparing the self-evaluation documents upon request. - Make plans for the meta-analysis of programme review reports. - Consider the application of AI tools in coding the good practices and recommendations identified in the review reports. - Closely monitor the progress of the third cycle TPg programme reviews. 		

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9.	<ul style="list-style-type: none"> Use various types of data to evaluate and enhance various newly introduced initiatives [SER] 	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]</p>	<p>Quality assurance of recent new initiatives for continued quality enhancement [SER]</p>	<ul style="list-style-type: none"> Continue to explore collaborative opportunities with Faculties, Programmes as well as non-academic units. [ongoing] Co-operative Education Programme (Co-op@CUHK) makes use of the feedback collected from employers and students to review and enhance its offering, e.g., timeline and scope of placement opportunities, and training to equip students with soft skills required by employers through its courses. Two initiatives have been planned to cater to the needs of employers and students: <ul style="list-style-type: none"> a) - Forge partnership with a wide spectrum of reputable firms in other places of China and Asia and further explore the possibility of offering more non-local placement to students, which also aligns with the Government's policy of promoting greater exposure to the GBA and the Belt and Road Initiative. [by December 2025] - Review the receptiveness of the enhanced scope of placement. [by end of 2026-27] 	<ul style="list-style-type: none"> Nearly 95% of Co-op employers indicated interest in considering Co-op students for future employment opportunities. On the student side, the Co-op preparatory courses (COOP3001 Unlocking Employability Potential and Personal Branding, and COOP3002 Developing Workplace Professionalism) of 2024–25 received impressive Course and Teaching Evaluation (CTE) scores of 5.48 and 5.52, respectively. The Co-op partnership has been extended with a diverse range of reputable firms outside Hong Kong, including GBA, Shanghai, Japan, Singapore, Indonesia and Thailand. Companies included Tencent, Trip.com, PepsiCo, ROHTO Pharmaceutical Co., Ltd, etc. There is a growing interest among students to engage in non-local placements within these rapidly evolving regions. Co-op proactively engaged with around 15 companies to consider extending Co-op placements in January – July/August, which is outside the normal placement period from May/June – December, providing flexibility for students and meeting the 	<p>CLEAR/ UPO/ SCTL/ Office of Co-operative Education Programme/ SCGE/ various offering units</p>	<ul style="list-style-type: none"> Positive feedback from students and employers of the Co-op@CUHK Enrolment statistics of the Co-op@CUHK and high-level satisfaction of stakeholders maintained Positive feedback from students on the AI courses Enrolment statistics of the AI courses GE programmes enhanced

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				<p>b) - Explore the possibility to extend the placement year-round in order to provide flexibility for students and meet the request for high demand of young talents from corporate partners. [starting from 2025–26]</p> <p>- Review the suitability of the programme arrangement [by end of 2026–27]</p> <ul style="list-style-type: none"> • The <i>GAITLA</i> was introduced in March 2023. Based on the feedback collected at SCTL retreat/T&L Sharing Session, a review of <i>GAITLA</i> will be conducted and a new initiative on development of discipline-specific AI courses has been proposed: <ul style="list-style-type: none"> - A Task Force was set up to review <i>GAITLA</i>. The first meeting of the Task Force will be conducted in February 2025. [to complete in 2024–25] - A Special Funding Scheme for Development of Discipline-specific AI Courses has been established in November 2024 to offer discipline-specific AI training to students. - Each Faculty to submit a plan to develop AI course(s) at the Ug level tailored to the needs of individual discipline, 	<p>request of high demand of young talents from corporates.</p> <ul style="list-style-type: none"> • Increasing number of students (from 100 to 220+) and corporate partners (from 60 to 140+) participating in the Co-op Programme since inception. • New funding was secured for the collaboration with the Department of Linguistics to offer insightful Co-op field trip to the United Arab Emirates, incorporating elements focused on learning Arabic. • See item 3 above regarding the review on <i>GAITLA</i>. • Eight projects (one from each Faculty) of the Special Funding Scheme for Development of Discipline-specific AI Courses (Special Funding Scheme) had been approved by the SCTL. • The Task Force on Digital Literacy Core Requirement had received reports from Faculties on their discipline-specific AI courses/initiatives (including the projects of the Special Funding Scheme) launched in 2025–26. The updates on discipline-specific AI courses/initiatives launched by Faculties and updates on projects of the Special Funding Scheme were also noted by the SCTL. All Faculties 		

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				<p>including a self-evaluation of its implementation. [by January 2025]</p> <ul style="list-style-type: none"> - Launch the courses. [by 2025–26] - To review the experience gained based on data collected and plan for further development. [by 2026–27] <ul style="list-style-type: none"> • With effect from 2022–23, the requirement for General Education (GE) Four-Area courses is reduced from 9 to 7 units, to be taken from Area A and two other University GE Areas as designated by the respective major Programmes and Faculties of the students. The Senate Committee on General Education (SCGE) to review the implementation of reduction of the requirement units, and in particular the distribution of course offering with respect to credit units, GE areas, MoI, number of enrolment, etc., to ensure that the portfolio of courses can address the needs of students. [ongoing] 	<p>piloted AI courses/training for students in 2025–26.</p> <ul style="list-style-type: none"> • Plans for further improvement: <ul style="list-style-type: none"> - UPO to collect the various types of data and evaluate the performance by analytic dashboards with longitudinal trend analysis. - CLEAR plans to apply for the TDLEG to engage in a project to identify the adoption of AI tools for teaching, learning and assessment at CUHK. - SCGE to continue to share a summary of statistics related to the offerings of Four-Area courses to facilitate the monitoring of course offerings and planning by Faculties/ Departments/Programmes. 		
10.	<ul style="list-style-type: none"> • Review and formulate forward-looking Ug student admissions strategies for both local and non-local student recruitment 	<p>Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making</p>	<p>Enhance students' learning and development through building a diversified student population [SER]</p>	<ul style="list-style-type: none"> • Continue to attract and recruit students from a wide range of countries/regions/nationalities to enhance student diversity. [ongoing] • Gradually increase the planned intake number of non-local 	<ul style="list-style-type: none"> • A comprehensive review on the admission processes was conducted and measures formulated. • The University is not only strengthening its presence in target markets in East and 	<p>Office of Admissions and Financial Aid/ Senate Committee on</p>	<ul style="list-style-type: none"> • Quality, quantity, and diversity of Ug student intake

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	[SER]	[SER]		<p>students to align with the Government’s initiative of increasing the quota of non-local students from 20% to 40%. The target for 2024–25 is set at 27%, including an additional 100 Mainland Gaokao students [to complete in 2024–25]</p> <ul style="list-style-type: none"> Identify focus markets, including for international admissions to gradually increase international student intake to 40%. [to complete in 2028–29] 	<p>Southeast Asia, including Indonesia, Malaysia, Thailand, and Vietnam, but also proactively exploring emerging markets such as Central Asia and the Middle East. Substantial resources have been dedicated to attracting high-calibre students from various countries, with a particular focus on Belt and Road countries and regions.</p> <ul style="list-style-type: none"> Applicants of the 2025 intake represented a diverse pool from over 80 countries and regions. Among those admitted through the International Students Admissions Scheme, students came from 29 distinct countries and regions. Between 2023 and 2025, student intake expanded to include countries such as Azerbaijan, Belarus, Cyprus, Hungary, Mauritius, Nepal, and Ethiopia. Admitted a total of 413 Mainland Gaokao students in 2024 entry, 100 more than the past years. The admission score reached the highest point when compared to the past. On average, the students admitted were among the top one percentile in their respective provinces. In 2025–26, 404 students were admitted. 	Undergraduate Admissions	

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					<ul style="list-style-type: none"> Plans for further improvement: <ul style="list-style-type: none"> Progressively increase the planned intake number of non-local students to align with the Government’s initiative of increasing the quota of non-local students from 20% to 40%. This expansion will be carefully aligned with the readiness of teaching infrastructure, residential facilities, and student support services to ensure a high-quality academic and campus life experience. The target of the intake number of non-local students for 2026–27 is set at 40%, including an additional 50 Mainland Gaokao students. Identify focus markets to progressively increase non-local student intake to 50% from 2027–28 onwards. 		
11.	<ul style="list-style-type: none"> Collect, analyse, present and disseminate different types of T&L data in a more well-coordinated and systematic manner [SER] Conduct a review 	Effective collection and use of data to facilitate quality monitoring and enhancement, and decision-making [SER]	Develop and implement a more systematic and comprehensive data strategy plan [SER]	<ul style="list-style-type: none"> Expand the Dashboard to cover more useful data, including data on CTE, Ug non-local student admission, Ug graduate employability, for developmental purposes. [by fourth quarter of 2024] Complete the pilot use cases of the institutional data catalogue, e.g., 	<ul style="list-style-type: none"> The University’s data strategy plan was updated. T&L data from the SEQ conducted by CLEAR and analysis of various performance measures under the UGC’s University Accountability Agreement (UAA) were made available in the Dashboard. 	UPO/ CLEAR/ SCTL	<ul style="list-style-type: none"> Feedback from users Improvement of the University’s performance in the benchmarks tracked under the Dashboard

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	and explore a more automatic approach to extend the distribution of data analysis and benchmarking results extracted from various types of data to the relevant committees/units [SER]			<p>Ug graduate survey data and Ug experimental learning data, and make iterative improvements. [by first quarter of 2025]</p> <ul style="list-style-type: none"> Based on the feedback of the pilot use cases, identify and prioritise data items for inclusion in the institutional data catalogue. [by second quarter of 2025] 	<ul style="list-style-type: none"> Access to the Dashboard has been extended to Department Chairpersons to facilitate departmental planning and self-reflection. A draft of the institutional data catalogue was developed in July 2024. Soft launch of a data collection portal, which is a key component in the data strategy plan (significant improvement through automation), in March 2025. Continuous enhancement of the University’s data analytic Dashboard by including data from non-local Ug admission, CTE and College GE. Systematic collection of SPCEP data based on the UGC’s CDCF practice. Plans for further improvement: <ul style="list-style-type: none"> Implement the data sharing system in supporting “data collected once and shared many times”. Together with the systems for data collection and data analytics (i.e., dashboards) which have been launched, data will be collected, shared, and analysed efficiently through user self-service and 		<ul style="list-style-type: none"> Improvement in the data collection process with the implementation of the institutional data catalogue

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					<p>information technology automation.</p> <ul style="list-style-type: none"> - Continuous development of the data collection portal for collecting an expanded set of data such as UAA Key Performance Indicator data. - Continuous improvement of the UAA Key Performance Indicator data specification with the goal of enhancing units' accountability on performance. - Continuous development of the University's dashboard for performance improvement for the SPCEPs. 		
12.	<ul style="list-style-type: none"> • Review the scope of the University's policy for peer review [AR para 3.12] 	<p>Strategic development and continuous enhancement on T&L with reference to external benchmarking [AR]</p>	<p>Enhancement of teaching quality through peer learning [AR]</p>	<ul style="list-style-type: none"> • Faculties to devise plans for peer review for teaching enhancement and monitoring based on discipline-specific needs and submit them to the SCTL in 2024–25. [half of the Faculties to complete in Term 1 and the remaining to complete in Term 2] • At least half of the Faculties started to implement their peer review plans. [By 2024–25] • All Faculties to implement their peer review plans. [by 2025–26] • Faculties to share their preliminary experience at SCTL. [by end of 2026] 	<ul style="list-style-type: none"> • All Faculties submitted their plans for peer review for teaching enhancement and monitoring based on discipline-specific needs to the SCTL. • All Faculties implemented their peer review plans in 2025–26. • Keep monitoring the faculty-level formative peer reviews of teaching and identify the way forward after the pilot stage of implementation as one of the action items for the <i>Strategic Plan 2026–2030</i>. • A set of <i>Guidelines on Peer Review of Teaching</i> to consolidate two existing teaching 	<p>Provost's Office/ CLEAR/ SCTL</p>	<ul style="list-style-type: none"> • Availability of plans for peer review for teaching enhancement and monitoring • Implement peer review for teaching enhancement and monitoring in Faculties • Sharing of experience at SCTL meetings • Good practices of peer review

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				<ul style="list-style-type: none"> Peer review for teaching enhancement and monitoring be included as an element for review in preparation for the next Strategic Plan. [to complete the planning of the next Strategic Plan by end of 2025] 	<p>quality review approaches into one single formal documentation (the School-based formative peer review and the University-level Teaching Quality Inspection (TQI)) was approved by the Committee on Teaching and Learning and Academic Board of CUHK(SZ) in June and July 2025, respectively.</p>		<p>consolidated for future reference</p>
13.	<p>Course and Teaching Evaluation</p> <ul style="list-style-type: none"> Consider benchmarking CTE results across the institution and review the provisions of CTE outcomes [AR para 3.3] Review online CTE [SER] 			<ul style="list-style-type: none"> An overall review of the CTE questionnaire, the implementation of CTE, and the dissemination of results. [to complete by 2025–26] 	<ul style="list-style-type: none"> The University has taken the opportunity to review the CTE and consolidate the policies in relation to the QAC. A Task Force on Review of Course and Teaching Evaluation was set up to consider the revisions and suggestions in relation to the questionnaire design and operation of the CTE, as well as the <i>Guidelines on Course and Teaching Evaluation (CTE Guidelines)</i>. The revised CTE questionnaires and <i>CTE Guidelines</i> were approved by the SCTL in May 2025 for implementation with effect from 2025–26 and disseminated to teachers and included in the Quality Manual. The CTE Data Dashboard, which is maintained by the UPO, allows the benchmarking of CTE results across the eight Faculties. 	UPO/ ITSC/ SCTL	<ul style="list-style-type: none"> Availability of a consolidated set of questionnaire, and a revised implementation and dissemination plan

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					<ul style="list-style-type: none"> The Task Force agreed that aggregate results of CTE be made known to student representatives of the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee at its meeting. Plan for further improvement: <ul style="list-style-type: none"> Update the <i>Operational Manual for the Online CTE Process</i> to reflect the changes made to the CTE questionnaires and address the operational issues. 		
14.	<ul style="list-style-type: none"> Continue to refine, articulate and promote its outcomes-based approach to staff [AR para 4.3, 4.10 and 5.8] 	Strategic development and continuous enhancement on T&L with reference to external benchmarking [AR]	Enhancement of teaching quality through promotion of good practices [AR]	<ul style="list-style-type: none"> Regular review of the <i>Integrated Framework for Curriculum Development and Review</i>. [ongoing] Topics on curriculum design and assessment under outcomes-based approach (OBA) are covered in the Professional Development Course (PDC) for new teachers. [ongoing] Conduct consultations on curriculum design upon request from Programmes and Faculties. [ongoing] Conduct workshops on curriculum design and assessment. [ongoing] 	<ul style="list-style-type: none"> The revised <i>Integrated Framework for Curriculum Development and Review: I. Undergraduate Programmes</i> and the revised <i>Integrated Framework for Curriculum Development and Review: II. Taught Postgraduate Programmes</i> were approved by the SCTL in November and December 2024, respectively. OBA to T&L and criterion-referenced assessment are included in the PDC for teachers. Programme-level or faculty-level workshops on various issues in curriculum design, assessment 	CLEAR	<ul style="list-style-type: none"> Positive feedback from Programmes and Faculties Quality improvement as evidenced by programme review meta-analysis

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					and pedagogies are offered, synergised with programme reviews.		
15.	<ul style="list-style-type: none"> Dissemination of good practices including those highlighted in the Audit Report [AR para 2.4, 2.7 and 5.5] 			<ul style="list-style-type: none"> Sharing of good practices in relation to quality monitoring exercises (e.g., Visiting Committee, programme reviews). [ongoing] Continue to disseminate T&L good practices through various channels, e.g., website of CLEAR, the annual Teaching and Learning Innovation Expo, engagement of Faculty representatives at different University-level committees. [ongoing] Continue to conduct Sharing Session on the Implementation on Academic Advisory System. [annually] Strengthen the sharing of experience and good practices between CUHK and CUHK(SZ). [ongoing] 	<ul style="list-style-type: none"> Programme Directors of CDMPs are invited to join the Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen to provide regular updates on programme progress and development. Workshops on best practices of previous cycles of programme reviews were conducted. Ongoing meetings focusing on admissions and the administration of Pg matters were held under the Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen to facilitate collaboration and information exchange between the Graduate Schools of CUHK and CUHK(SZ). To ensure a smooth implementation of the Academic Advisory System at various levels of the University, briefing sessions/workshops are organised by the Office of Student Affairs (OSA) for Academic Advisors. OSA worked closely with colleagues at CUHK(SZ) to 	CLEAR/GSO/Provost's Office/UPO/Faculties/OSA/SCTL/Education Subgroup of the Task Force on Collaboration between CUHK and CUHK, Shenzhen	<ul style="list-style-type: none"> Number of workshops and number of participants in relation to quality monitoring exercises Activities conducted to disseminate T&L good practices Successful completion of the Sharing Session on the Implementation on Academic Advisory System, and subsequent follow-up, if any Experience and good practices sharing activities held between CUHK and CUHK(SZ) New collaborative

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					<p>connect students from both campuses. Some examples:</p> <ul style="list-style-type: none"> - Students and representatives from Career Planning Development Office (CPDO) of CUHK(SZ) and Shenzhen Finance Institute were invited to attend CUHK Careers Fair. Both campuses coordinated with each other and employers to address campus recruitment requests and also shared career event information as appropriate to enrich the career resources for students on both campuses. - Cultural activities and service-learning tours, organised by OSA of both campuses, were opened to all students across the two campuses. In 2024–25, five cultural activities were organised by both offices, engaging 72 CUHK students and 49 CUHK(SZ) students. Three service-learning tours were organised, attracting 20 CUHK students and 36 CUHK(SZ) students. - The uPals Wellness Ambassador Scheme is a cross-campus initiative designed to foster connections between students of CUHK and CUHK(SZ). An exchange tour and two online workshops 		<p>programmes developed</p> <ul style="list-style-type: none"> • Number of CUHK-CUHK(SZ) events and participants • Satisfaction level of participants collected via surveys, if any

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					<p>were held in 2024–25 with a total of 15 CUHK students and 348 CUHK(SZ) students participating.</p> <ul style="list-style-type: none"> Plan for further improvement: <ul style="list-style-type: none"> Continued collaboration between CUHK and CUHK(SZ) to enrich career resources and prospects, cultural exchange and well-being activities for students across both campuses. 		
16.	<ul style="list-style-type: none"> To work closely with various support units to enhance T&L quality: strengthen provision of support and guidance for student representatives serving committees at different levels [AR Executive Summary item 5 and para 5.15] 	<p>Strategic development and continuous enhancement on T&L with reference to external benchmarking [AR]</p>	<p>Enhanced support to student representative at committees [AR]</p>	<ul style="list-style-type: none"> Develop an orientation programme for all student representatives - introduce the University’s governance structure and provide them with the information about the purpose of the committees, Terms of Reference and advise them on their roles and responsibilities as student members on the committees. [to complete by 2025–26] Develop sharing sessions for experienced student representatives with new comers. [to complete by 2025–26] Create an online information portal that serves as a centralised hub where students can easily access relevant resources and information. [to complete by 2025–26] 	<ul style="list-style-type: none"> Orientation and Sharing Sessions are held annually for the Director of Student Affairs and OSA colleagues to meet with the appointed student representatives. A total of 33 students participated in the Orientation and Sharing Sessions held on 13 and 20 March 2025, during which former student representatives shared their experiences with the newly appointed students. The OSA website, which contains essential information about various University Committees, is updated regularly. In addition to the OSA representatives, other administrative units were invited to join the Selection Panel for Student Representatives of 	OSA	<ul style="list-style-type: none"> Successful completion of the orientation programme Successful completion of the sharing session Up-to-date information to be disseminated to student representatives in a timely manner Demonstrated engagement and collaboration of administrative units in the selection process

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				<ul style="list-style-type: none"> Strengthen the composition of the selection panel and engage more colleagues from administrative units in the selection of student representatives. [to complete by 2025–26] 	University Committees 2025–26, which includes staff representatives from ITSC and the Colleges. A diverse group of staff representatives and student representatives from the Colleges is involved in the selection process every year.		

Note:

The major themes for the programme reviews for Ug and TPg programmes (where applicable), which are identified in the *SP* by the SCTL, in the self-evaluation process and/or Audit Report of the third cycle QAC audit, are as follows:

- implementation of the outcomes-based approach to assessment, as articulated in the Assessment Policy, how it works in practice and how this links to graduate attributes and grade descriptors;
- use of the extensive data available to increase evaluation of teaching and learning against external benchmarks;
- adoption of adaptive programme structure and pedagogy to excel in the New Normal through revisiting and redesigning programme structures and assessments;
- sustainable development goals in General Education and beyond; (*for Ug only*)
- student workload;
- students' communication skills, interpersonal skills and groupwork;
- student-student relationship;
- VTL, including offering of VTL courses, long term development of VTL, implementation of the *GIVTLE*;
- monitoring of grade inflation arising from the adoption of criterion-referenced assessment; and
- curriculum design for senior-year programme and support to senior-year intake students. (*for Ug only*)

November 2025

Abbreviations and Acronyms

AAS	Academic Advisory System
AI	Artificial Intelligence
AR	Audit Report
CDCF	Common Data Collection Format
CDMPs	Collaborative Double Major Programmes
CLEAR	Centre for Learning Enhancement And Research
Co-op@CUHK	CUHK's Co-operative Education Programme
CoP	Community of Practice
CPDO	Career Planning Development Office
CSLP	Credit-bearing Service Learning Programme
CTE	Course and Teaching Evaluation
CUHK	The Chinese University of Hong Kong
CUHK(SZ)	The Chinese University of Hong Kong, Shenzhen
<i>CUHK 2025</i>	CUHK Strategic Plan 2021–2025
CUSCS	School of Continuing and Professional Studies
DDPs	Dual Undergraduate Degree Programmes
ECQ	Entry Class Questionnaire
FTLC	Faculty Teaching and Learning Committee
FYEQ	First Year Experience Questionnaire
GAITLA	Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments
GBA	Greater Bay Area
GE	General Education
GIVTLE	Guidelines for Inclusive Virtual Teaching and Learning Environment
GPA	Grade Point Average
GSO	Graduate School Office
HKQF	Hong Kong Qualifications Framework
IoC	Internationalization of Curriculum
ITSC	Information Technology Services Centre
MoI	Medium of Instruction
OBA	Outcomes-based Approach
OSA	Office of Student Affairs
PDC	Professional Development Course
Pg	Postgraduate
POUs	Programme Offering Units
QAC	Quality Assurance Council
RAC	Resource Allocation Committee
RPg	Research Postgraduate
SCGE	Senate Committee on General Education
SCTL	Senate Committee on Teaching and Learning
SDPU	Sub-degree Providing Unit
SEN	Special Educational Needs
Senate SPCEP	Senate Committee on Sub-degree, Professional and Continuing Education Programmes
SEQ	Student Experience Questionnaire
SER	Self-Evaluation Report
SIS	Student Information System

SP	Strategic Plan
SPCEP	Sub-degree, Professional and Continuing Education Programme
SPMS	Sub-degree Programmes Management System
SSRs	Student-student Relationships
TAs	Teaching Assistants
TDLEG	Teaching Development and Language Enhancement Grant
T&L	Teaching and Learning
TPg	Taught Postgraduate
TQI	Teaching Quality Inspection
UAA	University Accountability Agreement
Ug	Undergraduate
UGC	University Grants Committee
UPO	University Planning Office
VCom	Visiting Committee
VTL	Virtual Teaching and Learning
WACC	Wellness and Counselling Centre

THE CHINESE UNIVERSITY OF HONG KONG

Guidelines on Course and Teaching Evaluation

- (1) As a means to enhance the quality of teaching in the University, Course and Teaching Evaluation (CTE) is conducted as a compulsory exercise. CTE results are used as an element of input for academic staff appraisal.
- (2) CTE should be conducted by programmes for all undergraduate and postgraduate courses registered in the Chinese University Student Information System (CUSIS) except for classes with five or less students when anonymity of responses becomes a concern. The CTE is also applicable to award-bearing sub-degree, professional and continuing education programmes.
- (3) All course and teaching evaluations must be anonymous, and the identity of the respondents will not be traced.
- (4) The CTE questionnaire comprises two parts: Part A is common across the University while individual programmes/courses may administer programme-specific questions in Part B of either forced choice or open-ended questions.
- (5) Two common CTE questionnaires, namely individual-teacher form and multiple-teacher form are used. Evaluation for courses taught by more than one teacher is to be conducted as follows:
 - a) two teachers: an individual-teacher form for each teacher;
 - b) three teachers: an individual-teacher form for each teacher, *or*
one multiple-teacher form for all the three teachers;
 - c) four teachers or more: one multiple-teacher form for all the teachers.
- (6) The CTE questionnaire responses are centrally processed and stored at the Central Course and Teaching Evaluation (CCTE) System website: <https://www.cuhk.edu.hk/proj/cete>. The CCTE System is implemented with effect from the 2013-14 academic year. CTE results should be input, confirmed and submitted to the CCTE System by the course offering department/unit.
- (7) With effect from 2019-20, Online CTE has been implemented for Part A. Only students who have formally enrolled in a course will be eligible to complete the Online CTE. The Information Technology Services Centre (ITSC) will support and monitor the operation of Online CTE.
- (8) Each Faculty of the University is responsible for the implementation of CTE evaluation, including the design of Part B of the questionnaire, administration of the exercise and analysis of the results of Part B. Department/Programmes should assign administrative staff to assist in the administration of the CTE exercise. ITSC will support and monitor the operation of Part B.

- (9) Aggregate results of the CTE questionnaires are to be made known to student representatives of the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee at its meeting. The student representatives shall not share the results with their fellow students. The mode of releasing the results is to be decided by the Faculties and the results should be released to teachers only after the release of course grades.
- (10) The Faculties and ITSC must exercise due care in the collection of CTE data from students and in the handling of such data and the results of the CTE, in compliance with the requirements of the Personal Data (Privacy) Ordinance including but not limited to the precaution that CTE results must not be displayed publicly in any manner whereby it is possible to identify the individual teachers concerned, and that security measures must be taken diligently by the Faculties/Departments/ITSC to prevent public access to CTE results.
- (11) Teachers should set aside some time in class for students to complete the CTE questionnaire in the classroom, if applicable.
- (12) Teachers, teaching assistants, or graduate assistants who participate in the teaching of the course shall not be present while students are completing the CTE questionnaires and they should not be assigned to collect the completed questionnaires.
- (13) Disinterested third parties, e.g. clerks, technicians, teaching assistants who have not participated in the teaching of the course concerned, shall be designated to collect the completed questionnaires.
- (14) Evaluation of the teaching assistants, if any, of a course could also be included in the CTE exercise, but the CTE results of teaching assistants will not be used for benchmarking purpose.
- (15) The content of Part B of the questionnaire used for CTE and the implementation of the exercise itself should be discussed from time to time at the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee.
- (16) With a view to deliberating on the general directions for course/programme improvements, the results of CTE should be discussed in general terms in the Staff-Student Consultative Committee of the Department Board or Faculty Board (as the case may be) or equivalent committee, on the proviso that no discussion should be held on the CTE performance of individual teachers or students in these particular meetings.

[Approved by the Senate Committee on Teaching and Learning at its First Meeting (2025-26) held on 19 November 2025.]

Guidelines for Inclusive Virtual Teaching and Learning Environment (GIVTLE)

1. BACKGROUND

The COVID-19 pandemic has brought profound challenges to The Chinese University of Hong Kong (hereafter referred to as the University). Lectures and tutorials have been conducted online intermittently in the University. Although online teaching and learning has received positive feedback from both students and teachers during the pandemic, we should not overlook the fact that online instruction could also create barriers to individual students with special educational needs (SEN)¹. This undoubtedly requires our special and careful attention.

In view of the pandemic, the *Task Force on eLearning for Students with SEN* (hereafter referred to as the Task Force) chaired by the PVC (Education) was established in July 2020 at the University to explore approaches to better support students as well as teachers who have students with SEN in their classes. The Task Force covers areas spanning eLearning support services, software, hardware, IT solutions, and peer support. The Task Force also aims to communicate its discussion and deliverables to teachers and students from time to time.

Building an inclusive² virtual teaching and learning (VTL) environment is an ongoing process by which it requires university-wide participation. It is therefore essential for us to provide teachers who are at the forefront of change with clear guidelines and directions of how inclusive VTL could be co-constructed at the University.

2. DETAILS OF THE GUIDELINES

In accordance with the Disability Discrimination Ordinance, we strive to promote diversity, equity, and inclusion across the University where all students are provided with equal opportunities in their academic pursuit. In this regard, teachers should ensure that virtual learning materials, activities, and assessment are accessible³ to all students. This applies to all courses in different modalities of instruction, including face-to-face, mixed, blended, hybrid and online⁴.

¹ Students with SEN are defined as having (1) specific learning difficulties, (2) intellectual disability, (3) autism spectrum disorder, (4) attention deficit / hyperactivity disorder, (5) physical disability, (6) visual impairment, (7) hearing impairment, (8) speech and language impediment, and (9) mental illnesses (Education Bureau, 2021).

² "Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all" (Hockings, 2010).

³ In Burgstahler's (2017) words, [a]ccessible means a person with a disability is afforded the opportunity to acquire the same information, ... and enjoy the same services as a person without a disability ...".

⁴ [Teaching-Modes-for-Courses-in-Taught-Programmes-at-CUHK \(Annex 1\).pdf](#)

2.1 When there are SEN students in the course

When there are SEN students in the course, teachers *must* make accommodation⁵ and reasonable adjustments.

Through the “Special Educational Needs Service (SENS)” at the Office of Student Affairs (OSA), students may apply for special accommodations and the SEN Service Manager of the Wellness and Counselling Centre at OSA manages the collection and records of students’ applications for special accommodations. Teachers will be informed by their departmental administrative staff soon after course registration if students with SEN enroll in their classes.

The OSA’s SEN records are based on students’ self-declaration. The Registration and Examinations Section of the Registry will inform SEN students, who have made declarations to the OSA, of their examination timetables separately, and remind those who have not to apply to the SENS so that appropriate examination arrangement can be made accordingly. If SEN students do not report their SEN to the OSA, there is a possibility of having SEN students in the classes without the teachers knowing it.

The following practices are to be implemented when students with SEN enroll in the class:

(1) Teachers should *familiarise themselves with the support* necessary for students with different types of SEN so that virtual learning materials, activities, and assessment can be accessible for all. The record form and additional tips and training materials can be found on the OSA website ([SEN Service, Wellness and Counselling Centre, OSA, CUHK](#)).

(2) During online classes, teachers should *enable* the available accessibility features in all adopted VTL IT solutions or tools on different platforms.

- Enable the *close captions or live transcription* function in *Zoom / MS Teams* when English is the medium of instruction (MoI) of the course.
- Add [automatic captions](#) (also known as automatic speech recognition) to a video in *Panopto*
- Use [Blackboard Ally](#) in Blackboard (which can automatically help generate alternative formats of the uploaded course content materials for all students to use)

Students can greatly benefit from accurate auto-captions and post-lecture captions (supported by Panopto) in lecture video recordings. For example, the use of captions and transcripts can improve accessibility for student attendees who have difficulty with hearing.

Enabling close captions or live transcription function has been found to be a useful learning aid not only for SEN students but also for all students as it enables students to stay focused, better retain information, and remain unaffected in case of poor Internet connection or poor quality of videos (Doherty, 2016).

⁵ “Accommodations are adaptations made for specific individuals when a product or service is not accessible ...” (Burgstahler, 2017).

Teachers also need to take into account factors that influence caption accuracy, such as equipment efficiency, the organisation of visual materials, and the arrangement of classroom activities. Another factor to consider is the alignment between oral and written forms of content presentation. For example, if the teaching materials (e.g. PowerPoint slides) are written in English, English (instead of Chinese) should be used as the spoken medium. Generally, using mixed languages presents a bigger challenge for captioning tools.

(3) Teachers should make recordings and transcripts available for students with SEN and peer note-takers if English is the MoI of the course.

(At the time of writing, live transcription is supported in English and Mandarin. When technology is available, this suggested practice may apply to lectures conducted in Cantonese.)

2.2 Creating a better inclusive VTL environment

Whether or not there are SEN students in the class, teachers should ensure that virtual learning materials, activities, and assessment are accessible to *all students by design*. This applies to *all courses* in different modalities of instruction.

To create a better inclusive VTL environment, teachers may adopt a variety of practices to enhance accessibility of their teaching in addition to the practices discussed in Section 2.1. These practices can broadly be classified into two levels, **should-have practice** and **good-to-have practice**.

2.2.1 Should-have practices

The following action items which aim to enhance digital accessibility are recommended (Angelo State University, 2022):

- ☑ A minimum font size of 12 point should be used for all online reading materials.
- ☑ No flashing, blinking, or sparkling images are used.
- ☑ There is a clear verbal description for all pictures, charts, and graphs that contain information or data. The provision of a clear description can facilitate students' understanding.
- ☑ All documents have been formatted and headed properly. Commonly used San Serif fonts, such as Arial and Calibri, are recommended.
- ☑ Every document and webpage have *enough contrast* between text and background color.
- ☑ If teachers are developing their own websites, ensure that a keyboard is all that is needed to navigate the course.

2.2.2 Good-to-have practices

Teachers may also consider the following good-to-have practices to further enhance accessibility of course content. These practices will benefit all students as to whether they have SEN.

Below are some good-to-have practices:

Teachers may use various design and representation in their instruction. Below is a checklist for accessibility for online instruction (see Table 1).

Table 1. A checklist for accessibility for online instruction:

1	Text and Links	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The main text is written exclusively in San Serif fonts, such as Arial and Calibri. In typography, San Serif letterform refers to characters that do not have extending features at the end of strokes. This letterform could improve on-screen readability due to its greater inter-character spacing and simplicity. <input checked="" type="checkbox"/> Using the editor toolbar, all bulleted or ordered lists are created. <input checked="" type="checkbox"/> There are no underlines on text unless it is a hyperlink. <input checked="" type="checkbox"/> Text rather than URLs is used for hyperlinks as the text provides context and meaning for the links. (Links are not labeled “read more” or “click here”.) <input checked="" type="checkbox"/> The formatting of text (the shapes, colours, and styles) should not be used as an exclusive means to convey information. For example, if there is a list of winners to be declared, teachers should explicitly write who the winners are, such as putting “winner” next to the students’ names, instead of simply bolding or italicising the names of the winners.
2	Headings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Common heading styles in Arial and Calibri fonts are used for the headings. <input checked="" type="checkbox"/> A document has a logical heading structure, and subheadings are clearly marked and nested appropriately.
3	Images	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In most cases, images of text are avoided as far as possible except when that presentation is essential to the information conveyed. <input checked="" type="checkbox"/> Flashing, blinking, or sparkling images are not used. <input checked="" type="checkbox"/> There is also alternate text or a description for all pictures, charts, and graphs that contain information or data.
4	Documents	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use readable PDFs. Avoid using PDFs consisting of scanned images of text as they are not always accessible to screen readers. <input checked="" type="checkbox"/> Templates are used to create PowerPoint presentations. <input checked="" type="checkbox"/> Accessibility checks in programmes such as Word and PowerPoint should be utilised. Teachers could check whether content is presented in the intended reading order or whether headings and sub-headings are marked clearly.
5	Tables	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tables are used to display tables of data, not just for better presentation, such as space arrangement. <input checked="" type="checkbox"/> The columns and rows in the table are properly identified by using a table header row

		<input checked="" type="checkbox"/> All complex tables with merged or split cells are decomposed into smaller simple tables.
6	Navigations	<input checked="" type="checkbox"/> Each web page has consistent navigation menu items.
7	Colours	<input checked="" type="checkbox"/> Colour combinations such as red/black, red/green, and blue/yellow are to be avoided. <input checked="" type="checkbox"/> Colours alone should not be used as the only means to represent meaning. For instance, teachers could not have a list of items and state that the items in red are due.
8	Multimedia	<input checked="" type="checkbox"/> Transcripts are included with all audio content. <input checked="" type="checkbox"/> Synced captions are available for all videos.
9	Check your work	<input checked="" type="checkbox"/> Teachers should check if they are able to navigate the course using their keyboards and if they can accomplish everything a student would need to do. <input checked="" type="checkbox"/> Using WebAIM's WAVE tool to run an accessibility check in Blackboard is recommended. (See References and Additional Resources) <input checked="" type="checkbox"/> Teachers may generate an accessibility report for their Microsoft Word documents by selecting "Check Accessibility". <input checked="" type="checkbox"/> To determine the reading order of the text in the PowerPoint presentation, teachers can choose the "Outline" view (using pre-made templates usually ensures a proper reading order). <input checked="" type="checkbox"/> Teachers should also check whether all headings are appropriately titled in Blackboard. <input checked="" type="checkbox"/> Using a contrast checker such as WebAIM to review whether there is enough contrast between text and background. <input checked="" type="checkbox"/> Teachers may double-check their work with another individual to ensure that the suggestions listed above are met.

Note. Table 1. The checklist for accessibility for online instruction. Adapted from “*Digital Accessibility Checklist for Courses*,” by Angelo State University, 2022. <https://www.angelo.edu/faculty-and-staff/instructional-design/accessibility-checklist.php>. Copyright 2022 by Angelo State University.

All these practices will undergo periodic review according to feedback from students, teachers, and faculties/departments/units and advances in technology and will be revised as appropriate.

3. UNIVERSAL DESIGN FOR LEARNING

Apart from the practices discussed, the Universal Design for Learning (UDL), which applies the principles of Universal Design (UD) in teaching and learning, is a good reference for teachers who would like to explore more aspects of accessibility in their teaching and curriculum design. The UDL framework takes a proactive approach to addressing potential learning obstacles and provides students with opportunities to choose how they want to participate in their own learning (Galarce, Cusack, & Lavergne, 2022). What UDL promotes could apply to *all courses* in different modalities of instruction.

The UDL framework promotes the use of flexible curricular materials and activities that provide alternatives for students with differing abilities. Three aspects of learning design can be incorporated into curriculum - means of representations of information, means of expression; and means of engagement (Council for Exceptional Children, 1999).

In terms of means of representation, teachers may create a learning environment where content and materials are presented in multiple ways (Durham College, 2022). For example, a variety of formats, such as text, audio, video, images, tables, colours etc. can be used to deliver information.

In terms of means of expression of ideas, the use of various evaluation formats would allow students with different strength to demonstrate their learning in different ways. Teachers may consider using multiple choice questions, posters, portfolios, debate, reflective journals to assess students' attainment of learning outcomes.

In terms of means of engagement, a possible practice is to create an open, safe class learning environment where student diversity and voices are heard and respected (Durham College, 2022). For example, different pedagogical approaches can be used to facilitate students' learning. Apart from lectures, teachers may consider incorporating small group or pair discussions, role playing, case studies, polls or surveys, interactive games, quizzes, pre-recorded lectures and reading tasks into their instruction.

More examples of how the three aspects of learning design can be achieved are available in [UDL Checklists | CTL \(durhamcollege.ca\)](https://durhamcollege.ca/ctl/teaching/udl/udl-checklists/).

4. REFERENCES

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5. ADDITIONAL RESOURCES

- [Accessibility and University Design](#) (Blackboard)
- [Accessibility by Design](#) (Colorado State University)
- [Additional Tools](#) (WebAIM)
- [HKSAR OGCIO Web Accessibility Handbook](#)
- [Inclusive Design](#) (Microsoft)
- [Micro-modules on SEN support for Teachers created by CLEAR](#) (CUHK login required)
- [Microsoft Office Accessibility Checker](#)
- [PDF Accessibility Checker](#) (WebAIM)
- [Publications, Training Materials, and Useful Links Created by Wellness and Counselling Centre, Office of Student Affairs \(CUHK\)](#)
- [SPOC Module 5: Supporting Students with Special Educational Needs on KEEP Created by CLEAR](#) (Free Registration and Enrollment)
- [Support Services for Students with Disabilities \(Office of Student Affairs, CUHK\)](#)
- [The Principles of Universal Design \(NC State University\)](#)
- [Universal Design vs. Accommodation \(University of Washington\)](#)

THE CHINESE UNIVERSITY OF HONG KONG**Use of Artificial Intelligence Tools in Teaching, Learning and Assessments***A Guide for Students***Preamble**

1. Artificial intelligence (AI), generative AI in particular, is sweeping the globe and revolutionizing the way we teach and learn. While AI tools have the potential to improve both teaching and learning experiences, these tools should be approached critically with a full recognition of their strengths and limitations. It would be crucial to understand how AI tools can be incorporated into teaching and learning in an open and transparent manner to attain the desired learning outcomes.
2. The University has prepared the *Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments* (“Guidelines”) to (i) set out the general directions on the use and application of AI tools in teaching and learning with a view to upholding the principles of academic honesty and integrity and enhancing the quality of teaching and learning; (ii) articulate four approaches to the use of AI tools in student learning activities and assessments; (iii) reiterate that improper or unauthorized use of AI tools will constitute acts of academic dishonesty which will be handled in accordance with the University’s *Procedures for Handling Cases of Academic Dishonesty*; and (iv) provide guidance to teachers regarding their use of AI tools in teaching, grading and provision of feedback on student work.
3. Students should take note of the following salient points extracted from the Guidelines and follow strictly the instruction and/or permission given by teachers in the course outline or learning activity/assessment guide regarding the use of AI tools in teaching, learning and assessments. The Guidelines will be reviewed and updated to reflect changes in technology, best practices, and other relevant developments as and when necessary. The second version of the Guidelines dated May 2025 supersedes the first version issued in March 2023.
4. For teaching, learning and assessments involving research (e.g. capstone courses, final year projects, research proposals and theses), reference should also be made to the [*Guidelines on the Responsible Use of AI for Research*](#), as appropriate.

Definitions

5. Below are the definitions of some terminologies used in the Guidelines:
 - (a) **AI** is the branch of computer science dedicated to developing systems or machines capable of performing tasks that typically require human intelligence such as learning, reasoning, problem-solving, understanding natural language, and perception. AI systems can either be rule-based or use machine learning to adapt and enhance their performance over time.

- Predictive AI involves using statistical analysis and machine learning to identify patterns, anticipate behaviors and forecast upcoming events. It is used to predict potential future outcomes, causation, risk exposure and more¹. For example, VeriGuide is a kind of predictive AI.
 - Generative AI refers to a type of AI that creates new content, such as text, images, music, or videos, based on patterns and data that are used to train models known as deep neural networks. For example, ChatGPT is a kind of generative AI.
- (b) **AI tools**, in the context of the Guidelines, include
- those selected and adopted by the University central, e.g. Information and Technology Services Centre (ITSC) (*see [AI Hub@CUHK](#)*);
 - those selected and adopted through collaboration between ITSC and individual units/teachers; and
 - those selected and adopted by individual units, teachers and/or students.

Ethical Principles

AI is a double-edged sword. Users should use but not abuse it. They should use it as a research tool and not as a cheating device. Most importantly, users should use AI to think *with* them, and not *for* them. The following principles should be observed for ensuring ethical and authorized use of AI tools:

6. **Accountability:** Users of AI tools are accountable for the AI-generated results included in their work. Hence, users should carefully evaluate the implications of using AI tools for teaching, learning and assessments before adopting such tools. Users should fact-check all outputs of AI tools by cross-checking the claims against reliable sources, as some current models of AI tools may confidently reassert factual errors. Users of these tools will be responsible for any errors or omissions.
7. **Transparency:** Users should be ready to disclose information on their use of AI tools and the process behind generating the results, and explain how outcomes can facilitate their teaching, learning and assessments.
8. **Communication:** The adoption of AI tools should be clearly communicated among stakeholders, for example, between teachers and students; among teachers, course coordinators, Assessment Panel, Department Board and Faculty Board, as appropriate.
9. **Accessibility of AI tools in a fair manner:** AI tools should be made accessible to students in a fair manner.
10. **Data privacy and confidentiality:** Sharing data with AI tools may lead to exposing work to the public without permission. Attention should be paid to data privacy and confidentiality. Caution should be exercised not to misuse or infringe the intellectual property of others.
11. **Acknowledgement:** Like any other tools and references, permitted use of AI tools should be acknowledged unless otherwise specified. Specific and detailed information on the

¹ Source: <https://www.ibm.com/think/topics/predictive-ai>.

AI tools used, including prompts used (if applicable) for completing the assignments, learning activities and/or assessments, should be provided in the work concerned. If deemed appropriate, the output of generative AI should be included as an appendix of the work submitted by students.

Use of AI Tools by Students in Learning Activities and Assessments

Four Approaches

12. Each course will adopt an approach on the use of AI tools in students' learning activities and/or assessments taking into consideration the disciplinary needs, learning outcomes, pedagogical approach and design, and assessment means/schemes.

Approach 1 – Prohibit all use of AI tools

Students are not allowed to use any AI tools in any kind of learning activity or assessment that will be counted towards students' final grade of the course, or used for evaluating students' attainment of the desired learning outcomes. Students are expected to produce their own work independently without any collaboration or use of AI tools. Such information will be spelt out clearly in the course outline or learning activity/assessment guide.

Approach 2 – Use only with prior permission

Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others. Teachers will clearly inform students which AI tools students are allowed to use, and when and how they can and cannot use these tools. For instance, use of an AI tool for checking grammar may not be allowed in a course with a learning outcome related to students' writing skills. Teachers will also make clear the rationale for allowing these tools in some situations but not allowing them in others, and how these tools ought to be cited or otherwise acknowledged. Such information will be spelt out clearly in the course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

Approach 3 – Use only with explicit acknowledgement

Students are allowed to use AI tools in any learning activities and/or assessments as long as they explicitly cite or otherwise acknowledge the use of these tools. Details on which AI tools are allowed to use, how these tools ought to be cited or otherwise acknowledged will be spelt out clearly in the course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

Approach 4 – Use is freely permitted without acknowledgement

Students are allowed to use AI tools in learning activities and/or assessments without being required to explicitly cite or otherwise acknowledge the use of these tools, for example, in courses where students are allowed or expected to frequently collaborate with or use AI tools. Details on which AI tools are to be used will be spelt out clearly in the

course outline or learning activity/assessment guide. Teachers will also help students understand the appropriate uses of these tools and the limits of such usage.

13. Teachers will clearly and explicitly inform students which approach they will adopt in their courses and provide clear and detailed instructions in the course outline or learning activity/assessment guide. **It is the responsibility of students to study the course outline and/or learning activity/assessment guide of individual assignments in detail to ensure that they follow the instruction and permission strictly and seek clarification from the course teacher if in doubt.** Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty* (see paragraphs 17 – 21).

AI Readiness, Literacy and Competency

14. Teachers will take into consideration students' **AI readiness** when they allow students to use AI tools in learning activities and/or assessments. **AI literacy**² is crucial for students to understand the capabilities and limitations of AI tools, as well as the potential consequences of using them. Students should have attained a minimum level of critical AI literacy before using AI tools in learning activities and/or assessment and recognize the deficiencies of such tools. A possible way of enhancing AI literacy is to critique the outputs generated by AI models. Students should reflect on how well they can identify the deficiencies of AI tools in terms of logic, consistency, accuracy and bias, and whether they can detect fabrications, misrepresentations and fallacies. In addition, the quality of output when one uses an AI tool depends to a large extent on the instructions given to the tool. Students should enhance their **AI competency** and acquire skills to master “prompt engineering” by refining their prompts in order to obtain good outcomes.

Use of AI Tools by Teachers in Teaching, Grading and Provision of Feedback on Student Work

15. Teachers may use AI tools to assist their teaching taking into consideration factors such as disciplinary needs, learning outcomes, pedagogical approach and design, irrespective of the approach to the use of AI tools adopted for student learning activities and/or assessments on individual courses. Whenever teachers use AI tools to assist them to grade and/or provide feedback on student work, students will be informed in advance. Trusted AI tools will be used in the process to avoid data breaches and privacy violations.

Overall Monitoring of the Use of AI Tools in Courses

16. The adoption of permitted use of AI tools in courses is subject to regular course review by the teacher(s) concerned and the programme committee. Department Board and Faculty Board are expected to review the efficacy of the AI tools adopted, if any, in

² “AI literacy for a typical individual is the ability to comprehend, interact with, and make informed decisions regarding artificial intelligence technologies in daily life. It involves understanding the basic principles of AI, recognizing its applications, and being aware of ethical, social, and privacy implications while responsibly engaging with AI systems” according to Chan, C. K. Y. & Colloton, T. (2024). *Generative AI in Higher Education: A ChatGPT Effect*. Routledge.

achieving the desired learning outcomes. This set of Guidelines stipulates the minimum requirements of the University. Department Board and Faculty Board may formulate discipline-specific guidelines and policies so as to optimize the benefits of using AI tools in attaining the desired learning outcomes.

Improper/Unauthorized Use of AI Tools

17. Students using AI tools in their learning activities and/or assessments without complying with the Guidelines and requirements for such use will result in improper or unauthorized use. Such an act will constitute a **serious violation of academic dishonesty**.
18. The University's proprietary text similarity detection system, VeriGuide, has been used to help the University to ensure that works submitted by students as part of course requirements are original, and that students receive proper recognition and grades for their original work. Students, in submitting their work to the VeriGuide, warrant in the declaration statement that they are the lawful owner of the copyright of the work, which is their original work except for the source materials explicitly acknowledged, and that they have complied with the instructions given by the course teacher(s) regarding the use of AI tools for the work.
19. If a suspected case of improper/unauthorized use of AI tools is identified, the student concerned may be required by the teacher to explain his/her assignment/task and answer questions with a view to finding out whether the work submitted is the student's own work.
20. If the use of AI tools is not permitted on an assignment, learning activity and/or assessment, and a student is found to have used such tools in his/her work, the case will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*. Improper/unauthorized use of AI tools is regarded as academic dishonesty and is subject to the categories of offence (and corresponding penalties) as specified in the *Procedures*, e.g. "plagiarism", "employing or using services provided by a third party", and "all other acts of academic dishonesty" as deemed appropriate by the relevant disciplinary committees.
21. Penalties for offences of academic dishonesty may include reviewable/permanent demerit(s), failure grade for the course concerned, suspension from the University, lowering the degree classification, and termination of studies at the University. For cases of offences committed by a former student while studying for the award in question, which come to light after the student's graduation, this may also constitute a good cause under which the University may revoke his/her academic award in accordance with the University's procedure for revoking an academic award.

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