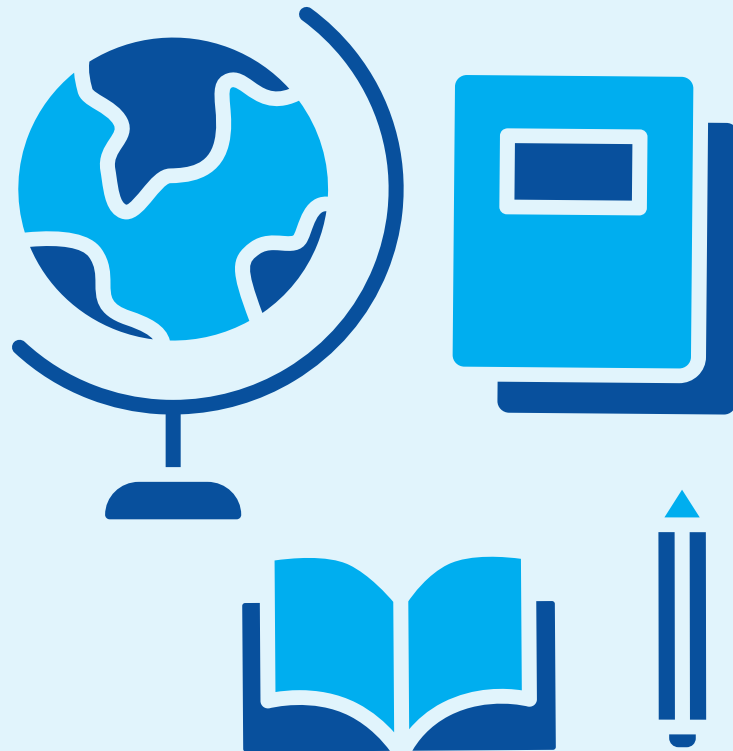




# Teaching and Learning Quality

## 教與學質素



Teaching is a core mission and duty of our higher education institutions. The UGC is committed to safeguarding and promoting the quality of the learning experience for students in UGC-funded universities. The QAC, a semi-autonomous non-statutory body under the aegis of UGC, conducts quality audits of individual UGC-funded universities to assure the quality of the educational experience in the UGC sector.

The UGC is also committed to teaching quality and the language proficiency of students. The UGC provides universities with the triennial Teaching Development and Language Enhancement Grant (TDLEG) and recognises excellence in teaching through the annual UGC Teaching Award. The UGC also provides funding to support the Hong Kong Teaching Excellence Alliance (HKTEA), and offers a Special Grant to support the learning of students with special educational needs. In response to the challenges arising from the COVID-19 pandemic, the UGC allocated funding to universities to strengthen student support services and promote the strategic development of virtual teaching and learning in the medium to long run. Furthermore, the UGC launched the SALSA Scheme in early 2022 to facilitate the admission of outstanding Hong Kong athletes to the UGC-funded universities and provide learning support for them in a focused, multi-pronged and personalised manner. The UGC will continue to support excellence in teaching and learning.

## Quality Audits

The QAC's approach to quality audits stems from the recognition that universities have distinct and varied missions, reflecting the UGC's vision of a differentiated yet interlocking higher education system. Recognising that each university has objectives appropriate to its mission, the QAC defines quality in terms of "Fitness for Purpose", where universities 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 universities in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned. The first and second rounds of quality audits were conducted from 2008 to 2011 and 2015 to 2016 respectively on such basis.

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大學及其學生學習體驗的質素。質保局是教資會轄下的半獨立非法定組織，對各資助大學進行質素核證，以確保教資會界別的教育質素。

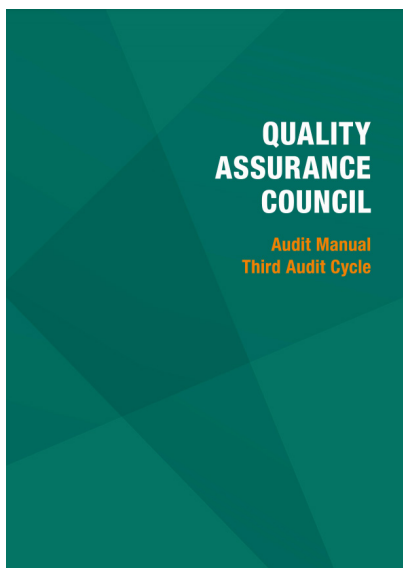
教資會亦致力提升教學質素及學生的語文水平。為此，教資會向大學提供三年期的教學發展及語文培訓補助金，並透過年度教資會傑出教學獎肯定卓越教學。教資會亦撥款支持香港高等教育卓越教學聯盟（高卓聯）的運作，以及支援有特殊教育需要學生的學習。為應對新冠病毒疫情帶來的挑戰，教資會撥款予大學以加強學生支援服務，並推動虛擬教學的中長期策略性發展。另外，教資會於2022年初推出「學生運動員計劃」，以聚焦、多管齊下和個人化的方針支持香港傑出運動員入讀教資會資助大學，並為他們提供學習支援。教資會將繼續支持卓越的教與學。

## 質素核證

質保局所採取的質素核證方法源於對各資助大學有其獨特使命的認同，並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。質保局認同大學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，以配合各大學根據其使命以及與教資會所商定的角色說明而訂定的目標。質保局視與大學建立伙伴合作關係，以保證並提升香港學生學習經驗的質素，使各方均能獲益。按此基礎，質保局分別於2008至2011年及2015至2016年期間進行了第一及第二輪的質素核證工作。

Since 2016 onward, the UGC has assumed the role of the overseeing body of external quality audits on all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities. A round of quality audits on the sub-degree operations of the UGC-funded universities was conducted from 2017 to 2019, with all Audit Reports and the Overview Report in the sub-degree audit cycle published. In response to the audit findings, the universities produced their own Action Plans as appropriate. The QAC monitors the implementation of such actions through the universities' Progress Reports, which are required in 18 months after the publication of the Audit Report concerned. By May 2021, the QAC had completed reviewing the progress reports of the action plans from all the universities in the sub-degree audit cycle.

The next audit cycle, i.e. the third audit cycle, covers all programmes at the levels of sub-degree, first degree and above, however funded, leading to a qualification wholly or partly awarded by the UGC-funded universities. Quality audits of this cycle are based on a "fitness for purpose" approach with "the Collection, Analysis and Usage of Data" as the Audit Theme. Due to the disruption brought by the COVID-19 pandemic, the QAC decided to defer the third audit cycle by 12 months for commencement in March 2023. The QAC also commenced a consultancy study on the conducting of the audit cycle virtually, with updates to the relevant audit procedures, arrangements and programmes in the Audit Manual.



*Audit Manual of the Third Audit Cycle*  
第三輪質素核證週期的核證便覽

自 2016 年起，教資會在校外質素核證工作中擔當監察機構的角色，涵蓋教資會資助大學開辦的所有副學位、學士學位及以上課程（不論是否受教資會資助）。質保局於 2017 至 2019 年期間進行了教資會資助大學副學位部門的質素核證工作，並公布了副學位質素核證週期的所有核證報告及概覽報告。大學已因應其質素核證的結果各自制訂適切的行動計劃。質保局透過大學在有關核證報告發表後 18 個月內所提交的進度報告，監察大學執行其行動計劃的進展。質保局已在 2021 年 5 月前完成審核所有大學所提交的有關其副學位質素核證週期的行動計劃的進度報告。

新一輪質素核證週期，即第三輪質素核證週期，涵蓋由教資會資助大學獨自頒授或與另一院校共同頒授資歷的所有副學位、學士學位及深造學位課程（不論是否受教資會資助）。此週期的核證工作將按「切合所需」的原則進行，並以「數據的搜集、分析及使用」為核證主題。在新冠病毒疫情影響下，質保局決定將第三輪質素核證週期推遲 12 個月至 2023 年 3 月展開，並展開一個虛擬核證的顧問研究，以更新核證便覽內相關的核證程序、安排及計劃。

## Teaching and Learning

### Teaching Development and Language Enhancement Grant

Provisions of Language Enhancement Grant and Teaching Development Grant were allocated to the UGC-funded universities starting in 1991 and 1994 respectively to enhance language proficiency of students and teaching quality. Since the 2016-19 triennium, these two grants have been combined as the TDLEG to allow greater flexibility on the use of funding by the universities.

Comparing with the previous triennium, the TDLEG has increased by \$268.4 million to \$781.2 million (around \$260.4 million per annum) in the 2019-22 triennium. This enables universities to focus their efforts on completing the funded projects under the previous funding schemes and supports the universities to continue to implement the meaningful initiatives from the previous funding schemes, as well as sends a message that the UGC attaches great importance to quality teaching and learning.

### Student-Athlete Learning Support and Admission Scheme

In order to support our outstanding athletes in realising their aspiration for dual career track development, in early 2022, the UGC launched the SALSA Scheme, with a commitment of up to \$100 million in the 2022-25 triennium. The SALSA Scheme seeks to facilitate the admission of outstanding Hong Kong athletes to the UGC-funded universities and provide learning support for them in a focused, multi-pronged and personalised manner.

## 教與學

### 教學發展及語文培訓補助金

由 1991 年及 1994 年起，教資會開始向資助大學分別發放語文培訓補助金及教學發展補助金，以提升學生的語文水平和教學質素。自 2016-19 的三年期起，這兩筆補助金合併為教學發展及語文培訓補助金，讓大學可更靈活運用補助金。

與上一個三年期相比，教資會在 2019-22 的三年期所發放的教學發展及語文培訓補助金增加 2.684 億元至 7.812 億元（約每年 2.604 億元）。此舉有助大學專注完成在過往資助計劃下受資助的項目，並支持大學繼續推行過往資助計劃下具意義的措施，以及傳達教資會重視優質教與學的信息。

### 學生運動員學習支援及入學計劃

為支持有意作雙軌發展的傑出運動員，教資會於 2022 年初推出「學生運動員計劃」，並就此計劃在 2022-25 三年期預留最多一億元撥款。「學生運動員計劃」以聚焦、多管齊下和個人化的方針支持香港傑出運動員入讀教資會資助大學，並為他們提供學習支援。

The UGC allocates additional funding to the universities for offering personalised support to student-athletes at central and individual levels, such as the appointment of Student-Athlete Support Coordinators for one-stop guidance and support from admission to graduation, as well as additional personal teaching assistants to enhance academic support for student-athletes at the individual level. Under the Scheme, each university receives \$1 million for central support and \$150,000 for individual support in respect of each qualified student-athlete in active study for undergraduate programmes in each academic year.

The SALSA Scheme helps address two major challenges facing student-athletes, namely getting admitted to universities without formal academic qualifications and their need for special learning support while they are away for competitions and training.

教資會向大學提供額外撥款，讓大學在中央和個人層面為學生運動員提供專屬支援，例如透過聘任學生運動員支援統籌專員，為學生運動員由入學至畢業提供一站式指導及支援。大學亦會增聘個人教學助理，加強對每位學生運動員在學業上的支援。計劃下，每所大學於每學年獲撥款 100 萬元作中央支援，並就每名正修讀學士學位課程的合資格學生運動員獲額外增撥 15 萬元作個別支援。

「學生運動員計劃」有助解決學生運動員面對的兩大挑戰，讓未持有所需學歷的運動員入讀大學，並讓他們在外作賽和訓練時獲得所需的特別學習支援。



## Student-Athlete Learning Support and Admission Scheme

February 2022

*In support of the SALSA Scheme, heads of the eight UGC-funded universities signed signifying documents with the Secretary-General of the UGC, Professor James Tang (second row, second right), in the presence of the then Chairman of the UGC, Mr Carlson Tong (second row, second left) in February 2022.*

2022 年 2 月，在時任教資會主席唐家成（第二排左二）見證下，八所教資會資助大學的校長與教資會秘書長鄧特抗教授（第二排右二）簽署意向文件，以示他們對「學生運動員計劃」的支持。





### **Special Grant to Enhance the Support for Students with Special Education Needs**

The UGC has launched the Special Grant for enhancing the support for students with SEN since 2015, with a total of \$70 million for allocation to the eight UGC-funded universities under three phases. Phase Three of the Special Grant is scheduled to complete in June 2022, and universities have utilised the funding in implementing initiatives to enhance accessibility to learning experience for SEN students, raise awareness and strengthen capacity towards SEN students as well as encourage integration and mainstreaming of SEN students into campus life.

The Special Grant has successfully provided support for SEN students as well as promoted a caring culture among staff and other students. It is evident that the Special Grant has also created a positive impact by enabling universities to deepen institutional changes and address their SEN students' needs in a more organised manner. The UGC will continue to offer the Special Grant in the 2022-25 triennium with a funding of \$67.5 million with a view to sustaining and enhancing the support for students with SEN.

### **Special Grant for Strengthening Student Support Services in response to the COVID-19 Pandemic**

The onset of the COVID-19 pandemic has seriously disrupted the learning and daily lives of all university students. In late 2020, the UGC allocated \$50 million to the UGC-funded universities to strengthen their student support services through various supporting initiatives, covering the areas of psychological counselling, mental well-being and career planning and development, as well as physical fitness and healthy lifestyle, with a view to addressing the different needs of students.

### **加強支援有特殊教育需要學生的特別撥款**

教資會自 2015 年起，推出加強支援有特殊教育需要學生特別撥款，向八所教資會資助大學發放三期合共 7,000 萬港元的撥款。第三期特別撥款於 2022 年 6 月底完結，大學已運用有關撥款推行各個項目，提升有特殊教育需要學生的學習體驗、提高對有特殊教育需要學生的認知及加強對相關學生提供支援的能力，以及鼓勵有特殊教育需要的學生融入主流校園生活。

特別撥款對有特殊教育需要學生提供直接支援及於教職員及同儕間推廣關愛文化方面已見成果。特別撥款另一顯著的正面影響，是促使各大學深化制度變革，更有系統地回應有特殊教育需要學生的需要。教資會將於 2022-25 三年期繼續提供 6,750 萬元特別撥款，以延續和加強對有特殊教育需要學生的支援。

### **為應對新冠病毒疫情加強學生支援服務的特別撥款**

新冠病毒爆發嚴重擾亂了大學生的學習及日常生活。為應對挑戰，教資會於 2020 年年底向教資會資助大學撥款 5,000 萬元，讓大學透過推展不同的支援項目，加強其學生支援服務，範圍涵蓋心理輔導、精神健康、職業規劃及發展、體能及健康生活等，以切合學生的不同需要。

In the 2020/21 and 2021/22 AYs, the universities have made use of the funding to take forward 75 initiatives by expanding existing services or introducing new ones. These include, for example, providing online psychological counselling services, organising seminars and activities for promoting mental health, developing mobile apps on brisk walking/hiking trails within the campus, as well as hosting virtual career fairs and workshops for graduating students. These initiatives enabled the universities to provide services tailored to the present circumstances, thereby supporting their students to tide over difficult times.

### Special Grant for Strategic Development of Virtual Teaching and Learning

Since the outbreak of the COVID-19 pandemic, online teaching has become the prevalent mode of teaching and learning when the universities suspended face-to-face classes. Both the UGC and the QAC believe that, after the pandemic, the use of virtual teaching and learning (VTL) will remain a core part of teaching and learning at our universities. In 2021, the UGC and the QAC thus allocated an additional funding of \$165 million (including \$15 million dedicated to inter-institutional collaborative activities) to the eight UGC-funded universities to facilitate more systemic collaborations to promote the strategic development of VTL in the sector. The eight universities have implemented a total of 136 institutional projects and 11 inter-institutional collaborative projects.

The additional funding supports a diverse range of project initiatives, including:

- (1) developing the governance framework, assessment methods, quality assurance system and professional best practices of VTL;
- (2) enriching the overall educational experience of virtual learning, such as organising staff development and encouraging interaction among students during online classes;
- (3) exploring new strategies, pedagogies, platforms and facilities in pursuit of longer-term visions on VTL; and
- (4) promoting the integration of VTL into scenarios such as practicums and on-site training.

在 2020/21 至 2021/22 學年期間，大學利用這筆撥款推展了 75 項計劃，以擴展現有學生服務或推出新服務，例如透過提供網上心理輔導服務、舉辦講座和活動以推廣精神健康、開發校園健行路徑手機應用程式，以及為畢業生舉行網上求職博覽和工作坊等，讓大學可因應現況提供更適切的服務，支援學生渡過疫情困境。

### 推展虛擬教學策略性發展的特別撥款

自新冠病毒疫情爆發以來，大學暫停了面授課堂及教學活動，線上模式授課遂成為教學的主要模式。教資會及質保局相信，我們的大學在疫情過後仍會持續善用虛擬教學作為教與學的其中一個核心部分。有見及此，教資會和質保局在 2021 年額外撥款共 1.65 億元予八所教資會資助大學（包括 1,500 萬元專供大學推行跨院校協作項目的撥款），讓大學更有系統地合作在界別內推展虛擬教學的策略性發展。八所大學共推行 136 個院校項目及 11 個跨院校協作項目。

這筆額外撥款所支持的項目多元化，當中包括：

- (1) 發展虛擬教學的管治架構、評核方式、質素保證系統及最佳的專業實踐典範；
- (2) 豐富虛擬學習的整體教育體驗，例如組織教職員培訓、促進學生在線上課堂上互動交流等；
- (3) 探索新策略、教學法、平台及設施以實現虛擬教學的長遠願景；以及
- (4) 推廣在實習和臨場培訓等情景下融合虛擬教學。



### Targeted Taught Postgraduate Programme Fellowships Scheme

The TPgFS has been implemented on a pilot basis from the 2020/21 AY to support meritorious local students to pursue TPg programmes that meet Hong Kong's needs. The main objectives of the TPgFS are to attract more meritorious local students to pursue further studies in priority areas conducive to the development of Hong Kong, and to encourage universities to establish more innovative and multi-disciplinary programmes that are beneficial to the society. The awardees will be subsidised by the fellowships subject to a cap of HK\$120,000 for the whole TPg programme, regardless of the actual study period.

The admission of the first two cohorts were successfully concluded with encouraging positive feedback from awardees and the universities. The UGC has worked closely with universities to gauge feedback on the TPgFS at institutional and awardee levels. We are very pleased that around 87% of the awardees responding to the surveys expressed overall satisfaction with the Fellowships Scheme. In particular, the surveys revealed that more than half of the respondents (58%) might have otherwise studied another subject or stayed in their original employment without the Fellowships Scheme. In addition, the vast majority (around 85%) of employed respondents were joining fields relating to their TPg studies. The TPgFS has proven to be a significant "pull factor" to nurture a bigger talent pool for Hong Kong's strategic development. For the third cohort (i.e. 2022/23 intake), the UGC selected a total of 112 TPg programmes for the 1 000 fellowship places. The list of eligible programmes for the third cohort was announced in October 2021.

### 指定研究院修課課程獎學金計劃

獎學金計劃於 2020/21 學年以先導形式推行，為修讀配合香港發展需要的指定研究院修課課程的優秀本地學生提供獎學金。獎學金計劃的主要目的是吸引更多優秀的本地學生於有利香港發展的優先範疇深造，並鼓勵大學開辦更多對社會有利的創新及跨學科課程。每個獲獎學生可獲上限為港幣 120,000 元的獎學金，而獎學金以整個研究院修課課程計算，不論修課年期。

首兩屆獎學金計劃已經順利完成，教資會深受得獎者與大學的正面反應鼓舞。教資會一直與各大學緊密合作，收集院校及獎學金得獎學生的意見。教資會欣悉約 87% 獎學金得獎學生對計劃表示滿意，亦有逾半 (58%) 的獎學金得獎者表示若非得到獎學金計劃的幫助，他們或會選擇修讀其他學科或留在原有的工作崗位。同時，大部分 (約 85%) 獎學金得獎者從事與其研究院修課課程相關的工作。以上皆顯示獎學金計劃乃擴大香港優先範疇所需人才庫的重要推動力。就第三屆獎學金計劃（即 2022/23 學年入學），教資會為 1 000 個獎學金名額選取合共 112 個研究院修課課程。第三屆獎學金計劃的合資格課程名單已於 2021 年 10 月公布。



An article with success stories on three outstanding fellowship awardees of the first cohort from engineering, fintech and data science disciplines was published in a local newspaper in November 2021. The UGC will continue to work with the universities and our stakeholders to publicise the Fellowships Scheme. We will also review the Fellowships Scheme in due course and advise the Government on the way forward.

教資會於 2021 年 11 月在本地報章介紹了三名優秀的第一屆獎學金得獎學生的成功故事，他們分別來自工程、金融科技及數據科學範疇。教資會將繼續與大學及各持份者合作，加強獎學金計劃的宣傳推廣工作，並會適時進行檢討，向政府就獎學金計劃的未來路向提出建議。



*The Secretary-General of the UGC, Professor James Tang (second left) was delighted to know that the TPgFS supported three students who attained outstanding academic achievement.*  
教資會秘書長鄧特抗教授（左二）喜見三位成績優異的同學得到獎學金計劃的幫助。