

Progress Report

**To the Quality Assurance Council on the
Follow-up to the Quality Audit 2024**

May 2026



Preamble

In April 2024, the Quality Assurance Council (QAC) conducted the third cycle audit of The Hong Kong Polytechnic University (PolyU, the University). In response to the release of the audit report in November 2024, PolyU submitted an action plan to the QAC in February 2025, which was subsequently endorsed by the QAC in June 2025. The features of good practice, recommendations, affirmations, suggestions and observations made by the Panel were consolidated into 16 areas of improvement. Issue owners at the senior management level were engaged to formulate follow-up actions and establish implementation timelines. This report provides an update on the implementation of those actions.

The PolyU education landscape has evolved steadily since the QAC audit. In July 2024, the University released its new Strategic Plan for 2025/26–2030/31. The plan illustrates our commitment to innovate for a better world, highlighting our vision to provide students with a transformative learning experience that prepares them for a volatile future, a transdisciplinary education that enables them to tackle complex contemporary issues, and a trans-sector community that connects them with society and allows them to thrive as contributing members. To better support student growth and meet the needs of industry and society, we have been transforming our curriculum in various ways. In 2025, we shifted to a faculty-based admission system and launched the Bachelor's Degree Scheme in Interdisciplinary Studies (BDSIS). Furthermore, we appointed Prof. Cao Jiannong, an AI expert, as Vice President (Education), to spearhead the University's AI and digital transformation. This initiative aims to create an AI-empowered learning environment that is personalised, interactive, and flexible—an environment where students engage in active learning while teachers serve as mentors who guide students and inspire critical thinking. Notably, starting in 2026/27, we will launch a compulsory 3-credit course for all first-year-first-degree students that utilises AI as a tool for language learning, potentially paving the way for broader adoption of AI-enabled pedagogy across the University.

The follow-up to the QAC audit complements our strategic initiatives, providing a valuable opportunity for revisiting and bringing enhancements to many aspects of our existing practices. The following pages detail how good practices have been further developed, specific issues addressed, and enhancements implemented in our pursuit of providing the best educational experience for PolyU students.

Implementation of Action Plan

The following sections present progress on implementing the action plan, as submitted to the QAC in February 2025 and endorsed by the QAC in June 2025. The plan covers further developments in the identified features of good practice (1–2), systematic efforts to address the recommendations (3–4), and other suggestions/comments (5–16) made by the Audit Panel. A summary of the implementation status is provided in **Appendix 1**.

1 Driving strategic developments through departmental KPIs

Feature of Good Practice

[The] Audit Panel formed the view that the consistent implementation of university strategies, including the current strategic plan, supported by effective performance monitoring using departmental KPIs to enhance overall university performance across all levels, is regarded as a Feature of Good Practice. [Para 1.10, Page 12]

- 1.1 The Departmental Outcome-Oriented Key Performance Indicators (DoKPIs) were introduced in 2021 as a strategic initiative to incentivise and advance performance excellence across academic units within the University. This framework was designed as a transparent, data-driven mechanism for evaluating departmental achievements and fostering a culture of continuous improvement aligned with the University’s mission and strategic objectives, and the sector-wide vision articulated in the University Accountability Agreement. Since its inception, the DoKPIs have undergone continuous review and refinement, enabling the University to proactively address emerging challenges and evolving priorities in the higher education landscape.
- 1.2 The DoKPIs undergo a rigorous annual review to ensure that they remain aligned with the University’s strategic direction and priorities. Following each assessment cycle, the PolyU President meets with the Heads of academic units to exchange insights on the DoKPIs and gather feedback on the assessment framework. This two-way dialogue is instrumental in ensuring that the University remains attuned to the diverse perspectives of its academic community. Additionally, the Institutional Planning and Analytics Office (IPAO), which compiles and analyses DoKPI results, maintains close communication with academic units throughout the year. The IPAO provides ongoing support to academic units for performance review processes and actively solicits their feedback to ensure departmental perspectives are considered during framework refinements.
- 1.3 Proposed changes to the DoKPIs for the upcoming year are presented at the University Annual Strategic Forum, attended by senior management, the Deans and Heads of all academic and non-academic units. This forum allows stakeholders to exchange views, share and discuss the implications of proposed modifications through open dialogue. Following this consultation, relevant committees scrutinise the modifications. All consolidated changes—including the introduction of new indicators and updates to existing ones—are then formally reviewed and approved by the President’s Executive Committee to ensure alignment with institutional priorities and governance standards.
- 1.4 The importance of the DoKPIs mechanism is consistently communicated to the broader University community. Beyond regular meetings with academic units, the President’s management update, *Share@PolyU*, provides a platform for raising awareness and

deepening the understanding of the performance-based assessment framework among all stakeholders.

- 1.5 To maximise the impact of the DoKPIs and facilitate data analysis, IPAO developed a dedicated dashboard for senior management and academic units. This tool provides access to multi-year performance results and is equipped with advanced data analytics capabilities. Users can conduct in-depth analyses and identify trends, transforming raw data into actionable insights. This has empowered academic units to take greater ownership of their data, using these insights to inform strategic planning, resource allocation, and decision-making. This enhanced access to data not only facilitates evidence-based management but also encourages a culture of continuous improvement.
- 1.6 The DoKPIs mechanism has been an effective tool for guiding resource allocation, specifically regarding student intake quotas planning and departmental budget allocation. The recent integration of DoKPIs into the salary adjustment system for academic units has further strengthened the link between resource distribution and performance. Units demonstrating higher performance levels in DoKPIs receive additional budget allocations for salary adjustments. This linkage further underscores the role of the DoKPIs framework in driving performance excellence and ensures resources are allocated to support institutional priorities and recognise exceptional contributions.
- 1.7 PolyU is committed to maintaining a robust, transparent, and effective performance assessment mechanism that supports strategic decision-making, fosters accountability, and drives excellence across all academic units. The comprehensive annual review and the ongoing efforts to strengthen data quality, enhance the dissemination of DoKPIs results, and extend the implications of the DoKPIs framework reflect the University's holistic approach to performance management and help to maintain the relevance of DoKPIs as a mechanism for driving strategic development.

2 The role of Departmental Academic Advisors (DAA)

Feature of Good Practice

[The] Audit Panel concluded that the role of the DAA ensures the continuous updating and improvement of programmes independently, with an international orientation and external vision. This role is effectively regarded as a Feature of Good Practice. [Para 2.8, Page 17]

- 2.1 The Departmental Academic Advisor (DAA) system is a cornerstone of the University's quality assurance framework for academic departments. It provides international benchmarking on the academic standards of academic programmes and identifies areas of improvement relating to academic standards and quality. DAAs are distinguished professors in relevant disciplines whose appointments follow procedures and criteria set out by the Senate. They advise Heads of Department, Faculty Deans, and School Board Chairs on academic programmes and subject and academic development. DAAs engage in programme and subject reviews (and validation where applicable), assessment moderation, and submit annual reports to the Head of Department.
- 2.2 DAA reports are taken seriously by the departments and are consulted during annual programme reviews. References to DAA advice in review reports are numerous and

clearly lead to enhancement actions where applicable. For example, the School of Optometry revised the intended learning outcomes of one subject and added several new topics to a subject syllabus in response to a DAA's suggestion. Similarly, the School of Design considered DAA's comments alongside student feedback and programme statistics and launched a new student mentorship project with outstanding alumni to enhance industry connections and career guidance.

- 2.3 Within the generic framework set out by the University, individual departments have developed various good practices to optimise their DAA engagement. The University collected and disseminated a compilation of these practices among departments so that they can learn from each other. Identified strengths include well-structured DAA meetings involving multiple stakeholders, advance documentation provision and support, systematic and structured approach to soliciting feedback, internal dissemination of feedback to promote shared ownership, active discussion of feedback by relevant committees, clear assignment of responsibilities and timelines for follow-up, and ongoing communication and engagement with DAA beyond annual reviews. Following the dissemination, over 80% of the departments indicated that they would adopt further good practices.
- 2.4 PolyU also fulfilled its obligation to disseminate these features of good practice with the wider community through an open forum titled *Curriculum Reform and Quality Assurance* in April 2026. The forum explored directions for curriculum reform in a changing world and the role of quality assurance in that process. Speakers included the Registrars from The University of Hong Kong and PolyU. The forum was attended by 77 colleagues from PolyU and six other local universities.
- 2.5 The DAA system remains subject to ongoing review and enhancement. Recent refinements include a unified reporting format and clearer role differentiation between the DAA and the Departmental Review (DR). PolyU remains committed to high academic standards and the continued enhancement of international benchmarking mechanisms.

3 Providing feedback to students

Recommendation

The assessment process is consistently implemented based on CRA and corresponding rubrics. The current grading system, which was revised in 2020, is suitable. However, there is some variation in the feedback provided to students on their assessed work, which merits further review. [Para 7.4, Page 36]

- 3.1 PolyU recognises that timely feedback on student work is an important part of learning and teaching. University guidelines require that 'timely feedback of continuous assessment should be given to students as soon as possible (e.g. not later than a month), and in any case before the final examination/assessment'. Student satisfaction is collected and monitored regularly through the Student Feedback Questionnaire (SFQ) and the Institutional Survey of Learning Experience (ISLE).
- 3.2 In the light of the Audit Panel's observations, the University conducted a thorough review of feedback practices, including external benchmarking, internal data analysis, and

student focus groups. The benchmark study considered the formal feedback guidelines of other UGC-funded universities and confirmed that PolyU's expectation of providing feedback to students (as spelt out in 3.1) fell within the general expected turnaround time of other local universities, which ranged from two to four weeks. ISLE data showed that over 90% of students were very satisfied, satisfied, or marginally satisfied with the quality of teacher feedback. SFQ results for feedback-related items were consistently above 3 on a 5-point scale and rose steadily from 4.18 in 2021 to 4.35 in 2024 (on a 5-point scale). Focus groups further confirmed an overall positive experience, with 91% of participants describing their experience in positive terms such as *good, helpful, satisfactory, precise, detailed, timely, supportive, and constructive*.

- 3.3 Despite these positive results, variations across departments were noted. Focus groups revealed that while feedback on continuous and in-class assessments is timely, feedback on final examinations or end-of-term assessments is sometimes delayed or absent. Consequently, several measures were proposed: shortening feedback timeframes, requiring feedback on final examinations and end-of-term assessments, optimising monitoring mechanisms, reinforcing the processes for reviewing and acting on monitoring data, as well as raising staff awareness of the feedback requirements. The recommendations were presented to the Learning and Teaching Committee (LTC) in October 2025 as planned. Further consultations with teachers were deemed necessary before the proposed measures could be confirmed and implemented. A consultation was conducted in the subsequent months accordingly, and the findings were discussed at the LTC meeting in May 2026. The Committee did not favour revising the existing policy or monitoring mechanism but instead advised sharing the review results with the departments to raise awareness and encourage enhancement to feedback practices. An awareness-raising programme is being organised for launch before the new academic year commencing September 2026. Additionally, an impact evaluation will be conducted after the first semester. Meanwhile, the University continues to offer training workshops and resources on feedback practice through the Educational Development Centre (EDC) to build capacity for providing timely, high-quality feedback among teachers.

4 Academic advising

Recommendation

It was noted that the proportion of students participating in advising sessions under the new one-tier scheme is maintained at around 60–70%. As a consequence, some 30–40% of students may not be benefitting from academic advising and the support it provides in facilitating progression. This presents an opportunity for further securing the quality of student learning. Therefore, the Audit Panel recommends that the University should investigate available opportunities for enhancing the level of student engagement with academic advising. [Para 5.4, Page 28]

- 4.1 In response to the Audit Panel's recommendation to investigate opportunities to enhance student engagement with academic advising, the College of Undergraduate Studies (CUS) (previously the Office of Undergraduate Studies) has implemented a comprehensive action plan addressing key areas including policy updates, optimisation of advising work, capacity building, promotion of advising culture, and additional support for departments with low engagement rates.

- 4.2 Major policy-level actions taken in connection with this plan included the establishment of the Committee on Academic Advising to oversee the progress of academic advising activities, the ongoing review of the relevant policies, the enhancement of the advising system, and the introduction of a new DoKPI on academic advising. The university guidelines on advising were updated to introduce the role of auxiliary academic advisor to supplement the support provided by the designated academic advisor. The advising record system was enhanced to simplify record-keeping and facilitate the retrieval of advising statistics, thereby improving the efficiency and effectiveness of advising. The training programme for academic advisors was expanded. In addition to the regular workshops and e-learning course, two mental health training workshops and several sharing sessions were organised for departments to exchange good practices, tips and ideas on advising. These additional training and sharing sessions were well received by academic advisors with average ratings ranging from 4.00 to 4.79 out of 5.00.
- 4.3 Additional support was provided to departments to boost engagement rates. The Dean of CUS and the team held two meetings with the Undergraduate Secretaries of all departments and Heads of departments with low engagement rates to discuss the implementation of academic advising, to identify challenges and offer advice accordingly. A compilation of best practices on academic advising among PolyU departments (**Appendix 2**) was developed and disseminated to all departments in 2025, with an updated version released in 2026. Efforts were also made to promote academic advising to students through two large-scale university programmes, *Meet Your Designated Academic Advisor* and *Spin for Academic Success*, delivered in January and May 2025. Over 800 students participated in the events to learn about academic advising and how to reach out to their Academic Advisors.
- 4.4 Significant progress has been made as reflected in the positive student participation and satisfaction rates. By July 2025, the average student engagement rate with academic advising reached 83%, representing an 18% increase from the previous year and exceeding the target of 80%. As of December 2025, the average student engagement rate with academic advising was 80.6%. Students' satisfaction with academic advising reached 86%, indicating enhanced quality and effectiveness of advising services.
- 4.5 The University has made substantial progress in enhancing student engagement in academic advising. Major actions as outlined in the submitted action plan were completed on schedule, resulting in significant improvements in student participation and satisfaction, streamlined advising processes, and strengthened advisor capacity. Data collected through multiple channels confirmed that key performance indicators have been met or exceeded. The establishment of the Committee on Academic Advising will enable more effective oversight and enhancement of academic advising at PolyU through monitoring existing practices, updating related policies, and advising on quality assurance issues.

5 Granular review of committees

Suggestion/comment

It may be beneficial for the University to consider initiating a more granular internal or external governance review covering university, faculty and programme level committees. This would ensure that the entire governance structure continues to meet

the evolving needs of the University, particularly in light of the development of a new strategic plan. [Para 1.7, Page 11]

- 5.1 As observed by the Audit Panel, PolyU has a ‘clear governance structure’ [Paragraph 1.26] and maintains ‘strong academic governance’ over academic units [Paragraph 1.5]. The committee structure, which is the backbone of the governance framework, had undergone two reviews in recent years prior to the audit, strengthening and streamlining the roles and functions of the Senate and its committees.
- 5.2 Following the suggestion of the Audit Panel, the University embarked on a granular governance review covering committees at the university, faculty, department and programme levels. A benchmark study covering all UGC-funded universities was conducted. A Taskforce to Review the Academic Governance Structure (TFRAGS) comprising senior-level representatives from each Faculty and School was formed as planned to analyse the results (**Appendix 3**). The findings suggested scope for a more streamlined approach to committee structure. Consequently, rather than merely setting up a regular review process, the University is exploring the feasibility of a fundamental restructuring of the committees. A further consultation on a potential merger of committees was conducted, and initial proposals were made. It is anticipated that further task force meetings will be held, with recommendations to be made on a new structure with suitable regular review mechanisms within the year for deliberation by the Senate and its committees. Any subsequent changes to the committee structure are expected to take effect from the 2027/28 academic year.

6 Aligning programme with society’s interdisciplinary expectations

Suggestion/comment

Given that new degrees are primarily proposed by individual departments, there may be a reduced capacity to design more interdisciplinary degrees, even though the institution has the potential to do so. PolyU acknowledged the ‘increased demand from industry and society for broader-based education and interdisciplinary talents’. Therefore, the Audit Panel suggests that the University consider clarifying its existing policies, strategies, or processes to better align programmes with society's interdisciplinary expectations. [Para 2.6, Page 16]

- 6.1 PolyU recognises the importance of interdisciplinarity and transdisciplinarity in addressing the challenges of the contemporary world and has set out in its Strategic Plan for 2025/26–2030/31 the strategic goal of providing students with a transdisciplinary education to enable them to tackle complex and emerging local, national and global challenges. To ensure that steady progress is made towards this goal, a provisional roadmap has been developed. The roadmap was developed with three objectives in mind: (1) to raise awareness and promote a transdisciplinary mindset among PolyU community members; (2) to incorporate elements of transdisciplinary education into PolyU’s undergraduate curriculum; and (3) to develop a framework for supporting the sustainable development of transdisciplinary education at PolyU.
- 6.2 Efforts to raise awareness of the transdisciplinary goals began with the 2025 Excellent

Teachers on Teaching Excellence (ETTE) Symposium—the annual signature event organised by PolyU EDC—where experts from the United States, the United Kingdom, Australia and Singapore were brought together in a panel discussion to share experiences and exchange insights into how their universities had implemented transdisciplinary education. This was followed by two Education and Student Development (ESD) Salons targeting senior-level staff members from the academic departments, bringing in further overseas experts to shed light on this topic.

- 6.3 At the same time, the University embarked on the ambitious initiative of developing the Bachelor's Degree Scheme in Interdisciplinary Studies (BDSIS)¹. Designed with the UNESCO Sustainable Development Goals (SDGs) in mind, BDSIS is a new type of programme that offers students the opportunity to examine real-world issues from an inter-/transdisciplinary perspective. The programme features flexible curriculum options, personalised coaching and trans-sector learning opportunities to allow students to ground their studies in the real world and build their curriculum around their own interests. Having gone through the due process of planning and validation with external input, the BDSIS was launched in 2025 and welcomed its first cohort of top-performing students in the 2025/26 academic year. It is anticipated that the programme will generate further student-led on-campus events to raise awareness of sustainable development and promote interdisciplinary and transdisciplinary approaches to tackling global challenges.
- 6.4 Beyond the BDSIS, interdisciplinarity and transdisciplinarity will be integrated into the undergraduate curriculum through two major avenues. The first avenue is through the Cluster-Area Requirement (CAR) subjects. CAR subjects are the general education element of the undergraduate core curriculum designed to broaden students' horizons. Many of these subjects are rooted in real-world issues, which are natural grounds for interdisciplinary studies and have high potential for conversion into transdisciplinary learning opportunities. A systematic review of the CAR subjects with departmental engagement is underway with a view to establishing a systematic approach to integrating interdisciplinarity and transdisciplinarity into these subjects to give all students early exposure to such important approaches. New CAR subjects with interdisciplinary/transdisciplinary focus will also be given priority in subject offering. The second avenue is through the capstone experience, which is another common component of the undergraduate curriculum. This appears in the latter part of the roadmap, and the details will be worked out as the roadmap progresses.
- 6.5 To support the implementation of the BDSIS and the longer-term development of transdisciplinary education at PolyU, the University established the College of Undergraduate Studies (CUS) in 2025. In addition to offering the BDSIS, the CUS will play an integral role in the implementation of the University's transdisciplinary education roadmap. It will coordinate the associated curriculum development efforts, including the current refinement of CAR and the capstone component in the later stages of the roadmap. The non-disciplinary nature of its establishment positions it to be a platform for innovation in facilitating and resourcing cross-department collaborations in interdisciplinary and transdisciplinary education. As a natural extension of the BDSIS, CUS will also lead the promotion of transdisciplinary education at PolyU and sustain a trans-sector community that supports its ongoing development and implementation. CUS will evaluate the impact of the various initiatives within the context of relevant reviews,

¹ <https://www.polyu.edu.hk/cus/study/ug/bdsis/>

including but not limited to those at the programme and subject levels.

7 Annual programme review

Suggestion/comment

The Audit Panel, noting the improvements made, considers the APR to be a very effective tool for the continuous improvement of programmes. However, during meetings with University representatives, the Audit Panel found a lack of clarity in explaining the APR and understanding who is responsible for its production. This led to the conclusion that there is still a need to consolidate and disseminate the APR's use as the main tool, known by all, not just the programme leader. [Para 2.7, Page 17]

- 7.1 Annual programme review (APR) is a core component of PolyU's quality assurance framework. The University is pleased to note that the Audit Panel considers the APR to be 'a very effective tool for the continuous improvement of programmes' and has followed up on the Panel's suggestion with several measures to raise awareness of its usefulness among the wider community of staff and students.
- 7.2 In accordance with the action plan, by means of email memoranda and reminders, departments were advised to provide a clear overview of the APR mechanism and its objectives to all staff and students and to disseminate good practices and enhancement examples arising from the APR at departmental meetings to highlight the links between the Student/Staff Consultative Group (SSCG) and the APR and the enhancements that resulted. A follow-up survey with the departments conducted in March 2026 confirmed that all departments had taken or had planned to take steps to raise awareness of the APR among staff and students. Most departments (83%) included APR as an agenda item in departmental staff meetings at least once in 2025/26 (five departments are scheduled to hold meetings later this year, and one chose to communicate the information by other means). 86% of the departments reported having highlighted the link between the SSCG and the APR and reported enhancements at the SSCG meetings.
- 7.3 In addition, the University is also in the process of expanding the 'You said, we did' initiative to promote the impact of the APR to students (**Appendix 4**). Further examples of departmental and programme level enhancement through the APR are being collected for inclusion. The materials will be used in the promotion of the Institutional Surveys on Learning Experience (ISLE) and disseminated online.

8 Programme Learning Analytics Report (PLAR)

Suggestion/comment

PolyU is committed to further advancing the PLAR for programme review, moving beyond internal and descriptive data analysis by considering the integration of external data into the system, such as employment rates and employers' opinions, which the institution already possesses. Furthermore, PolyU is committed to integrating PLAR across all educational levels. The Audit Panel noted that the current focus is on the use of descriptive data and its analysis which does not necessarily provide the opportunity to consider links between different variables and the identification of causal relationships. [Para 2.9, Page 17-18]

- 8.1 PolyU advocates the use of learning analytics for quality assurance and quality enhancement purposes and has committed three years of funding to support the continuing implementation and development of the Learning Analytics Platform (LAP) and the Programme Learning Analytics Report (PLAR).
- 8.2 To widen the application of PLAR in programme review, the scope of PLAR has been expanded to cover all taught postgraduate programmes, including both master's degree programmes and professional doctoral degree programmes. In addition, PLAR has been further enhanced with new features. The following features were included in the edition released in October 2025:
- New aggregated department-level indicators, including graduate employment figures and employers' evaluations of graduates' performance collected by the Student Affairs Office (SAO), were incorporated into the report for review. These additional indicators can assist departments in better understanding graduate employment outcomes and employer feedback.
 - New programme-level analytical components were introduced. A new chart has been added to illustrate the relationship between subject grade points and students' satisfaction with the learning experience in each subject. This analysis enables users to identify subjects where high grades do not align with high satisfaction and pay particular attention to subjects with both low grades and low satisfaction, as these may require immediate interventions or additional support.
 - A department-level multiple linear regression analysis was implemented. In this analysis, students' responses to selected Student Feedback Questionnaire (SFQ) items are used as independent variables, while overall satisfaction with the learning experience in the subject is treated as the outcome variable. The unstandardised coefficients indicate the relative influence of each factor on student satisfaction, thereby helping departments identify key drivers for improvement.
- 8.3 A workshop was conducted in October 2025 to introduce PLAR and its new features in the context of the Annual Programme Review. User feedback is collected periodically. Enhancements to the LAP and PLAR will continue to be made at least once a year.

9 Teacher training

Suggestion/comment

The Panel was informed that there were some occasions when academic teaching staff, who were required to undertake the 'Introduction to University Teaching' course, had for various reasons not completed the training before the commencement of teaching duties. PolyU may wish to review this situation to ensure all staff who are required to undertake teaching training are provided the opportunity to gain such fundamental teaching knowledge and skills before they undertake direct teaching activity with students. [Para 3.12, Page 21]

- 9.1 PolyU began to offer the Introduction to University Teaching (IUT) course as mandatory training for new teaching staff in 1997. This policy reflects the University's commitment

to ensuring high-quality teaching and learning by equipping new teaching staff with the necessary skills and knowledge to succeed in their roles of supporting student learning. At the time of the QAC audit, the IUT course was offered four times a year and new staff members with teaching duties would receive an email invitation to join the IUT course. Those who have had at least one academic year of full-time teaching experience at any university at the Lecturer/Assistant Professor level or above or have received teacher training equivalent to the IUT (at least 20 hours and on topics that focus on the teaching and learning process) could be exempted.

9.2 Following the audit, the University undertook to review the current practice with a view to facilitating the timely completion of the course by those who are required to attend the training. For reasons such as constraints in terms of the availability of the incoming staff members and the staffing situation of the recruiting departments, the policy of requiring the new staff member to complete the IUT course before undertaking any teaching duties must have reasonable flexibility built into it. Acknowledging these challenges, the policy was revised to optimise the completion of the training before teaching under such constraints. Under the revised policy:

- Recruitment units are advised to schedule appointment start dates to allow the new staff members with teaching duties to complete the IUT course prior to the commencement of teaching duties, wherever feasible.
- The staff members are advised to complete the core modules of the course as soon as possible after their appointment and prior to the commencement of their teaching duties, as far as practicable.
- Furthermore, the staff members are required to complete the IUT course within six months of their appointment start date. The six-month timeframe takes into account (1) the summer recruitment cycle, (2) the quarterly schedule of IUT offerings (June, August, November and January), (3) the possibility of the staff members missing some of the core modules when they first take IUT and have to make up for them in the subsequent offerings, and (4) to encourage the staff member to complete the course within a reasonable timeframe.

9.3 In addition, the exemption criteria have been tightened. Instead of one year of relevant prior teaching experience, the revised policy requires at least two academic years of full-time teaching experience and having conducted at least 156 hours of classroom teaching at a higher education institution as an Assistant Professor / Research Assistant Professor / Teaching Fellow / Lecturer or above. To ensure that new staff members with teaching responsibilities are aware of the requirement, recruiting units are expected to play a greater role in ensuring that the staff members are aware of the requirement, including providing reminders during annual appraisals if necessary. To further enforce the policy, the policy statement explicitly stipulates that meeting the requirement ‘may be a factor for consideration at contract renewal’.

9.4 The proposed policy revision went through the relevant committees and was approved by the Senate in June 2025. Departments were informed of the approved revision in the same month. In a recent interim implementation review, over 90% of the departments reported having adopted one or more measures to facilitate timely completion of the training and over 50% reported that all new teachers joining PolyU after the revised

policy took effect have completed IUT before teaching. Positive training experience with a consistently high mean rating in the range of 4.37–4.57 out of 5 was reported.

10 Succession planning for academic leaders

Suggestion/comment

The Panel concluded that PolyU may wish to make succession planning more visible to the wider university to enable smooth transitions and continuity in leadership roles, thereby safeguarding the stability and effectiveness of academic operations. Adopting such a proactive approach would facilitate continuity, foster leadership development, and support the institution in achieving its strategic objectives. [Para 3.16, Page 22]

- 10.1 PolyU adopts a forward-looking approach to talent management and development to ensure leadership continuity and foster institutional stability and resilience for long-term growth and success. Succession planning, along with open global recruitment and a rigorous criterion-based selection process, is integral to this approach. After the QAC audit, the University not only followed the Audit Panel's suggestion to make succession planning more visible and consolidate the leadership training programme.
- 10.2 Engaging faculties and departments is key to the University's succession planning strategy. Under the refined guidelines, Heads of Unit and overseeing Senior Management Executives (SMEs) will continue to play a pivotal role in identifying and nurturing prospective leaders who can carry forward the strategic objectives of both the individual units and the University at large. This responsibility is regarded as a formal component of management objectives to be factored into appraisals and other performance evaluations where applicable.
- 10.3 Leadership training for nurturing potential internal successors for leadership positions has been consolidated with input from different stakeholders and will be continuously improved in the same manner. The overall approach is multi-faceted, comprising various development interventions to ensure that potential leaders are effectively engaged and nurtured:
 - *Exposures via concurrent appointments and other avenues:* Leadership skills of potential successors are enhanced through engagement in concurrent appointments, including Associate/Assistant Deanships, Associate Headships, involvement in university-level initiatives, acting appointments, as well as proxy arrangements in major meetings involving external/cross-disciplinary collaboration and key events.
 - *Direct feedback and coaching:* On-the-job training and stretch assignments are arranged for potential successors, with direct feedback and coaching from supervisors and seniors. In addition, the appraisal process features the collection of balanced feedback from various stakeholders. This provides further insights into the development needs of the potential successors.
 - *Mentorship scheme:* A mentorship scheme was introduced with effect from 1 September 2025, following which mentors are mandatorily assigned to all new joiners including Chair Professors and Heads of Unit. This prepares capable new

joiners for potential succession to upper positions in the long run, paving the way for their career development and progression.

- *Compliance and governance seminars:* It is essential for potential leaders to be well versed in the latest compliance standards and regulations, such as the Anti-discrimination Ordinances, Personal Data (Privacy) Ordinance and Prevention of Bribery Ordinance. The University's Human Resources Office (HRO) runs relevant seminars regularly in collaboration with the relevant regulatory and law-enforcement bodies, and Heads of Unit are obliged to nominate staff members, particularly those potential successors, to attend these sessions.

- 10.4 The leadership training seminars have been well received by potential leaders, as reflected by the increase in participants from 151 in 2023/24 to 376 in 2024/25. Further seminars are in the pipeline to ensure compliance across all external and internal domains (e.g. handling conflict of interest, outside activities, grant application rules from RGC, Code of Ethics, procurement procedures, anti-sexual harassment, rules on making public statements and posting on social media, handling of staff grievance and allegations of staff misconduct) and shed light on leadership skills from related angles.
- 10.5 The succession planning guidelines systematically lay out the expectations for academic and non-academic units and provide guidance on identifying and nurturing potential successors. To enhance the visibility of the relevant guidelines, HRO established a 'Succession Planning' section under the 'Information Items' page of its website (**Appendix 5**). This was promoted to all Senior Management Executives and Heads of Unit through the 165th Academic Council meeting and a subsequent email announcement by HRO.
- 10.6 Recruitment of Deans and Heads starts well in advance in anticipation of the departure of the incumbent leaders (e.g. retirement), and on most occasions, suitable successors are identified efficiently through the joint effort of all parties. In cases where the onboarding time of the successors is affected by their personal circumstances and other factors, a mechanism for interim appointments is in place to ensure that zero discontinuity of academic leadership.

11 New moderation process

Suggestion/comment

The Audit Panel considers that the current moderation process, although coherent and robust in its design, will be enhanced through the proposals for a new moderation process. Thus, the implemented process ensures the adequacy of assessment tasks and their continuous improvement. [Para 4.6, Page 25]

- 11.1 At the time of the QAC audit, PolyU was finalising a major revamp of its moderation policy to further enhance its comprehensiveness, robustness and consistency. By the time the University submitted the action plan to the QAC, the policy revision process had been completed with the Senate's implementation approval in December 2024. The revised policy took effect in September 2025.
- 11.2 To prepare the departments for the implementation of the revised moderation policy,

multiple briefing sessions and training workshops were organised, and ongoing consultation and on-demand customised support were made available to the departments. An online platform—the Assessment Moderation Platform (AMP)—was developed to facilitate the implementation of the new moderation process. The AMP was designed to facilitate workflow management and the coordination, monitoring, and documentation of the moderation process, promoting consistency while allowing the flexibility for the departments to set additional, more stringent rules. Platform development and user acceptance testing (UAT) with stakeholder input were completed as planned, and the platform was launched in June 2025. While use of the platform is currently voluntary, it will become mandatory from the 2026/27 academic year onwards.

- 11.3 In accordance with the action plan, an interim review of the implementation of the new moderation process was conducted earlier this year with a view to identifying further support and enhancement that would be needed. The review included usage statistics and a user survey. The comments received covered a wide range of topics from training needs to workflow to user interface. Enhancements to the user interface have been confirmed and will be implemented shortly. Full adoption of the AMP will begin in the 2026/27 academic year, and an impact review will be conducted one year later to evaluate the effectiveness of the revised moderation arrangements.

12 Coordination for whole-person development

Suggestion/comment

The University will wish to consider how the coordination of the departments and units contributing to the strategy of whole person development could be enhanced. [3rd Para of Criterion 5, Page 7]

- 12.1 PolyU offers a ‘very wide-ranging portfolio of co-curricular activities’ to support whole-person development and the activities are ‘well organised and well received by students’ [Paragraph 5.8, Page 29]. Following the Audit Panel’s suggestion, the University has taken multiple measures to enhance communication and coordination among academic departments and the non-academic units contributing to students’ co-curricular experience, with notable outcomes.
- 12.2 The establishment of the Liaison Counsellor system builds upon the long-standing practice of case referral between academic departments and the Counselling and Wellness Section of the Student Affairs Office (SAO). In addition to maintaining such practices, Liaison Counsellors are now reaching out to the Departments via (a) Faculty/Department visits; (b) targeted and tailor-made programmes for Academic Advisors and administrative staff; and (c) supporting students on an as-needed basis during challenging periods, such as academic appeals, disciplinary inquiries and deregistration. Liaison Counsellors are provided with professional training. A clinical psychologist has been invited to give training on the topics of advanced theories and skills in psychotherapy and the application of these techniques to specific student groups. Three training sessions have been offered earlier this year.
- 12.3 Multiple Faculty/Department visits have been organised with a view to fostering mutual support, communication and collaboration between SAO and the academic units. A variety of topics were discussed at such meetings. For example, the visit to the

Department of Language Science and Technology (LST) focused on the mental wellbeing of students. During the meeting, colleagues' concerns were addressed, strategies to identify and support at-risk students were shared, and necessary follow-up actions were discussed. Another series of meetings focused on supporting students admitted through the Student-Athlete Learning Support and Admission Scheme (SALSA). During these meetings, challenges and good practices were shared and follow-up actions were identified. The departmental coordinators appreciated the opportunity for exchange and the constant support and advice from the SALSA Coordinator.

- 12.4 In addition to faculty/department visits, targeted programmes were offered to cater for the specific needs of the respective departments. This approach ensures that support and resources will reach the populations that need them most. Since July 2025, 16 orientation seminars and nine talks/workshops have been conducted by the SAO counsellors. Target groups reached included academic advisors, clinical educators, senior-year-admitted students, non-local exchange students, and general undergraduate and postgraduate students. These seminars, talks and workshops were well-received by departmental staff and students.
- 12.5 An interim review conducted in August 2025 provided initial evidence that such visits and seminars are welcomed by departments. The review findings also supported the continuation of some existing practices, such as sharing the screening results via DASS (Depression, Anxiety and Stress Scale), and led to some enhancement actions, e.g. the integration of authentic case studies into the training of academic advisors (**Appendix 6**). Further visits to approximately seven departments are being arranged for Semester Two of 2025/26. A complete review of the effectiveness of the visits and seminars will be conducted by the end of August 2026.
- 12.6 To further enhance cross-unit collaboration in student support, the University established a Network on Students with Special Needs (NSSN), comprising representatives from 30 academic and non-academic units. The NSSN convenes twice per academic year to share information, collect feedback and discuss issues related to students with special educational needs (SEN), with a view to fostering an accessible and supportive learning environment. Meetings are held with the programme leaders and students whenever a new SEN case is declared, ensuring that appropriate support arrangements are implemented. 114 such meetings were held in 2024/25.
- 12.7 To ensure the adequacy of SEN support, the SAO SEN Caring Team proactively reaches out to SEN students three times every semester and arranges meetings to review and adjust their SEN support as needed. Feedback on SEN services is collected annually from staff of academic departments and SEN students through focus groups, meetings and/or surveys, enabling the identification of areas for improvement and the continuous enhancement of support measures. From 2025/26, SEN students facing greater academic challenges will be paired with a Peer Tutor (research student or non-first-year undergraduate student with good academic performance) who will provide personalised small group support.
- 12.8 Cross-unit collaboration between SAO and other non-academic units is also evident. The Non-Local Student Services Team (NLSST) and the Residential Education Team of SAO collaborated with other central units, including the Global Engagement Office (GEO) and the Industrial Centre (IC), as well as faculty members across different Faculties and

Departments, to organise activities to facilitate student integration. SAO also collaborated with the Communication and Public Affairs Office (CPA), Mainland Development Office (MDO) and Office of Institutional Advancement (OIA) on several co-curricular initiatives to promote national education, supplementing the curricular efforts coordinated by CUS.

13 Facilitating student representation

Suggestion/comment

Student representatives gather input from their fellows on various decisions and issues of concern and the University is encouraged to consider how representatives might be facilitated to have more consistent links with the students they represent [4th Para of Criterion 5, Page 7]

- 13.1 The University has adopted a variety of measures to strengthen the communication between student representatives and the students they represent. These measures include the establishment of online and physical platforms for two-way communication between student representatives and their peers, along with a range of support and training.
- 13.2 As committed in the Action Plan, an official social media platform for student representatives was created on Instagram (IG). This provides an accessible channel for students to understand each representative's role and background quickly, and enables them to connect directly with their representatives, moving beyond anonymous representation toward greater visibility and accountability. Branded with a distinct logo, the platform had attracted over 1,200 followers by February 2026. Student representatives are encouraged to share their engagement and insights arising from committee meetings via the platform. As of 10 February 2026, 25 posts have been published during the 2025/2026 academic year.
- 13.3 On top of the social media platform, a dedicated promotional booth was hosted at the VA Podium during the 'U Matter' Week (15–19 September 2025). Combining promotion and consultation, the booth attracted over 650 students to share their thoughts, generating valuable real-time feedback. Student representatives were stationed at the counter to facilitate direct consultation. Crucially, the initiative extended communication channels beyond the online platform to ensure ongoing accessibility. Moving forward, insights gathered from these engagements will be analysed to enhance the student experience, with results shared through the student representative IG platform to demonstrate responsiveness.
- 13.4 In addition to creating new channels of communication between student representatives and the student body that they represent, the University has also enhanced the support and training given to student representatives. In the academic year 2025/26, a comprehensive training series known as W.I.S.E.R (Whole-person Induction for Student ExComs and Representatives) was offered as part of the student development programme to prepare Student Representatives with the essential skills for their roles. The programme consists of the following:

- *Student Representatives Induction and Training*

Following the induction, a full-day student development camp was held. Structured around team challenges and a high-element rope course, the programme focused on three essential pillars. First, it emphasised team building by facilitating activities designed to build trust and interpersonal connections, ensuring a solid foundation for effective teamwork. Second, the sessions targeted communication skills, refining the representatives' ability to gather and convey student opinions with confidence. Finally, the programme instilled a sense of proactiveness, fostering a mindset of initiative that empowers them to represent student interests effectively. By the conclusion of the camp, representatives had acquired the core competencies necessary to take initiative and advocate effectively for their peers in the coming term.

- *Communication and Presentation Workshop*

This advanced workshop focused on building essential leadership capabilities and interpersonal effectiveness. Representatives were trained to design effective feedback strategies, collect and organise complex student input, and present student voices clearly and persuasively to stakeholders. To allow student representatives to apply these skills in a practical setting, a face-to-face meet-up session will be conducted in Semester 2 of the academic year 2025/2026. This event will provide a platform for representatives to utilise their communication training to engage directly with the student body, gather feedback, and present their findings.

- 13.5 Feedback from student representatives on the effectiveness of the supportive measures was highly positive. With a 100% response rate from all 34 participants across the training day camp and workshop, the results indicate that student representatives found the sessions highly impactful. Notably, both events achieved scores exceeding 4.5 out of 5 for providing holistic education and rounded development opportunities, particularly in supporting their personal growth. A follow-up survey will be conducted in April 2026 to collect feedback from student representatives as a continuous process of enhancing the supportive measures in facilitating more consistent two-way links with the students they represent.

14 Work-integrated education

Suggestion/comment

The evaluation of WIE is very positive, with a consistent growth from year to year from 8.0 (out of 10) in the 2017/18 AY to 9.0 in the 2022/23 AY. Given this positive evaluation, the Audit Panel supports PolyU in the continuance of WIE and encourages the University to explore ways of further enhancing this activity and expanding its range. [Para 5.7, Page 29]

- 14.1 Work-Integrated Education (WIE), as a mandatory component in all undergraduate programmes, provides students with work-based experiential learning opportunities relevant to their chosen professions. PolyU welcomes the QAC's observation of the positive feedback from students on this valuable initiative.

- 14.2 Building on this success, we view the QAC Panel's encouragement to enhance the University-wide WIE implementation as an opportunity to further enhance WIE's overall quality, quality assurance practices, and scope of provision. As part of its enhancement strategy, the University completed comprehensive reviews of the University-wide implementation of WIE and submitted the resulting report to the Learning and Teaching Committee. To continue striving for WIE's greater impact, PolyU has taken multiple follow-up actions based on the review outcomes to sustain this high level of effectiveness by enhancing governance, preparation, and monitoring mechanisms, while expanding WIE opportunities across different locations and for students with diverse needs.
- 14.3 In line with the commitments for this follow-up period, PolyU has met its pledge to carry out at least two follow-up actions, successfully increasing non-local WIE options and local WIE options for students with special educational needs (SEN) while maintaining student ratings of 8.0/10 or above. Student feedback on these specific improvements is positive, indicating better perceived preparedness and an enhanced overall WIE experience.
- 14.4 Other enhancements to the implementation of WIE include:

- *Governance*

PolyU has revised the composition of the Committee on Work-Integrated Education (CoWIE) to comprise senior academic staff responsible for quality assurance as well as representatives from all Faculties/Schools. In addition, CoWIE has stepped up its meeting frequency to convene at least once per semester. These adjustments enable CoWIE to not only monitor WIE implementation at the institutional level but also deepen Faculty/School-level engagement and firmly embed WIE within the University's quality assurance framework.

- *Monitoring and data*

A review of the student and employer questionnaires for assessing students' WIE learning gains and work performance was conducted to enhance the alignment with the intended educational outcomes of WIE, such as knowledge application, problem-solving abilities, teamwork skills, and work attitudes. To further facilitate evidence-based review and enhancement, an existing system for managing students' learning activities was upgraded and reconfigured to serve as a central database for WIE operations. This centralisation of WIE information has improved the reliability and efficiency of reporting at institutional, Faculty/School, and programme levels, providing the infrastructure needed to monitor implementation, track trends in satisfaction and learning gains across different cohorts and disciplines.

- *Student preparation*

Recognising the importance of pre-WIE training in preparing students for a fruitful WIE experience, PolyU has made the training mandatory for all undergraduate students with effect from late 2025. Additionally, the University has also enriched its broader career preparation services to better support students' success in WIE contexts. In September 2024, PolyU updated its career training workshops to place greater emphasis on developing positive work attitudes and soft skills that support

effective performance in internships and graduate roles. Evaluation data from these workshops also show high levels of student satisfaction, with an increase from 4.6 out of 5 in 2023/24 to 4.7 in 2024/25.

- *WIE opportunities and scope*

PolyU conducted reviews and formulated strategies to broaden both the range and accessibility of WIE opportunities in 2024, which were then formally deliberated and endorsed through the University’s learning and teaching quality assurance processes in 2025. These strategies were subsequently implemented as follow-up actions to increase both non-local WIE participation and local WIE participation for students with SEN. As a result, the number of students joining non-local WIE rose from around 890 in 2023/24 to around 1,050 in 2024/25, while local WIE opportunities specifically tailored for students with SEN increased from over 60 to over 100 over the same period.

- 14.5 PolyU is pleased to report that the upward trajectory in student satisfaction with WIE observed by the Audit Panel has further improved to 9.2 out of 10 in 2024/25 (**Appendix 7**). Student feedback highlighted the diverse opportunities provided by WIE to apply academic knowledge in real-world settings and develop essential soft skills, and praised the valuable guidance from dedicated mentors and colleagues throughout their internships. The encouraging results indicate that the university-wide WIE implementation remains robust while the enhancements continue to take effect.

15 Evaluation of co-curricular activities

Suggestion/comment

The number of activities organised for professional development is extensive and comprehensive. A survey regarding student satisfaction with WIE is included. [...] The Panel further encourages PolyU to explore how other co-curricular activities can be evaluated systematically for the improvement of the broad range of educational activities. [Para 5.7, Page 29]

- 15.1 SAO has explored strategies to strengthen the systematic evaluation of co-curricular activities to drive continuous quality improvement. The approach and proposed refinements were discussed at Dean’s Management Committee meetings, and a comprehensive review of the existing evaluation mechanism and survey instruments was completed in June 2025. The enhanced framework has been implemented since the 2025/26 academic year.
- 15.2 To ensure comparable data across activities, two mandatory questions and six optional questions were introduced to all activity surveys. These questions assess participants’ overall satisfaction with SAO and the extent to which the activities align with SAO’s vision and mission. A standard 5-point rating scale was adopted (1 = “Very Dissatisfied / Strongly Disagree” to 5 = “Very Satisfied / Strongly Agree”).
- 15.3 During the reporting period, SAO sections and teams conducted 61 activity evaluations up to the end of December 2025, covering a broad range of co-curricular activities. This reflects enhanced coverage and consistency in evaluation practices across the unit.

Survey results indicate that students are generally satisfied with the services and support provided by SAO. They also agree that SAO's co-curricular activities contribute to holistic education and provide meaningful opportunities for personal and developmental growth. Across all evaluations, over 95% of the mandatory questions received an average score of 4.0 or above, demonstrating positive participant experiences and strong alignment with SAO's objectives.

- 15.4 The evaluation results were reviewed by individual sections and teams, and findings were used to enhance logistical arrangements and student engagement strategies (**Appendix 8**). With the implementation of the enhanced evaluation framework, SAO will continue to monitor students' responses and evaluation findings to ensure service excellence.
- 15.5 In addition to gauging students' satisfaction with co-curricular activities, the Counselling and Wellness Section (CWS) of SAO has incorporated the 'Satisfaction with Life Scale' (Diener et al., 1985)² into the existing evaluation questionnaire. The aim is to (a) understand the student participants' perception of life satisfaction; (b) devise appropriate programmes or workshops to better cater for the subjective well-being of students. The revised evaluation questionnaire was piloted in five workshops designed and conducted by CWS counsellors in semester 1 of the 2025/26 academic year.
- 15.6 Preliminary data from this pilot indicate that student participants are generally satisfied with their lives (~70%) and in most ways their lives are close to their ideal (~60%). The data suggest that the workshops helped student participants to initially explore their understanding of life satisfaction and how satisfied they are with their lives. The data also provide some preliminary directions for designing well-being workshops for students. CWS plans to extend the revised evaluation questionnaire to all its activities to gain a more comprehensive understanding of students' perception of life satisfaction.

16 Global Student Hub

Suggestion/comment

The Global Student Ambassador Programme is welcome and having the Global Student Hub operate through the SAO is a sound initiative to provide support for international students. It may be of value to the University to consider how the Global Student Hub might enhance its activity beyond the provision of information and activities. [Para 5.9, Page 29]

- 16.1 The creation of the Global Student Hub (GSH) is one of the important university initiatives to promote inclusiveness and student integration and a reflection of the high level of diversity and internationalisation of the PolyU campus. Following the encouragement by the Audit Panel, the University has made ongoing effort to widen the scope and role of the GSH for student development. Here are a few examples:

- *Revised Guidelines on the Use of Global Student Hub (GSH)*

² Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment*, 49(1), 71-75.

The booking guidelines have been updated to broaden eligibility and encourage more diverse and interdisciplinary use of the GSH. This provides greater flexibility for event organisers while continuing to support cross-cultural mingling and interaction between local and non-local students, in alignment with the University's internationalisation goals.

- *Provision of Interactive Furniture and Amenities*

The facilities have been enhanced to include two sets of interactive tables and chairs, which were placed in GSH to promote it as an informal learning and discussion space. The addition of a beverage vending machine further encourages student presence, contributing to increased foot traffic and longer stays. These enhancements have collectively improved the vibrancy and usability of the venue.

- *Provision of GSH Information for Staff and Students*

A detailed layout plan including usable areas, dimensions, and an updated equipment list has been prepared and is available for sharing with staff and students. This information supports event organisers in planning and designing suitable activities at the venue, ensuring more effective and informed use of the GSH.

- *Enhanced Stage Ambiance and Visual Quality*

3M frosted film has been installed on glass panels facing adjacent premises. This eliminates the need to close curtains during events, allowing natural light to be retained while minimising visual distractions. The enhancement significantly improves the aesthetic quality of photos taken at events. (**Appendix 9**).

- 16.2 Since June 2025, bookings for the GSH have increased by 40%, reflecting rising demand and growing recognition of the venue as a flexible space for events, gatherings, and informal student engagement. The installation of new equipment and amenities has also encouraged more spontaneous use of the space for relaxation, group study, and social interaction. Since the installation of a beverage vending machine at GSH in November 2025, approximately 400 drinks were sold within two months, which reflects increased foot traffic and longer stays at the GSH. The target of welcoming 1,000 students, staff, and guests is expected to be met by the end of the 2025/26 academic year.
- 16.3 To date, at least 12 distinct types of activities have been held at the GSH (**Appendix 10**). These include conferences, donation ceremonies, alumni homecoming events, Information Day activities, University Fellowship Conferment ceremonies, student card collections, happy hour gatherings, forums, appreciation receptions, symposiums, international summits, and student organisation gatherings. This variety demonstrates meaningful progress in broadening the scope and nature of activities conducted at the GSH. A formal user satisfaction survey targeting both staff and student event organisers was administered in March 2026 and will be conducted annually thereafter. This survey will strengthen communication with users and help identify evolving needs, preferences, and areas for further improvement.
- 16.4 Significant progress has been made in enhancing the GSH in alignment with the Action Plan. Completed improvements have already contributed to increased utilisation and an

enhanced user experience, while ongoing initiatives, including enhancement works to accommodate dine-in activities, further relaxation of food and drink regulations, and audio-visual system upgrades, will further support GSH's role as a dynamic platform for cross-cultural, interdisciplinary, and community-building activities. The Campus Facilities and Sustainability Office (CFSO) will continue to work with SAO to complete the outstanding deliverables and monitor user needs to ensure the GSH continues to support the University's strategic objectives in student development and internationalisation.

Concluding Remarks

PolyU would like to take this opportunity to thank the QAC Audit Panel again for its rigorous review and positive report. The University values the opportunity offered by the QAC audit for critical self-evaluation and quality enhancement. While the specific actions outlined in the Action Plan are largely concluded, our quest for improvement and innovation continues. PolyU will continue its ongoing effort to provide the best education that prepares students to become next-generation leaders for a sustainable future.

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Progress on Follow-up to the QAC Audit 2024

This action plan addresses the feedback from the Quality Assurance Council (QAC) audit panel on the operations of The Hong Kong Polytechnic University (PolyU) as presented in the report published in November 2024. The features of good practice, recommendations, affirmations and suggestions/observations made by the panel are consolidated into 16 areas of improvement. The follow-up actions for each area are presented with reference to the template provided by the QAC.	Features of Good Practices	1 – 2
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Action Plan

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Features of Good Practices					
1. To explore ways to achieve wider dissemination of the Feature of Good Practices (FGPs)/ specify any proposed developments with the dissemination of FGPs Overall, the Audit Panel formed the view that the consistent implementation of university strategies, including the current strategic plan, supported by effective performance monitoring using departmental KPIs to enhance overall university performance across all levels, is regarded as a Feature of Good Practice. [Para 1.10, Page 12]	To maintain the relevance of the Departmental Outcome-oriented Key Performance Indicator (DoKPIs) to the University’s strategic development	Review DoKPIs regularly with input from Departments and stakeholders with a view to ensuring the alignment of the DoKPIs with evolving university goals and enhancing performance and promoting strategic development	To be completed by the end of August 2025 Key deliverable: Updated DoKPIs Detailed timeline: (1) Collect input from Departments and stakeholders by the end of May 2025 (2) Update the DoKPIs as appropriate by the end of June 2025 (3) Release the updated DoKPIs to Departments by the end of August 2025	Review of DoKPIs by relevant parties at least once every year	Completed DoKPIs were updated and a comprehensive process for annual review and communications is in place.
2. To explore ways to achieve wider dissemination of the Feature of Good Practices (FGPs)/ specify any proposed developments with the dissemination of FGPs Among the inputs used in the preparation of the APR, the DAA report stands out significantly. The Audit Panel detects a high level of detail, analysis, constructive criticism, and consistency in the reports conducted by the DAA that have been analysed. Consequently, the Audit Panel highlights the high impact of the programme assessment periodically conducted by the DAA. These assessments involve monitoring academic standards through benchmarking with international institutions and ensuring the connection with external stakeholders of the programme, particularly industry. Their contribution is highly valued by the entire community, and their real impact on the improvement of degrees is clear. Overall, the Audit Panel concluded that the role of the DAA ensures the continuous updating and improvement of programmes independently, with an international orientation and external vision. This role is effectively regarded as a Feature of Good Practice. [Para 2.8, Page 17]	To deepen the engagement of the Departmental Academic Advisor (DAA) for benchmarking and enhancement	Disseminate good practices in engaging DAA for benchmarking and enhancement	To be completed by the end of February 2026 Key deliverable: Dissemination of good practices through appropriate channels Detailed timeline: (1) Solicit examples of good practices from Departments by the end of August 2025 (2) Disseminate good practices by the end of October 2025	50% of the Departments reported having adopted any enhancement strategies to deepen the engagement of DAA	Completed Good practices were solicited and disseminated; over 80% of the departments indicated to have plans to adopt some of the good practices.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
	To share the good practice with other institutions	Organise an open seminar/forum on evidence-based practice for enhancement (covering both FGPs 1 and 2)	To be completed by the end of December 2025 Key deliverable: An open seminar/forum organised Detailed timeline: (1) Complete planning by the end of September 2025 (2) Start promotion by the end of October 2025 (3) Conduct the seminar by the end of December 2025	Open seminar/forum attended by over 100 participants, including participants from other local universities	Completed An open forum was held with 77 participants from 7 local universities.
Recommended Actions					
3. To establish mechanisms to ensure consistency of practice in providing feedback to students on their assessed work across different subjects a) The current grading system, revised in 2020, is also deemed suitable, although there is evidence of variation in practice regarding feedback provision to students on their assessed work. <u>The Audit Panel requests PolyU to review this variation in practice.</u> [2 nd Para of Criterion 4, Page 5] b) The University General Assessment Regulations clearly state that ‘timely feedback should be provided to students so they are aware of their progress and attainment for the purpose of improvement’. In general, teachers provide feedback on continuous assessment to students before the final evaluation. However, the Audit Panel has identified some variability in this practice among teachers. Therefore, the Audit Panel recommends that the University should establish mechanisms to ensure consistency of practice in providing feedback to students on their assessed work across different subjects. [Para 4.9, Page 26] c) The assessment process is consistently implemented based on CRA and corresponding rubrics. The current grading system, which was revised in 2020, is suitable. However, <u>there is some variation in the feedback provided to students on their assessed work, which merits further review.</u> [Para 7.4, Page 36]	To enhance feedback provision practices	Review the current practice regarding feedback provision <ul style="list-style-type: none"> Analyse student feedback on the timeliness and quality of the feedback provided as reflected in monitoring mechanisms such as the Student Feedback Questionnaire (SFQ) and the Institutional Surveys on Learning Experience (ISLE) Conduct surveys/focus groups with students and teachers, if necessary, to find out more about the current practice of providing feedback, e.g., timing, format, and quality 	To be completed by the end of July 2025 Key deliverable: Review report to Learning and Teaching Committee (LTC) and Senate Detailed timeline: (1) Analyse student feedback by the end of April 2025. (2) Conduct surveys/focus groups with students and teachers, if necessary, by end of May 2025. (3) Consolidate and analyse the findings in July 2025.		Completed Analyses of SFQ and ISLE data and focus groups were conducted. A report was submitted to and reviewed by the LTC.
		Review the existing academic regulations regarding feedback provision <ul style="list-style-type: none"> Conduct a benchmarking study with other local universities (and international ones if necessary) 	To be completed by the end of July 2025 Key deliverable: Benchmarking report to LTC Detailed timeline: (1) Collect relevant information from other local and international universities by the end of May 2025. (2) Analyse results and review the existing academic regulations by the end of July 2025.		Completed A benchmark study was conducted. A report was submitted to and reviewed by the LTC.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		<p>Discuss the review findings about the current practice and the benchmarking information about the academic regulations regarding feedback provision at LTC. Depending on the findings, appropriate follow-up actions will be formulated and implemented. Possible institution-wide measures may include:</p> <ul style="list-style-type: none"> • Raise teaching staff's awareness of the requirement to provide timely feedback by various means, for example via emails and training workshops. • Further strengthen the existing monitoring mechanisms (e.g., SFQ, ISLE) for collecting student feedback on feedback provision • Reinforce the processes for reviewing and acting on such monitoring data by subject and/or programme leaders (e.g., introducing additional measures to further enhance accountability) • Suggest revisions to the existing academic regulations to the Senate via Academic Planning and Regulations Committee (APRC) to further regulate feedback provision practices 	<p>To be completed by the end of June 2026</p> <p>Key deliverable: Successful implementation of follow-up actions (if any)</p> <p>Detailed timeline:</p> <p>(1) Discuss the review findings about the current practice and the benchmarking information about the academic regulations regarding feedback provision and formulate follow-up actions at LTC by the end of October 2025.</p> <p>(2) Discuss revisions to the existing academic regulations at the Senate, if necessary, in March 2026.</p> <p>(3) Inform teaching staff of the latest requirement by April 2026 and implement strategy for ongoing reminders to ensure compliance and awareness.</p> <p>(4) Complete other follow-up actions, if any, by the end of June 2026.</p>	<p>Enhancements to feedback provision practice and/or regulations:</p> <ul style="list-style-type: none"> – Student feedback, with an overall student rating of satisfaction at 4.0 or above (out of 5.0) in SFQ – Improved consistency in feedback provision as evidenced by student feedback – At least two specific examples of enhanced practice 	<p>In progress</p> <p>A report with recommended actions was submitted for discussion as planned but further consultations and deliberations were deemed necessary before the details could be finalised. Further consultation has been conducted. The data are being analysed and will be reported to the LTC for further discussion in due course.</p>
<p>4. To investigate available opportunities for enhancing the level of student engagement with academic advising</p> <p>It was noted that the proportion of students participating in advising sessions under the new one-tier scheme is maintained at around 60 – 70%. As a consequence, some 30 – 40% of students may not be benefitting from academic advising and the support it provides in facilitating progression. This presents an opportunity for further securing the quality of student learning. Therefore, the Audit Panel recommends that the University should investigate available opportunities for enhancing the level of student engagement with academic advising. [Para 5.4, Page 28]</p>	<p>To increase the level of student engagement with academic advising</p>	<p>Implement a new policy to recognise the importance of academic advising</p>	<p>Completed</p> <p>A new DoKPI on academic advising ready for use in 2025/26</p>		<p>Completed</p> <p>A new DoKPI on academic advising was added.</p>
		<p>Streamline process and procedures to optimise workload involved in advising</p>	<p>Completed</p> <p>An enhanced advising record platform to simplify record keeping process and advising statistics retrieval, therefore reducing the workload related to advising</p>		<p>Completed</p> <p>The advising record system was enhanced.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Promote the advising culture among students and staff in the University	<p>To be completed by the end of August 2025</p> <p>Key deliverable: Programmes to promote academic advising to students and Academic Advisors</p> <p>Detailed timeline:</p> <p>(1) Streamline processes, and organise promotional programmes and training workshops by the end of May 2025</p> <p>(2) Deliver the programmes to promote academic advising (one programme completed in January 2025 and another one to be completed in May 2025)</p> <p>(3) Review the effectiveness of the initiatives in summer 2025</p>		<p>Completed</p> <p>Promotional programmes and training workshops were delivered.</p> <p>A total of 821 students participated in the two mass programmes aimed at promoting academic advising.</p> <p>One additional mass programme was organised in September 2025 subsequent to the review to further strengthen the promotion of academic advising.</p> <p>The Committee on Academic Advising was established in December 2025 to review and enhance the academic advising system.</p> <p>Students' satisfaction with academic advising at 86% in 2024/25.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Provide extra support for Departments with low engagement rates in the past years	<p>To be completed by the end of April 2025</p> <p>Key deliverables: Enhanced contact (e.g., visits) with Departments with low engagement rates and facilitate them to increase the engagement rates</p> <p>Detailed timeline:</p> <ul style="list-style-type: none"> (1) Meet with Heads of Department (or their delegates) and Undergraduate Secretaries of the Departments on the implementation of academic advising to identify training needs by the end of December 2024 (already completed) (2) Organise additional meetings with Departments with low engagement rates by the end of April 2025 (3) Disseminate information on the practice in Departments with very high engagement rates by the end of January 2025 (already completed) (4) Organise sharing sessions on good practices of Departments with high engagement rates (already completed in January 2025) 	Increase in student engagement rate with academic advising, particularly Departments with low engagement rates in Semester One of 2024/25, to at least 80% by the end of 2024/25.	<p>Completed</p> <p>The 11 departments visited showed a significant rise in advising attendance, with increases ranging from 11% to 63%.</p> <p>Feedback from the sharing sessions on good practices was positive, with an average rating of 4.0 out of 5.0.</p> <p>Two sharing sessions were held in April 2025, receiving a high average rating of 4.78 out of 5.0.</p> <p>By July 2025, an average of 83% students met their Academic Advisors, a 18% increase from last year. By December 2025, the average student engagement rate with academic advising was 80.6%.</p>
		Strengthen capacity building for Academic Advisors so that advice given would better cater students' needs	<p>To be completed by the end of June 2025</p> <p>Key deliverable: Training for academic advisors</p> <p>Detailed timeline:</p> <p>Arrange training workshops for Academic Advisors by the end of June 2025</p>		<p>Completed</p> <p>Two mental health training workshops were held for Academic Advisors in January and May 2025 with notably high average ratings of 4.48 and 4.79 out of 5.0 respectively.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Continue with the current practice of collecting feedback from students and academic advisors for regular monitoring and refinement	<p>To be completed by the end of August 2025</p> <p>Key deliverable: Feedback from students (already collected in January 2025) and Departments (continuous collection)</p> <p>Detailed timeline:</p> <ul style="list-style-type: none"> (1) Share the results of “Students’ feedback on Academic Advising” with Departments by May 2025 (2) Collect engagement rates from Departments by June 2025 (3) Make necessary policy and service adjustments based on the results by the end of August 2025 	Students’ satisfaction with academic advising at 80% or above.	<p>Completed</p> <p>Students’ satisfaction with academic advising at 86% in 2024/25.</p> <p>The LTC Paper on Academic Advising was revised in June 2025. Major revisions include the introduction of the Auxiliary Academic Advisor, the use of eAcademic to input the academic advising records and inclusion of academic advising in the DoKPI of departments starting from 2025/26.</p>
Other Suggestions and Observations					
Review and Enhancement of the University’s Framework for Managing Academic Standards and Quality					
<p>5. To consider initiating a more granular internal or external governance review covering university, faculty and programme level committees</p> <p>Since the last audit, the Senate and its committees have undergone two internal reviews but have not undergone any external review. As a result of these reviews, there have been some changes to the committees, albeit limited in scope. A benchmark study led to the revision of the Senate's terms of reference in 2019, specifically strengthening its formal role in ensuring academic standards. In 2023, two Senate committees, namely the LTC and the AQAC, underwent additional streamlining to align with university practices locally. <u>It may be beneficial for the University to consider initiating a more granular internal or external governance review covering university, faculty and programme level committees.</u> This would ensure that the entire governance structure continues to meet the evolving needs of the University, particularly in light of the development of a new strategic plan. [Para 1.7, Page 11]</p>	To set up a regular review process for all levels of committees within the University’s academic governance structure	Benchmark the university governance structure with other local and international universities	<p>To be completed by the end of July 2025</p> <p>Key deliverable: Benchmark study report to be ready for consideration by a task force</p> <p>Detailed timeline:</p> <ul style="list-style-type: none"> (1) Collect feedback from other local and international universities by the end of May 2025. (2) Analyse results and review the existing university governance structure by the end of July 2025. 	Establishment of a regular review process for all levels of committees	<p>Completed</p> <p>A benchmark study was conducted. The results were discussed at TFRAGS.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Form a task force to review the benchmark study and develop the process for regular review	To be completed by the end of March 2026 Key deliverable: Process developed and adopted by the Senate Detailed timeline: (1) Form a task force by the end of September 2025. (2) Discuss the benchmark results and relevant suggestions, if any, at the Senate in March 2026.		In progress A task force (TFRAGS) was formed and discussed the benchmark results. The possibility of streamlining the committee structure is being explored. A proposal is being developed and will be presented to the Senate for consideration in due course.
Review and Enhancement of the University’s Arrangements for Programme Development and Approval, Monitoring and Review					
6. To consider clarifying existing policies, strategies, or processes to better align programmes with society’s interdisciplinary expectations Given that new degrees are primarily proposed by individual departments, there may be a reduced capacity to design more interdisciplinary degrees, even though the institution has the potential to do so. PolyU acknowledged the ‘increased demand from industry and society for broader-based education and interdisciplinary talents’. Therefore, the <u>Audit Panel suggests that the University consider clarifying its existing policies, strategies, or processes to better align programmes with society's interdisciplinary expectations.</u> [Para 2.6, Page 16]	To ensure that the policies, structures and processes can cater for interdisciplinary/ transdisciplinary education	Develop a roadmap for transitioning towards interdisciplinary/ transdisciplinary education that may involve changes to the organisational structure, funding model, and programme planning process	To be completed by the end of March 2026 Key deliverable: Roadmap adopted Detailed timeline: (1) Roadmap developed with stakeholders' involvement by the end of December 2025 (2) Roadmap adopted with allocation of necessary resources to relevant units by the University by the end of March 2026 (3) Establish a regular monitoring and evaluation system on the roadmap by the end of March 2026	Implementation of the roadmap in phases Necessary resources allocated to relevant units	Completed A roadmap was developed. The College of Undergraduate Studies was established with resources and coordinating functions. Departments are engaged in redeveloping subjects for inter-/transdisciplinarity.
		Engage Departments in developing concrete ways of achieving interdisciplinary/ transdisciplinary education in their undergraduate (Ug) programmes, and report their interdisciplinary/ transdisciplinary integration into curriculum to the Vice President (Education)	To be completed by the end of March 2026 Key deliverable: Examples of strategies for integrating interdisciplinary/ transdisciplinary education into the Ug curriculum Detailed timeline: (1) Engage Departments in developing concrete ways of achieving interdisciplinary/ transdisciplinary education in their undergraduate (Ug) programmes in October 2025 (2) Report Departments’ interdisciplinary/ transdisciplinary integration in the Ug curriculum to the Vice President (Education) by the end of February 2026		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
<p>7. To consolidate and disseminate the APR's use as the main tool, known by all, not just the programme leader</p> <p>The Audit Panel, noting the improvements made, considers the APR to be a very effective tool for the continuous improvement of programmes. However, during meetings with University representatives, the Audit Panel found a lack of clarity in explaining the APR and understanding who is responsible for its production. This led to the conclusion that <u>there is still a need to consolidate and disseminate the APR's use as the main tool, known by all, not just the programme leader.</u> [Para 2.7, Page 17]</p>	<p>To raise awareness of the Annual Programme Review (APR) among staff and students</p>	<p>Disseminate good practices and enhancement examples arising from APR at departmental staff meetings</p>	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Reports of inclusion of APR as an agenda item in annual staff meetings</p> <p>Detailed timeline: (1) Inform Departments by the end of June 2025 to disseminate good practices and enhancement examples, if any, arising from APR at their staff meetings (2) Departments to implement the above from the 2025/26 academic year (September 2025)</p>	<p>Raised awareness of APR among staff and students as evidenced by attendance records/ feedback survey</p> <p>At least 80% of Departments having included APR as an agenda item in their annual staff meetings</p> <p>At least 80% of the Departments having highlighted the link between SSCG and APR and reported enhancements at SSCG meetings</p>	<p>Completed</p> <p>Departments were advised to raise awareness of the APR in annual staff meetings.</p> <p>83% of the departments reported to have included APR as an agenda item in their annual staff meetings.</p> <p>86% reported to have highlighted the link between SSCG and APR and reported enhancements at SSCG meetings.</p> <p>100% uploaded SSCG minutes to the Academic Registry repository.</p>
		<p>Highlight the link between the Student/Staff Consultative Group (SSCG) and APR and report enhancements at SSCG meetings; require SSCG minutes to be uploaded to the Academic Registry repository alongside Annual Programme Review Report (APRR)</p>	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Samples of SSCG minutes highlighting the connection between SSCG and APR</p> <p>Detailed timeline: (1) Inform Departments by the end of June 2025 (a) To highlight the link between the SSCG and APR and to report enhancements at SSCG meetings by the end of November 2025 (b) To upload SSCG minutes to the Academic Registry repository alongside APRR by the end of November 2025 (2) Random check SSCG minutes by the end of December 2025</p>	<p>At least 80% of the Departments in the random check uploaded their SSCG minutes to the Academic Registry repository alongside APRR</p>	
		<p>Expand the 'You said, we did' initiative and develop an online platform to include enhancements from APR</p>	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Publication of examples of departmental or programme level enhancements in 'You said, we did'</p> <p>Detailed timeline: (1) Develop the platform by the end of October 2025 (2) Promote the platform to Departments by the end of December 2025</p>		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
<p>8. To consider further advancing the PLAR to provide opportunity for users to consider links between different variables and the identification of causal relationships</p> <p>Recently, the APR process for Ug programmes has been complemented with the introduction of the PLAR. The Audit Panel acknowledges the potential of this tool for the continuous improvement of Ug programmes. The data collected and managed by this platform, covering metrics such as dropout rates, student satisfaction, grade point average (GPA), etc., are effectively integrated into the APR, enabling an agile and efficient process of continuous programme improvement. <u>PolyU is committed to further advancing the PLAR for programme review, moving beyond internal and descriptive data analysis by considering the integration of external data into the system, such as employment rates and employers' opinions, which the institution already possesses. Furthermore, PolyU is committed to integrating PLAR across all educational levels. The Audit Panel noted that the current focus is on the use of descriptive data and its analysis which does not necessarily provide the opportunity to consider links between different variables and the identification of causal relationships.</u> [Para 2.9, Page 17-18]</p>	<p>To further advance the use of Learning Analytics (LA) in Quality Assurance (QA) and Quality Enhancement (QE)</p>	<p>Increase both human and financial resources to support the growing initiatives related to the use of the Programme Learning Analytics Report (PLAR) and Learning Analytics Platform (LAP) for QA and QE as part of the routine work of Educational Development Centre</p>	<p>To be completed by the end of April 2025</p> <p>Key deliverable: Commitment of new recurrent resources to sustain the LAP</p> <p>Detailed timeline: (1) Develop budget proposal by the end of March 2025 (2) Arrange for the disbursement of budget by the end of April 2025</p>	<p>Commitment of a budget for supporting the LAP for at least three years</p> <p>Generation of PLARs for all TPg programmes</p> <p>At least 3 new features/sources/analyses incorporated into PLAR</p> <p>User feedback reviewed at least once a year</p>	<p>Completed</p> <p>A 3-year budget to support LAP was committed.</p> <p>The PLARs for TPg programmes are in place.</p> <p>3 new features were added.</p> <p>User feedback is regularly reviewed.</p>
		<p>Expand the provision of PLAR to include taught postgraduate (TPg) programmes</p>	<p>To be completed by the end of November 2025</p> <p>Key deliverable: PLARs for TPg programmes</p> <p>Detailed timeline: (1) Develop the report template for TPg programmes by the end of August 2025 (2) Pilot/test the generation of reports with the new PLAR template and fix any issues by the end of October 2025 (3) Deliver the new PLAR for TPg programmes by the end of November 2025</p>		
		<p>Integrate more external data into PLAR, such as employment rates and employers' feedback and explore opportunities to analyse links between different variables and conduct more sophisticated analyses for programme reviews, moving beyond just descriptive data</p>	<p>To be completed by the end of November 2025</p> <p>Key deliverable: PLARs with the relevant new features</p> <p>Detailed timeline: (1) Solicit input from stakeholders to inform the data to be included by the end of June 2025 (2) Develop the new features by the end of August 2025 (3) Offer workshops on the LAP to facilitate the use of the new features by the end of November 2025</p>		
		<p>Establish a mechanism for collecting feedback from LAP users</p>	<p>To be completed by the end of December 2025</p> <p>Key deliverable: New feedback mechanism</p> <p>Detailed timeline: (1) Develop a new feedback mechanism by the end of October 2025 (2) Launch the new feedback mechanism by the end of December 2025</p>		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of Teaching and Learning					
<p>9. To ensure that all staff who are required to undertake teaching training are provided the opportunity to gain essential teaching knowledge and skills before the commencement of teaching duties</p> <p>New members of staff are required to undertake the ‘Introduction to University Teaching’ course in their first year. Part-time staff undertake the ‘Orientation to University Teaching’ course. The ‘Orientation to University Teaching’ course is not a substitute for the ‘Introduction to University Teaching’ course. The Panel was informed that there were some occasions when academic teaching staff, who were required to undertake the ‘Introduction to University Teaching’ course, had for various reasons not completed the training before the commencement of teaching duties. <u>PolyU may wish to review this situation to ensure all staff who are required to undertake teaching training are provided the opportunity to gain such fundamental teaching knowledge and skills before they undertake direct teaching activity with students.</u> [Para 3.12, Page 21]</p>	To provide all staff who are required to undertake teaching training the opportunity to gain such training before they undertake teaching duties	Make room for completing the core modules of ‘Introduction to University Teaching’ (IUT) before teaching commences by allowing all new academic staff at the level of Assistant Professor or above to teach only one subject in the first year so that they will have the chance to complete IUT beforehand	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Relevant policy developed and implemented</p> <p>Detailed timeline</p> <p>(1) Develop a revised version of the IUT policy by the end of April 2025</p> <p>(2) Seek implementation approval from the Senate by the end of June 2025</p> <p>(3) Announce the new policy by the end of July 2025</p> <p>(4) Conduct interim review of the implementation of the new policy by the end of December 2025</p>	<p>At least 80% of new teachers have completed IUT before teaching</p> <p>Positive feedback from staff on the training as preliminary evidence of the impact of training on teaching quality</p>	<p>Completed</p> <p>The IUT policy was revised.</p> <p>Over half of the departments reported that 100% of new teachers had completed IUT before teaching.</p> <p>Positive ratings on the training in the range of 4.37-4.57 out of 5 were received.</p>
		Make sure the commencement of employment period of all new teaching staff (except those exempted from IUT) will enable them to take IUT before commencement of their teaching duties			
		Consider and adopt suitable measures to enforce the policy in consultation with relevant stakeholders			
		Review the implementation of the new policy (interim review)			
<p>10. To make succession planning for academic leaders more visible to the wider university to enable smooth transitions and continuity in leadership roles</p> <p>a) <u>The Audit Panel found minimal reference to succession planning for academic leaders in the PolyU submission to the Panel. Nevertheless, the Panel heard from academic managers that succession planning strategies are in place.</u> The outlined process involves elevating individuals to faculty-level positions and providing support through collaboration with Associate Deans, considering factors such as experience, capability, and diversity. In smaller departments, staff members are assigned administrative roles as they arise based on necessity. [Para 3.14, Page 21]</p> <p>b) <u>The Panel concluded that PolyU may wish to make succession planning more visible to the wider university to enable smooth transitions and continuity in leadership roles,</u> thereby safeguarding the stability and effectiveness of academic operations. Adopting such a proactive approach would facilitate continuity, foster leadership development, and support the institution in achieving its strategic objectives. [Para 3.16, Page 22]</p> <p>c) The Audit Panel acknowledged the commendable efforts made by individual departments and senior management in training and advancing academic managers. <u>It is essential to recognise the critical role played by academic managers in facilitating effective operations and fostering academic excellence within the institution.</u> Furthermore, these efforts reflect a commitment to nurturing leadership talent and promoting professional development opportunities, contributing to the overall success and advancement of the University's academic mission. [Para 3.17, Page 22]</p>	To ensure the continuity in leadership roles by cultivating a pool of academic leaders/managers capable of taking on such roles	Leverage the existing university guidelines to optimise succession planning at the Faculty and Department levels and continue with the existing processes for monitoring the effectiveness of succession planning	<p>Ongoing</p> <p>Key deliverable: Optimisations made to the succession planning process</p> <p>Detailed timeline:</p> <p>(1) Disseminate the university guidelines to Faculties and Departments via the HRO website by the end of June 2025</p> <p>(2) Engage Faculties and Departments in succession planning in accordance with the existing university guidelines by the end of December 2025</p>	<p>At least 50% of the Faculties and Departments have engaged in the optimised succession planning</p> <p>Zero discontinuity in academic leadership</p>	<p>Completed</p> <p>The guidelines were disseminated.</p> <p>Zero discontinuity in academic leadership was achieved.</p>
		Consolidate the leadership programme offered by Human Resources Office with input and feedback from stakeholders	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Development of a consolidated leadership programme</p> <p>Detailed timeline:</p> <p>(1) Solicit input from stakeholders to identify development needs by the end of August 2025</p> <p>(2) Further consolidate the leadership programme based on the input received by the end of December 2025</p>	Positive participant feedback on the consolidated programme	<p>Completed</p> <p>Leadership training was consolidated and well received by potential leaders.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of Student Learning Assessment					
11. To enhance the current moderation process by the proposals for a new moderation process The appropriateness of examination papers and assessment tasks is ensured through internal moderation. The moderation process for assessment tasks and results is highly appropriate and widely understood by all academic staff. Additionally, the moderation process is continuously and periodically analysed and improved. Currently, it is being reviewed through a structured process: benchmarking against other internationally renowned institutions, the development of a task force for analysing external and internal data, and the development of a new moderation policy proposal. <u>The Audit Panel considers that the current moderation process, although coherent and robust in its design, will be enhanced through the proposals for a new moderation process.</u> Thus, the implemented process ensures the adequacy of assessment tasks and their continuous improvement. [Para 4.6, Page 25]	To enhance the moderation process	Obtain the Senate’s approval to implement the new moderation policy proposed by the task force	Completed Approval obtained	Implementation of the new moderation policy by all Departments	Completed The new moderation policy was approved for implementation from 2025/26.
		Develop an online platform to facilitate the implementation of the new process	To be completed by the end of June 2025 Key deliverable: Online platform launched Detailed timeline: (1) Complete development of the platform by the end of April 2025 (2) Conduct user acceptance test with stakeholder involvement by the end of May 2025 (3) Launch the new platform by the end of June 2025		Completed An online platform for supporting the moderation process was launched in June 2025.
		Promote the new moderation process	To be completed by the end of September 2025 Key deliverable: Workshops organised Detailed timeline: (1) Deliver briefings and workshops for Departments in March 2025 (2) Deliver further workshops in September 2025		Completed Briefings and workshops were organised to promote the new process and platform.
		Conduct an interim review of the implementation of the new moderation process at the end of Semester One of 2025/26	To complete by the end of June 2026 Key deliverable: Review conducted Detailed timeline: (1) Conduct a survey about the implementation of the new moderation process in January 2026 (2) Monitor and evaluate the implementation of the new moderation process throughout 2025/26 (3) Report the survey findings for discussion at LTC by June 2026		In progress A review was conducted in December 2025 and January 2026. Usage data and user feedback were collected and are being analysed. A report will be prepared for consideration by the LTC in due course.

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
Review and Enhancement of the University’s Arrangement for Supporting Students					
<p>12. To consider how the coordination of academic departments and academic support units contributing to the strategy of whole person development could be enhanced</p> <p>a) The University will wish to consider how the coordination of the departments and units contributing to the strategy of whole person development could be enhanced. [3rd Para of Criterion 5, Page 7]</p> <p>b) PolyU offers a very wide-ranging portfolio of co-curricular activities which are aimed at optimising the whole-person approach to education that the University promotes. The co-curricular activities under different schemes have offered the student body broad exposure to diverse opportunities related to disciplinary knowledge, sports, career opportunities, arts, cultural interest, language training, and entrepreneurship promotion, etc. Individually the activities are well organised and well received by students. <u>However, it was not clear to the Audit Panel how the individual activities are coordinated to align with the University’s strategic plan and contribute to the specific attributes to be achieved. PolyU might wish to explore enhancing the planning and coordination of co-curricular activities through a university-wide approach.</u> [Para 5.8, Page 29]</p> <p>c) A rich variety of co-curricular activities broadens education experience, with student participation mostly voluntary. For underperforming students, academic departments provide study plan advising. SAO teams handle other student needs, such as counselling and non-local student integration. <u>The Audit Panel encourages the enhancement of coordination among contributing departments and units.</u> [Para 7.5, Page 36]</p>	<p>To enhance communication and coordination among academic departments and non-academic units to contribute to the University’s strategic plan and specific attributes for students’ whole person development</p>	<p>Establish a system of Liaison Counsellors who shall work closely with teaching and administrative staff on the possible counselling support</p> <p>Arrange regular trainings provided by professional counterparts (e.g. renowned scholars/practitioners in counselling profession) to the Liaison Counsellors to strengthen and expand their professionalism</p> <p>Provide Faculty-based and theme-based trainings, related to the handling of crisis and student cases, to the Academic Advisors and teaching and administrative staff</p>	<p>Completed</p> <p>Establishment of the system of Liaison Counsellors and regular training for Liaison Counsellors</p>	<p>Enhanced communication and coordination among academic departments and non-academic units as evidenced by increased visits or seminars, collaboration between SAO and Faculties/Departments and other Central Units</p> <p>2-4 trainings provided to Liaison Counsellors per academic year</p>	<p>Completed</p> <p>A Liaison Counsellor System was established. Training for Liaison Counsellors was provided.</p>
		<p>Conduct visits or seminars to academic departments and academic support units regularly</p>	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Visits or seminars to academic departments and academic support units</p> <p>Detailed timeline: (1) Commence the visits or seminars by the end of January 2025 (2) Conduct an interim review of the visits and seminars and make adjustment, if necessary, by the end of August 2025 (3) Complete a review of effectiveness of the visits and seminars by the end of December 2025</p>	<p>A minimum of 10 visits or seminars to academic departments and/or academic support units per academic year</p>	<p>Ongoing</p> <p>Visits and seminars commenced; 4 visits, 16 orientations and 9 seminars have been delivered. An interim review was conducted. A full review will be conducted in August 2026.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Enhance the collaboration between SAO and Faculties/Departments and other Central Units to synergise efforts in supporting students' wellbeing	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Mechanisms for enhancing cross-unit collaboration</p> <p>Detailed timeline:</p> <ol style="list-style-type: none"> (1) Engage stakeholders in initial discussions on support students' wellbeing by the end of March 2025 (2) Establish regular cross-unit communication (including meeting with teaching and administrative staff to discuss cases, sending mass emails with professional information, and collaborating with OUS (i.e., CUS wef 1 July 2025) to provide training for Academic Advisors) by the end of August 2025 (3) Set up specific cross-unit initiatives for supporting students' wellbeing by the end of December 2025 (4) Launch a mechanism for reviewing and enhancing the effectiveness and impact of the collaboration between SAO and Faculties/Departments and other Central Units by the end of December 2025 	<p>2-4 trainings provided to Academic Advisors, teaching and administrative staff to strengthen the skill set of handling the crises per academic year</p> <p>Cross-unit collaboration involving at least three units to synergise efforts in supporting students' wellbeing</p>	<p>Completed</p> <p>3 workshops for academic advisors were conducted.</p> <p>Cross-unit collaboration with multiple academic and non-academic units was established.</p> <p>The mechanism for reviewing and enhancing collaboration was launched.</p>
<p>13. To consider how student representatives might be facilitated to have more consistent two-way links with the students they represent</p> <p>a) Student representatives gather input from their fellows on various decisions and issues of concern and <u>the University is encouraged to consider how representatives might be facilitated to have more consistent links with the students they represent</u> [4th Para of Criterion 5, Page 7]</p> <p>b) The University has a strong and effective mechanism to encourage student participation in programme development and promoting wellbeing of students. Under the current terms of reference, student representatives are present in most key university, school, and departmental committees. These student representatives gather input on various issues of concern from their fellows. While the process is generally robust, these student members gathered inputs from other students differently. After collecting feedback from students, the University engages in thorough discussions in relevant committees and provides responses. The information is then shared with academic and non-academic units to promote a collective understanding of the University's state and changes. However, this information, mostly in the form of reports, might not reach relevant students in a timely manner. <u>The University may wish to</u></p>	To strengthen the communication between student representatives and the students they represent	Set up a centralised and official social media platform - Instagram (IG) for student representatives to update their fellows about the new development, which has considered their perspectives, in a timely manner	<p>To be completed by the end of April 2025</p> <p>Key deliverable: The IG platform for student representatives set up</p> <p>Detailed timeline:</p> <ol style="list-style-type: none"> (1) Test the setup of the IG platform for student representatives in March 2025 (2) Launch the IG platform in April 2025 	Enhanced communication between student representatives and the students they represent, as evidenced by the number of IG posts issued by various student representatives during their term and feedback from student representatives on the effectiveness of the supportive measures	<p>Completed</p> <p>A designated IG platform was set up; 25 posts were published.</p>
		Provide physical channels for student representatives to meet and support each other	<p>Completed</p> <p>Key deliverable: Provision of physical channels for student representatives to meet twice a year</p> <p>Detailed timeline:</p> <ol style="list-style-type: none"> (1) Fix the dates of the two gatherings among student representatives at the beginning of every academic year (i.e. September) (2) Invite student representatives to these gatherings a month in advance 	<p>At least 20 posts by student representatives on the IG platform every academic year, starting from 2025/26</p> <p>At least 80% of student representatives' attendance of at least one gathering every academic year</p>	<p>Completed</p> <p>Gatherings among student representatives were organised. Student representatives' attendance at gatherings approaching 77% at the time of the report.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
<p><u>consider establishing a regularised process to facilitate student members to relay information back promptly, thereby having more consistent two-way links with the students they represent and fostering stronger partnerships.</u> [Para 5.12, Page 28]</p> <p>c) PolyU facilitates student participation in programme development and promotes student well-being, with <u>room for further improvement in two-way exchanges between student members and those they represent.</u> [Para 7.5, Page 36]</p>		Maintain dynamic publicity of the appointment of student representatives via SAO's social media and a designated website with the email addresses of respective student representatives	<p>Completed</p> <p>Key deliverable: Establishment of practices to publicise the appointment of student representatives</p> <p>Detailed timeline: (1) Update information of student representatives on the website within two weeks upon their election/ appointment (2) Update the website annually in November</p>		<p>Completed</p> <p>Updated information on the website within two weeks upon appointment; updated the website annually in November.</p>
		Facilitate two-way exchanges between the student body and the student representatives	<p>To be completed by December 2025</p> <p>Key deliverable: Channels for regular exchanges between the student body and the student representatives</p> <p>Detailed timeline: (1) Announce to all students ways for them to connect with the student representatives at the beginning of the academic year (2) Establish a mechanism to collect students' feedback on the effectiveness of the communication channel by December 2025</p>		<p>Completed</p> <p>Face-to-face networking activities were organised; ongoing communication through social media was established.</p>
<p>14. To explore ways of further enhancing WIE and expanding its range</p> <p>The number of activities organised for professional development is extensive and comprehensive. A survey regarding student satisfaction with WIE is included. The evaluation of WIE is very positive, with a consistent growth from year to year from 8.0 (out of 10) in the 2017/18 AY to 9.0 in the 2022/23 AY. Given this positive evaluation, <u>the Audit Panel supports PolyU in the continuance of WIE and encourages the University to explore ways of further enhancing this activity and expanding its range.</u> [Para 5.7, Page 29]</p>	To enhance the University-wide Work-integrated Education (WIE) implementation	To review the implementation of the University-wide WIE	<p>Completed</p> <p>A review report submitted to LTC</p>		<p>Completed</p>
		To implement follow-up actions and continue with the current practice of collecting student feedback on their WIE experience and WIE supervisor feedback for regular monitoring	<p>To be completed by the end of December 2025</p> <p>Key deliverable: Successful implementation of follow-up actions</p> <p>Detailed timeline: (1) Formulate follow-up actions based on the review findings by the end of June 2025 (2) Implement the follow-up actions from the end of September 2025 (3) Publicise the enhancements made by the end of December 2025</p>	<p>At least two follow-up actions implemented</p> <p>Enhanced implementation of the University-wide WIE as evidenced by students' rating of 8/10 or above on their WIE experience</p> <p>Positive student feedback on the effectiveness of the follow-up actions</p>	<p>Completed</p> <p>6 follow-up actions were implemented and publicised by December 2025. Students' rating reached 9.2 with positive student feedback.</p>

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
		Explore ways to expand the scope of WIE activities to include more diverse opportunities	To be completed by the end of December 2025 Key deliverable: Proposed strategies for expanding the scope of WIE Detailed timeline: (1) Review the existing provision for diversity by the end of June 2025 (2) Formulate strategies for expanding the scope of WIE for discussion at the Committee on WIE by the end of September 2025 (3) Bring the final recommendation to LTC for deliberation by the end of December 2025		Completed The recommendation was submitted to LTC in June 2025.
15. To explore how other co-curricular activities can be evaluated systematically for the improvement of the broad range of educational activities The number of activities organised for professional development is extensive and comprehensive. A survey regarding student satisfaction with WIE is included. The evaluation of WIE is very positive, with a consistent growth from year to year from 8.0 (out of 10) in the 2017/18 AY to 9.0 in the 2022/23 AY. Given this positive evaluation, the Audit Panel supports PolyU in the continuance of WIE and encourages the University to explore ways of further enhancing this activity and expanding its range. <u>The Panel further encourages PolyU to explore how other co-curricular activities can be evaluated systematically for the improvement of the broad range of educational activities.</u> [Para 5.7, Page 29]	To enhance the evaluation of the co-curricular activities offered by SAO	To review the evaluation forms for activities held by SAO from different sections	To be completed by the end of December 2025 Key deliverable: Revised evaluation forms Detailed timeline: (1) Review the evaluation forms by the end of June 2025 (2) Adopt the revised forms, starting from the 2025/26 academic year (3) Review results by the end of December 2025	Enhanced evaluation of the co-curricular activities offered by SAO as evidenced by the coverage of co-curricular activities (including the number of activities evaluated), response rates, and usage of the evaluation results in the quality enhancement of the provision of co-curricular activities	Completed The revised evaluation forms were adopted from 2025/26. 61 activity evaluations were conducted by December 2025. Results were reviewed by individual sections and used to enhance logistical arrangements and student engagement strategies.
		To design or adopt inventories in investigating the influence of the activities and subjective wellbeing among PolyU students	To be completed by the end of December 2025 Key deliverable: Full launch of the questionnaire Detailed timeline: (1) Design/Source an inventory for investigating the influence of co-curricular activities by the end of August 2025 (2) Pilot the chosen inventory with stakeholder involvement by the end of December 2025		

	Goals / Objectives	Strategies	Key Deliverables with Timelines	Indicator(s) of Successful Outcomes	Status
<p>16. To consider how the Global Student Hub might enhance its activity beyond the provision of information and activities</p> <p>Recent developments have also included the establishment of the Amigos Global Peer Support Scheme and the creation of the Global Student Hub, which provide a venue for cross-cultural mingling on campus. Over 50 activities involving local and non-local students have been held at the Global Student Hub since its opening in 2021. The Global Student Ambassador Programme is welcome and having the Global Student Hub operate through the SAO is a sound initiative to provide support for international students. <u>It may be of value to the University to consider how the Global Student Hub might enhance its activity beyond the provision of information and activities.</u> [Para 5.9, Page 29]</p>	To widen the scope and role of Global Student Hub for the betterment of university development	Review the booking guidelines and rules and regulations on the use of Global Student Hub to promote more diverse and interdisciplinary activities	<p>To be completed by the end of March 2026</p> <p>Key deliverable: Revised guidelines on the use of Global Student Hub</p> <p>Detailed timeline:</p> <p>(1) Review the guidelines, rules and regulations concerned with stakeholder involvement by the end of December 2025</p> <p>(2) Implement follow-up actions as needed by the end of January 2026</p> <p>(3) Communicate the revised guidelines to students and staff by the end of March 2026</p>	<p>Approximately 12 diverse types of activities held at the Global Student Hub</p> <p>Overall attendance of 1,000 students/ staff/ guests</p> <p>Positive feedback from users</p>	<p>Completed</p> <p>The guidelines on the use of the Global Student Hub were revised; several equipment upgrades were carried out.</p> <p>At least 12 diverse types of activities have been held, including conferences, donation ceremonies, alumni homecoming events, Information Day activities, University Fellowship Conferment ceremonies, student card collections, happy hour gatherings, forums, appreciation receptions, symposiums, international summits, and student organisation gatherings.</p> <p>The target of welcoming 1,000 students, staff, and guests is expected to be met by the end of the 2025/26 academic year.</p> <p>A formal user satisfaction survey targeting both staff and student event organisers will be administered by the end of March 2026 and conducted annually thereafter.</p>
		Review the current equipment and identify necessary upgrades to accommodate a wider scope of events/activities	<p>To be completed by the end of March 2026</p> <p>Key deliverable: Equipment upgrades</p> <p>Detailed timeline:</p> <p>(1) Review the equipment needs with stakeholder involvement by the end of December 2025</p> <p>(2) Implement follow-up actions, if necessary, from the end of January 2026</p> <p>(3) Communicate enhancements to students and staff and open a channel for collecting user feedback by the end of March 2026</p>		

Keys:

APR	Annual Programme Review	IUT	Introduction to University Teaching
APRR	Annual Programme Review Report	KPI	Key Performance Indicator
AQAC	Academic Quality Assurance Committee	LA	Learning Analytics
AY	Academic Year	LAP	Learning Analytics Platform
CUS	College of Undergraduate Studies	LTC	Learning and Teaching Committee
DAA	Departmental Academic Advisor	OUS	Office of Undergraduate Studies
DoKPI	Departmental Outcome-oriented Key Performance Indicator	PLAR	Programme Learning Analytics Report
FGP	Feature of Good Practices	SAO	Student Affairs Office
HRO	Human Resources Office	SSCG	Student/Staff Consultative Group
IG	Instagram	WIE	Work-integrated Education

Sharing of Good Advising Practices by CUS

Level	Area	Practices	Examples
Faculty / School /Department	Advising Culture and Policy	Cultivate the advising culture among staff and students	<ul style="list-style-type: none"> - Staff and students are informed of how advising is being done and what they need to do at the early stage - Periodical check on advising progress (e.g., every month) - Making academic advising as an agenda item in programme/staff meeting - Provide workload credits/ recognition for Designated Academic Advisors
		Setting up policies on advising within Faculty / School /Department	<ul style="list-style-type: none"> - Consider making advising a requirement of the programmes for all undergraduate students (a component in a major subject) - Include the quality of advising as one of the KPIs for Designated Academic Advisors - Every student will have two Academic Advisors: one as the Designated Academic Advisor and another one as Auxiliary Academic Advisor, which may include (but not limited to) Programme Leader, WIE Coordinator, Exchange Officer and FYP teachers. In case the student consulted with the Auxiliary Academic Advisor only, the advising effort will also be recognized as long as the record is being kept properly. - Provide ‘Advising Kit’ or ‘Advising Q&A’ for Designated Academic Advisors - Provide briefings for new Designated Academic Advisors (can work with CUS) - Organize online “Academic Advising Day” with break out rooms for Designated Academic Advisors to meet their advisees - Incorporate academic advising into tutorial sessions of core subjects.

Level	Area	Practices	Examples
Faculty / School /Department	Advising System	Assignment of Designated Academic Advisors	<ul style="list-style-type: none"> - Assign one or two staff members as Advising Coordinators who would oversee the advising matters within the Faculties/ Schools/ Departments, such as the assignment of Designated Academic Advisors and communicating the advising progress to Deans of Faculties/ Schools or Heads of departments - Assign Designated Academic Advisors according to the characteristics of both the Advisor and students (e.g., mother tongue, subject taught and advising experience, etc.)
		Timeframe for advising	<ul style="list-style-type: none"> - Identify and make use of suitable advising occasions, such as Welcoming Days, assessment result release, application for exchange, scholarships, WIE and etc. - Implement tailored strategies to engage students at different years, such as promoting major selection for first year students and reviewing reflective essays for capstone projects with final-year students.
		Facilitation of advising work	<ul style="list-style-type: none"> - Make use of Meal Allowance to engage students - Use of eAcademic for academic advising record keeping - Adopt different platforms for communication and advising as appropriate: <ul style="list-style-type: none"> o Online meeting o Group meeting o Special topics workshops and seminars o WhatsApp/WeChat

Level	Area	Practices	Examples
Designated Academic Advisor	Advising approach	Active approach to students	<ul style="list-style-type: none"> - Send personalized greeting emails to students and explain the necessity and benefits of academic advising at the beginning of the academic year - Let students know about your role, your area of interests and education/industry experience
		Learning about your advisees	<ul style="list-style-type: none"> - Study students' background through SLMAP/eAcademic to decide the advising strategy
	Advising partnership	Getting help from others	<ul style="list-style-type: none"> - Work with class representatives to convey important messages to students - Work with subject tutors or Undergraduate Secretaries to locate the needy/non-responsive students
Undergraduate Secretary	Facilitation of advising	Promoting and coordinate advising among students and staff	<ul style="list-style-type: none"> - Send reminder emails to Designated Academic Advisors and students for advising meetings at suitable advising timeframe - Communicate with the Advising Coordinator and organize advising programmes - Monitor the usage of Meal Allowance provided for first year students (4Y+SY) - Assist in scheduling advising meetings - Inform Academic Advisors about upcoming student activities to facilitate opportunities for engaging with their advisees - Closely communicate the good advising practices/challenges of the Faculties/ Schools/ Departments with CUS so as to formulate action plans as needed

CONFIDENTIAL

Taskforce to Review the Academic Governance Structure

Terms of reference

This taskforce is set up under the auspices of VP(EDU) to:

1. Review the existing governance structure, composition, and functions of academic-related committees at the institutional, faculty, and department/programme levels, with a focus on quality enhancement, efficiency optimisation and alignment with institutional strategic objectives.
2. Recommend changes to Senate any revisions related to the above, if necessary.

Membership

Chairman: **Vice President (Education)**
Prof. Jiannong CAO

Members: **Nominees from Faculty/School/College nominated by the Deans**

FB : Prof. Mike LAI, Assoc. Dean(FB) & Interim Head(LMS)
 FCMS : Prof. Raymond Nung-Sing SZE, Assoc. Dean(FS) & Asso. Prof.(AMA)
 FCE : Sr Prof. Charles Man-sing WONG, Assoc. Dean(CE) & Prof.(LSGI)
 FENG : Ir Prof. K.C. CHAN, Assoc. Dean (ENG) & Chair Prof.(ISE)
 FHSS : Prof. Shamay NG, Assoc. Dean(HSS) & Prof.(RS)
 FH : Prof. Yao YAO, Assoc. Dean(FH) & Assoc. Prof.(LST)
 FS : Prof. Man-kin WONG, Assoc. Dean(FS) & Prof.(FSN)
 SD : Prof. Gerhard BRUYNS, Assoc. Dean & Asso. Prof.(SD)
 SFT : Prof. KAN Chi-Wai, Prof.(SFT)
 SHTM : Prof. Billy BAI, Assoc. Dean & Prof.(HTM)

Registrar

Mr Edward SHEN

Secretary: **A member of staff from the Academic Registry, appointed by the Registrar**
Ms Isabella HO, Assistant Registrar

February 2026

You said We listened We took action

Departments use student feedback to drive improvements in Annual Programme Review

Complete Institutional Surveys on Learning Experience (ISLE), Student Feedback Questionnaire (SFQ), and other surveys to let your voice be heard by the university!

DEPT A

Feedback noted a decline in teaching staff and TA quality. In response, the MATA incentive was introduced and new research students received additional TA training. Ongoing monitoring is in place for further improvement.

DEPT B

Feedback indicated that some subjects were previously too challenging, affecting students' academic experience. In response, teaching methods were adjusted, which may have contributed to improved satisfaction with academic performance.

DEPT C

Students reported that classes at Hung Hom Bay (HHB) are inconvenient, causing travel delays and reduced class time. To address this, schedules have been adjusted to allow sufficient travel time and minimize disruption to class sessions.

DEPT D

Student feedback called for more practical, industry-focused content, advanced topics, a balanced workload, and more electives. In response, steps have been taken to enhance curriculum practicality, balance workloads, and offer greater customization to better meet student needs.

DEPT E

Feedback showed first-year students had low confidence in English and faced challenges transitioning to university study. In response, collaboration with the ELC department and enhanced orientation, clearer guidance, and support activities have been implemented.

DEPT F

Feedback highlighted the need for more practical skills, clearer programme distinctions, and more advanced electives. The curriculum now includes enhanced operational training, expert-led sessions, interactive case studies, and team-based projects to address these needs.



Information Items

Administrative Notes

Strategic Academic Appointments and Development Committee

Appointment Policies/Guidelines for Academic and Teaching/Clinical Staff +

Appointment Policies/Guidelines for Non-academic Staff +

Engagement of Staff Beyond the Age of 60 +

Duty Visits +

Code of Ethics and Discipline +

Outside Activities and Collaborative Research Activities +

Grievance and Appeal +

Staff Appraisal +

Succession Planning -

Succession planning is an integral part of the University's talent management and development process. It is a forward-looking approach to ensuring leadership continuity, thereby fostering institutional stability and resilience for long-term growth and success. The Heads of Unit (HoUs) and the overseeing Senior Management Executives (SMEs) play a pivotal role in these initiatives. They work in close cooperation to identify and nurture prospective leaders who can effectively carry forward the strategic objectives of individual Units and the University at large.

Succession Planning (further details)

Mentorship Scheme for New Staff +

Personal Data (Privacy) Ordinance +

Guiding Principles on Compensation Time-Off in lieu of Overtime for Non-academic Staff

Staff Movement



Succession Planning

Succession Planning for Deans of Faculty / Deans of School / Heads of Academic Unit

1. As an overarching principle, Deanships and Headships should be filled through open and global recruitment and rigorous selection as per the existing process. Selection of the most suitable candidate is based on evaluation of individual profiles including the academic credentials against the selection criteria.

While academic staff aspiring for these administrative roles should endeavour to pursue academic progression in order to meet the qualification requirements, for those who have demonstrated potential as successors to Deanship and Headship positions, they should be provided with development opportunities in administration to pave the way.

2. As part of their roles and responsibilities, the overseeing SMEs should champion succession planning for Deanships and Headships under their purview, and they should endeavour to identify and nurture potential successors.
3. Exposure can be given to potential successors via:
 - Official roles, such as Associate Deanship, Assistant Deanship, Associate Headship, as well as committee membership at Faculty/University level or outside the University.
 - Job shadowing in daily operations of the Faculty/School/Unit concerned and as a proxy to join major events as well as meetings with exposure to Central Management Team or other key stakeholders.
 - Stretch assignments in all aspects, e.g. budget and manpower management, handling challenging cases (such as staff confrontations and grievances), and projects in collaboration with other Units of the University.

Succession Planning in Non-academic Units

1. Making reference to the [Framework for Career Development and Promotion for Non-academic Staff](#), SMEs and HoUs should groom internal talent for succession to senior positions over the long term. Specific actions may include:
 - (a) Reviewing the strategic agenda of the Unit and identifying capabilities required to meet future needs;
 - (b) Identifying the competencies required for each target position from a long-term perspective;
 - (c) Reviewing individual staff members' performance to identify those with proven potential for progression;
 - (d) Ascertaining target staff members' aspirations for career progression while managing their expectations that opportunities are subject to staffing needs and any available vacancies will be filled through an open recruitment process;
 - (e) Developing a structured development plan to help target staff members bridge capability gaps, with regular reviews of progress alongside the annual staff appraisal exercise.
2. While the overseeing SMEs will drive succession planning for HoU positions, HoUs should strategise succession for those key management positions which are expected to be vacated by retiring staff within five years. Given the possibility of internal succession, consideration should also be extended to the second and third tiers of the structure to manage consequential staff movements. HoUs should map out a solid succession plan (sample [here](#)) and discuss it with the overseeing SMEs on an annual basis, such as during the Departmental Staffing Planning (DSP) process.
3. For staff members identified as potential successors to higher positions, HoUs should evaluate capability gaps involved and draw up structured development plans (sample [here](#)) for those with short-term (i.e. readiness within 1-2 years) or medium-term (i.e. readiness

within 3-5 years) readiness for their future roles. These development plans should be observed and revisited alongside the succession plan in Paragraph 2 above.

Central Support and Regular Review

1. A portal for new Deans and Heads is available [here](#) to cover key areas of policies and processes, and potential successors can be granted access to gain relevant knowledge of essential information therein as well. In addition, an annual workshop is organised for Deans and Heads to cover key policies on compliance and regulations, and light may also be shed on some leadership skills in this context.
2. The overall mechanism for developing target staff members for succession purposes is illustrated [here](#). It is important to note that all succession processes are subject to a fair and transparent selection procedure in compliance with prevailing recruitment and promotion policies.
3. Succession planning should be regarded as a component of the HoU management objectives and may be included as an aspect of assessment for HoUs’ appraisals and other performance evaluations, where applicable.



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Academic Advisor Training Workshop

Counsellor
Counselling & Wellness Section
Student Affairs Office



PolyU Student Counselling Service



Mode of Service

- Face-to-face
- Online Video
- Phone



Professional & Experienced

- Social workers
- Counselling Psychologist



Respect Confidentiality

- Independent to academic department



Other Details

- Mon to Fri: 0900-1800
- No payment needed



Easily Accessible

- Locates in main campus





Sharing on students' distress & tips to render care



- Key Issues from Recent HK studies

- Early Identification of Distressing Students

- Tips for handing and supporting mental health

- Referral Procedures



Key Statistics in Hong Kong

01

Between 2016 and 2021, 68.5% of Hong Kong university students experienced depressive symptoms, and 49.4% were at risk of mental health problems

Pan et al. (2025)



02

Post-COVID: 40% depression, 51% anxiety, 22% stress among HK university students

Shek et al. (2022)

03

Suicide rate among 15–24-year-olds in Hong Kong doubled between 2014 and 2022

Source: SCMP

Poor mental health can arise from environmental, social and personal stressors

- **Top three recurrent themes of** Hong Kong university students for seeking help are academic and **work stress** (62%), **family stress** (33%), and stress from **peer/romantic relationships** (18%)

Lo et al. (2020)

- **However, Over 60%** Hong Kong youth **do not seek help** when they experience mental health issues [2021]

Source: KELY Support Group

Early Identification of Distressing Students

Psychological Challenges Faced by University Students

Developmental Tasks

- Self-understanding, self-identity
- **Relationships with peers**, the intimate others, staff
- Relationship with family
- **Academic and career development**



Mental Illness

- Adjustment Disorder
- **Depression, Anxiety Disorder**
- PTSD
- Eating Disorder
- Early Psychosis, Bipolar Affective Disorder
- Personality Disorder

Crisis and Trauma

- **Separation** or Death of **significant others**
- Accident
- Illness
- Legal problem
- Family crisis
- **Academic failure**
- Pandemic





Signs that referral to counselling support may be required:

- Lack of motivation, withdrawn
- Frequent/substantial absence from classes
- Poor self-management
- Inadequate learning skills, academic problem
- Interpersonal difficulties
- Family problems



- Mental health problems
- Stress and anxiety
- Manifestation of other unusual behaviours:
 - Lost interest in learning and activities with friends
 - Inability to concentrate in class
 - High irritability
 - Being occupied with negative thoughts
 - ...etc.

"Reach out to professionals early, before small concerns snowball into overwhelming challenges"



The background is a light beige color with various decorative elements. There are several white clouds with black outlines scattered across the top and bottom. Small orange and pink dots are also present. In the bottom center, there is a black plus sign (+). To the right of the plus sign, there is a brown plus sign (+). In the bottom right corner, there are orange curved lines. In the top right corner, there are pink curved lines. A small pink flower with a black center is located near the top right. A small orange flower with a black center is located near the bottom center. A large white cloud-like shape is on the left side, partially behind the text.

Tips for handling and supporting mental health

Tips for helping students in distress

No.1 : Be approachable



5
minutes



FREE 5-MINUTE SELF CARE IDEAS



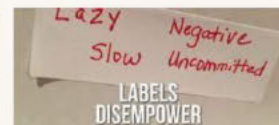
Tips for helping students in distress

No. 2 Be empathetic and understanding



"Be Curious, not Judgemental "

- Bill Wilson

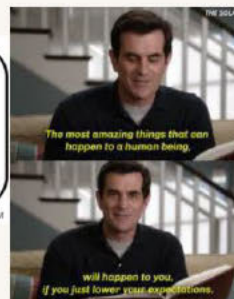


Tips for helping students in distress

No. 3 Communicate your concern openly

WORRY : feeling anxious or troubled about actual or potential problems

CONCERN : giving your attention to something involving or affecting you



SUICIDAL IDEATION

Tips for helping students in distress

No. 4 Be careful with confidentiality



**Tips No.5: Think practically about
how you can help**

Case Scenarios

What can you help?

Case 1:

You notice a student who appears withdrawn and tearful during an advising session. A student says, "Sometimes I feel like giving up. I've thought about ending it." but do not mention any immediate risk to self.

Case 1: Mental Health Crisis (Not in Imminent Danger)



Active Listening and Validation

Stay calm and listen actively, and acknowledge feelings without judgement to build trust and rapport.

Assess urgency

Ask gently if they have a plan or immediate intent. If they indicate imminent risk, contact emergency services

Initial Support Options

Offer support options such as university counselling, campus clinic visits, or accompany the student to seek help while maintaining confidentiality.

Follow-up and Accommodations

Check on well-being and offer academic help, showing ongoing care.

What can you help?

Case 2:

During a lecture, a student expressing unusual or bizarre ideas during class discussions.

Case 2: Suspected Mental Health Concerns



Safe and Professional Meeting

Arrange a meeting in a neutral, semi-open space (e.g., office with door slightly open or invite one more colleague to attend)

Focused and Supportive Communication

Start the conversation around coursework or observed changes in participation, not mental health labels.

Normalize Help-Seeking

Explain that counseling is confidential and supportive, encouraging students to seek help without stigma. Offer to assist with scheduling an appointment.

Know when to escalate

If the student shows signs of aggression, severe disorientation, or mentions harm to self/others, contact emergency services immediately.

What can you help?

Case 3:

You notice a student wearing long sleeves in hot weather and observes scars on their wrist during a meeting.

Case 3: Handling Self-Harm Behavior



Recognizing Signs

Identify signs of self-harm like scars or unusual clothing as indicators of emotional distress.

Empathetic Communication

Approach students with empathy and active listening in a private, safe environment to foster trust.

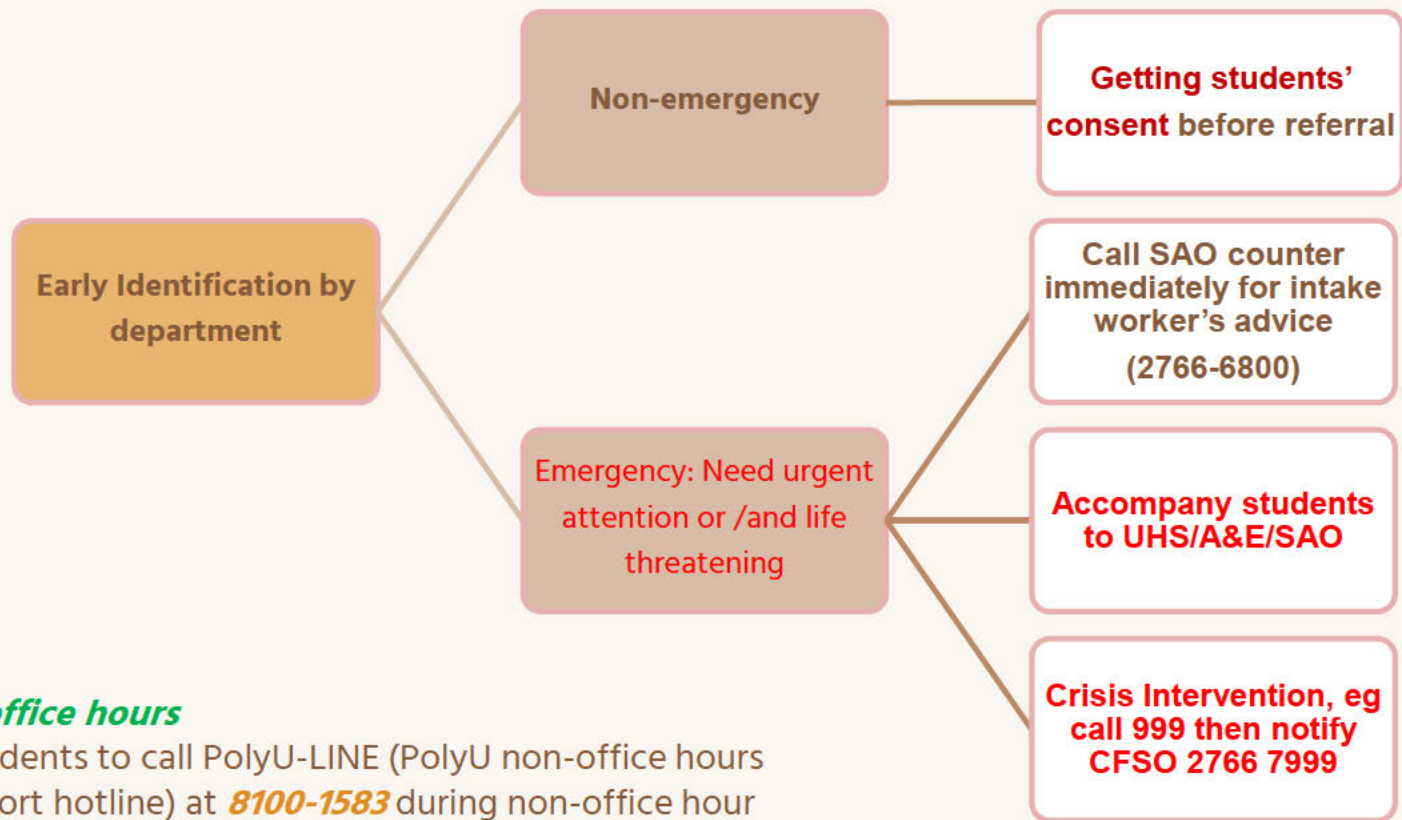
Encouraging Professional Help

Provide information on counselling services and mental health resources, encouraging professional support. Involve emergency services if immediate danger

Safety and Follow-up

Ensure immediate safety by involving appropriate authorities and maintain follow-up support and confidentiality.

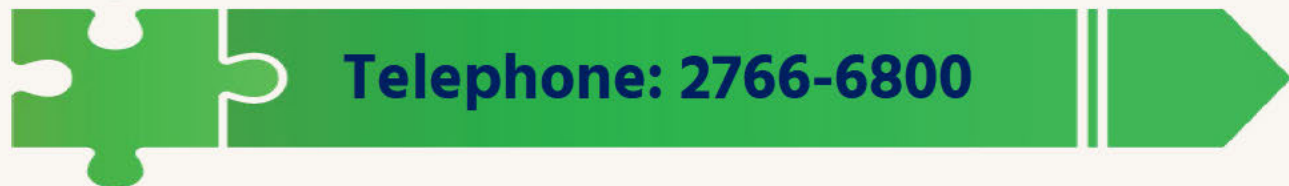
Case Referral to Student Counselling Service



During Non-office hours

- Advise students to call PolyU-LINE (PolyU non-office hours crisis support hotline) at **8100-1583** during non-office hour

Making Appointment



Faculty/ School Liaison Counsellors

Faculty / School	Liaison Counsellor
CUS	[Redacted]
FS (AP, ABCT)	[Redacted]
FS (FSN)	[Redacted]
FCMS (AMA)	[Redacted]
FCMS (COMP)	[Redacted]
FCMS (DSAI)	[Redacted]
FB (AF)	[Redacted]
FB (LMS, MM)	[Redacted]
FH (CBS, CC, ENGL)	[Redacted]
FCE (BRE, BEEE, LSGI)	[Redacted]
FCE (CEE)	[Redacted]
FENG (ME, BME, AAE)	[Redacted]
FENG (EEE, ISE)	[Redacted]
FHSS (HTI)	[Redacted]
FHSS (SN)	[Redacted]
FHSS (RS, APSS, SO)	[Redacted]
SD	[Redacted]
SHTM	[Redacted]
SFT	[Redacted]

Advice to Staff



Student Affairs Office
學生事務處

Quick Access +



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

Careers and
Placement

Counselling and
Wellness

Student Resources and
Support

Student
Development

News and
Events

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SAO

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Advice for staff

Signs and indicators of psychological distress ("When is it appropriate to refer a students?")



Tips for managing an urgent situation ("What to do when there is a crisis?")



Tips for managing a non-urgent situation ("How to make an appropriate referral?")



Key points to remember



Advice for staff

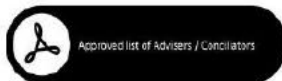


Zero tolerance for sexual harassment

Support for Students

Anti-sexual Harassment Hotline of
Student Affairs Office

☎ 3400 2608



A Guide for dealing with Sexual Harassment

What can you do if you feel sexually harassed?

- Let the harasser know that his/her conduct is **unwelcome, unacceptable** and has to stop immediately. Do not try to ignore it because the harasser may misinterpret no response as approval of the conduct.
- Keep a record of the incidents, including dates, time, places, presence of any witnesses, the conduct of the harasser, as well as your responses and feelings.
- Request an adviser for initial advice concerning the **procedures** which may be followed for resolving claims concerning sexual harassment. You may contact the Head of Unit in which you are employed, or of the Unit offering the programme on which you are registered in if you are a student. Alternatively, you may select an approved adviser accessible through the Ethics Committee Website of the University.
- You may request the appointment of a conciliator who will provide you with advice or support, or assist you in resolving the claim by conciliation.
- If conciliation fails to resolve the claim, or if you feel that only a formal complaint can solve the problem, you may make a formal complaint to the Chairman of the Grievance Committee in the case of complaint against staff member or the Student Discipline Committee in the case of complaint against student.

Summary flow chart of internal procedures on resolving claims/complaints concerning sexual harassment 解決有關性騷擾事件/投訴之內部程序概要流程图



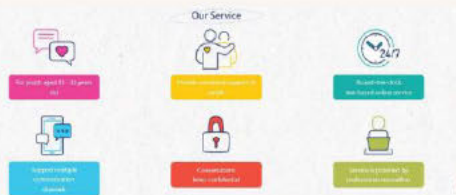
Note: The above chart is only a summarized version of the overall procedures. Please refer to the Ethics Committee Website of the University at www.polyu.edu.hk/ethicscommittee for the detailed version depicting the exact procedures for making claims/complaints concerning sexual harassment.
注：上圖只是概要版本，關於大學的申訴具體的規則，www.polyu.edu.hk/ethicscommittee 參考網頁有關性騷擾事件/投訴之內部程序概要流程图。

Community Helping Resources



Open Up

Website: www.openup.hk
Facebook / Instagram:
hkopenup WhatsApp / SMS:
91 012 012



One-stop Mental Health Support

18111 Mental Health Support Hotline

#MentalHealthSupportHotline #18111 #MH45H #ReferralServices #ImmediateMentalHealthSupport

傾吓 Shall We Talk? 好嘛?

如蒙精神健康支援 即打24小時熱線18111

Call 18111 for 24-hour mental health support

Agency	Hotline
Suicide Prevention Service (生命熱線)	2382 0000 (24hrs)
Crisis Line 家庭危機支援中心 (向晴軒) (Caritas Family Crisis Support Centre)	18288 (24hrs)
Rain City Hotline (風雨蘭)	2375 5322 (24 hrs)
TWGHs CEASE Crisis Centre (芷若園)	18281 (24 hrs)
AIDS Concern (關懷愛滋)	2394 6677
The Samaritans Befrienders Hong Kong (香港撒瑪利亞防止自殺會)	2389 2222 (24hrs)
The Samaritans Befrienders Hong Kong (香港撒瑪利亞防止自殺會) (Multi-Lingual Service)	2896 0000 (24hrs)
Hospital Authority 24 hours psychiatric hotline (醫院管理局 24 小時精神科熱線)	2466 7350 (24 hrs)
The Mental Health Association of Hong Kong (香港心理衛生會)	2772 0047
Social Welfare Department (社署熱線)	2343 2255

Thank you !!





Students' Feedback on Offshore WIE Learning Opportunities and Experience

Reported by GEO

Students' feedback on WIE learning opportunities and experience (2022/23 & 2023/24 & 2024/25)



Aspect	2022/23 average rating (10-pt)	2023/24 average rating (10-pt)	2024/25 average rating (10-pt)	Comparison*
Overall learning gains	9.0	9.1	9.2	+1.10%
Enhance willingness to try hard	9.2	9.2	9.4	+2.17%
Communicate effectively	9.0	9.1	9.2	+1.10%
Have clearer understanding of workplace	9.0	9.1	9.2	+1.10%
Become more culturally adaptable	9.2	9.1	9.2	+1.10%
Get more interested in other cultures	9.1	9.1	9.1	-
Develop stronger sense of responsibility	9.0	9.1	9.2	+1.10%
Improve problem-solving skill	9.0	9.1	9.1	-
Function effectively in teams	8.9	9.0	9.1	+1.11%
Polish language skills	8.9	8.9	8.9	-
Show more initiative	8.9	8.9	9.0	+1.12%
Discover more possible job opportunities	8.8	8.9	9.1	+2.25%
Strengthen ability to make logical judgements	8.9	9.0	9.2	+2.22%
Be more systematic and organised	8.9	9.0	9.1	+1.11%
Advance foundation knowledge	8.8	8.9	9.1	+2.25%
Put knowledge into practice	8.8	8.9	9.0	+1.12%

Response rate: 90.6%

Response rate: 91.7%

Response rate: 69.1%

*The comparison is based on an analysis of data from the 2023/24 and 2024/25 academic years.

Students' feedback on WIE learning opportunities and experience (2022/23 & 2023/24 & 2024/25)



Aspect	2022/23 average rating (10-pt)	2023/24 average rating (10-pt)	2024/25 average rating (10-pt)	Comparison*
Opportunities for teamwork	8.9	8.9	9.0	+1.12%
Opportunities for interactions with different people	9.1	9.0	9.2	+2.22%
Opportunities to learn through observation	9.1	9.1	9.2	+1.10%
Opportunities for maximising learning gains	9.1	9.1	9.2	+1.10%
Opportunities to link knowledge with practice	9.0	9.0	9.1	+1.11%
Interest and challenge	8.8	8.9	9.0	+1.12%
Feedback that helps boost workplace competence	8.8	8.8	8.9	+1.14%
Clear learning goals before departure	8.6	8.5	8.7	+2.35%
Employers' feedback on performance	8.7	8.7	8.8	+1.15%
Stimulation of knowledge consolidation	8.8	8.8	9.0	+2.27%

Response rate: 90.6%

Response rate: 91.7%

Response rate: 69.1%

*The comparison is based on an analysis of data from the 2023/24 and 2024/25 academic years.

SAO Surveys
Utilisation of the Evaluation Findings
Improvement Implemented or Considered

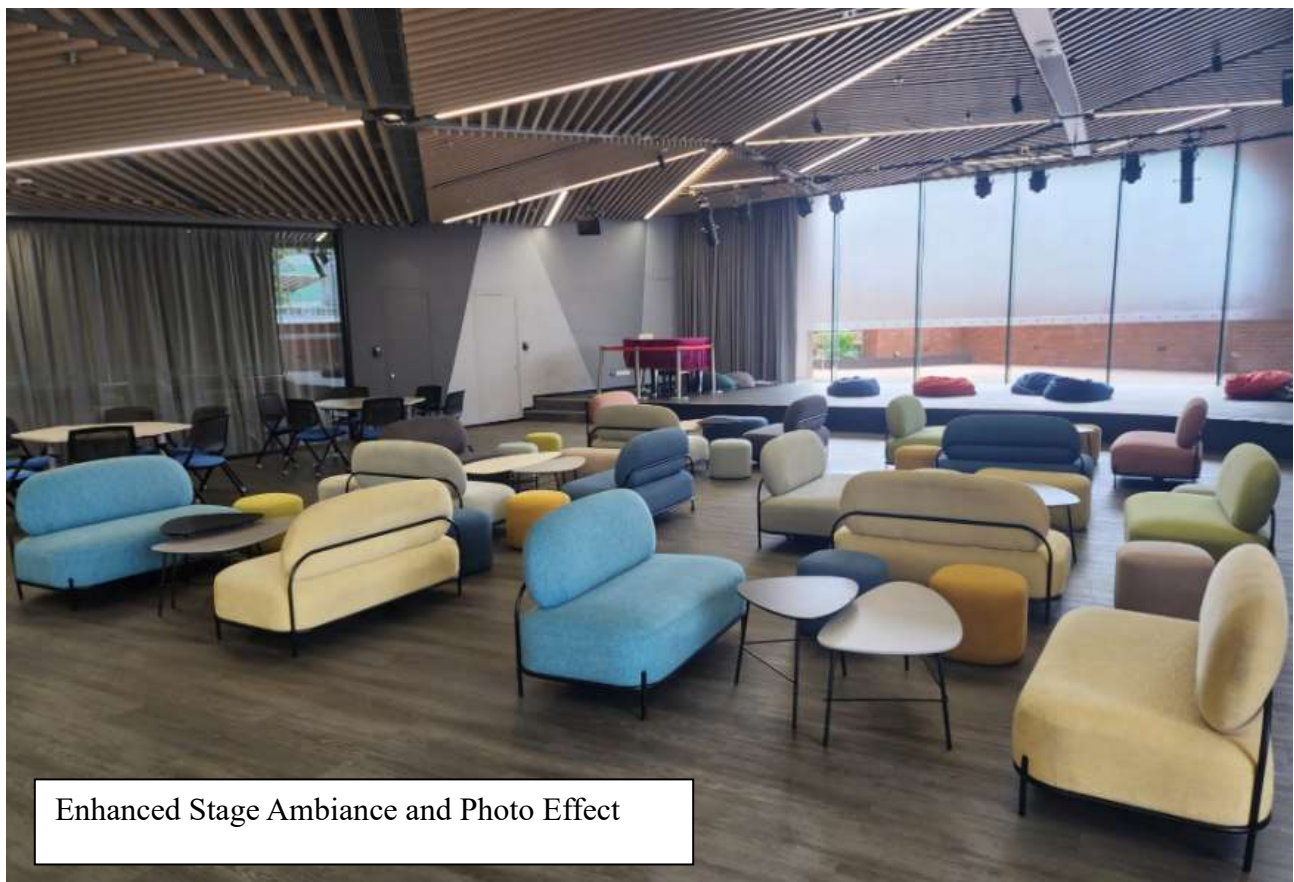
Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
CPS	CV Writing Workshop	Feedback on CPS Training / Workshop	Students' feedback regarding additional CPS's career service needs highlighted a demand for more market information about and job opportunities in the Chinese Mainland.	<ul style="list-style-type: none"> Expanded collaboration with Mainland enterprises to deliver more career events, including recruitment talks, to provide more job opportunities in the Chinese Mainland Organised the "Essential Success in Chinese Mainland's Autumn Recruitment" career training workshop to enhance students' knowledge of the job market and recruitment strategies in the Chinese Mainland
SRSS (ResEd Team)	Mandatory Hall Tutor Training on 21 Aug 2025	Feedback for Tutor Training	Some participants suggested improvements: <ul style="list-style-type: none"> "Food in the canteen with coupons are big no-no" "Dietary restrictions (veg or vegan meal pls)". 	<ul style="list-style-type: none"> For the Mandatory Hall Tutor Training on 26 January 2026, meal boxes instead of food coupons were provided. Five meal choices, including vegan and halal options were offered.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Dragon Boat Activity cum	Feedback - PolyU Hall Festival "Dragon Boat Activity cum	Some participants suggested improvements: "Regarding the performance session, participants were focused	For the Closing Ceremony and Prize Presentation on 19 November 2025, thorough rehearsals and clear communication with technicians were

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
	Opening Ceremony on 2 Nov 2025	Opening Ceremony” - 2 Nov 2025	on their food, and there were some technical issues. I think it would be better to add more elements related to the performance”.	conducted in advance to avoid technical issues. The MCs offered commentary before and after each performance to keep participants engaged.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Symposium on 8 Nov 2025	Feedback - PolyU Hall Festival “Symposium” - 8 Nov 2025	Some participants suggested improvements: “The activity can increase the connection with the audience”	For future events, such as the Go Green Presentation on 5 Mar 2025, SRSS plans to include Q&A and Kahoot game sessions to boost audience engagement.
SRSS (NLSS & ResEd Team)	PolyU Hall Festival 2025: Tug-of-war Competition on 11 Nov 2025	Feedback - PolyU Hall Festival “Tug-of-war Competition” - 11 Nov 2025	Some participants suggested improvements: “More training sessions arranged before the competition”	For the Interhall Dodgeball competition on 14 & 15 March 2026, additional training sessions are available at the Multi-purpose Hall, Hung Hom Bay Campus managed by SRSS (SAO).
SDS (Formerly CET)	Orientation Info Day 2025 - Orientation Showcase	2025 Feedback Survey for Orientation Showcase (For Organisers and Participants)	Some participants expressed “Felt slightly warm in the venue”	Additional portable coolers will be provided to improve ventilation.
SDS (Formerly CET)	Orientation Info Day 2025 – President’s Welcome	“Feedback Survey for President Welcome”	Some participants suggested “More guidelines and direction to the live-streaming venues”	Additional signage directing attendees to the live-streaming venues will be arranged throughout the campus.
SDS	Happy Hour Gathering	Feedback Survey on Happy Hour Gathering (<u>e-Form</u>)	Some participants suggested “To run this activity during exams”	Happy Hour Gathering is scheduled even during the examination period (April – May 2026).

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
SDS	Campus Life Festival 2025	<p>Campus Life Festival 2025 Feedback Survey (For Participants)</p> <p>Campus Life Festival 2025 Feedback Survey (For Organisers)</p>	<p>Some participants expressed “Need air conditioning”</p> <p>Some organisers expressed “Bring back booth partitions”</p>	The Campus Life Festival 2026 will be held indoor at the Shaw Sports Complex, with air-conditioning and booth partitions.

Section/Team	Activity	Survey	Evaluation Findings Utilised	Improvement Implemented or Considered
CWS	Sports Skills and Fitness Training-related activities	<p>Student Feedback Questionnaire for Sports Skill Training for Semester One, AY2025/26</p> <p>Student Feedback Questionnaire for Fitness Training Course for Semester One, AY2025/26</p> <p>Evaluation Survey for Fitness Consultation</p> <p>Feedback on EIM-OC Fitness Challenge (2025/26)</p> <p>Evaluation Survey for EIM-OC Workshops (2025/26)</p>	<p>The results generated from the item “<i>This event/activity/programme/series/service has nurtured your psychological and/or physical wellbeing</i>”.</p> <p>Average: 4.71/5</p>	<p>With the average high scores (4.71/5) received in the specific item across the activities, it signifies that the good practices have had positive impacts on students’ learning of the sports skills and fitness training, and the importance of maintaining wellbeing.</p> <p>Below are the strategies for enhancing student engagement:</p> <ol style="list-style-type: none"> 1. Maintaining highly engaged activities in the design of different courses. 2. Sharing the good practices within the Team in the Team Meeting and informal exchanges among colleagues to uphold the high standard of teaching effectiveness and service provision.

Examples of enhancements made to the Global Student Hub



Examples of major events held at the Global Student Hub

Booking at GSH in Year 2024 & Year 2025:

Period	Bookings received	Remarks
July 2024 to Dec 2024	22	
July 2025 to Dec 2025	36	An increase of ~40% usage rate, compared to the last 6 months

List of Major Events Held since June 2025:

- International Summit on the Use of AI in Learning and Teaching Languages
- Clinical Educators Conference cum MoU Signing Ceremony
- Opening Ceremony of China National Art Fund 2025
- PolyU Alumni Sports and Wellness Day
- School of Optometry Student Associations Gathering
- Donation Ceremony for China Merchants “Belt and Road” Scholarship
- Government Career Day
- Information Day 2025
- PReCIT Global Thought Leaders Forum Series
- International Symposium Series on Service-Learning in Higher Education for a Shared Future
- Wu Jieh Yee Charitable Foundation Donation Ceremony
- Student Identity Card Collection
- PolyU × Waterdrop International Future Challenge
- University Blood Donation Marathon
- PolyU Chinese Culture Festival
- Cultural Nights

Photos:



PolyU × Waterdrop International Future Challenge



PolyU Alumni Sports and Wellness Day



University Blood Donation Marathon



PolyU Chinese Culture Festival



Government Career Day



Information Day 2025



Donation Ceremony for China Merchants
“Belt and Road” Scholarship



Cultural Nights