

Hong Kong Baptist University
UGC-QAC Quality Audit – Progress Report on Action Plan Implementation

RA-1

The Audit Panel recommended that the University should review its protocols for establishing academic advisor/advisee ratios to ensure that all students receive appropriate support. [Par. 5.7]

Action Plan for RA-1 – Review of protocols for establishing academic advisor/advisee ratios

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
(i) To review and enhance the AA system, including related academic policies, advisor/advisee ratios, and AA support for different groups of students.	(i) To establish a Task Force to evaluate the current AA system, and recommend advisor/advisee ratios that are fit for purpose for diverse student needs, including those at-risk, non-local, and SEN students.	(i) Completion of the review and implementation of an enhanced AA system by AY2024/25 and AY2025/26 ¹ respectively.	CHTL, TLPC and Faculties/ Schools	(i) Approval and adoption of the enhanced AA system by AY2024/25 and AY2025/26 ¹ respectively.	IP (Review to be completed in AY2024/25)	• In May 2024, the TLPC approved the establishment of the “Task Force on the Review of Academic Advising”, which conducted six meetings and three consultation sessions with 80 staff and students. • The major revisions to the AA guidelines covered: a) strategies and measures of advising and support, including the advisor/advisee ratios, for students in different study pathways, b) engaging senior students as peer advisors, c) building rapport between advisees and advisors, and d) using IT to enhance monitoring, record-keeping and communication. • The revised guidelines would be submitted to the Senate for approval

¹ The schedule for review and implementation of the enhanced AA system was adjusted to align with the launch of the curricula changes in AY2025/26 as indicated in the HKBU PEP (2025-28). The changes include the introduction of one new FYFD and two SY TD programmes, and seven TD SMs and two disciplinary SMs.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						in June 2025 and implemented in AY2025/26.
(ii) To convey the intended outcomes, benefits, and good practices of AA to students, academic advisors and other teachers.	(ii) To disseminate the intended outcomes, benefits, and good practices of AA through multiple channels (e.g., student and staff orientation events, online modules, and resource platforms). (iii) To leverage digital platforms for access to academic and student data, monitor, keep record, and provide prompt feedback.	(ii) Development of AA resources for dissemination by AY2023/24. (iii) Deployment of digital platforms (e.g., SLES, SLCMS) to enhance data access, monitoring and feedback provision by AY2024/25.	CHTL, SA and Faculties/ Schools	(ii) Increased participation in AA activities and overall satisfaction. (iii) Increased access to AA resources, and digital platforms for advising and feedback purposes.	OG	- Good AA practices were disseminated through multiple channels: Faculties/Schools in July and November, orientation events in August and January, and year-round CHTL workshops. In general, Faculties/Schools reported over 70% of student respondents found the activities useful for transitioning to university life and study planning. - SLEQ data showed expanded student use of AA, with more student respondents indicating having met their academic advisors: AY2022/23: 39.3% AY2023/24: 46.7% With the implementation of the enhanced AA system, further improvement in student participation rate is anticipated. In addition, final year students gave a higher satisfaction rating than first year students: AY2022/23: 3.82² (First Year) vs 3.92 (Final Year) AY2023/24: 3.80 (First Year) vs 3.91

² All the means included in this progress report are on a scale of 5.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						(Final Year) - Individual SLEQ AA-related results, and internal review recommendations, were shared with Faculties/Schools to inform AA enhancements and data-driven improvements in subsequent action plans. - The SLES platform was enhanced in June 2024 to streamline record-keeping for advisor-advisee meetings, student feedback provision, and follow-up. Faculties/Schools were encouraged to use the SLES platform for AA purposes. As the enhanced SLES platform was a new initiative and only rolled out in August 2024, no data was captured in AY2023/24. In AY2024/25 (up to May 2025), 160 unique users were recorded using the platform for communication.

RA-2

The Audit Panel recommended that the University should review the maximum permitted teaching hours assigned to RPg students (including those on Teaching Assistantships) to ensure that students are fully supported to meet targets for progression within their research programmes. [Par. 5.10]

Action Plan for RA-2 – Review of maximum permitted teaching hours assigned to RPg students

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
(i) To develop guidelines specifying the maximum notional hours for teaching-related duties assigned to RPg students.	(i) To engage Faculties/Schools for the review of the current guidelines and practices for the assignment of RPg teaching-related duties. (ii) To benchmark against the practices of sister institutions.	(i) Review of current practices in January 2024.	GS and in coordination with Faculties/Schools	(i) Updated/ Revised mechanism and practices by Faculties/Schools.	C	• Faculties/Schools reviewed their own current guidelines, practices, or mechanisms, including the maximum notional hours for teaching-related duties in January 2024. Their proposals were received in February 2024 for discussion by the RPSC. • Benchmarking against local institutions was conducted during the period of November and December 2023.
	(iii) To align the notional hours for teaching-related duties assigned to RPg students at RPSC. (iv) To put in place the approval protocol in the guidelines for the	(ii) Recommendation for the revised guidelines for teaching assignment arrangements in AY2023/24.	RPSC	(ii) Senate's approval of the new guidelines to take effect from AY2024/25.	C	• In AY2023/24, the RPSC thoroughly discussed the proposed changes to the guidelines and recommended that the notional hours for RPg students during the normal study period should not exceed 12 hours per week. • The guidelines laid down the approving considerations when assigning teaching duties to RPg students.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
	assignment of teaching duties to RPg students.					In AY2023/24, the Senate approved the revisions to the <i>University Guidelines on Duties Assigned to Research Postgraduate Students by Faculties/Departments</i>. The updated guidelines were implemented starting from AY2024/25.
	(v) To raise the awareness of Faculties/Schools or Principal Supervisors about the new guidelines.	(iii) Dissemination of the approved guidelines to the University community via different platforms (e.g., BUniPort).	GS	(iii) Positive feedback from students about teaching assignment.	OG	- The updated <i>University Guidelines on Duties Assigned to Research Postgraduate Students by Faculties/Departments</i> were disseminated to Faculties/Schools in May 2024 for further distribution to supervisors and RPg students. - The updated guidelines were posted on the GS website and in the <i>Guide for Research Degree Supervisors</i>. - To gather feedback from students about teaching assignment arrangements by end of AY2024/25.

FGP-1

The Audit Panel was of the view that the systematic and effective use of benchmarking in quality assurance and enhancement, including through the use of DAAs and ACP, demonstrates the University's strong commitment to setting, monitoring and maintaining the academic standards of its awards, and is a feature of good practice. [Par. 1.29]

Action Plan for FGP-1 – The systematic and effective use of benchmarking in quality assurance and enhancement

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving sustainable development/enhancement of the FGP</i>						
(i) To review and revise the University's benchmarking practices (including ACP Visit and DAA Scheme) for enhancement of T&L quality in alignment with the University's strategy.	(i) To engage Faculties/Schools in reviewing and revising the University's benchmarking practices.	(i) Review of the University's benchmarking practices by AY2024/25. (ii) Proposal for enhancement for implementation in AY2025/26.	AR	(i) University's benchmarking practices reviewed and enhanced for implementation.	OG	• A Working Group was formed to review the planning of the 5th ACP, 3rd DAA Cycles and other benchmarking practices, i.e., new programme accreditation and the IR for the BNBU³, and four meetings were held in 2024. • A proposal on the 5th ACP Cycle would be considered by the QAC and Senate by end of AY2024/25. • The revised Programme Development Process was implemented with effect from AY2024/25, ensuring scrutiny of programme proposals by appropriate University committees prior to external accreditation. • The revised ToR and MC for the 8th IR Committee, with a more well-defined scope, were approved by

³ Beijing Normal-Hong Kong Baptist University (BNBU) was previously known as Beijing Normal University-Hong Kong Baptist University United International College (BNU-HKBU UIC).

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						the Senate in AY2024/25 to facilitate benchmarking of the T&L and research quality at the BNBU. A new arrangement was implemented to collect information regarding the scope, format and panel composition of comparable mechanisms in local and non-local institutions on a regular basis for enhancement of benchmarking practices. The first round of the exercise, with information collected from eight local and three non-local institutions, was completed in February 2025.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To raise the staff awareness of the University's benchmarking practices.	(i) To establish channel(s) for gathering and discussing feedback from staff on the University's benchmarking practices.	(i) Ongoing review of benchmarking practices and collection of feedback from staff for updating the Quality Manual.	AR	(i) Continuous improvement on the implementation of the University's benchmarking practices.	OG	Starting in 2024, the annual review of the QM was formalized and the QM was disseminated to all teaching staff at the start of each academic year to raise their awareness of the updated University procedures and practices concerning quality assurance and external benchmarking. The QM was well-received among faculty members and academic programme administrators.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To promote HKBU's benchmarking practices to local and overseas universities.	(i) To engage the participation of scholars from diverse regions in ACP Visits and the DAA Scheme.	(i) Collection of views and comments from participating scholars on the benchmarking practices adopted by HKBU with reference to their own institutions and other universities, local and overseas, upon completion of the ACP Visit or DAA review exercise.	AR and Faculties/ Schools/ Units	(i) Expanded diversity of the regions involved in HKBU's benchmarking practices.	OG	• A new arrangement was implemented to include a feedback session on the last day of the ACP/ accreditation visit to collect feedback from individual external panel members. • To formalize the feedback collection process, a new External Review Survey questionnaire was devised not only for systematic collection of feedback, but also to promote the University's benchmarking practices beyond HKBU by engaging a diversified group of seasoned overseas academics. • Four accreditation exercises and two ACP visits conducted between November 2024 and February 2025 underwent the new arrangement. 22 external panel members (11 from overseas countries) acknowledged that HKBU's review arrangements were on a par with other comparable institutions.

FGP-2

The Audit Panel found that the comprehensive approach to enhancing teaching and learning, as exemplified in the recruitment and professional development of academic staff and investment in innovative VTL initiatives, supports the implementation of institutional strategic priorities, and is a feature of good practice. [Par. 3.12]

Action Plan for FGP-2 – The comprehensive approach to enhancing teaching and learning

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving sustainable development/enhancement of the FGP</i>						
(i) To continue to cultivate the ITE culture at HKBU, encompassing both EdTech and VTL.	(i) To review and invest resources (e.g., EdTech tools, digital infrastructure, and ITE-related platforms and tools). (ii) To establish an EdTech team to support ITE initiatives.	(i) Upgrading and expansion of the provision of EdTech tools, smart campus features, dashboards, and SLCMS, incorporating AI and Metaverse applications, on a regular basis.	CHTL, ELC and ITO	(i) Increased student achievement of GAs (e.g., Skills). (ii) Increased students' and teachers' satisfaction on ITE. (iii) Increased usage of EdTech tools, dashboards, SLCMS, etc. to support diverse pedagogical approaches.	OG	• A rising trend in students' self-assessed attainment of GAs was observed in SLEQ (e.g., GA "Skills", from 3.65 (Year 1) to 3.95 (Year Final), AY2023/24 graduates) and in actual performance through Outcomes Assessment. • A \$10M-budget was allocated for AY2025/26 to facilitate the new curriculum under the PEP 2025-28 with EdTech solutions and additional personnel. A plan to redesign computer labs/classrooms and introduce new flipped classroom approaches, with GenAI and VR/MR/XR, was approved for implementation in AY2025/26 to facilitate the delivery of the new transdisciplinary programmes and GE curriculum. • The review of HKBU plagiarism prevention solution and learning

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						management system to address student needs in the GenAI era would be completed by AY2025/26. • HKBUiverse was upgraded with a self-access mental health tool (Wellness Detective), a portal to BNBU campus, VR capabilities, and GenAI features to support the new GE course on Critical AI Literacy and other initiatives. • Regarding the University's provision of digital resources, teachers' satisfaction increased from 3.57 (AY2022/23) to 3.63 (AY2023/24), reflecting higher satisfaction with the availability of affordable, quality resources and the growing awareness within the University community. Meanwhile, students' satisfaction with IT resources also improved, rising from 3.89 (AY2022/23) to 3.96 (AY2023/24). • Courses on Moodle with interactive activities increased from 73.7% (AY2022/23) to 76.4% (AY2023/24). In the same period, the average number of hits per course rose from 91.89 to 108.73,

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						indicating greater engagement. The use of EdTech tools also increased. For example, Mentimeter usage increased from an average of 3,997 participants per month in AY2022/23 to 5,026 in AY2023/24.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To disseminate good ITE practices within HKBU.	(i) To organize CPD initiatives for sharing ITE-related good practices. (ii) To prioritize funding for staff-initiated ITE-related projects.	(i) Regular series of workshops/ activities, including university-wide and discipline-based, to disseminate good practices in ITE-related projects and initiatives.	CHTL and Faculties/ Schools	(i) Increased participation and positive feedback in CPD initiatives. (ii) Increased number of ITE-related projects.	OG	- From AY2023/24 to end of April 2025, 53 ITE- and AI-related workshops were organized: AY2023/24: 27 workshops, 1,338 participants, with a satisfaction rating of 4.50 AY2024/25 (as of April 2025): 26 workshops, 1,200 participants, satisfaction rating: 4.48 Over half of participants were or would be implementing new EdTech strategies. Over 10 more ITE- and AI-related workshops would be conducted during the remainder of AY2024/25. - ITE-related projects were prioritized in the TDG allocation. Over 80% of the newly approved projects in AY2022/23-AY2024/25 incorporated ITE elements: AY2022/23: 60% AY2023/24: 89% AY2024/25: 80%

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						This prioritization would continue.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To disseminate good ITE practices beyond HKBU.	(i) To encourage colleagues to showcase successful ITE initiatives in local and non-local arenas. (ii) To collaborate T&L initiatives with local and international institutions/ organizations.	(i) Showcase of exemplary practices through joint workshops/ symposia, annual publications in journals/books; and a specific track at the HKBU hosted international conference in AY2024/25. (ii) Regular joint courses, projects and activities with institutions/ individuals within and outside Hong Kong.	CHTL, INTL and Faculties/ Schools	(i) Positive comments on HKBU's good practices in symposia and conferences. (ii) Reach of publication(s) (e.g., citations, downloads) among academic and professional communities.	OG	• HKBU's exemplary ITE practices were showcased in journals, and at local and international events, with colleagues receiving 20 T&L awards and shortlistings in recent two years. • An EdTech resources page was launched on the CHTL website, featuring resources including Innovative Teaching Showcase and EdTech Resources Hub. Since its launch in late 2024, it has received over 500 views with continuous growth in access. • HKBU hosted the eLearning Forum Asia 2024 (eLFA2024) in December 2024, showcasing exemplary UGC sector initiatives in a dedicated track and EdTech Corner. The conference attracted almost 200 poster/oral/award submissions, receiving a 4.59 quality rating. An open-access publication based on eLFA2024 presentations would be explored. • In partnership with the United Board, an online course titled "An Introduction to Digital Ethics" was

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						launched in October 2024, attracting 363 participants from 18 countries/regions.

FGP-3

The University's considered and strategic approach to the introduction and deployment of authentic assessment, together with its impact, both in terms of response to the rapidly changing teaching and learning environment and preparedness for new technological challenges, represents a feature of good practice. [Par. 4.5]

Action Plan for FGP-3 – Introduction and deployment of authentic assessment

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving <u>sustainable development/enhancement</u> of the FGP</i>						
(i) To further enhance and sustain authentic assessment practices at HKBU.	(i) To develop assessment rubrics for the learning process, fostering student experimentation and idea testing in real-world scenarios in taught programmes. (ii) To invest in EdTech (e.g., generative AI and analytics tools) for monitoring and evaluating student learning processes in taught programmes. (iii) To update the Assessment	(i) Development of a set of learning process assessment rubrics by AY2023/24, with a pilot test of the rubrics combined with EdTech tools in AY2024/25. (ii) Updated Assessment Policy by AY2025/26.	CHTL and Faculties/ Schools	(i) Adoption of assessment rubrics for the learning process. (ii) Widened availability and variety of EdTech tools	IP (Updated <i>Assessment Policy</i> by AY2025/26)	• A UK-based authentic assessment expert was engaged to develop Moodle-integrable learning process rubrics, which would be completed in AY2024/25. • In AY2023/24 and AY2024/25, two EdTech tools were introduced university-wide: FeedbackFruits for peer feedback and Miro for visual collaboration. Further efforts in AY2024/25 included reinstating Turnitin's AI writing detection, adopting Credly for digital badges, enabling VR access to HKBUUniverse to deliver cyberspace learning experience and support virtual tour production for overseas learning reports. All tools are reviewed regularly to keep pace with technological advancements.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
	Policy to accommodate authentic assessment.					
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To disseminate good authentic assessment practices within HKBU.	(i) To expand the opportunities/ channels for dissemination of authentic assessment.	(i) Joint initiatives (e.g., workshops/ symposia) to showcase diverse feature stories by AY2024/25. (ii) Ongoing Faculty/School- based workshops to disseminate good practices.	CHTL and Faculties/ Schools	(i) Increased number and diversity of showcases, and their reach. (ii) Increased dissemination of good practices.	OG	• A Community of Practice on authentic assessment, named “Advanced Study Institute (ASI)”, was established in AY2020/21 with members from nearly all Faculties/Schools. • The ASI 2.0 initiative was set up, resulting in expansion in both the number and diversity of the showcases. A publication on the exemplary technology-assisted authentic assessment practices would be ready in AY2025/26. • A 21-showcase e-flipbook on AI-assisted assessment use cases was published, with over 1,400 accesses/downloads since its launch in February 2025.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To disseminate good authentic assessment practices	(i) To collaborate with worldwide experts to develop authentic assessment and promote HKBU’s	(i) Showcase of HKBU’s exemplary practices by AY2024/25 through joint	CHTL	(i) Positive comments on HKBU’s good practices in symposia and	OG	• Joint university workshops and activities were conducted every two months since AY2020/21 to showcase authentic assessment feature stories. • A one-day online symposium on

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
beyond HKBU.	achievements in international arenas.	international symposia and conferences, and publications in journals and/or books.		conferences. (ii) Reach of publication(s) (e.g., citations, downloads) among academic and professional communities.		EdTech in Authentic Assessment was organized in AY2023/24, with over 440 attendees and 4.47 overall satisfaction rating. • Since August 2023, 16 workshops and sharing sessions on authentic assessment had engaged 685 participants, with a 4.50 satisfaction rating. • CHTL collaborated with renowned international scholars to promote authentic assessment at HKBU and beyond. • Downloads of authentic assessment practices (including 9 HKBU showcases out of 13) have surpassed 3,000 on a <u>renowned scholars' website</u>. (https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/)

FGP-4

The Audit Panel was of the view that the non-credit bearing graduation requirement of the University Life Programme, which provides a holistic package of support for students including a wide range of Co-curricular Learning activities organised by various academic support units and departments according to community needs and student interests, is a feature of good practice. [Par. 5.5]

Action Plan for FGP-4 – University Life Programme

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving <u>sustainable development/enhancement</u> of the FGP</i>						
(i) To ensure that CCL activities are designed according to the community needs and student interests. (ii) To strengthen the complementary role of CCL to the formal curriculum.	(i) To consult programme directors, students and external stakeholders to identify the learning needs for improvement on the design of CCL to complement the formal curriculum.	(i) Annual collection and review of data from staff, students and external stakeholders. (ii) Full implementation of the purpose-driven CCL activities in AY2024/25.	SA	(i) Continuous improvement in students' self-reported GA achievement. (ii) Positive evaluation from students, teachers and employers.	OG	• The learning needs of students were gathered in early 2024 through meetings with programme directors and students, an in-depth review of government documents on youth development, and an analysis of GA attainment in the curriculum. • Feedback on the proposed revisions to the CCL was collected via a townhall meeting and visits to the Faculty/School Boards. • The new CCL framework was implemented in AY2024/25 to ensure that the CCL activities complemented the formal curriculum. • Improvement in self-reported GA attainments was recorded in the first semester of AY2024/25, with satisfaction scores increasing by 1.8% to 7.9% on a five-point scale

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						evaluation survey. - The learning needs of students and their preference on CCL activities were collected through a survey in March 2025 with nearly 500 respondents. Results would be used to guide the design of CCL activities in AY2025/26. - The annual review of evaluation data from various stakeholders would be arranged at the end of AY2024/25.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To share with faculty members the student/ community needs identified. (ii) To ensure that CCL activities organized by Faculties/ Schools are relevant to the student needs.	(i) To translate learning needs of students into different components of CCL activities. (ii) To review the guidelines on CCL recognition.	(i) Completion of the review of guidelines on CCL recognition in AY2023/24. (ii) An improved design of CCL programme in AY2024/25.	SA	(i) Positive evaluation from students and teachers.	OG	- The learning needs of students were translated into nine CCL components, with clear objectives delineated, and faculty members had started working with the SA to design CCL activities accordingly. - The guidelines on CCL recognition were endorsed by the SAC and approved by the Senate in 2024. - A systematic annual review of student needs in CCL was launched in AY2024/25 after the implementation of the improved CCL programme. Students' interests in the nine CCL components ranged from 3.63 to 3.98.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						In addition, 100% of the 29 staff respondents agreed that the new CCL components were sufficient to cover a diverse range of activities, 90% agreed that the CCL components provided a clear framework for understanding students' needs, and 93% agreed that the online application for CCL recognition was smooth.
(iii) To collaborate and empower self-financed programmes to organize “ University Orientation Workshop on Personal Transformation (UOW) ” upon request.	(iii) To provide advice and resources for self-financed programmes.	(iii) Arrangement of experienced trainers to conduct UOW for respective programmes as required.	SA	(ii) Positive evaluation from participants.	OG	Seven sessions of the Personal Transformation Workshop were organized for self-financed programmes in 2023 and 2024. Participants gained a better understanding of the concept of Whole Person Development and their own developmental stage. They also became more aware of HKBU resources to help plan their University life.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To share these good practices with other institutions.	(i) To arrange sharing sessions in the HKSSA* and other relevant conferences in and outside Hong	(i) A sharing session in the HKSSA in June 2024 for sharing of HKBU's CCL design and	SA	(i) Positive evaluation from participants of the sharing	OG	A sharing session was conducted at the HKSSA Virtual Professional Circle 2024 in 2024, with participation from over 30 representatives from other local institutions. Positive feedback was

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
	Kong.	improvement made. (ii) Sharing in relevant conferences in and outside Hong Kong from 2024 onwards.		events.		received (4.41). The best practices were shared with National University of Singapore, University of Technology and Design in Singapore, and University of Macau in 2024. It would be further disseminated to the counterparts at BNBU in August and evaluated in November 2025.

* The HKSSA is a charitable association of all higher education institutions in Hong Kong for the professional development of student affairs practitioners (<https://www.hkssa.org.hk/>)

FGP-5

The Audit Panel adjudged that the establishment of career networking with the community through annual events and the launch of web portals to connect internal and external stakeholders, represents a feature of good practice. [Par. 5.9]

Action Plan for FGP-5 – The establishment of career networking with the community

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving <u>sustainable development/enhancement</u> of the FGP</i>						
(i) To expand the existing career networks. (ii) To consolidate and strengthen the career networks built.	(i) To organize theme/industry-based networking events (e.g., High Table Dinners and Cocktail Receptions).	(i) Theme/Industry-based events (e.g., High Table Dinners and Cocktail Receptions) for employers and students every semester.	SA	(i) Positive evaluation from employers and students.	OG	• From AY2023/24 to mid-April 2025, 28 networking events including High Table Dinners in Hong Kong and Zhuhai and theme-based receptions were organized, connecting 1,814 students and over 950 guests/employers, significantly expanding students' career networks. Overall ratings from employers and students were very positive (over 4). • Three Employers' Receptions specifically for Research Postgraduates were held at Hong Kong Science Park. • Since 2023, INTL had been actively engaged in several initiatives to enhance the career prospects of its students and graduates, including collaborations with Hong Kong Talent Engage, and the organization of immersive tours to BNBU and targeted career

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						talks. Over a thousand non-local or non-Chinese speaking students were given advice on Hong Kong's unique advantage as a "super-connector" between the Mainland and the rest of the world, and the GBA opportunities for forging their career paths. • Faculties/Schools were also proactive. Examples included the mentorship programme and the executive luncheon organized by the School of Business and the 50th Anniversary Dinner of The Young Agency by the School of Communication, which connected over 530 employers and students.
	(ii) To organize Career Fairs, both theme-based and assorted.	(ii) Theme-based Career Fair and hybrid Career Fair every semester.	SA	(ii) Positive evaluation from employers and students.	OG	• Six multifaceted themes Career Fairs/Business Expo were hosted in 2024 and 2025, featuring 421 exhibitors from various industries and the Government. The Fairs attracted over 10,000 participants. They included activities such as AI mock interview practice, career consultations and interactive booths with AI job search tips, LinkedIn learning & Coursera resources. Overall ratings from employers and students were

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						positive (both at 4).
(iii) To introduce a university-wide system to connect the stakeholders with the latest technological tools.	(iii) To develop a university-wide internet portal to engage employers and students.	(iii) Investment and improvement on the existing career portal with technology for proactive engagement of students and employers from 2024 onwards.	SA	(iii) Positive evaluation from employers and students. (iv) Increased job posting numbers.	OG	A new job portal with easy-to-use job search features and AI-enabled CV builder would be launched by June 2025.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To identify outstanding students as ambassadors of the University. (ii) To engage academic staff to showcase the achievements of our students.	(i) To engage Faculties/Schools to nominate student ambassadors/ hosts. (ii) To invite academic staff and RPg supervisors to join or organize networking events. (iii) To incorporate Pg students in networking events.	(i) Engagement of Faculties/Schools in networking events (e.g., High Table Dinners and Cocktail Receptions) every semester. (ii) Annual networking events (e.g., Cocktail Receptions) for RPg students and their supervisors to showcase their research and creative achievements to	SA and Faculties/ Schools	(i) Increased number of student ambassadors/ hosts. (ii) Positive evaluation from employers and students.	OG	- SA and Faculties/Schools worked closely not only to promote networking events but also to actively engage outstanding students to showcase their achievements. Students served as student hosts and student ambassadors at the High-Table Dinners and other networking events. - Student ambassadors received training on networking and related skills and knowledge prior to these events. - In AY2024/25, SA started new theme-based networking events and recruited around 200 student ambassadors, based on the

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
		employers/investors from respective industries. (iii) Engagement of Faculties/Schools to regularly organize similar events under their auspices to promote career networking for their students.				nominations from Faculties/Schools. Positive evaluations were obtained from both students and employers in the events (4.22).
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To share these good practices with other institutions.	(i) To arrange sharing sessions in the HKSSA and other relevant conferences in and outside Hong Kong.	(i) A sharing session in the HKSSA in June 2024. (ii) Sharing in relevant conferences in and outside Hong Kong from 2024 onwards.	SA	(i) Positive evaluation from participants of the sharing events.	OG	- A sharing session was conducted at the HKSSA Virtual Professional Circle in 2024, with participation from over 30 representatives from other local institutions. Positive feedback was received (4.41). - The best practices were also shared with the National University of Singapore, University of Technology and Design in Singapore, and University of Macau in 2024.

FGP-6

The University's approach of 'inclusive admissions for diversity', together with its practical initiatives such as providing financial support for specific student groups, peer support and community resources, promotes an inclusive and supportive learning environment for all students, is a feature of good practice. [Par. 5.16]

Action Plan for FGP-6 – Inclusive admissions for diversity

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in achieving sustainable development/enhancement of the FGP</i>						
(i) To ensure that applicants with SEN are not disadvantaged.	(i) To understand the needs of applicants with SEN, and provide appropriate advice and support to different stakeholders at different admission stages.	(i) Interviews/ Briefings for applicants with SEN at an early admission stage with effect from AY2024/25, and where appropriate, review of relevant admissions policies, procedures, and practices.	AR, Faculties/ Schools and UAC	(i) Interviews/ Briefings arranged. (ii) Relevant policies, procedures and practices reviewed/ updated as appropriate.	OG	• Information about special consideration to JUPAS applicants with SEN were shared by the AR to Faculties/Schools at various meetings in AY2024/25 to further encourage early interviews and offer-making arrangement for JUPAS SEN applicants. • Seven SEN applicants attended an online briefing covering the admission arrangements and support services in 2024. • AR enhanced the practices and highlighted SEN applicants who fulfilled the admission requirements to Faculties/Schools. 73 offers were issued to SEN students in the 2024 entry.
(ii) To enhance the cultural diversity of students.	(ii) To regularly review the target countries/regions.	(ii) Expansion of target countries/ regions and reach of prospective	AR and Faculties/ Schools	(iii) Countries/ Regions under-represented	OG	• In AY2024/25, 72.4% of the overseas recruitment trips were targeted on under-represented countries/regions, where the

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
		students.		in the HKBU student population included. (iv) Increased number of promotion activities held and prospective students attended/ applied/ admitted.		percentage of admittees among the overall NLNM admittees was low. A new country-specific NLNM scholarships for Belt and Road countries was set up for AY2025/26. • Every year over 300 activities would be held physically and virtually. In AY2023/24, around 33,000 overseas and Mainland students were reached out to. • The number of non-local applications increased from 10,160 in AY2022/23 to 11,871 in AY2023/24 (Mainland from 9,753 to 11,291; NLNM from 420 to 580). As of April 2025, 7,347 non-local applications were received for admission in AY2025/26.
(iii) To enhance the admission of students whose talents cannot be fully reflected by their academic performance.	(iii) To promote the admission of applicants with non-academic talents.	(iii) Expansion of reach to secondary schools and institutions to promote various direct admission schemes.	AR and Faculties/ Schools	(v) Increased number of applications/ admissions for various direct admission schemes.	OG	• Every year, all Faculties/Schools were encouraged to actively participate in the Direct Admission Schemes at various occasions. As a result, more Ug programmes joined the special admission schemes: (a) SETDAS: 14 in AY2023/24 to 18 in AY2024/25 (b) SNDAS: 19 in AY2023/24 to 21 in AY2024/25 (c) All 24 Ug programmes joined TADAS in AY2024/25

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						- Application numbers in all Direct Admission Schemes increased from 211 in AY2023/24 to 465 in AY2024/25. - Introduced new Direct Admission Schemes with effect from the 2025 entry: (a) the extension of the HKBU SETDAS to cover NLNM Ug applicants (with admission scholarships), and (b) the launch of a new HKBU ASO to Ug and TPg programmes (with admission scholarships).
(iv) To continuously involve Faculties/ Schools in different integration and inclusion initiatives.	(iv) To invite Faculties/ Schools to join the social integration activities. (v) To organize relationship-building social activities for students and integration activity organizers.	(iv) Promotion of social integration events and invitation to all faculty members in June-August every year. (v) Ongoing implementation of different programmes/ activities for inclusiveness.	SA, INTL and Faculties/ Schools	(vi) Positive evaluation and feedback from participants. (vii) Increased number of participants in social integration events.	OG	30 inclusive activities were arranged for both staff and students in AY2023/24 and AY2024/25. The number of participants increased from around 2,150 in AY2023/24 to around 2,350 in AY2024/25. - The average score for effectiveness in promoting awareness of SEN and inclusivity was 4.41 for AY2023/24 and 4.72 for AY2024/25 as of April 2025.

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP within HKBU</i>						
(i) To enhance the understanding of applicants with SEN, the cultural diversity of students and the admission of students whose talents cannot be fully reflected by their academic performance.	(i) To engage Faculties/Schools to actively share their experiences as well as good practices.	(i) Regular sharing of experience by Faculties/Schools in student recruitment through different occasions. (ii) Ongoing updating of operational manual by incorporating good practices.	Faculties/ Schools AR, SA and Faculties/ Schools	(i) Increased number of activities (including meetings and events) for sharing of experiences and good practices. (ii) Operational manual updated and good practices disseminated.	OG	- Increased number of sharings were arranged by AR through various platforms including the UAC and townhall meetings with Faculties/Schools for dissemination of good recruitment practices to promote student diversity: from 1 in AY2022/23 to 3 in AY2023/24 to 4 in AY2024/25. - Maintaining open access and providing ongoing updates to the resource, <i>Equal Opportunities and Inclusiveness: A Practical Guide to Student Admissions and Support</i>.
(ii) To integrate non-local students into the HKBU community and the Hong Kong society.	(ii) To recruit staff members, students and local families from HKBU faculties, churches and other organizations to participate in the social integration events to support the non-local students.	(iii) Ongoing implementation of integration activities with relationship-building social events to facilitate integration of non-local students.	SA, INTL and Faculties/ Schools	(iii) Positive evaluation and feedback from participants.	IP	50 and 69 host families were recruited from HKBU staff members, churches, and community organizations to join the Host Family Programme in AY2023/24 and AY2024/25 respectively. - Four new organizations joined the programme in AY2024/25. Number of staff joining the programme also increased from 8 in AY2023/24 to 19 in AY2024/25. - The mean achievement scores of the ILOs for the programme, namely

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						“adapt to the life in BU / HK with the support of the host family” and “demonstrate an enhanced understanding on the local HK culture,” were 4.42 and 4.45 in AY2023/24, and 4.52 and 4.6 in AY2024/25 respectively.
(iii) To promote an inclusive and welcoming campus environment for all students.	(iii) To collaborate with the SEN Liaison Person of each Faculty/School to promote the ISA programme and recruit participants. (iv) To raise awareness of equal opportunities, inclusive policies, and the diverse needs of students among mainstream students, and foster a culture of peer support for enhancing inclusiveness.	(iv) Annual recruitment and training of ISAs. (v) Ongoing engagement of students from different backgrounds (e.g., non-local, SEN, EM) to initiate and organize activities to foster integration among students.	SA, INTL and Faculties/ Schools	(iv) Positive evaluation on the effectiveness of the ISA programme.	OG	314 ISAs were recruited and trained in AY2023/24 and AY2024/25, rating of the effectiveness of the programme in developing knowledge and skills in SEN and inclusiveness was 4.64. 93 local and non-local students joined the Roommate Pairing Scheme launched in AY2023/24 in the student halls. 80% of 164 respondents in the evaluation survey agreed that the Pairing Scheme had fostered better integration of local and non-local students in halls, and 71% benefited in personal growth and understanding of diversity. 88% were interested in participating in the Pairing Scheme again. - The first StartMe Up Project for Inclusion was organized in 2024. This initiative aimed to provide a platform for students to develop innovative business projects

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						focusing on disability inclusion. Four winning teams received a small start-up fund and were paired with professional mentors to implement their project. Two winning teams consisted of SEN students. One of the teams, led by a Paralympic athlete, was invited to join the University Student Incubation Programme to further develop their business; consequently, it had registered as a company and was then in operation.
<i>In relation to engaging Faculties/Schools/Offices in dissemination of the FGP beyond HKBU</i>						
(i) To enhance the understanding of applicants with SEN, cultural diversity of students and the admission of students whose talents cannot be fully reflected by their academic performance.	(i) To actively share our experience and good practices beyond HKBU.	(i) Sharing of experience and good practices with external collaborators and at seminars organized by external organizations. (ii) Showcase of benefits of the direct admission schemes to students.	AR and Faculties/ Schools	(i) Number of outside forums/ events attended to disseminate the good practices beyond HKBU. (ii) Promotions arranged via different means.	OG	• Arrangements were made to disseminate the good practices of HKBU at four public events in AY2024/25 including HKBU Information Day and Principals' Day, HKACMGM seminar, and RTHK programme “奮發時刻”. • A student admitted via SNDAS was selected by the EDB to share her stories and study journeys in a local newspaper. • Sharing of positive stories and study journeys of NLNM students via social media platform; and TADAS students via videos. • Students admitted via Direct

Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibility	Indicators of Successful Outcomes	Implementation In progress (IP)/ Completed (C)/ On-going (OG)	Description of the Work Done
						Admission Schemes were invited to showcase their success stories at university events with external participants such as the Information Day and Principals' Day 2025.
(ii) To share good practices with other institutions.	(ii) To arrange sharing sessions in the HKSSA and other relevant conferences in and outside Hong Kong.	(iii) A sharing session in the HKSSA in June 2024. (iv) Sharing in relevant conferences in and outside Hong Kong from 2024 onwards.	SA	(iii) Positive evaluation from participants of the sharing events.	OG	• A sharing session was conducted at the HKSSA Virtual Professional Circle 2024, with participation from over 30 representatives from other local institutions. Positive feedback was received (4.41). • The best practices were also shared with the National University of Singapore, University of Technology and Design in Singapore, and University of Macau in 2024.

List of Abbreviations

AA	Academic Advising
ACP	Academic Consultation Panel
AI	Artificial Intelligence
AR	Academic Registry
ASI	Advanced Study Institute
ASO	Admission Scheme for Olympians
AVA	Academy of Visual Arts
AY	Academic Year
BNBU	Beijing Normal-Hong Kong Baptist University
BUniPort	University Cyber Port System
CCL	Co-curricular Learning
CHTL	Centre for Holistic Teaching and Learning
CPD	Continuous Professional Development
DAA	Departmental Academic Advisor
EDB	Education Bureau
EdTech	Educational Technology
ELC	e-Learning Committee
EM	Ethnic Minority
FGP	Feature of Good Practice
FYFD	First-Year First-Degree
GA	Graduate Attribute
GBA	Greater Bay Area
GE	General Education
GenAI	Generative AI
GS	Graduate School
HKACMGM	Hong Kong Association of Careers Masters and Guidance Masters
HKBU	Hong Kong Baptist University
HKSSA	Hong Kong Student Services Association
ILO	Intended Learning Outcome
INTL	International Office
IR	Institutional Review
ISA	Inclusion Student Ambassador
ITE	Innovative Technology-in-Education
ITO	Office of Information Technology
JUPAS	Joint University Programmes Admissions System
MR	Mixed Reality
NLNM	Non-local Non-Mainland
PEP	Planning Exercise Proposal
Pg	Postgraduate
QAC	Quality Assurance Committee
QM	Quality Manual
RA	Recommended Action
RPg	Research Postgraduate
RPSC	Research Postgraduate Studies Committee
RTHK	Radio Television Hong Kong
SA	Office of Student Affairs

SAC	Student Affairs Committee
SEN	Special Educational Needs
SETDAS	Students with Exceptional Talent Direct Admissions Scheme
SLCMS	Student Life Cycle Management System
SLEQ	Student Learning Experience Questionnaire
SLES	Student Learning Experience System
SM	Second Major
SNDAS	School Nominations Direct Admission Scheme
SY	Senior Year
T&L	Teaching and Learning
TADAS	Talented Athletes Direct Admission Scheme
TD	Transdisciplinary
TDG	Teaching Development Grants
TLPC	Teaching and Learning Policy Committee
TPg	Taught Postgraduate
TPSC	Taught Postgraduate Studies Section
UAC	Undergraduate Admissions Committee
Ug	Undergraduate
UGC	University Grants Committee
UGC-QAC	University Grants Committee-Quality Assurance Council
USC	Undergraduate Scholarship Committee
UOW	University Orientation Workshop on Personal Transformation
VR	Virtual Reality
VTL	Virtual Teaching and Learning
XR	Extended Reality