

TEACHING AND  
LEARNING QUALITY  
教與學質素



## TEACHING AND LEARNING QUALITY 教與學質素

Teaching has an indispensable role in the functions of higher education institutions. The importance of “teaching and learning” is emphatically highlighted in the “Aspirations for the Higher Education System in Hong Kong” published in December 2010.

The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The UGC established the QAC, a semi-autonomous non-statutory body under the aegis of UGC, to provide third-party oversight. One of the QAC’s core operational tasks is to conduct quality audits of individual UGC-funded institutions to assure the quality of their educational provision (however funded) at first degree level and above leading to a Hong Kong award, with due regard to institutions’ autonomy and self-accrediting status.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC also promotes outcome-based student learning approaches, which are increasingly used in the global scene. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

### Quality Audits

The QAC’s approach to quality audits stems from the recognition that institutions have distinct and varied missions, reflecting the UGC’s vision of a differentiated yet interlocking higher education system. Recognising that each institution has objectives appropriate to its mission, the QAC defines quality in terms of ‘Fitness for Purpose’, where institutions have different purposes that reflect their missions and the role statements they have agreed with the UGC. The QAC sees itself as forming a partnership with institutions in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned.

教學是每所高等教育院校的核心職能。2010年12月發表的《展望香港高等教育體系》報告亦一再強調「教與學」的重要性。

教資會致力確保並提高教資會資助院校及其活動的質素，因此成立質保局，以第三者的身份，協助教資會履行質素保證工作。質保局是教資會轄下的一個半獨立非法定組織，其核心工作之一，是在尊重院校自主及其自行評審資格的前提下，對各資助院校進行質素核證，以確保所提供的本地學士學位及以上程度課程（不論是否受教資會資助）的質素。

除質素保證工作外，教資會還致力改善教學方法及學生學習成果，特別是學生的語文水平。為此，教資會向院校提供教學發展補助金及語文培訓補助金，並推行其他相關措施。教資會積極推動在國際日益普及的果效為本學生學習方法，並會繼續探求新方法，以持續提升教與學的質素。

### 質素核證

資助院校各有其獨特的使命，反映教資會建立多元化而又互相緊扣的高等教育體系的理念。質保局深明此理，認同院校應按本身的使命訂定適當目標，因此採用「切合所需」的原則檢視院校的質素，以配合各院校根據與教資會商定的角色說明而訂定的目標。質保局積極與院校建立合作關係，保證並提升香港學生學習經驗的質素，使社會各方均能獲益。

Following the audit procedures set out in the QAC's Audit Manual, the QAC conducted its first round of eight quality audits during 2008 and 2011. All the audit reports have been published. With the completion of the first audit cycle, the QAC has embarked on a review of the audit methodology and approach in consultation with the eight UGC-funded institutions to prepare for the second round of quality audits. Upon the completion of the review, a revised Audit Manual will be published.

## Teaching and Learning

### Teaching Development Grants

“Teaching and learning” is central to the roles of all institutions. To encourage institutions to adopt innovative approaches to teaching, and to improve the quality of the learning environment, the UGC provides institutions with Teaching Development Grants. For 2012/13, the UGC disbursed a total of \$37.6 million as Teaching Development Grants. Allocation is mainly based on the student numbers at undergraduate and sub-degree levels.

On top of the Teaching Development Grants, the UGC also implements the following funding schemes to enhance teaching and learning in the 2012-15 triennium –

- injection of \$5 million per annum to the Teaching Development Grants to support teaching development activities of all front-line teaching staff members;
- establishment of a fund of \$16 million to meet the start-up costs of setting up communities of practices; and
- injection of \$7 million to the Teaching Development Grants to support worthwhile collaborative projects on teaching and learning.

質保局根據其《核證便覽》載列的核證程序，在2008至2011年間對八所資助院校進行第一輪質素核證，各院校的核證報告均已先後發表。第一輪核證工作結束後，質保局着手檢討核證的方法和方針，為第二輪質素核證作準備，並就此諮詢八所教資會資助院校。檢討完成後，質保局會公布新修訂的《核證便覽》。

## 教與學

### 教學發展補助金

「教與學」是所有院校的核心職能。為推動院校採用新穎而有創意的教學方法，並改善學習環境，教資會向院校提供教學發展補助金。在2012/13學年，教資會主要按各院校學士學位及副學位課程的學生人數，合計撥出3,760萬元教學發展補助金。

除提供教學發展補助金外，教資會亦透過以下資助計劃，在2012-15三年期內提升教與學的質素：

- 向教學發展補助金每年注資500萬元，以支持全體前線教學人員參與教學發展活動；
- 成立為數1,600萬元的基金，提供設立專業社羣所需的費用；以及
- 向教學發展補助金注資700萬元，以支持值得推行的教與學協作項目。

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### UGC Teaching Award

The annual UGC Teaching Award was introduced in 2011 to honour those who excel in teaching in the UGC sector. In the 2012 round of the award, 15 nominations were received from UGC-funded institutions and were assessed by a selection panel comprising UGC/QAC Members, a former award recipient and an external international expert. The three award recipients in 2012 were Professor Shekhar Kumta of the Department of Orthopaedics and Traumatology of CUHK, Professor Liu Zhi-Qiang of the School of Creative Media of CityU, and Dr David Pomfret of the School of Humanities (History) of HKU. Each recipient was awarded a grant of \$500,000 for, inter alia, undertaking learning and teaching initiatives for the benefit of their own institutions and the entire sector. The presentation ceremony of the 2012 UGC Teaching Award was held on 6 September 2012.

The UGC invited nominations for the 2013 award in February 2013 and the awardees were selected and announced in September 2013.

### 教資會傑出教學獎

教資會在2011年推出年度教資會傑出教學獎，以表揚教資會界別中教學表現卓越的教師。在2012年的教學獎遴選中，共收到資助院校提交的15項提名，由教資會／質保局成員、一名前得獎者及一名外聘國際專家組成的遴選委員會負責評審。2012年獲選的三位得獎者是中大矯形外科及創傷學系古明達教授、城大創意媒體學院劉志強教授，以及港大人文學院（歷史系）龐德威博士。他們各獲50萬元獎金，以供進行與教學有關的活動或計劃，以惠及所屬院校及整個界別。2012年教資會傑出教學獎頒獎典禮在2012年9月6日舉行。

教資會在2013年2月邀請院校提名人選，角逐2013年傑出教學獎。得獎者在2013年9月選出和公布。



The three recipients of the UGC Teaching Award 2012 with Mr Edward Cheng, Chairman, UGC and Members of the 2012 Selection Panel at the presentation ceremony. (From left) Professor Richard Ho Man-wui, Mr Edward Cheng, Dr David Pomfret, Professor Liu Zhi-Qiang, Professor Shekhar Kumta, Professor Poon Wai-yin, Professor William Kirby, Mr Clifton Chiu Chi-cheong.

2012年教資會傑出教學獎三位得獎者與教資會主席鄭維新先生及遴選委員會成員在頒獎典禮上合照。(左起)何文匯教授、鄭維新先生、龐德威博士、劉志強教授、古明達教授、潘偉賢教授、柯偉林教授、趙志鋆先生

## Language Proficiency of Students

### Language Enhancement Grants

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are in addition to the resources from their block grants and other sources. A total of \$118.8 million was allocated as Language Enhancement Grants in 2012/13. The amount is allocated based on institutions' respective student numbers.

### Common English Proficiency Assessment Scheme

Common English Proficiency Assessment Scheme aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment. The current testing instrument is the International English Language Testing System (IELTS).

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2012/13, about 11,400 final year students, or 60% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The last round of the Common English Proficiency Assessment Scheme will be held in 2013/14.

## 學生的語文水平

### 語文培訓補助金

畢業生必須有良好的語文水平，才能與世界各地的人才競爭。因此，提升學生語文水平，是教資會的工作重點之一。為提高學生的英語和中文（包括普通話）水平，教資會向院校提供語文培訓補助金，作為院校所得整體補助金及其他資源以外的支援。教資會在2012/13學年向院校發放1.188億元語文培訓補助金；各院校所得的補助金額，按其學生人數訂定。

### 統一英語水平評核計劃

統一英語水平評核計劃的目的，是藉着安排學生參加國際認可的語文評核，促使他們更重視本身的英語水平。該計劃現時採用「國際英語水平測試制度」(IELTS)作為評核工具。

教資會資助院校學士學位課程應屆畢業生可選擇參加該計劃。只要他們願意在大學成績單上列明曾參與該計劃，可獲發還評核試費用。在2012/13學年，約11,400名應屆畢業生報名參加該計劃，佔教資會資助院校預計畢業生人數的60%。

該計劃的原定目標，是促使學生更重視本身的英語水平，以及提供大量有用資料以顯示學生在運用英語方面的強項和不足之處，有關的目標已經達到。因此，教資會決定以一項新資助計劃取而代之，以直接資助院校推行語文培訓協作項目，並於2013/14學年推出最後一輪統一英語水平評核計劃。

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### Collaborative Language Enhancement Projects

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to \$30 million will be provided for UGC-funded institutions' joint projects under the new arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese. As institutions are stepping up their language enhancement efforts in the new four-year curriculum, the UGC hopes that this arrangement will give timely support to institutions to make genuine impact on students' language proficiency in a collective and more efficient manner.

### 語文培訓協作項目

教資會在2012年2月公布推出新安排，鼓勵和支持教資會資助院校推行有助提升學生語文水平的協作項目。根據新安排，資助院校的協作項目在2012-15三年期可獲高達3,000萬元直接資助。鑑於中文日益重要，新安排亦擴展至涵蓋提升學生中文水平的協作計劃。由於院校會加強新四年學制的語文培訓工作，教資會希望此項安排可為院校提供適時支援，讓院校透過更有效的方法，共同為提升學生語文水平發揮實質作用。