TEACHING AND LEARNING QUALITY
教與學質素

Teaching is the core mission and duty of our higher education institutions. 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 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.

The QAC completed its first round of audits of the eight UGC-funded institutions in 2011. The QAC then conducted a review on the audit methodology and approach in consultation with the eight UGC-funded institutions and published a revised Audit Manual for its second audit cycle, which will commence in 2015.

教學是香港高等教育院校的核心使命和責任。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一個半獨立的非法定組織,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。教資會將繼續探求新方法,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所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。

質保局於2011年完成對八所資助院校的第一輪質素核證後,檢討了核證的方法和方針,並就此諮詢八所教資會資助院校。質保局亦為2015年展開的第二輪質素核證公布了新修訂的《核證便覽》。

Audit Manual for the second audit cycle
第二輪質素核證的《核證便覽》

Teaching and Learning

Teaching and Learning Initiatives

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 2013/14, 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 has injected $5 million per annum to support teaching development activities of all front-line teaching staff members and established a fund of $16 million to meet the startup costs of setting up communities of practices in institutions to enhance teaching and learning in the 2012-15 triennium.

With a view to motivating institutions to accelerate the adoption of necessary pedagogical changes and innovations, the UGC has introduced a new funding scheme with tripartite funding of up to $82 million from the UGC, the Education Bureau and UGC-funded institutions. The funding scheme provides one-off funding to support worthwhile initiatives proposed by the UGC-funded institutions that could help meet the learning needs of the new generation of students of this information age and enhance students' learning experience.

The funding scheme has received overwhelming response from the institutions. We have received a total of 54 proposals covering theme-based projects, collaborative forums and professional development activities on teaching and learning. As higher education has entered an era in which collaboration is more important than ever before and in order to foster cooperation among and integration across institutions, proposals demonstrating inter-institutional collaboration in the UGC sector has been given higher weighting in the selection process. The results of the funding scheme have been announced in July 2014.

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 2013 round of the award, 16 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 two award recipients in 2013 were Dr Alice Chong Ming-lin of the Department of Applied Social Studies of CityU and Professor Alan Lau Kin-tak of the Department of Mechanical Engineering of PolyU. 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 2013 UGC Teaching Award was held on 5 September 2013.

教與學

教與學措施

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。2013/14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。

為提升教與學質素，教資會除提供教學發展補助金外，亦在2012-15三年期內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；並設立總額1,600萬元的基金，以應付在院校內建立專業社群所需的費用。

為推動並協助院校早日落實教學方面所需的轉變及革新，教資會推出由教育局、教資會及資助院校撥款，最高達8,200萬元的三方資助計劃。資助計劃提供一次性資金，資助由院校所提出並值得推行的措施，以滿足現今資訊時代中新一代學生的學習需要，並提升他們的學習經驗。

各院校對資助計劃的反應熱烈，我們共收到54份建議書，當中包括主題項目、協作論壇及教與學的專業發展活動。由於院校合作對高等教育界的發展已變得前所未有的重要，為推動和加強院校間的交流合作和整合，包含院校合作元素的項目在遴選過程中會獲得較高的評分。資助計劃的遴選結果已於2014年7月公布。

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2013年的教學獎遴選中，共收到資助院校提交的16項提名，由教資會/質保局成員、一名前得獎人及一名外聘國際專家組成的遴選委員會負責評審。2013年獲選的兩位得獎人是城大應用社會科學系莊明蓮博士及理大機械工程學系劉建德教授。他們各獲50萬元獎金，以供進行與教學有關的活動或計劃，從而惠及所屬院校及整個界別。2013年教資會傑出教學獎頒獎典禮於2013年9月5日舉行。

The UGC invited nominations for the 2014 award in January 2014 and the awardees were selected and announced in September 2014.

教資會在2014年1月邀請院校提名教學人員角逐2014年傑出教學獎。得獎人在2014年9月選出並公布。
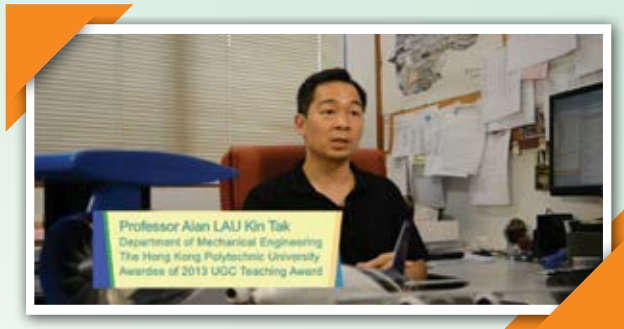
The two recipients of the 2013 UGC Teaching Award - Professor Alan Lau Kin-tak (left) and Dr Alice Chong Ming-lin (right).
2013年教資會傑出教學獎兩位得獎人 - 劉建德教授(左)及莊明蓮博士(右)。

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 2013/14. The amount is allocated based on institutions' respective student numbers.

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2013/14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,按其學生人數釐定。

Common English Proficiency Assessment Scheme

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

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 2013/14, almost 11 400 final year students, or 58% 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 Common English Proficiency Assessment Scheme is scheduled to conclude with the completion of the last round in 2013/14.

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 in English and Chinese under the 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.

統一英語水平評核計劃

統一英語水平評核計劃採用「國際英語水平測試制度」(IELTS)作為評核工具,目的是藉着安排學生接受國際認可的語文評核,促使他們更重視本身的英語水平。

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註明曾參與該計劃,可獲發還評核試費用。2013/14學年,接近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58%。

該計劃旨在促使學生更重視本身的英語水平,以及提供大量有用資料顯示學生在運用英語方面的強項和不足之處。由於計劃的原定目標已達,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。統一英語水平評核計劃的最後一輪評核於2013/14學年進行。

語文培訓協作項目

教資會在2012年2月公布推出一項安排,鼓勵並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。根據該項安排,資助院校的英語及中文協作項目在2012-15三年期可獲最高達3,000萬元直接資助。鑑於中文日益重要,該安排亦擴展至涵蓋提升學生中文水平的協作計劃。