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THE UNIVERSITY OF HONG KONG

PROGRESS REPORT

QUALITY ASSURANCE COUNCIL
AUDIT 2023

March 2026

THE UNIVERSITY OF HONG KONG

Quality Assurance Council Audit 2023 – Progress Report

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ABBREVIATIONS AND ACRONYMS

AI	artificial intelligence
CC	Common Core
CEDARS	Centre of Development and Resources for Students
CPE&LL	Continuing and Professional Education and Lifelong Learning
DAAO	Development and Alumni Affairs Office
FTLQC	Faculty Teaching and Learning Quality Committee
GS	Graduate School
HKU SPACE	The University of Hong Kong School of Continuing and Professional Education
QAC	Quality Assurance Council
RCR	Responsible Conduct of Research
RPg	research postgraduate
SFTL	Student Feedback on Teaching and Learning
SLEQ	Student Learning Experience Questionnaire
SSCC	Staff-Student Consultative Committee
T&L	teaching and learning
TALIC	Teaching and Learning Innovation Centre
TDLEG	Teaching Development and Language Enhancement Grant
TLQC	Teaching and Learning Quality Committee
ToR	terms of reference

LIST OF APPENDICES

Appendix A	Summary table of implementation progress on actions taken in response to the recommended action and suggestions contained in the Audit Report
Appendix B*	Template for Faculty/School/Common Core assessment policies
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(***Remark**: Appendices B - D, which are internal documents, are not attached.)

PREAMBLE

The University would like to reiterate its appreciation to the Quality Assurance Council (QAC) for conducting the third cycle of the institutional quality audit in 2023, which recognised our strengths in teaching and learning (T&L) excellence and commitment to student success. The QAC's affirming report serves as both a validation of our ongoing efforts and a catalyst for continuous enhancement. In response to the Audit findings, we have adopted a collaborative approach and dedicated concerted efforts to implement the actionable measures set out in our action plan to address the Audit findings while building on existing achievements.

2. A detailed account of the implementation progress to date is provided in the next section of this report. A summary table outlining the implementation progress on actions taken in response to the recommended action and suggestions is provided in **Appendix A**.

IMPLEMENTATION PROGRESS

(I) Recommendation action (RA)

RA1 Composition of Teaching and Learning Quality Committee (TLQC) and Faculty Teaching and Learning Quality Committees (FTLQCs)

“The Audit Panel recommends the University to review the composition of the University TLQC and/or FTLQCs by considering if there would be room to achieve greater consistency in the representation and role of [Associate Dean]/T&L in committees concerned with quality and academic standards; and to review the composition of FTLQCs to ensure consistency in student representation.” (Paragraph 1.9 of the Audit Report)

RA1.1 A review of the membership of the University TLQC and FTLQCs has been completed by the end of the academic year 2023-24. Starting from 2024-25, the composition of TLQC and all FTLQCs has been aligned such that

- each FTLQC is chaired by an Associate Dean whose portfolio is primarily on T&L matters, and comprises, *inter alia*, at least one undergraduate student and one taught postgraduate student; and
- TLQC comprises, among other members, “The Chair of each Faculty Teaching and Learning Quality Committee”, all of whom are Associate Deans whose portfolios are primarily on T&L matters.

The revised terms of reference (ToR) of FTLQCs were reported to TLQC for record at its meeting held on October 8, 2024.

RA1.2 The ToR of TLQC, FTLQCs and other T&L-related committees will be periodically reviewed to ensure they remain current and fit for purpose (see details in S1 in the next section).

(II) Other suggestions contained in the Audit Report (S)

S1 Review of the ToR of committees concerned with quality and academic standards

“A notable feature of the University’s approach to setting, maintaining, and enhancing the standard and quality of its awards is its effective use of local and international benchmarking in programme monitoring and review. Looking ahead, it will be beneficial for the University to keep the terms of reference of committees concerned with quality and academic standards under review on a regular basis to ensure their consistency.” (pp.3-4 of the Audit Report)

- S1.1 To ensure consistency and continued relevance, the University and The University of Hong Kong School of Professional and Continuing Education (HKU SPACE) require all T&L-related committees to review their ToR every six years, for report to the Senate via TLQC and the Board for Continuing and Professional Education and Lifelong Learning (CPE&LL), where applicable.
- S1.2 The first review cycle was conducted in the academic year 2024-25. Over 40 T&L-related committees across the University had their ToR revised. These include central-level committees, e.g. Academic Board, Common Core (CC) Curriculum Committee, Committee for Language Enhancement and Artificial Intelligence Literacy; as well as several committees at Faculty, department, and programme levels. At HKU SPACE, ToR of over 15 committees were reviewed in accordance with its Governance Manual and Quality Assurance and Enhancement Manual.
- S1.3 Consolidated lists of T&L-related committees that had their ToR revisited were presented to TLQC in October 2025 (for committees of the University) and the Board for CPE&LL in May 2025 (for HKU SPACE committees), and were reported to the Senate in February 2026.
- S1.4 The next comprehensive review of the ToR of T&L-related committees will take place in 2030-31. In the interim, individual Faculties and units of the University and HKU SPACE will refine the ToR of relevant committees as needs arise.

S2 Submission of TLQC’s annual reports to the Senate

“While Senate minutes reflect discussions of reports from its various boards, the Audit Panel found that the two most recent annual reports from TLQC are only referred to as ‘received’ in the minutes. The University may wish to consider how the Senate’s oversight of the annual report from TLQC can be made more explicit.” (Paragraph 1.10 of the Audit Report)

- S2.1 To strengthen the Senate’s oversight of the University’s T&L developments, with effect from the academic year 2024-25, the Senate is invited to endorse the annual reports from TLQC and take note of the matters identified by the TLQC Chair as requiring deliberation.
- S2.2 The annual reports from TLQC for the academic years 2023-24 and 2024-25 were endorsed by the Senate in November 2024 and December 2025, respectively.

S3 Assessment

“[T]he University may wish to consider developing a template for faculty assessment policies to enable greater consistency, as appropriate.” (Paragraph 4.2 of the Audit Report)

“Faculty statements on feedback seen by the Audit Panel were variable. While these variations are within acceptable norms, students continue to raise feedback on assessment as a potential area of concern in [Student Learning Experience Questionnaires (SLEQs)] and [Staff-Student Consultative Committees (SSCCs)]. The University may therefore wish to consider the frequency of review of faculty statements to ensure their continued alignment with university policy and practice.” (Paragraph 4.12 of the Audit Report)

S3.1 The University welcomes the Audit Panel’s suggestion to develop a template for Faculty assessment policies to achieve greater consistency, facilitate the sharing of good practices within and across Faculties and units, and improve student feedback on assessment. After extensive discussion by TLQC, along with consultation with the Faculty Boards and CC Curriculum Committee, a standardised template incorporating feedback statements was formulated and approved by the Senate in July 2025. Further refinements, primarily for extending the application of the template to cover the newly established interdisciplinary schools, were approved in February 2026. The template (at **Appendix B***) focuses on the following aspects:

- assessment criteria, weighting and grade descriptors;
- requirements for double marking, second marking and moderation;
- provision of feedback;
- the role and expectations of chief examiners and internal examiners;
- academic integrity (e.g. plagiarism, including self-plagiarism, and guidance on the use of artificial intelligence (AI)); and
- additional Faculty-/School-/CC-specific assessment related issues.

S3.2 Faculties and the CC Office, as well as the School of Computing and Data Science and the School of Innovation (two interdisciplinary schools established in 2024), were invited in August 2025 to develop their assessment policies using the template. At its meeting held on December 8, 2025, TLQC considered their draft assessment policies. Members exchanged views on both the substance of the policies and their intended implementation. Suggestions arising from these discussions were relayed to the relevant Faculties and units for further adjustments. The revised policies were endorsed by TLQC in January 2026 and approved by the Senate in February 2026 to take immediate effect.

S3.3 Subsequent comprehensive reviews of these assessment policies will be conducted on a triennial basis, with the next review scheduled for 2028-29. Faculties and units will adjust these policies when needs arise. New interdisciplinary schools offering taught degree curricula shall either develop their own assessment policies or adopt the policy of their administering Faculty.

S4 Student induction

“The University’s students are generally satisfied with the induction process and Welcome Week, finding the student-led activities helpful while also suggesting that the process could be improved by giving more information on course selection; and that more support would be helpful for dual degree students.” (Paragraph 5.2 of the Audit Report)

- S4.1 The Centre of Development and Resources for Students (CEDARS) has devoted substantial effort to the ongoing enhancement of the induction process. A major initiative undertaken in 2024-25 was the comprehensive revamp of the “First Year Website” (<https://firstyear.hku.hk>), which now serves as a one-stop information hub for new students, effectively delivering essential information on T&L and student support services. Its brand-new landing page highlights the key tasks that freshers should complete in August before the formal commencement of their studies, providing a clear and organised overview. Additionally, CEDARS has developed an “HKU-life 3-minute Survival Kit”, which comprises, *inter alia*, new concise induction videos that offer students guidance on diverse aspects of university life. These videos are made available on the revamped First Year Website as well as across the University’s various social media platforms. With the expanded outreach achieved through the concerted efforts of CEDARS, the Faculties and relevant units, an impressive total of over 900,000 cumulative views of these induction materials was recorded by the end of 2025.
- S4.2 The Future Readiness Initiative (<https://fri.hku.hk>) offers first-year students an early advantage in developing essential soft skills for university learning and encourages them to plan their academic journey proactively. It has significantly enhanced student induction, particularly through two self-paced 20-hour online courses for year-one students, who are pre-enrolled to ensure broad participation: “Preparation for University: Essentials for Success”, which helps students transition from secondary to university learning by building skills such as communication, productivity and time management; and “Introduction to Research Methods”, which develops students’ research skills and bridges the gap between abstract concepts and practical application through hands-on exercises using real-world data. Each course completion earns students one out-of-classroom academic credit, supporting the integration of these developmental opportunities into their academic journey.
- S4.3 Individual Faculties have introduced a range of measures to enhance the induction experience, including providing timely information on Faculty websites, distributing welcome packages to new students, and organising interactive briefing sessions incorporating real-time polls, quizzes with leaderboards, and scenario-based discussions to foster engagement. As a result of these efforts, most Faculties have reported more dynamic student participation in their induction programmes.
- S4.4 In accordance with the University’s established quality assurance mechanisms, collaborative taught degrees are subject to review three years after their initial implementation. These reviews focus on, among other aspects, the provision of academic advising and support for students. As a recent example, a review of the

dual undergraduate degree programme in collaboration with the University of British Columbia (launched in 2021-22) was conducted in 2024-25. The review enabled the offering Faculty to identify areas in which student support could be strengthened and to implement appropriate enhancement measures accordingly, including the organisation of a dedicated programme induction session (*cum* welcome gathering) for these dual degree students; the issuance of tailored email notices on course enrolment, credit transfer, academic and career advising, and other academic matters; as well as customised career-related activities for non-local students. The review report was first considered by the Academic Board and its Sub-group in April – June 2025, and subsequently by the Senate in June 2025.

- S4.5 Recognising that the induction activities for senior-year entrants (inclusive of students admitted directly into senior years through the Direct Admissions Scheme; and students enrolled in collaborative taught degree programmes, who begin their studies at partner institutions and return to the University to complete their degrees in senior years) may be less comprehensive than that for year-one entrants, TLQC has commissioned a focused review of their induction experience, which is scheduled for late March 2026. The review report is expected to be submitted to TLQC in Semester 1, 2026-27.

(Note: The focused review was originally scheduled for Semester 2, 2024-25. Upon consultation with the then Vice-President (T&L), who stepped down at the end of the academic year 2024-25, this important review was deferred by one year to allow it to be overseen by the new Vice-President.)

S5 Use of data

“The University is aware that data obtained from students and graduates on their learning experience could be more robust and continues to explore ways to increase such feedback.”
(Paragraph 6.16 of the Review Report)

- S5.1 (a) The University is actively enhancing its mechanisms for analysing student and graduate feedback on their learning experiences. Notably, it led a cross-institutional project funded by the University Grants Committee’s Teaching Development and Language Enhancement Grant (TDLEG) for the 2022-25 triennium, titled “The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data”. Drawing on institutional data and in-depth interviews with students and programme leaders across five institutions¹, the project has identified key issues and has formulated evidence-based strategies for informing a range of professional development and quality enhancement initiatives, including their incorporation into the University’s “Postgraduate Certificate in Academic Practice” programme for University teachers, workshops for programme leaders and AdvanceHE Senior Fellowship applicants, and cross-institution conferences and seminars

¹ The project was led by The University of Hong Kong, in collaboration with The Chinese University of Hong Kong, The Education University of Hong Kong, Hong Kong Baptist University, and The Hong Kong Polytechnic University.

on leveraging survey data for programme improvement. A dedicated website, which curates the project's resources and implications for practice, is available at: <https://talic.hku.hk/review-and-enhancement/the-student-learning-experience-in-hong-kong-universities-a-deep-dive-into-institutional-data-tdleg-in-the-2022-25-triennium>. An excerpt of the project report outlining the key findings and recommendations is at **Appendix C**.

- (b) Building on this work, a further cross-Faculty, TDLEG-funded project was launched in September 2025 to pilot the assessment of key graduate attributes (such as critical thinking, problem solving, and communication) using internationally recognised performance tests, with the results analysed alongside data on students' university experiences. Together with the HKU Teaching Academy, which leverages analysis of the University's extensive corpus of institutional survey data to generate insights for T&L advancement, these initiatives underscore the University's commitment to evidence-based enhancement of the student learning experience.
- S5.2
- (a) The Student Feedback on Teaching and Learning (SFTL) survey is a core mechanism for collecting quantitative and qualitative course feedback from students. To ensure the mechanism remains robust, from 2024-25 onwards, FTLQCs and the CC Curriculum Committee are required to review courses with an SFTL response rate below 50% and/or a course effectiveness score below 50 (of 100) on a semester basis, and to report the findings to TLQC. An action plan template to support this process is provided in **Appendix D**.
 - (b) The Faculties' and CC's action plans based on SFTL data for Semesters 1 and 2, 2024-25 were considered by TLQC in June and December 2025, respectively. A common challenge identified was students' low motivation to complete SFTL surveys, resulting in persistently low response rates. In response, Faculties and the CC Office have introduced measures to address this issue (see details in S5.3 below).
- S5.3
- To encourage more constructive responses to feedback surveys, the following actions have been implemented since 2024-25:
- The Faculties, Teaching and Learning Innovation Centre (TALIC), Development and Alumni Affairs Office (DAAO) and other relevant units have strengthened communications with students and graduates on the purpose and importance of surveys, highlighting how feedback informs improvements in education quality and the student experience. The SFTL and SLEQ websites have been updated with key findings and concrete examples of how feedback is used, to encourage participation and close the feedback loop.
 - The practice of allocating time in class and during student activities for completion of SFTL and SLEQ surveys has been reinforced through internal communications. Participation rates in both surveys are showing an upward trend: the SFTL participation rate reached 48% in 2025-26 (up to Semester 1), a rise from 45% in 2023-24; while the SLEQ participation rate increased to 43% in 2024-25, from 42% in 2023-24.

- To demonstrate follow-up actions and promote SLEQ participation, concise Faculty-specific PowerPoint slides prepared by TALIC are provided to all Faculties since the beginning of 2024-25. These slides summarise key survey findings and outline Faculty-level actions taken to address students' concerns, and are used in SSCC meetings and other student-facing forums. Faculties have given positive feedback on their usefulness.
- For the Graduate Learning Experience Questionnaire, TALIC has introduced a generic survey link and QR code to simplify distribution and encourage alumni participation. Additional promulgation channels, such as alumni newsletters and events, are being considered with the assistance of the Faculties and DAAO.

S5.4 Additionally, TALIC is exploring alternative mechanisms to obtain more immediate and authentic student feedback. As a preliminary plan, a student-friendly web app is proposed to collect timely feedback via accessible channels (e.g. QR codes and campus-wide campaigns), allowing flexible timing and ongoing input throughout the semesters. This web app is expected to create a more supportive and inclusive space for student voice and to make visible the University's responsiveness to student input, reinforcing how feedback informs continuous improvements to education quality and the student experience.

(***Remark:** Appendices B - D, which are internal documents, are not attached.)

(III) Dissemination of features of good practice (FGP)

FGP1 “The Audit Panel considers that externality is comprehensively embedded within quality assurance processes, resulting in significant benchmarking locally and globally leading to enhancement of programmes and the curricula, and is a feature of good practice.” (Paragraph 2.20 of the Review Report)

FGP2 “The Audit Panel considers that the wide range of professional development activities organised by TALIC provide effective support for academic staff throughout their careers and is a feature of good practice.” (Paragraph 3.4 of the Review Report)

FGP3 “The Audit Panel considers that the provision of the extensive resources on assessment provided by TALIC supports and enhances the diversification of assessment practice and is a feature of good practice.” (Paragraph 4.14 of the Review Report)

FGP4 “The Audit Panel considered that the development of the [Student Information System], its accessibility to staff and students, and integration with the Learning Management System which enables the identification of students who may need additional support, is a feature of good practice.” (Paragraph 5.6 of the Review Report)

- (1) TALIC continues to play a pivotal role in advancing professional development while championing the dissemination of exemplary teaching practices. A flagship initiative in this regard was a large-scale conference with a theme of “Harnessing AI for Teaching and Learning Excellence” held in December 2025. Attracting over 170 participants, the conference stimulated vibrant, critical discussions on the pedagogical implications and opportunities of AI in T&L. It also contributed significantly to strengthening the AI Community of Practice, whose membership has now increased to 66 active members.

Moreover, the TALIC website (<https://talic.hku.hk>) has been comprehensively revamped to better curate and showcase T&L resources. All materials hosted on the site are openly accessible to the public, underscoring TALIC’s commitment to sharing knowledge and supporting the wider educational community.

TALIC will continue to expand its initiatives, foster innovation in teaching and learning, and support colleagues in navigating emerging trends such as AI-enhanced education.

- (2) The Graduate School (GS) has been making ongoing efforts to collaborate with Faculties and relevant units to disseminate good practices in research postgraduate (RPg) and professional doctorate programmes to make further enhancements. Initiatives include inviting Faculty members and external speakers from diverse backgrounds to address research and professional development in both academic and non-academic contexts.

A notable initiative is the Responsible Conduct of Research (RCR) seminar series. Compulsory to RPg students, the seminar series features external experts and Faculty staff delivering lectures on research ethics in the generative AI era, with over 20 Faculty members leading case-based discussions on core RCR principles.

Students also gain research and entrepreneurial insights from international speakers at major events such as the annual RPg Symposium and the Panel Discussion with AsiaGlobal Fellows. In addition, the “GS Alumni Series” and “Fireside Chat with Distinguished Alumni” enable students to learn from alumni with prominent entrepreneurial achievements. These interactions among internal and external speakers and students showcase the School’s good practices and help benchmark our postgraduate education against international standards and expectations.

(3) HKU SPACE continues to prioritise external quality assurance and enhancement to strengthen its international profile and benchmark against global best practices. Key developments are as follows:

- The School collaborates with around 80 local and international professional bodies through accreditation and other engagements, ensuring graduates meet recognised professional and industry standards. It also maintains membership and/or engagement with international bodies including the Quality Assurance Agency for Higher Education (U.K.) and the University Professional and Continuing Education Association, Inc (U.S.). Additionally, the Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences, and Mathematics (Germany) awarded it the Institutional Accreditation Seal (Oct 2022 – Sep 2028), with a further round of institutional accreditation planned for 2027-28.
- The School continues to expand local and global partnerships. Recent initiatives include collaboration with Northwestern Polytechnic University (China) on a Diploma in Foundation Studies (E-learning) programme from 2025-26; and exploratory work with Eastwood Park (U.K.). It also remains active in the Federation for Self-financing Tertiary Education.
- The School organises and contributes to major academic and quality-related events. The third International Conference on Quality in Self-financed Higher Education (“Connecting Local and Global”) was held in February 2025, attracting over 200 participants. A Greater Bay Area Education Conference was held in June 2024, attracting about 300 participants. HKU SPACE Community College also held its first academic conference on June 7, 2024 with 480 participants, and plans to run similar events biennially.
- For international benchmarking, the School has participated in the International Student Barometer survey since 2018, with the fifth round completed in December 2024. Results show consistently high satisfaction across all dimensions, with library facilities identified as a relatively weaker area. As a follow-up, in August 2025, the School Senior Executive Committee agreed to engage a library consultant to develop a roadmap for its online library resources. The next survey will be conducted in 2026.
- The Quality Analytics Team has steadily improved the School’s data analytics by implementing an online system for internal student surveys and related data collection. To support staff development and recognise teaching excellence, the HKU SPACE Teaching Fellowship Scheme was launched in March 2024 to support staff in obtaining AdvanceHE Fellowships. One cohort

each of Senior Fellowship and Fellowship (six staff each) have completed the scheme, with all awarded Fellowship or Senior Fellowship in 2025. Further cohorts of Senior Fellowship and Fellowship are in progress.

(4) A Moodle enhancement project has been launched in September 2024 for developing a streamlined, more intuitive interface with generative AI integration. The following key features, which underwent testing by Information Technology Services and TALIC colleagues in early 2025, are scheduled to be piloted by volunteer teachers in Semester 2, 2025-26:

- a generic preference plugin providing a single, unified table for storing user, course and forum preferences, forming the foundation for other features and supporting consistency and long-term maintainability;
- a QR code generator to facilitate convenient access to Moodle resources; and
- an announcements forum panel and icon badge notification feature, which uses an innovative lightweight scanning and caching mechanism to efficiently check up to 30 or more announcement forums per user, each potentially containing complex group-based visibility restrictions. A supplementary reporting tool has also been added, allowing teachers to track who has read each post and export this information to a spreadsheet.

Refinements to these functions will be made in light of feedback from the pilot, with wider implementation anticipated in 2027.

THE UNIVERSITY OF HONG KONG

Quality Assurance Council Audit 2023

Summary Table of Implementation Progress on Actions Taken
in Response to the Recommended Action and Suggestions Contained in the Audit Report

I. Recommended action (RA)

	Recommended Action	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
RA1	<u>Composition of Teaching and Learning Quality Committee (TLQC) and Faculty Teaching and Learning Quality Committees (FTLQCs)</u> <i>“The Audit Panel recommends the University to review the composition of the University TLQC and/or FTLQCs by considering if there would be room to achieve greater consistency in the representation and role of [Associate Dean (Teaching and Learning (T&L))] in committees concerned with quality and academic standards; and to review the</i>	To achieve greater consistency in the composition of FTLQCs and TLQC.	A review of TLQC and FTLQCs was undertaken. In particular, Faculties were asked to review the terms of reference (ToR) and membership of FTLQCs to achieve the following: - that each FTLQC be chaired by an Associate Dean whose portfolio is primarily on T&L matters, to be appointed by the Faculty Dean; and - that the membership of FTLQCs includes at least two student representatives, one from an undergraduate	The review has been completed. With effect from the academic year 2024-25: - each of the ten FTLQCs is chaired by an Associate Dean whose portfolio is primarily on T&L matters, and each FTLQC comprises, <i>inter alia</i>, at least one Ug and one TPg students; and - TLQC comprises, <i>inter alia</i>, “The Chair of each Faculty Teaching and Learning	TLQC and FTLQCs.	Consistency in the composition of TLQC and FTLQCs. This is fostering improved communication and leading to more effective outcomes.	Completed. Faculties will periodically review the ToR of their FTLQCs and other T&L-related committees to ensure that they remain current and fit for purpose (see details in S1 in Section II).

	Recommended Action	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
	<i>composition of FTLQCs to ensure consistency in student representation.” (Paragraph 1.9 of the Audit Report)</i>		(Ug) programme and the other from a taught postgraduate (TPg) programme offered by the respective Faculty.	Quality Committee”, all of whom are Associate Deans whose portfolios are primarily on T&L matters. The ToR and membership of FTLQCs have been revised accordingly.			

II. Other suggestions contained in the Audit Report (S)

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S1	<u>Review of the ToR of committees concerned with quality and academic standards</u> <i>“A notable feature of the University’s approach to setting, maintaining, and enhancing the standard and quality of its awards is its effective use of local and international benchmarking in programme monitoring and review. Looking ahead, it will be</i>	To maintain the consistency and currency of the ToR for the University’s T&L-related committees.	The University and HKU School of Professional and Continuing Education (HKU SPACE) require T&L-related committees at all levels to review their ToR every six years, for report to the Senate (via TLQC and the Board for Continuing and Professional Education and Lifelong Learning, as applicable).	- The review of the ToR and membership of TLQC and FTLQCs has been completed (See details in RA1 in Section I above). - The first review cycle of other T&L-related committees has been completed in 2024-25, with the second cycle of review to be	Senate and all T&L-related committees at HKU and HKU SPACE.	- Clear and updated objectives and scope outlined in the ToR. - Alignment of the ToR with the strategic goals of the University. - Further enhancement of committee	- The first review cycle has been completed. - ToR of over 40 T&L committees across the University and over 15 committees of HKU SPACE were revisited. - The next comprehensive review will take

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
	<i>beneficial for the University to keep the terms of reference of committees concerned with quality and academic standards under review on a regular basis to ensure their consistency.” (pp.3-4 on the Audit Report)</i>			conducted six years thereafter, in 2030-31.		effectiveness.	place in 2030-31. Individual Faculties and units will refine the ToR of relevant committees as needs arise.
S2	<u>Submission of TLQC’s annual reports to the Senate</u> <i>“While Senate minutes reflect discussions of reports from its various boards, the Audit Panel found that the two most recent annual reports from TLQC are only referred to as ‘received’ in the minutes. The University may wish to consider how the Senate’s oversight of the annual report from TLQC can be made more explicit.” (Paragraph 1.10 of the Audit Report)</i>	To enhance Senate’s oversight of T&L developments in the University through TLQC’s annual reports.	With effect from 2024-25, the Senate is invited to endorse TLQC’s annual reports and take note of the matters identified by the TLQC Chair as requiring deliberation by the Senate.	Enhancement of the Senate’s oversight of the University’s T&L developments with effect from 2024-25.	Senate and TLQC.	Explicit oversight of TLQC’s annual report by the Senate.	Completed. TLQC’s annual reports for the academic years 2023-24 and 2024-25 were endorsed by the Senate in November 2024 and December 2025, respectively, facilitating an enhanced oversight of the Senate.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S3	<u>Assessment</u> <i>“[T]he University may wish to consider developing a template for faculty assessment policies to enable greater consistency, as appropriate.” (Paragraph 4.2 of the Audit Report)</i> <i>“Faculty statements on feedback seen by the Audit Panel were variable. While these variations are within acceptable norms, students continue to raise feedback on assessment as a potential area of concern in [Student Learning Experience Questionnaires (SLEQs)] and [Staff-Student Consultative Committees (SSCCs)]. The University may therefore wish to consider the frequency of review of faculty statements to ensure their continued alignment with university policy and practice.” (Paragraph 4.12 of the Audit Report)</i>	To develop a template for Faculty/ Common Core (CC) assessment policies, and to regularly review feedback statements.	- A template for Faculty/CC assessment policies, incorporating feedback statements, was developed in July 2025. Faculties and the CC Curriculum are required to adopt the template and develop their specific assessment policies for approval by the Senate via TLQC. - Dedicated TLQC meetings are arranged to review these Faculty/CC assessment policies to ensure greater consistency and encourage sharing of good practices.	- Development of a draft template for Faculty/CC assessment policies by Teaching and Learning Innovation Centre (TALIC) for deliberation by TLQC in Semester 2, 2024-25. - Endorsement of the template by TLQC and Senate in June and July 2025, respectively, for subsequent distribution to Faculties/CC Office in Summer 2025. - Adoption of the template by Faculties/CC Curriculum and sharing of good practices at TLQC meetings in 2025-26. - Subsequent reviews of Faculty/CC assessment policies to be conducted on a triennial basis.	TLQC and FTLQCs/CC Curriculum Committee, with the assistance of TALIC.	- Greater consistency in assessment policies. - Sharing of good practices within and across Faculties/CC Curriculum. - Improved student feedback on assessment.	- A standardised template for assessment policies has been developed. - Assessment policies from the Faculties, interdisciplinary schools and CC were approved by the Senate in February 2026. Sharing of good practices was conducted in TLQC meetings. - The next review of these policies will be conducted in 2028-29.

	Other suggestions contained in the Audit Report	Goals/ Objectives	Strategies	Key Deliverables with Timelines	Leadership Responsibilities	Indicator(s) of Successful Outcome(s)	Implementation Progress
S4	<u>Student induction</u> <i>“The University’s students are generally satisfied with the induction process and Welcome Week, finding the student-led activities helpful while also suggesting that the process could be improved by giving more information on course selection; and that more support would be helpful for dual degree students.” (Paragraph 5.2 of the Audit Report)</i>	To enhance the induction experience with relevant information on course selection, and to enhance support for dual degree students.	(a) Since the resumption of face-to-face teaching, the University has dedicated significant efforts to enhance the induction process. In light of the wealth of information provided to first-year students, the University is exploring ways to better organise and categorise this information to ensure its relevance and usefulness. This includes ongoing upgrades to the induction websites for improved navigation and enhancements in communicating essential information to students. The launch of the Future Readiness Initiative (FRI) in September 2023 marks a significant milestone in addressing this challenge. FRI provides first-year students with a head start in developing	(a) A significant transformation in the induction process occurred in September 2023 with the introduction of FRI. Each year, the induction process is continually enhanced by incorporating insights gained from student feedback.	(a) Faculties and the Centre of Development and Resources for Students (CEDARS), led by the Vice-President & Pro-Vice-Chancellor (Teaching and Learning).	(a) to (c): Further improvement in student feedback on the induction process.	Ongoing: (a) CEDARS has devoted substantial efforts to enhancing the induction process. Major initiatives in 2024-25 include the revamp of the “First Year Website”, which now serves as a one-stop platform in delivering essential information to freshers; and development of an “HKU-life 3-minute Survival Kit”, which comprises new concise induction videos that offer students guidance on university life. FRI has enhanced student induction through two self-paced 20-hour online courses on skills necessary to University life, and fundamental

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			essential soft skills for university learning, and encourages them to proactively plan their academic journey. FRI has significantly enhanced student induction, and it continues to evolve annually guided by student feedback. (b) In relation to collaborative taught degrees partnered with mainland and overseas institutions, an established review mechanism is in place. Student needs are a prioritised area of the review. The respective offering Faculties are required to address any issues identified, which will be presented to the Senate via the Academic Board for consideration.	(b) Reviewing collaborative taught degrees is a well-established mechanism of the University. Ongoing efforts are being made to provide enhanced and tailored support to students to meet their evolving needs.	(b) Associate Deans for T&L in Faculties and Programme Directors, with oversight by Senate.		research methods since 2024-25. Individual Faculties/units have introduced various measures to enhance the induction experience, catering to their students' specific needs. (b) A recent example is the review of the dual undergraduate degree programme with the University of British Columbia in 2024-25, which helped the Faculty identify areas of student support.

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			(c) A focused review of the induction experiences of students enrolled in a collaborative taught degrees will be conducted, with the goal of further enhancing the induction process. The induction experiences of senior-year admissions will also be reviewed.	(c) A review of the induction experiences of senior-year entrants scheduled for late March 2026.	(c) Faculties, led by TLQC.		(c) The focused review of the induction experiences of senior-year entrants is scheduled for late March 2026. (Note: The focused review was originally scheduled for Semester 2, 2024-25. Upon consultation with the then Vice-President (T&L), who stepped down at the end of the academic year 2024-25, this important review was deferred by one year to allow it to be overseen by the new Vice-President.)

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S5	<u>Use of data</u> <i>“The University is aware that data obtained from students and graduates on their learning experience could be more robust and continues to explore ways to increase such feedback.” (Paragraph 6.16 of the Review Report)</i>	To increase response rates for the Student Feedback on Teaching and Learning (SFTL), SLEQ and the Learning Experience Questionnaire for Graduates (GLEQ).	(a) Established in 2022-23, the HKU Teaching Academy is data-driven and leverages analysis of the large corpus of institutional surveys to identify grand challenges and provide insights for the advancement of T&L practices at the University. The Academy is tasked to learn the good practice across the tertiary education sector in Hong Kong, and review the implementation of student and graduate surveys in Semester 2, 2024-25.	(a) Review of the implementation of student and graduate surveys in Semester 2, 2024-25.	(a) and (b): HKU Teaching Academy, with the assistance of TALIC.	(a) and (b): Fruitful exchange of best practices among sister institutions.	Ongoing: (a) and (b): The cross-institutional project “The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data” and the HKU Teaching Academy have helped formulate evidence-based strategies for informing professional development and quality enhancement initiatives, with the goal of further enhancing student learning experience.

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			(b) Additionally, the University is leading a cross-institutional project funded by UGC's Teaching Development and Language Enhancement Grant (TDLEG) titled "The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data". Through this initiative, the University is exchanging best practices with partner institutions. At a symposium held on November 18, 2024, the research teams from the five partner institutions shared their key findings based on institutional data and interviews with students and programme leaders. Together, the participating universities developed strategies to enhance the overall student experience.	(b) Findings of the TDLEG project were reported to UGC and shared among sister institutions upon the completion of the project in June 2025.			

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			(c) Within the University and drawing on the best practices established by the Committee for Language Enhancement and Artificial Intelligence Literacy, courses with an SFTL response rate below 50% and/or a course effectiveness score below 50 will be identified. These courses will be presented to FTLQCs/CC Curriculum Committee, as applicable, for review, and subsequently considered by TLQC on a semester basis. (d) In addition, the University is actively communicating the purpose and importance of surveys to students and graduates, emphasising how their feedback can enhance education quality and student experiences. This	(c) Implementation of the system for monitoring SFTL response rates and course effectiveness scores from 2024-25. (d) Ongoing communication with students and graduates on the purpose and importance of institutional surveys.	(c) TLQC, FTLQCs and CC Curriculum Committee, with the assistance of TALIC. (d) and (e): Faculties and CC Office, with the assistance of TALIC and DAAO, and oversight by TLQC.	(c) to (e): Increased response rates to SFTL, SLEQ and GLEQ.	(c) The requirement for Faculties/CC to report findings related to SFTL was introduced in 2024-25. SFTL data from Semesters 1 and 2 were presented to TLQC in June 2025 and December 2025, respectively. Common challenges identified were discussed at TLQC meetings, where members also shared remedial measures. (d) and (e): Other measures implemented include: (i) strengthened communication with students and graduates on the purpose and importance of surveys; (ii) from 2024–25,

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			approach fosters greater participation, ultimately establishing a virtuous cycle. (e) Starting from 2024-25, the following strategies are implemented to enhance the response rates for student and graduate feedback surveys: Summarising SLEQ results and actions taken to address student feedback in concise two-page PowerPoint slides,	(e) Implementation of the strategies aimed at increasing response rates from 2024-25.			presentation to Faculties/units of summaries of SLEQ results and follow-up actions, which were reported as useful; (iii) reinforcement of the arrangement of allocating class and activity time for survey completion, thereby increasing participation rates in 2024-25; and (iv) improved channels for completing GLEQ. Alternative mechanisms to collect immediate and authentic student feedback (e.g. a student-friendly web app) are under exploration.

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			to facilitate discussions in, e.g., SSCC meetings. - Allocating dedicated time at the end of each semester for students to complete SFTL and SLEQ, either in class or during a student event with expected high attendance organised by the respective Faculties/ programmes. - Collaborating with the Development and Alumni Affairs Office (DAAO) to encourage alumni participation in GLEQ.				

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