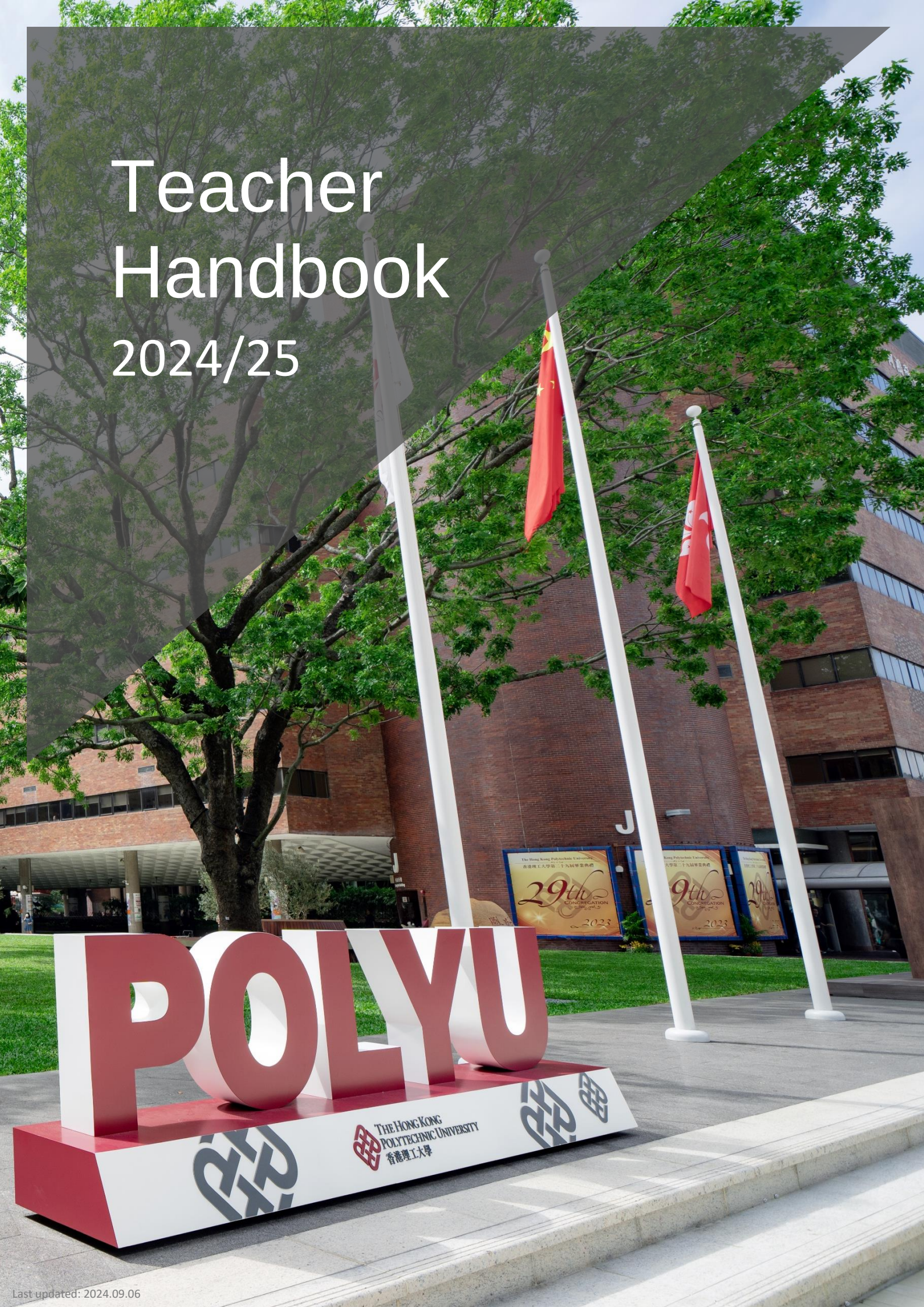
Teacher Handbook

2024/25



Last updated: 2024.09.06

Welcome to PolyU

This handbook is intended to be a guide or companion to anyone who has teaching duties or roles related to teaching and learning at PolyU, to help them not only navigate but also understand or even appreciate the complexity of university teaching with its multitude of policies and processes, rules and regulations, as well as resources and opportunities that are available to them.

Much of the information that this handbook touches on already exists in some well-established and well-maintained references. It is not the intention of this handbook to replace such references. Rather, it seeks to put things into perspective for the readers so that they may better appreciate their importance. When it comes to materials in other handbooks, instead of replicating the materials in their entirety, a succinct overview of the materials with links and cross-references is provided, so that the readers can explore the full details according to their needs and purposes.

Quick Start

For new teachers

① Get your bearing by learning about broader context and teaching at PolyU; attend the mandatory training for new teachers.

② Get ready for teaching by familiarising yourself with the principles of OBE, active learning, and CRA, and other essentials for preparing and delivering teaching.

③ Learn about PolyU teaching evaluation system and develop yourself as a university teacher by joining the workshops offered by EDC and the CoPs.

For seasoned veterans

① Stay on top of the latest developments in higher education by browsing 'broader context' section and the University's strategic plan on learning and teaching.

② Explore newer pedagogical possibilities (e.g. blended learning) and the ever developing learning environment and resources of PolyU.

③ Engage in CPD (e.g. take the advanced level courses offered by EDC) and contribute to teaching innovation.

For aspiring leaders

① Attend the orientation for programme leaders and familiarise yourself with the broader context and quality assurance frameworks for academic programmes.

② Refresh yourself on the principles of OBE and familiarise yourself with the programme management and review process and tools (e.g. P-LOAP).

③ Develop educational leadership by engaging in teaching development projects and contributing to EDC workshops and communities of practice.

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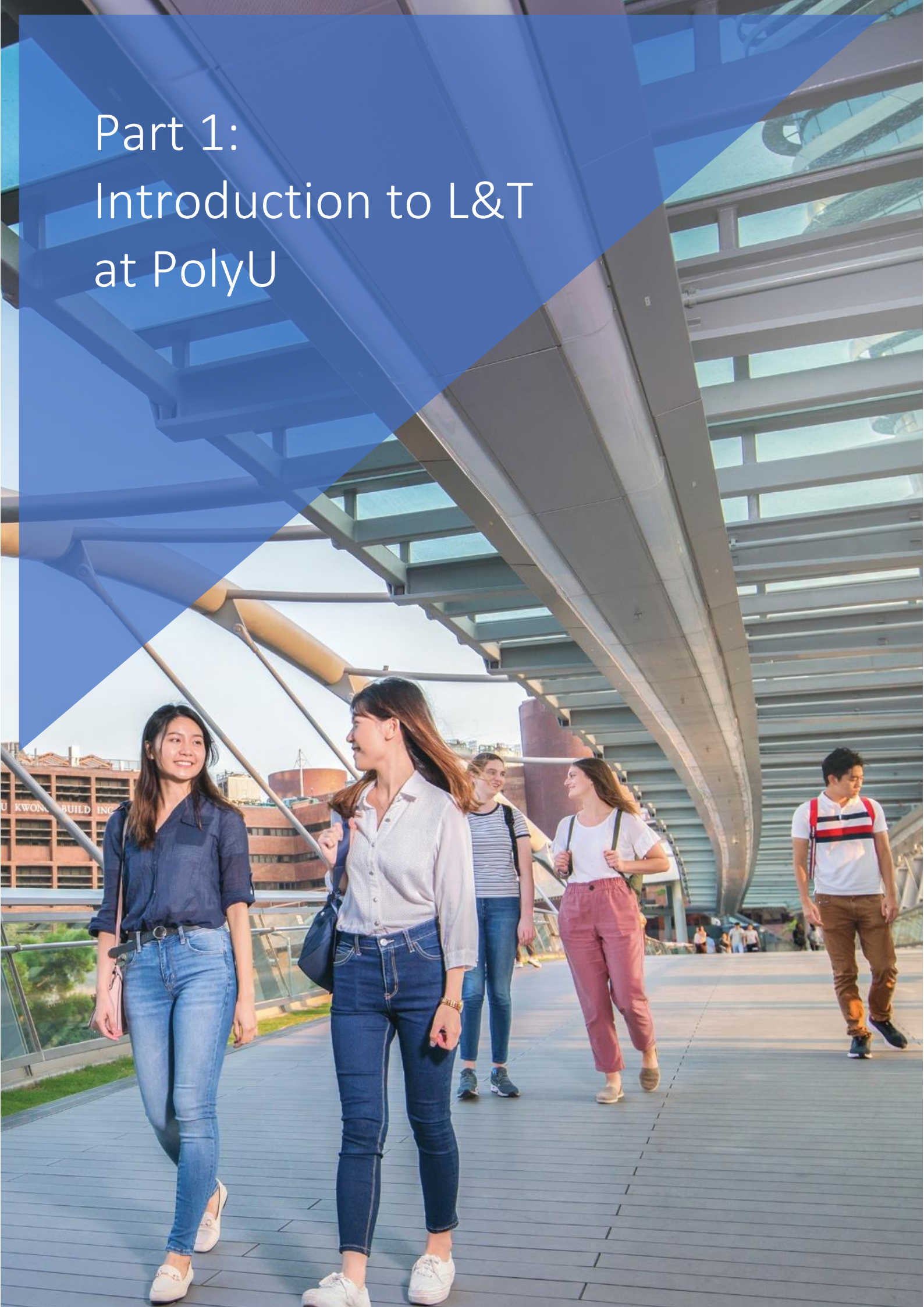
The information given in this Handbook may be updated as and when necessary. Readers are advised to refer to this Handbook from time to time to get the most updated information, or to contact the relevant offices directly for any inquiries.

Part 1: Introduction to L&T at PolyU



A. Introduction to PolyU

1937
Government Trade School

1947
Hong Kong Technical College

1972
Hong Kong Polytechnic

1994
The Hong Kong Polytechnic University

The Hong Kong Polytechnic University (PolyU) is the second oldest tertiary institution in Hong Kong. Over the years, the institution has grown from a small Government Trade School to become one of the largest universities in Hong Kong, with a student population of over 28,000 and a staff of nearly 6000. PolyU has 29 academic units under six faculties, three independent schools, a Graduate School, and two self-financed education units under the College of Professional and Continuing Education.

- For the annual facts and figures of the University, click here.
- For a more detailed introduction of PolyU, click here.
- For an overview of the history of PolyU, click here.
- For a list of faculties, schools and departments, click here.

A1. Motto, Vision & Mission

PolyU plays a pivotal role in Hong Kong's higher education by focusing on professional and applied fields and by linking business, industry, professional sectors, employers and the community. Our role and mission evolved along the economic and social development of Hong Kong. We strive to nurture bright minds, uncover knowledge, connect with the world and bring positive change to society. These aspirations are captured in our motto, vision and mission.

Our Motto

To learn and to apply, for the benefit of mankind.

開物成務　勵學利民

Our Vision

Be a leading university that advances and transfers knowledge, and provides the best holistic education for the benefit of Hong Kong, the Nation and the world.

矢志成為一所在開拓及轉移知識、提供優質全人教育方面均領先的大學,
為香港、國家及世界作出貢獻。

Our Mission

To pursue impactful research that benefits the world.
致力富有影響、造福世界的研究。

To nurture critical thinkers, effective communicators, innovative problem solvers and socially responsible global citizens.
培育敏於思辨、善於溝通、富於創見、精於解難，且勇於承擔社會責任的世界公民。

To foster a University community in which all members can excel in their aspirations with a strong sense of belonging and pride.
營造讓員生志存高遠、心有歸屬、樂於以大學為榮的環境。

A2. Strategic plan on learning and teaching

Aspiring to become a leading university, PolyU must keep developing as an organisation. Every few years the University will put together a strategic plan to set out the strategic directions and priorities so that development can proceed in an orchestrated manner. Development in learning and teaching is always prominently featured in PolyU's strategic plans. The current strategic plan on learning and teaching identifies 'nurturing holistic professionals for the future' as the overarching objective. It sets the following as this term's strategic priorities:

1. To instil in students the desire to learn and strengthen their ability to learn to learn;
2. Enhance the student learning experience through the use of interactive pedagogies;
3. Transform physical and virtual learning spaces to facilities new teaching and learning pedagogies;
4. Provide a supportive environment for students to review and reflection on their learning;
5. Prepare ourselves for the onset of digital transformation in tertiary education;
6. Continue to enhance the quality of undergraduate degree programmes; and
7. Create a culture conducive to valuing teaching and learning and to motivating teachers to excel.

- For the current strategic plan, click here.

A3. Profile of PolyU students

It is always helpful to know more about students' background. Find out more about the characteristics of this cohort of students, their demographic backgrounds and expectations of the university education from the annual report compiled by SAO.

- For the annual reports on the profile of new students, click here.

B. Teaching at PolyU

B1. Code of conduct for teachers

PolyU expects high ethical and professional standards from staff. These expectations are expressed formally in the General Code of Ethics, whereas the Code of Ethics for Teaching is a subset of this general code. The Code of Ethics for Teaching sets out five general principles for staff members in their role as teachers:

1. Demonstrate commitment to quality education
2. Be impartial and fair
3. Act with integrity and honesty
4. Manage confidential information properly
5. Respect others

For elaborations on these principles, please refer to the Code of Ethics for Teaching and the Discipline Guidelines for Staff and Individuals with Teaching Duties. Both documents can be found in the Staff Handbook managed by the Human Resources Office (HRO).

B2. Key dates on a teacher's schedule

PolyU's academic year starts in September and consists of three semesters. Semester 1 and 2 are 13-week semesters, meaning that teaching last for 13 weeks, whereas Semester 3 (also known as Summer Term) is around 7 weeks long. All key dates including semester commencement and end dates, add/drop periods, examination periods, dates of finalisation of assessment results, etc. can be found in the **academic calendar** released by the Academic Registry (AR) annually. The academic calendar can be downloaded from the AR website.

A typical 13-week semester goes like this:

Week	Events
1-2	Teaching begins; add/drop period
13	Teaching ends; revision week
14-16	Examination period (~2.5 weeks)
17-18	Finalisation of subject assessment results
19	Finalisation of overall assessment results

Individual departments will have their internal schedule for confirming teaching assignments, class timetable, assessment tasks, rubrics and results (i.e. the moderation process), etc. You may check with your programme leaders for details.

B3. Medium of instruction

English is the medium of instruction at PolyU except for the small number of programmes/subjects that have obtained special approval to be taught in other languages due to the nature and objectives of the programmes/subjects. In the presence of non-Cantonese-speaking students, English shall be used all the time.

- For the regulations on medium of instruction, see HAR, Section A, 8.

Part 2: Knowing Your Operating Environment

A. Broader context

PolyU is one of the eight universities funded by the Government of Hong Kong Special Administrative Region through the **University Grant Committee (UGC)**. Each UGC-funded university has its own emphasis as defined by the role statement agreed with the UGC in 2004. As a UGC-funded university, PolyU fulfils the University Accountability Agreement (UAA) and takes part in the quality audits conducted by the UGC's **Quality Assurance Council (QAC)**. PolyU offers academic programmes leading to academic awards from sub-degree to doctoral degree levels. The academic standards represented by these awards correspond with the academic levels described in the Hong Kong Qualifications Framework (HKQF), which have been benchmarked globally. This means that PolyU awards are comparable to the awards conferred by other local and overseas institutions in terms of the academic standards that they represent. Many PolyU programmes have also obtained additional **professional accreditation** so that they are recognised by professional bodies as a prerequisite for professional qualification and registration requirements.

Key facts about the HKQF

- HKQF was designed to facilitate the characterisation and differentiation of qualifications based on their **levels**, **credit values** and **title**.

- There are seven levels in HKQF. PolyU academic programmes pitch at QF Level 4-7.

QF Level	Corresponding award titles
7	Doctor
6	Master
5	Bachelor
4	Associate / Higher Diploma

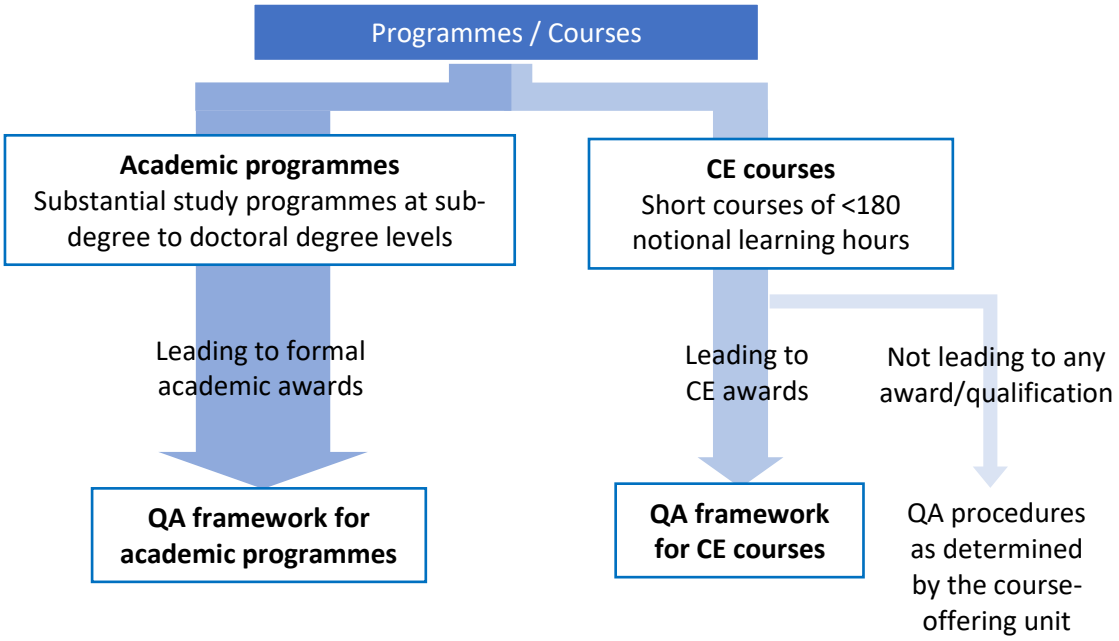
- **QF Level** are defined in terms of 'competency standards', i.e. the level of competence (or learning outcomes) that students are expected to be able to demonstrate upon completion of a learning programme. The typical learning outcomes for each QF Level are described in the Generic Level Descriptors (GLD), which cover four domains: (a) knowledge and intellectual skills; (b) processes; (c) autonomy and accountability; and (d) communication, ICT and numeracy. For a programme to be considered as belonging to a certain level, the majority of the programme learning outcomes must belong to that level. PolyU's subject level definitions were defined with reference to the HKQF GLD.

- **QF credits** are a measure of the volume or size of learning, which is defined in terms of *notional learning hours*. One QF credit represents 10 notional learning hours, whereas one PolyU credit represents 35-45 hours of student effort.

- The use of award titles in Hong Kong is standardised under the Award Title Scheme.

B. Quality assurance frameworks

PolyU offers a wide range of **academic programmes** and a small number of **continuing education (CE) courses**. As a self-accrediting university, PolyU has established quality assurance (QA) processes and mechanisms in place to govern the entire life cycle of all programmes and courses that are leading to recognised academic awards and qualifications, from design and approval to implementation and operation to monitoring and review. Because academic programmes and CE courses are substantively different in nature and organisational structure, they are governed by two similar but separate QA frameworks.



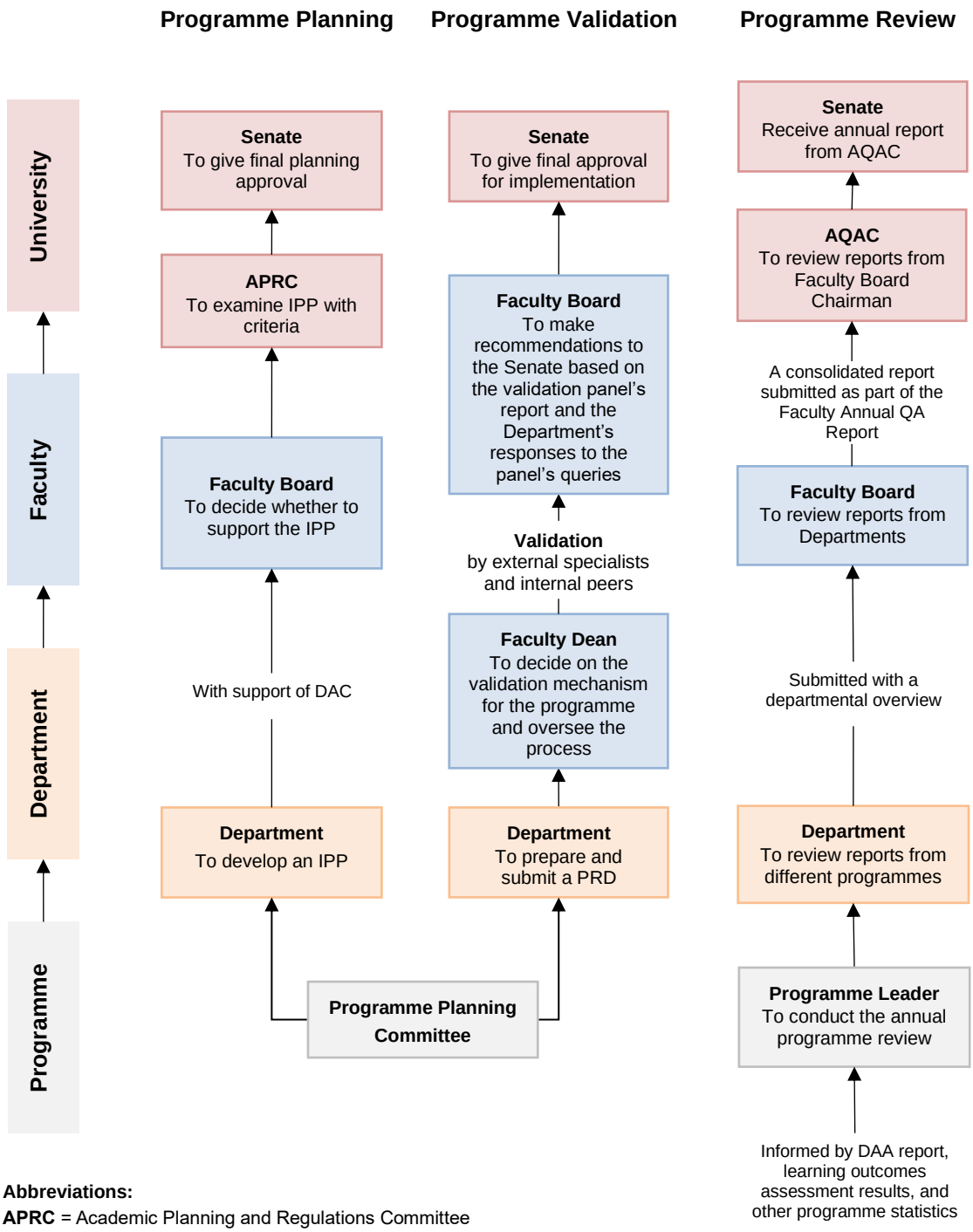
Despite their operational differences, the QA frameworks for academic programmes and CE courses have the same purposes of ensuring *academic standards* and improving *academic quality*. Academic standards and quality are defined respectively by the QAC as follows:

> **Academic standards** are defined in terms of the expected levels of achievement of students that reflect the acquisition of knowledge, the development of capability and the exercise of intellectual skills by students. They apply across all disciplines and reflect the expectations established by universities as well as the academic requirements and competencies associated with individual courses and programmes. (QAC Audit Manual May 2022, 6.3.1)

> **Academic quality** is defined in terms of the learning experiences of students in both physical and virtual environments including all aspects of teaching and learning delivery, academic support and guidance, and the conduct of assessment. Quality focuses on the processes that enable students to achieve the academic standards that have been set for their awards. (QAC Audit Manual May 2022, 6.4.1)

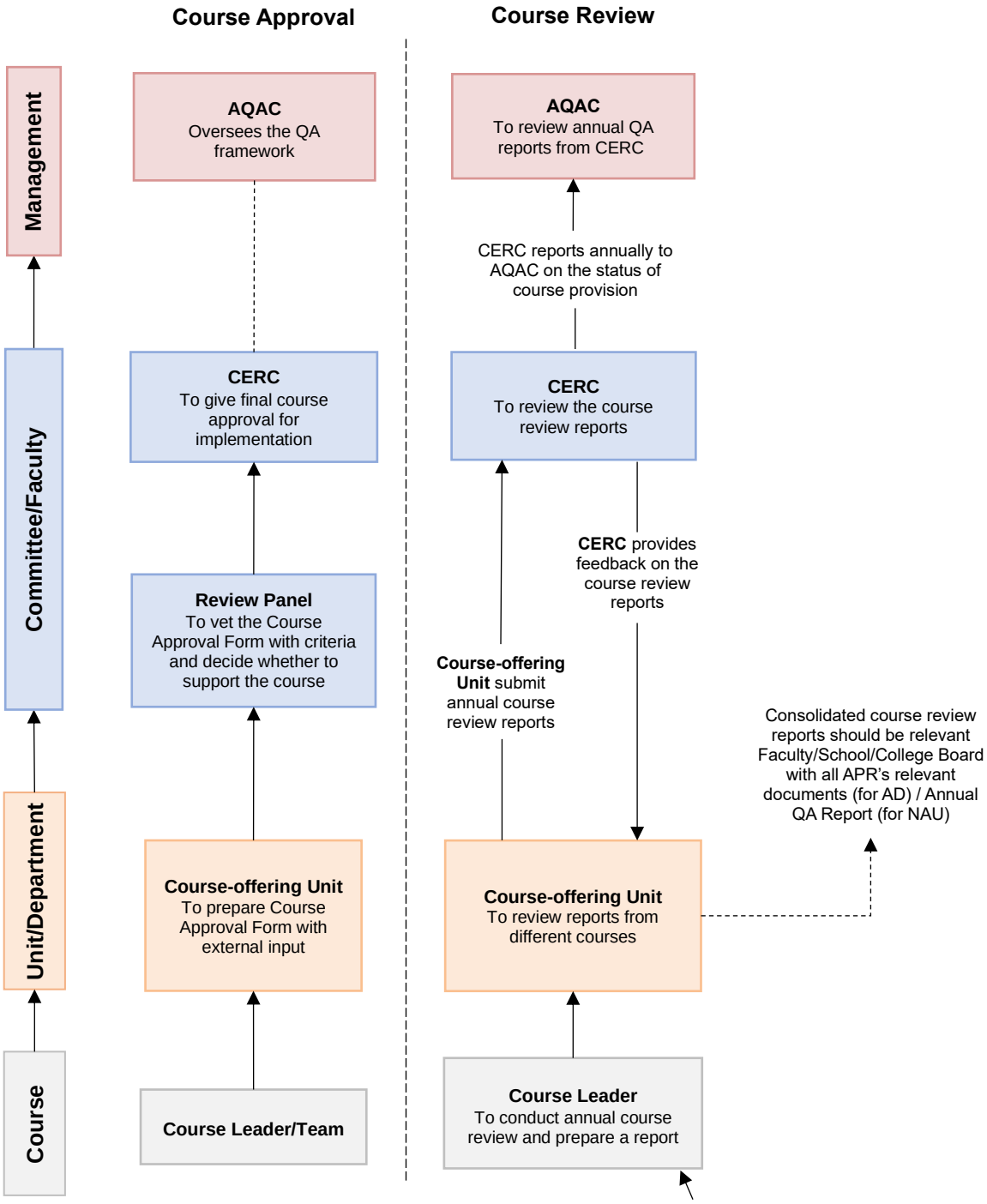
Both frameworks are underpinned by the same principles of multi-level monitoring, the use of external reference points, an outcome-based approach and evidence-based improvement. Details of the QA frameworks can be found in the Guidelines and Regulations for Programme Planning, Validation and Management and the Handbook on Planning, Approval and Management of Continuing Education Courses. The figures on the next two pages provide an overview of the two systems.

Programme Planning, Validation and Review Processes to which Academic Programmes are Subject



Abbreviations:
APRC = Academic Planning and Regulations Committee
AQAC = Academic Quality Assurance Committee
DAA = Departmental Academic Advisor (Academic Advisor in CPCE)
DAC = Departmental Advisory Committee (CPCE Advisory Committee in CPCE)
PRD = Programme Requirement Document
IPP = Initial Programme Proposal
QA = Quality Assurance

Programme Planning, Validation and Review Processes to which CE Courses are Subject



Abbreviations:

CERC = Continuing Education Review Committee
AQAC = Academic Quality Assurance Committee
AD = Academic Departments; **NAU** = Non-Academic Units

Note: CE courses offered by SPEED (not via SPEED) will be vetted by a parallel structure at CPCE:
CAM Committee for Review Panel; College Board for CERC

C. Academic programmes

In accordance with its role, PolyU offers a wide range of professionally oriented undergraduate degree programmes, along with sub-degree, taught postgraduate and research postgraduate programmes in selected subject areas. The rules and regulations governing the development and operation of academic programmes can be found in two documents maintained by the Academic Registry (AR): Handbook on the PolyU's Quality Assurance Framework, Mechanisms and Processes for Academic Departments (QAHB), Handbook on Academic Regulations for Taught Programmes (HAR), and Guidelines and Regulations on Programme Planning, Validation and Management (PPVM). Information about individual programmes can be found in the relevant programme requirement document, which is usually available on the website of the programme offering department. Programme documents of the previous years can be found in the Course Programmes Database on the Library website.

C1. Academic programmes and academic awards

At PolyU, a **programme** is a specified curriculum leading by a specified mode of study (e.g. full-time, part-time) to a specific academic award, whereas **subjects** are the constituent parts of a programme. A **scheme** is two or more programmes that are inter-linked in a common structure. Student can be admitted to a scheme or a programme. From 2022/23 onwards, most undergraduate degree students will be admitted to a scheme and then diverted into specific streams/specialisms/programmes in the second year.

- For more information about the academic awards that PolyU confers, see HAR, Section A.
- For more information about admission to PolyU programmes, see HAR, Section B.

C2. Credit-based system

All PolyU academic programmes operates on a **credit-based system**. Students earn credits by taking and passing subjects and they must accumulate enough credits to graduate from a programme. The **credit requirement** for graduation is specific to individual programmes but it is normally within a defined range, e.g. a bachelor's degree requires 120 to 150 credits, a master's degree requires 30 to 36 credits.

Credits are defined in terms of student effort. A student is expected to spend approximately 35 to 45 hours of study (inclusive of contact hours, private study, etc.) to earn a credit. A typical semester-long subject in PolyU carries 3 credits. How credits are translated into contact hours, etc. is entirely at the discretion of the department and faculty concerned.

Students may also be given credits for recognised previous studies through **credit transfer**. Only a certain portion of the programme credit requirement can be fulfilled by credit transfer. Credit transfer can be done with or without a grade. The decision for credit transfer normally rests with the subject offering department.

- For information on credit requirement ranges, see PPVM, Section A2-2.5
- For regulations on credit transfer, see HAR, Section B1-25 (taught postgraduate), B2-29 (undergraduate), B3-26 (sub-degree), Section E-5 (credit transfer).

C3. Subject levels

While credits provide a measure of the volume of learning required, subject levels provide an indication of the level of competence required for completing the subject. Each subject has a level code of 0 to 6, which is the first digit in the subject code (e.g. XYZ123 would be a Level 1 subject offered by Department XYZ). The table below provides the definition of each subject level. A simplistic way to think of the levels is to think of Levels 1 to 4 as more or less corresponding to Year 1 to 4 of undergraduate study. With that in mind, it would be easy to see that Level 2 is the level expected for associate degree and higher diploma (or QF Level 4), Level 4 is at the bachelor's degree level (or QF Level 5), so on so forth, whereas Levels 1 and 3 are intermediate levels between two exit points.

Level Code		Explanation
0	=	Pre-university level standard (and remedial subjects taken by new admittees to a 4-year degree programme, or some subjects offered to higher diploma students only)
1	=	Some subject intended learning outcomes are at the exit level for associate degree/higher diploma; intended to be taken during year 1 of a 4-year degree programme or year 1 of an associate degree/higher diploma programme; usually have no prerequisite.
2	=	The majority of the subject intended learning outcomes are at the exit level for associate degree/higher diploma; intended to be taken during year 2 of a 4-year degree programme or the final year of an associate degree/higher diploma programme; some subjects at this level may have prerequisites.
3	=	Some subject intended learning outcomes are at the exit level for bachelor's degree while the rest at the exit level for associate degree/higher diploma; intended to be taken during year 3 of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a prerequisite.[1]
4	=	The majority of the subject intended learning outcomes are at the exit level for bachelor's degree while the rest at the exit level for associate degree/higher diploma; intended to be taken during the final year of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a prerequisite.
5	=	The majority of the subject intended learning outcomes are at the master's level while the rest at the bachelor's level.
6	=	The majority of the subject intended learning outcomes are at the doctoral level while the rest at the master's level.

It is important to emphasise that subject level is determined not by when a subject is taken in the course of study but by the level of competence that it requires students to achieve and demonstrate. In order to determine the subject level, one needs to look at the subject learning outcomes (see the next chapter for a more elaborate discussion of outcome-based education). If the **majority** of the subject learning outcomes are at Level 2, it is a Level 2 subject.

- For a description of particular exit levels, see HAR, Section C1-1.4, or refer to the HKQF GLD.

[1] The clauses under Level Code 3 "intended to be taken during year 3 of a 4-year degree programme" and "usually require the completion of subjects at the preceding levels as a pre-requisite" may not be applicable to subjects under the General University Requirements, such as Service-Learning.

C4. Programme design

While it is true that every programme has its own design, it is also true that every design is contrived within certain parameters set out by the University. The university guidelines on academic programme design are set out in PPVM, Section A3.

The most salient example of a university-wide programme structure is perhaps the four-year undergraduate degree structure, sometimes referred to as the four-year curriculum (4YC). Implemented in 2012, the 4YC was developed upon the sector-wide 3+3+4 educational reform. To quote UGC: "One of the major objectives of the new four-year curriculum is to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning."[2] PolyU took it one step further to put an emphasis on nurturing leaders for the professions and responsible global citizens. To this end, PolyU's 4YC consists of two components: General University Requirements (GUR) and Discipline-Specific Requirements (DSR). Broadly speaking, GUR is the university core curriculum whereas the DSR is the Major study component. Key GUR components include Cluster-Area Requirements (CAR) for broadening knowledge base, Language and Communication Requirements (LCR) for language proficiency, subjects on artificial intelligence and data analytics (AIDA) and innovation and entrepreneurship (IE) for unique competitive edges, Service-Learning (SL) subjects for a sense of social responsibility, a designated subject for leadership education and development (LEAD). DSR features work-integrated education (WIE), discipline-specific language subjects, and capstone experience. Most departments also offer the option of doing a Secondary Major in AIDA or IE. If the total credit value of the GUR and DSR subjects of a programme is below the minimum number of credits required for graduation, the students can do a Minor study or take free electives to make up for the credits required.

In addition, in order to help students to become good learners, the University has also implemented a departmental strategy to facilitate learning to learn (L2L) in undergraduate studies since 2022. This requires each undergraduate programme to have L2L elements integrated into at least four subjects across subject levels. You can find out more about your department's L2L strategy from your DLTC Chair.

Every programme has a Programme Requirement Document (PRD), which contains all the information about programme requirements, curriculum structure and subject descriptions for that programme. You may acquire a copy of the latest PRD from your department.

- For information on four-year curriculum, see PPVM, Section A3-VI.
- For the guidelines on departmental L2L strategy, see Appendix 3.
- For PRD of previous years, see the Library's Course Programme Database.

C5. Programme planning and development

Programme development and approval are subject to a rigorous two-stage process of planning and validation with external input. At the planning stage, the department will develop an Initial Programme Proposal (IPP) with the endorsement of the Departmental Advisory Committee (DAC), which mainly comprises external experts from the relevant industry or profession. The

[2] https://www.ugc.edu.hk/doc/eng/ugc/publication/report/AnnualRpt1213/06.pdf

IPP will be reviewed by the Faculty Board and the Academic Planning and Regulations Committee (APRC) in terms of community need, alignment with the University's strategic development directions, availability of the level of resources requirement and academic expertise within the University. The endorsed IPP will be submitted to the Senate for planning approval. After obtaining the planning approval, the department will develop the Programme Requirement Document (PRD), which will be vetted at the faculty level by both external specialists and internal peers with a set of criteria to ensure that they meet the appropriate requirements for an award of the University and are comparable to cognate programmes. Proposed programmes deemed to have met the validation requirements are submitted to the Senate for implementation approval.

- For details about the planning process, see PPVM, Section A1.
- For details about the validation process, see PPVM, Section B.
- For details about the PRD requirements, see PPVM, Section C4-2.

C6. Programme management and review

Every programme has a host department and a programme leader. The **host department** provides administrative support to the programme and serves as a focus for student interaction, a source of programme information and a contact point for students. Each department has a **Departmental Programme Committee (DPC)** for undergraduate programmes and may be one for postgraduate programmes as well, depending on the programmes offered, which exercise the overall academic and operational responsibility for the programmes and their development within defined policies, procedures, and regulations. The **programme leader** provides the programme's academic and organisational leadership. For programmes that are substantial in terms of scale, range of subjects or complexity, a small **Programme Executive Group (PEG)** may be formed to manage the day-to-day operation of the programme.

- For details about the responsibilities of programme leaders, see PPVM, Section C1-2.
- For details about the terms of reference of DPCs, see PPVM, Section C1-3.

Programme review is conducted annually. Programme reviews are led by the programme leader and based on multiple sources of evidence/information. Main sources of evidence are programme statistics and Programme Learning Analytics Report (PLAR), programme learning outcome assessment results through Programme Learning Outcomes Assessment Plans (P-LOAP), student feedback through Student/Staff Consultative Groups (SSCG) and various other channels, and external input from Departmental Academic Advisors (DAA). The goal of annual programme review is to identify strengths and weaknesses and to develop strategies to build on the strengths, remedy the weaknesses and address the issues identified. The review and the follow-up actions are summed up in an Annual Programme Review Report (APRR), which is submitted by the department to the Faculty Board in November each year. Changes to programmes are approved through the same process.

- For details about programme review, see PPVM, Section C2.
- For details about making changes to programmes, see PPVM, Section C3.
- For details and templates for APRR, see QAHB, Section 3 and Appendix A.

Major sources of data for programme review

P-LOAP is a tool for systematically collecting evidence on students' attainment of the programme learning outcomes for the purpose of demonstrating and evaluating the programme's effectiveness in producing the outcomes. It helps the programme team answer the question of "to what extent are students achieving the intended learning outcomes of the programme?" for accountability and continuous quality enhancement purposes. A P-LOAP consists of two parts. The first part on outcome assessment methods and procedures and the second part on implementation schedule and responsibility. There are two broad types of learning outcome assessment methods, direct and indirect. Direct measures involve students performing the learning outcomes (e.g. in an assessment task) whereas indirect measures involve students reporting on the learning gains (e.g. in response to a survey). Outcome measures are usually taken near the end of the programme (e.g. through assessment tasks embedded in final year subjects) when students can be expected to demonstrate the programme learning outcomes. The complexity of the P-LOAP depends on the complexity of the programme and the purposes for which it is intended. All programmes are required to have a P-LOAP and report on the results in the annual programme review.

- For a guide on how to develop a P-LOAP, see here.

SSCG is a formal channel for soliciting student views on academic programmes. It is required for all undergraduate and taught postgraduate programmes. SSCGs are composed of equal number of students and staff. The SSCG must meet at least once per semester, and the SSCG report will need to be included in the annual programme review documents. It should be pointed out that SSCG is not the only channel for collecting student feedback. Most departments also use Student Feedback Questionnaire (SFQ) and other surveys

- For more information on SSCG, see PPVM, Section C1-5.
- For guidelines on collecting student feedback, see Appendix 4.

DAA is a main mechanism for obtaining external input on academic matters, including feedback on the standard and quality of academic provisions. DAA is an expert of high academic and/or professional standing in the relevant discipline.

PLAR is a tool developed to facilitate the use of learning analytics in the annual programme review. PLAR presents an analysis of a wide array of the academic data for the student cohort who graduated and studied in the previous academic year. Departments will receive a PLAR for each programme under their responsibility each year. [Note: PLAR is currently only available for undergraduate programmes.]

- For the PLAR for your programme, click here.

D. Continuing Education (CE) courses

PolyU also offers a small number of CE courses. CE courses are part of the University's continuing effort to promote knowledge transfer and economic growth in partnership with the community, business and industry. CE courses are mostly short-term continuing professional development courses for businesses and industry. A CE course can be either award-bearing or non-award-bearing, that is, it can either lead to a formal qualification or it does not. A CE course is considered as leading to a formal qualification when it includes formal assessment components to ascertain that the learners have achieved the intended learning outcomes of the course. CE courses that do not lead to formal qualifications can only issue Certificate of Attendance or Certificate of Completion.

The approval and management of award-bearing CE courses are governed by the rules and regulations set out in the Handbook on Planning, Approval and Management of Continuing Education Courses (CEHB), which can be found on AR website.

- For details about the award and course framework for CE courses, see CEHB, Section 2.
- For an overview of the QA framework for CE courses, see CEHB, Section 3.

E. Massive Open Online Courses (MOOC)

PolyU is a charter member of edX, one of the leading MOOC platforms. PolyU offers online courses on a variety of topics. PolyU MOOCs are either developed based on an existing academic subject and/or they may be standalone CE courses. The former group follows the QA procedures for academic programmes, the latter follows that of the CE courses. The issuance of MOOC certificate is administered by the MOOC platform provider (e.g, edX) and not by PolyU. Teachers are encouraged to incorporate part/all of PolyU's MOOCs and other OERs as their teaching materials.

- For PolyU page on edX, click here.
- For reference materials on developing MOOCs, click here.

F. Learning environment and resources

At PolyU, subjects are increasingly delivered via a combination of face-to-face activities and online activities through some form of blended learning approaches. The University has made ongoing efforts to update and upgrade its physical and virtual learning environments and resources to support flexible and innovative approaches to learning and teaching.

F1. Physical learning environment

Lecture theatres and general teaching rooms

PolyU has over 100 lecture theatres and general teaching rooms. While all are equipped with essential audio-visual equipment and network connections, the AV/IT facilities in each room may be slightly different to serve different teaching purposes. When searching for a classroom, you may wish to check the facilities before making a booking. The specifications for each classroom can be found on the AV/IT Teaching Facilities Search website. Should you need further support, please make a call via hotline at 2766 6302.

- For the AV/IT Teaching Facilities Search website, click here.
- For classroom AV/IT facilities support, click here.

Pao Yue-Kong Library

Pao Yue-Kong Library is the learning hub of the University. It provides 'diverse spaces for diverse needs'. In addition to a sizable collection of physical and electronic books and quiet study spaces, the Library has an award-winning collaborative learning space called *i-Space*, which includes an Inspiration Zone with design books to stimulate students in the creative process, an Ideation Zone for groups of students to discuss and develop their ideas, and an Implementation Zone equipped with a wide array of newer technologies to enable students to materialise their ideas. The Library also hosts an Open Educational Resources (OER) Portal and a service for teachers to create subject-based resource lists. Such facilities and resources open up new possibilities for teaching and learning.

- For more information about i-Space, click here.
- For the PolyU OER Portal, click here.
- To visit the Library's website, click here.

Industrial Centre

PolyU Industrial Centre (IC) is the only establishment of its kind among the local 8 UGC-funded universities. IC offers an open environment with a complete collection of engineering facilities, equipment and technologies for students, staff and researchers to realise their learning, research and project activities. IC also provides support to teachers who wish to explore the use of immersive technologies (virtual reality, augmented reality and mixed reality) for teaching. You may contact IC liaison officer for your department to find out more.

- For more information about using immersive technology for teaching, click here.
- For a list of facilities hosted by IC, click here.
- For IC support, click here.

F2. Virtual learning environment

Learning Management System (LMS)

LEARN@PolyU (理學網) powered by Blackboard is the Learning Management System (LMS) adopted by PolyU. It offers an array of tools for facilitating collaborative learning as well as facilities for grading student assignments. ITS and EDC provide technical and pedagogical support respectively on the use of LMS.

- To access LEARN@PolyU (理學網), click here.
- For ITS Blackboard page, click here.
- For EDC Blackboard User Guide, click here.
- For short courses on designing blended learning, click here.

Video Content Management System (VCMS)

uRewind powered by Panopto is the Video Content Management System (VCMS) adopted by PolyU. uRewind supports lecture capture, video streaming, live broadcast and lab recording in support of flipped classroom, distance learning, virtual classroom, MOOC (Massive Open Online Course), etc. Teachers can capture their lectures for online review by students at any time using any device. Students can submit video assignments/presentations via the VCMS. The VCMS is fully integrated with the LMS.

- To access uRewind, click here.
- For online tutorials on using uRewind, click here.
- For tips on using uRewind for video assignments, click here.

Online teaching platforms

PolyU has subscribed to three platforms for delivering synchronous online classes: Blackboard Collaborate Ultra, MS Teams, and Zoom (some teaching may also be delivered through MOOC platform). These platforms support not only video and/or audio chat but also have features such as whiteboard, file and application sharing, breakout group, text chat, interactive polling, etc. that can be used to create a more interactive and engaging online learning experience.

- For practice guidelines on using these platforms for synchronous online sessions, click here.
- For tips on creating engaging online lectures, click here.

Video Studio

In BC406b is a studio with professional video recording equipment and a video editing workstation installed for recording presentation and interviews. It also supports webinars and live streaming events. Consultations on the use of the studio is available from EDC upon request.

- For more information about the video studio and the contact information for booking and consultation, click here.

Learning analytics

Learning analytics is "the measurement, collection, analysis and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs"[3]. EDC has developed several tools to help subject teachers and programme teams to leverage the power of learning analytics to support and enhance the learning and teaching experience. For example, the Subject e-Engagement Report (SeER) analyses students' use of PolyU online learning platforms to give teachers a better understanding of their online behaviour and learning progress during the semester. These tools are available through the Learning Analytics Platform (LAP).

- For the Subject e-Engagement Report (SeER), click here.
- To access the Learning Analytics Platform (LAP), click here.
- To find out more about learning analytics at PolyU, click here.

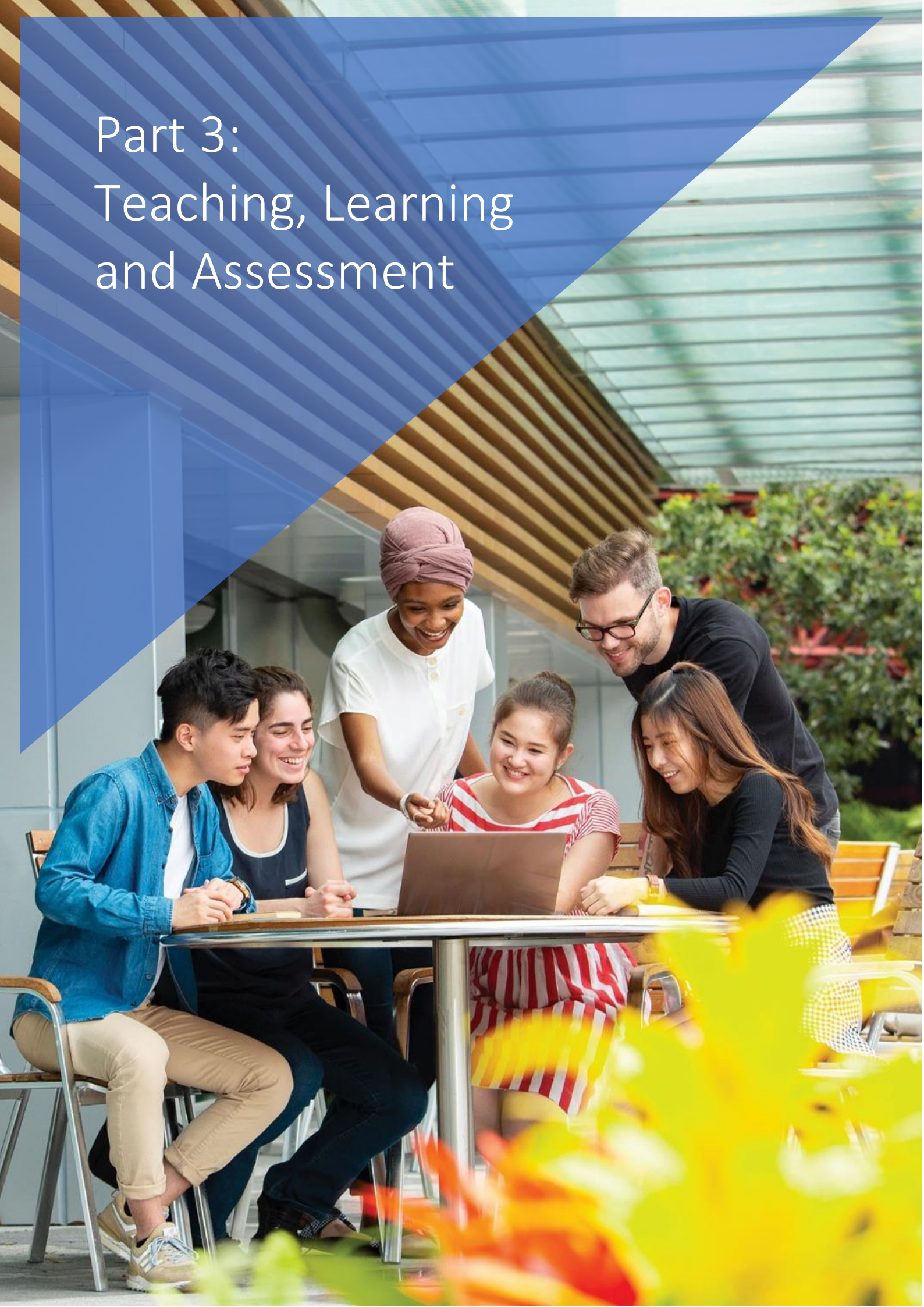
Generative AI

Generative Artificial Intelligence (Generative AI, or GenAI) refers to algorithms that make use of large language/data models to generate new contents in text, image or other formats. PolyU adopts an open and forward-looking stance on the use of Generative AI as a positive and creative force in education and encourage colleagues to explore and experiment its use in learning, teaching and assessment. PolyU teachers and students have access to a selection of the latest Generative AI tools.

- For the University's stance on the use of Generative AI, see Appendix 4.
- For more information on Generative AI, click here.
- To access the Generative AI tools available to staff and students, click here.
- To try out some additional Generative AI tools, visit the AI Playground at BC401.

[3] Society for Learning Analytics Research (SoLAR), https://www.solaresearch.org/about/what-is-learning-analytics/

Part 3: Teaching, Learning and Assessment



A. Curriculum and pedagogical approach

A1. Outcome-Based Education (OBE)

Outcome-Based Education (OBE) is the prevailing paradigm in higher education around the world today. It is an educational philosophy that asserts that everything in education – curriculum, pedagogy, assessment, student support, learning environment, quality assurance – should be designed with student learning outcomes in mind, with student learning outcomes as the starting point. A **learning outcome** is what students will be able to do as a result of engaging in a learning experience, which may be a task, a lesson, a subject, a programme, university study as a whole, etc. At PolyU, learning outcomes are formally articulated at subject, programme and institutional levels. Subject learning outcomes lead to programme learning outcomes; programme learning outcomes lead to institutional learning outcomes. Institutional learning outcomes are an elaboration of **graduate attributes**, i.e. the attributes or qualities that a PolyU graduate can be expected to possess. PolyU graduates are expected to be competent professionals, critical thinkers, innovative problem solvers, effective communicators, lifelong learners, ethical leaders, and socially responsible global citizens.

- Find out what the institutional learning outcomes are for Higher Diploma programmes, undergraduate degree programmes, taught postgraduate programmes, and research postgraduate programmes; for the new institutional learning outcomes for various levels of study from 2025/26 onwards, click here.
- Details about programme and subject learning outcomes can be found in Programme Requirement Document and subject description respectively.

In the context of teaching and learning, implementing OBE means doing the following:

Define the intended learning outcomes clearly and communicate them to students so that they know what they should be able to do on completing their course of study	Design the curriculum, learning, teaching and assessment to enable students to achieve the intended learning outcomes	Use assessment methods that allow students to demonstrate the intended learning outcomes and assess their performance based on their achievement of the intended learning outcomes

In the context of subject/programme development and quality assurance:

- Check that the intended learning outcomes are appropriate both in terms of focus and level, e.g. through external benchmarking.
- Check that the intended learning outcomes are adequately addressed by the curriculum, e.g. through a process such as curriculum mapping.
- Check that the subject assessments are valid, reliable and fair measures of the learning outcomes, e.g. through moderation of assessment design and grading.
- Collect and use outcome assessment data to inform further development and enhancement of the programme/subject.

- Find out more about OBE, click here.

A2. Active learning

PolyU advocates pedagogical approaches that promote active learning, i.e. teaching methods that engage students meaningfully in the learning process.

Four key features of 'active classroom' that PolyU has promoted since 2002:

- **Thinking:** Students do not learn merely by rote or memorisation. They are motivated to think deeply with and about the important concepts and theories in their respective disciplines, and to apply the new understanding and skills in exploring and dealing with real-life problems in their future professions. Students come up with their own "burning questions" they want answers to, and are interested and able to grapple with the questions put to them.

- **Task-focused:** Students do not simply sit and listen passively in class. They are frequently engaged in meaningful learning tasks where they are challenged to ask questions, think, discuss, apply and evaluate their new understanding and skills.

- **Teamwork:** Students do not learn in isolation. They are often involved in learning activities that require them to work with their peers in small groups and teams, both inside and outside the classroom. They are encouraged to be an active member of the wider learning community and operate in a caring and supportive learning environment.

- **Transcendence:** Learning is no longer bounded by the four walls of the classroom or the class contact hours but transcends across time and space. Students learn not only through interacting with their teachers and peers in the scheduled face-to-face sessions, but also through interacting with other people in different kinds of out-of-class activities such as technology-enhanced discussions and forums, workplace and/or community based experiences in partnership with professional, and international exchanges, etc. Students are encouraged to make connections with and appreciate a broader context of learning.

The current university policy on active learning states that:

- All classes should be designed to engage students in active learning. Active learning can be any activity that engages students in doing something meaningful with the course material instead of listening passively to a one-way lecture.

- Active learning should take up at least one-third of the class time. This 'one-third rule' is meant to be a reference rather than a precise measure. There is no need to time the activities. It is also acceptable to have occasional classes that do not abide by this rule, but active learning should nevertheless feature in about one-third of the overall class time.

- Active learning can be facilitated with or without the use of technology. Teachers are encouraged to adopt technology-enhanced active learning (TEAL) strategies for large classes.

➢ For the full policy, see Appendix 6.
➢ For examples of active learning strategies, click here.

A3. Blended learning

PolyU is a strong advocate of blended learning. Blended learning is "the thoughtful fusion of face-to-face and online learning experiences…such that the strengths of each are blended into a unique learning experience. Blended learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning" [1]. In the global context of Higher Education today, we may also consider blended learning as the thoughtful fusion of synchronous and asynchronous learning experiences. Examples of blended learning included a flipped classroom approach, in which the students start the learning at home, online, and then continue in the classroom, or a class discussion that starts face-to-face and then continues online.

Although blended learning is not a requirement at PolyU, innovative use of educational technology in teaching and learning is strongly encouraged. Systemic barriers such as required contact hours have long been removed to make way for blended learning and teaching innovation. The potential benefits of leveraging technology in online and blended education in the tertiary sector are well documented in the literature, with results suggesting that online learning can lead to improved outcomes compared to purely face-to-face instruction, particularly as part of a blended approach [2].

When designing blended curriculum, it is worthwhile considering the Seven Principles for Good Practice in Undergraduate Education [3], and how we can use technology to implement these principles [4]. Good practice in Higher Education can be represented by the following principles and educational technology examples to help their implementation:

Principle / good practice	Examples of educational technology
encourage contact between students and faculty	Use of online discussions, social media, LMS activity streams
develop reciprocity and cooperation among students	Online collaborations in breakout rooms, shared authoring of documents, wikis
encourage active learning	Student response systems, technology-enhanced PBL, student presentations
give prompt feedback	Automated quiz grading & feedback, Turnitin Feedback Studio, video feedback
emphasise time on task	Technology as a timesaver, collaboration history on shared documents
communicate high expectations	Online group presentations of ideas & prototypes, 'publishing' student work
respect diverse talents and ways of learning	Leverage different learning strategies though text, video & audio, synchronous & asynchronous study

[1] Garrison, D.R., Vaughan, N.D. (2008). *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Wiley.
[2] Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, DC: U.S. Department of Education.
[3] Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, *3*, 7.
[4] Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE bulletin*, *49*, 3-6.

- Find out more about blended learning, click here.

B. Preparing for teaching

B1. Basic expectations

At PolyU, teachers are expected to be well-prepared for class. It is the teacher's responsibility to keep pace with current developments and emerging trends in their profession and discipline and prepare up-to-date and quality materials for class. If online materials are used, links should be checked in advance. Teachers are also expected to employ effective teaching methods to facilitate student learning and provide clear criteria for grading and timely and constructive feedback to students. When involved in developing subjects and programmes, teachers are expected to co-operate with fellow teachers, share ideas and information and work together to uphold the quality of teaching at PolyU.

- Discipline Guidelines for Staff and Individuals with Teaching Duties, Section 1.

B2. Teaching materials and copyright

Teachers are role model for students. Colleagues are reminded to respect intellectual property rights and avoid plagiarism when preparing teaching and assessment materials. Proper attribution should be given to any third-party materials used. Although there is provision in the Hong Kong Copyright Ordinance for fair dealing/use of copyright materials for educational purposes, such provision is given under the condition of sufficient acknowledgement. Using copyright materials without proper attribution may also constitute plagiarism. A collation of information on using copyright materials in learning and teaching can be found in the Library's website.

Use of open educational resources (OER) to enrich student learning experience is encouraged. OER are "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others"[4]. PolyU OER Portal collects quality OER from around the world and organise them by the main subject disciplines of PolyU.

- Discipline Guidelines for Staff and Individuals with Teaching Duties, Section 4.
- See the Library's webpage on using copyright materials in learning and teaching, click here.
- For the PolyU OER Portal, click here.

B3. Designing learning activities

An important part of preparation for teaching is to design learning activities for the subject you teach. Appropriate learning activities are those that are conducive to the achievement of subject learning outcomes. This usually involve engaging students in active learning. The use of interactive pedagogies and blended learning approaches is strongly encouraged.

- For more on outcome-based education, active learning and blended learning, click here.

[4] UNESCO, https://www.unesco.org/en/communication-information/open-solutions/open-educational-resources

B4. Preparing for online/hybrid teaching

There may be occasions when you need to switch to online/hybrid teaching or simply want to incorporate an online element to your teaching (e.g. blended learning). Although the key to successful online/hybrid teaching is not all that different from that to face-to-face teaching (i.e. the principles of OBE and active learning still apply), online teaching does usually involve using different tools and pedagogies to create an engaging virtual learning environment that is conducive to the same learning outcomes, whereas hybrid teaching involves an extra challenge of engaging online and in-class students simultaneously.

To help colleagues prepare for online teaching, the University has developed a set of quality standards for online teaching (which covers hybrid teaching as well) with reference to a range of external benchmarks. It sets out the minimum requirements (i.e. standards or criteria) for key aspects of online teaching and explains how these standards can be applied in different scenarios. The document also provides checklists for evaluating online teaching and suggestions on good practice that colleagues are encouraged to adopt. Departments are advised to refer to the quality standards when they review the quality of subjects with online components. Colleagues are strongly encouraged to consult the Quality Standards document when they prepare for online teaching.

- For the Quality Standards for Online Teaching, click here.
- For a collation of guidelines on online teaching, click here.
- For a collection of open educational resources, click here.
- For pedagogical support, click here.
- For technical support, click here.

B5. Making changes to subject

Regular updating of syllabuses that does not affect the aims or title of a subjects will be the responsibility of the subject staff concerned. The changes should be reported to and approved by the Departmental Programme Committee. In the cases of faculty-based schemes, the Scheme Committee will play the role of Departmental Programme Committee.

- For the regulations on subject changes, see PPVM, Section C3, 4.

B6. Teaching support

It is possible to engage research postgraduate (RPg) students as teaching assistants. To support RPg students to develop their academic career, the University has a Teaching Postgraduate Studentship (TPS) Scheme that provides financial support to eligible RPg students to engage in teaching assistantship. RPg students who wish to obtain the TPS must successfully complete a training programme entitled “Becoming an Effective Teaching Assistant (BETA)” organised by the Educational Development Centre (EDC).

- For more information about the TPS, click here.
- For more information about the BETA course, click here.

C. Delivery of teaching

C1. Mode of delivery

Classes can be delivered in a variety of modes:

- Face-to-face: Students attending the class in a classroom
- Online: Students attending the class via an online platform
- Hybrid: Students have the choice of attending the class online or in the classroom
- Blended: Teaching are conducted through a mix of face-to-face and online activities

Unless otherwise stipulated for the programme or in exceptional circumstances where normal teaching is disrupted, mode of delivery is largely a pedagogical decision of the subject teachers. There is no stipulation on the number of contact hours required for a subject at the university level.

C2. Lesson recording

PolyU is committed to provide a supportive environment for students review and reflect on their learning. One of the initiatives associated with this is the recording of lectures. Regardless of the mode of delivery, all lectures and seminars are expected to be video-recorded and uploaded to the Learning Management System as soon as possible and within one week of the lecture/seminar to facilitate students' learning and revision. Departments can decide whether to record tutorials as well.

C3. Class attendance

Departments have the discretion to set specific requirements on student attendance for individual programmes and subjects.

➢ For the regulations on class attendance, see HAR, Section A, 3.3.

C4. Class cancellation, make-up classes

Colleagues are advised to adhere to the teaching schedule provided and pay due consideration to their teaching commitment while engaging in outside activities. It is not acceptable if the academic and teaching/clinical staff is late for classes, dismisses classes earlier than scheduled, cancels or reschedules classes without reasonable cause. There are, on the other hand, standard procedures governing class cancellation due to adverse weather conditions.

➢ Discipline Guidelines for Staff and Individuals with Teaching Duties, Section 1, 1.2 (c).
➢ For arrangements during bad weather, click here.

C5. Add/drop period and withdrawal

Students need to register for the subjects at specified periods prior to the commencement of the semester. An add/drop period will also be scheduled for each semester / term. Students may apply for withdrawal of their registration on a subject after the add / drop period and before the commencement of the examination period if they have a genuine need to do so. The application should be made to the relevant programme offering Department and will require the approval of both the subject teacher and the host Department Programme Leader concerned (or an alternate academic staff authorised by the programme offering Department). Applications submitted after the commencement of the examination period will not be considered.

- For the regulations on subject registration and withdrawal, see HAR, Sections B1-22 (taught postgraduate), B2-26 (undergraduate), B3-23 (sub-degree).
- For the specific dates of the add/drop periods, please see the academic calendar.

D. Student learning assessment

D1. Principles of assessment

Assessment of student learning must be **outcome-based** and **criterion-referenced**. This means that the assessment task should be designed to allow students to demonstrate their attainment of the intended learning outcomes, and the grading should be based on pre-determined and transparent criteria and standards that reflect the extent to which the intended learning outcomes have been achieved.

Criterion-referenced assessment (CRA) requires that assessment criteria and standards should be defined and communicated to the students *before* teaching and assessment take place so that the requirements and expectations of the subject are transparent to the students. Performance should be measured against the criteria and standards, independent of the performance of other students in the same cohort. There should be no pre-set distribution of grades for the assessment.

PolyU recognises that assessment can serve summative and formative purposes. Summative assessments (or assessment *of* learning) evaluate whether the student has achieved the intended learning outcomes for passing the subject and with what grade. Formative assessments (or assessment *for* learning) are designed to reveal students' strengths and weaknesses to help them learn, improve and achieve the learning outcomes. But even summative assessments can be formative. 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.

- For more information on the implementation of CRA, click here.
- For an infographic comparing formative and summative assessments, click here.

D2. Assessment methods

Students' performance can be assessed by continuous assessment and/or examinations as deemed appropriate by the individual subject offering Department. Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. The choice or design of assessment should align with the intended learning outcomes, such that the teacher will be able to determine whether the students have achieved the subject intended learning outcomes and to what extent.

Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in the Programme Requirement Document. The subject offering Department can decide whether students are required to pass both the continuous assessment and examination components, or either component only, in order to obtain a subject pass, but this requirement (to pass both, or either, components) shall be specified in the Programme Requirement Document.

- For more details on assessment methods, see HAR, Section C1.3.
- For guidelines on examination timetabling, arrangement and invigilation, click here.
- For a guide for planning and designing eAssessment, click here.

D3. Assessment rubrics

Rubrics are a useful tool for communicating assessment criteria and standards. PolyU's assessment regulations require that rubrics be specified for all major assessment items at the subject level, made available to students before the assessment, and used for grading the assessment. Departments have the flexibility to determine what is 'major'. There is no fixed format for rubrics. Any format (e.g., analytic, holistic) is acceptable as long as it clearly defines the main grades (i.e. A, B, C, D, Fail for subjects using letter grades or "pass" or "fail" for subjects which are assessed on a pass/fail basis) in a way that is understandable to students and is adhered to by teachers in grading. To ensure that the rubrics reflect a suitable level of academic standards, samples of the rubrics should be subject to external benchmarking periodically.

- For the regulations on assessment rubrics, see HAR, Section C1, 4.
- For resources on rubric development, click here.

D4. Grading

At PolyU, grades are used at subject level to represent students' overall achievement of the subject learning outcomes. Subject grades are the basis for calculating grade point average (GPA), which is one of the conditions for graduation and award classification. Therefore, the credibility of academic awards depends on how well the *grade integrity* is preserved, i.e. subject grades are true representation of students' achievement of subject learning outcomes and nothing else.

There are five main grades—A, B, C, D, F. Grade F means 'Fail'. Grade D is the lowest passing grade, indicating marginal achievement of the subject intended learning outcomes. Grades above D indicate the extent to which the intended learning outcomes have been achieved beyond the basic requirements. Grades A to C can be modified by adding +/- whereas there is no minus grade for Grade D.

To ensure that the letter grades carry the same meaning across subjects, the University maintains a set of institutional level subject grade descriptors (see table below) for reference by departments and subject teachers. Assessment rubrics should be set and overall subject grades should be ratified with reference to this set of grade descriptors to ensure consistency. It is important to note that assessment rubrics should be specific to the assessment tasks and/or to the subject intended learning outcomes. There is no need to include everything mentioned nor exclude things that are not mentioned in the institutional level subject grading descriptors.

Grades	*Short description*	*Elaboration on subject grading description*
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts, and solve problems. Shows the ability

B-		to analyze issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Marginal Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

Notes:
- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+

- For the full regulations on grading, see HAR, Section C1, 8.

Tips/Good Practices

1. If more than one assessor is involved in grading students' work, it is important that to ensure that, prior to grading, the assessors should have agreed on the criteria and standards and developed a shared understanding of the grading scheme (rubrics), e.g. by means of a pre-grading meeting. Moderation measures such as sample review or double marking should be put in place to ensure the consistency and fairness of grading.
2. Keep samples of graded student work from each offering of each subject and compare them periodically both within the subject and across subjects of the same programme to confirm that the meanings of grades have been applied consistently over time and across subjects.
3. Collect sample pieces of student work that cover various performance levels of criteria under consideration and provide opportunities for students to assess and discuss the quality of the sample work according to the performance continuum.

D5. Moderation

Moderation is the process for ensuring that the student assessments are valid, reliable and meet appropriate standards. Moderation of assessment relies on academic peer review and the professional judgement of the teachers involved in the teaching of programmes. A good moderation process benefits students by ensuring that the assessments are properly designed and graded to give them a fair chance to demonstrate their learning. It helps teachers rationalise their assessment decisions and adjust their grading practice to improve validity and reliability. It gives other stakeholders (e.g. students, employers, government agencies, professional bodies, the higher education sector) confidence in our assessment process and grade integrity, which provide the basis for academic awards and qualifications, credit transfer decisions, and programme accreditation.

The minimum requirement under the current academic regulations is that examination papers must be subject to internal moderation and overall subject grades must be ratified by a Subject Assessment Review Panel (SARP). Many departments have developed their own procedures for internal moderation.

- For the full regulations on moderation of examination papers, see HAR, Section C2, 1.3.
- For the regulations on SARP, see HAR, Section C4.

D6. Promoting academic integrity and handling academic misconduct

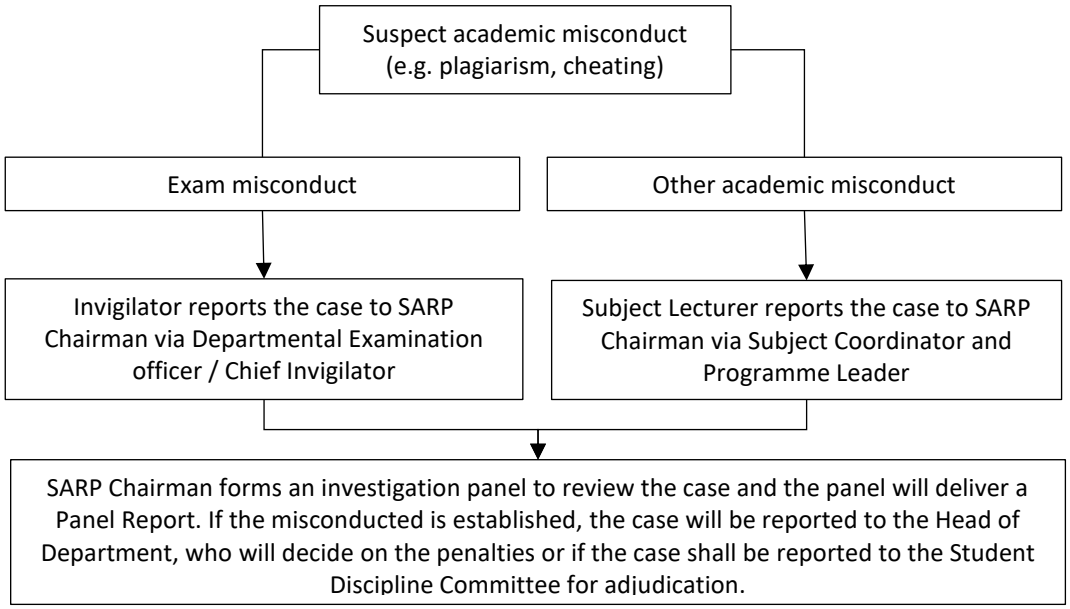
Academic integrity is both a valued quality that the University and the academia expect of our students and staff and a necessary condition for safeguarding academic standards and the credibility of academic awards and qualifications. On the one hand, we need to educate students about the importance of honesty in academic and scholarly pursuits. On the other, we need to ensure that the credibility of assessment results is not undermined by cheating and plagiarism. The prevailing policy is as follows (excerpted from Policy on Promoting Academic Integrity):

- All academic staff are expected to actively monitor students' work for incidents of suspected plagiarism, using methods – including electronic detection – that are most suited for the context. They can, wherever they deem appropriate, require students to send any text-based assignments for electronic plagiarism check when/before submitting them for assessment.

- Students of postgraduate taught and postgraduate research programmes must send their theses or dissertations for electronic plagiarism check, and revise the work if necessary, before submitting the work formally for examination. The respective Chief Supervisors are responsible for making sure that their students have complied with this requirement before sending their theses/dissertations to the Internal and/or External Examiners, and advising their students on how to revise their work to conform to the academic conventions of their discipline/profession.

- For the Policy on Promoting Academic Integrity, see Appendix 7.
- For other guidelines and resources on academic integrity, click here.
- For guidelines on examination invigilation (including online exams), click here.

When academic misconduct is suspected, the teacher should report to the Subject Assessment Review Panel (SARP) via the appropriate channel (see diagram below). SARP will then investigate into the case and decide on the course of action.



- For more information handling academic misconduct, click here.
- For the detailed procedures for handling academic misconduct, click here.
- For the full guidelines for handling student disciplinary cases (including penalties), click here.

E. Student support

E1. Academic advising

Every undergraduate student is assigned an academic advisor, who is a member of academic staff or teaching and clinical staff from his/her department. Academic advisors play a vital role in students' holistic development. The main responsibilities of Academic Advisors include:

- Building rapport with the students; serving as a bridge that connects them to the department,
- Being accessible and available to students, and responding to their questions and concerns,
- Helping student to consider and clarify their intellectual, professional and personal goals,
- Helping students to develop an appropriate study plan and assisting in their selection of appropriate courses in their major study and GUR so as to achieve their identified goals and holistic development,
- Helping students to understand academic regulations and requirements,
- Identifying students with special learning needs or early signs of learning problems, and referring/encouraging them to seek help or support.

Academic Advisors are expected to keep in contact with their student advisees regularly (e.g., via emails or other means), and to have at least one face-to-face meeting with them, either individually or in small groups two times per year (preferably one in Semester 1 and one in Semester 2). Advising via electronic means (such as Skype for Business, ZOOM or Teams) with strict observance of the principle of confidentiality as a form of formal academic advising meetings is also recognized which should be reported in the Academic Advising (AA) Report. In particular, with University's commitment to support students with special educational needs and/or special talents, Academic Advisors should meet all of these students at least two times during an academic year (preferably one in Semester 1 and one in Semester 2). Student advisees are expected to consult their respective Advisors on their study plan before subject registration. Furthermore, Academic Advisors are required to have proper records of their meetings with student advisees using the checklist recommended by Office of Undergraduate Studies (OUS).

Decisions on specific academic advising assignment and arrangement are made by departments within the parameters set out in the university guidelines. At least 50% of Academic Advisors within each Faculty/Department/School in an academic year should complete the 3-hour e-learning course "Theory and Practice of Academic Advising" (previously titled "Introduction to Academic Advising" to learn about the basic concepts of academic advising, including its values, goals, theories and practice. New recruits are required to take the e-learning course on "Theory and Practice of Academic Advising" as well as to attend the 2-hour "Introduction of Academic Advising Training Workshop". For new recruits with prior experience in academic advising of undergraduate students, this requirement may be waived.

- For the full policy on academic advising, see Appendix 8.
- For the Operation Manual for Academic Advisors, click here.
- For more information about GUR, click here.

E2. Managing urgent situation

PolyU places great importance to students' psychological well-being. The Counselling and Wellness Section (CWS) of the Student Affairs Office (SAO) provides counselling service to students. It is of paramount importance that teachers are able to recognise signs of psychological distress in students and offer help or make a referral in time. In an urgent situation, the teacher can do a brief crisis assessment to determine the course of action (see diagram below).

Brief Crisis Assessment

- Is the student at imminent risk?
- Is the student at risk of harming himself/ herself or others?
- Do you feel unsafe about the situation?

Yes (clear signs of severe distress and the student is at imminent risk)

- Call 999 to notify policy and/or the 24-hour emergency campus security service (2766-7999) immediately.
- Ensure your own safety – ask for support from colleagues immediately available in the department or whom you could reach.
- Ensure the student's safety – stay with the student until police arrives.
- Ensure the environment is safe – remove potential weapons/triggering items and relocate the student to a safer location.
- Keep related departments informed as soon as possible:

  FMO Campus Control Centre: 2766-7999

  Halls of Residence (Hung Hom): 3159-0099

  Halls of Residence (Homantin): 3996-2099

  SAO: 3400-2604

  CWS: 2766-6800

  UHS: 2766-5433

Not sure (clear signs of distress but the level of severity is unclear and/or not sure if the student is at imminent risk)

During office hours

- Call CWS (2766-6800) for a consultation.
- Accompany the student to CWS (QT308) for an immediate assessment with the student's consent.

During non-office hours

- PolyU-Line (8100-1583)

No (no immediate safety concern but signs of distress shown)

- Refer the student to an appropriate office in the University or to seek help from community resources.
- Within the University (general office):

  CWS: 2766-6800 or faculty liaison counsellor

  UHS: 2766-5433

  SRSS: 2766-6800

  CPS: 2766-6800

  Academic Advising: 3400-8203

  FMO: 2766-7777

➢ For advice on how what to do when there is a crisis and when and how to make referral, click here.

E3. Supporting SEN students

PolyU welcome students with special educational needs (SEN) and strives to support them in pursuing their academic, professional and personal goals through university education. SAO SEN Caring Team works with programme leaders and academic advisors of individual departments to provide planning and support for SEN students. Your department will inform you if there are SEN students in class. You can also obtain the information from your department's administrative staff. On top of providing due academic support to SEN students, you are also encouraged to give extra care and support to them and alert your host department or SAO SEN officers for follow-up if necessary.

- For guidelines and resources on supporting SEN students, click here.

Part 4: CPD, Teaching Evaluation and Awards

A. Developing as a teacher

A1. Mandatory training

PolyU places great emphasis on quality of teaching. As one of the quality assurance measures, the University requires that all members of staff who have regular teaching responsibilities at PolyU and are new to teaching to attend a teacher training course offered by the University's Educational Development Centre (EDC). EDC offers three courses for three categories of staff:

Staff category	Course title
Full-time staff	Introduction to University Teaching (IUT)
Part-time staff	Orientation to University Learning and Teaching (OULT)
Teaching Assistants*	Becoming an Effective Teaching Assistant (BETA)

* Under the Teaching Postgraduate Studentship (TPS) Scheme

EDC and Academic Registry (AR) also jointly offer orientations for Programme Leaders and Continuing Education (CE) Course Leaders annually. Although not mandatory, colleagues taking up these roles are strongly encouraged to attend these orientations to bring themselves up-to-date to the role expectations and university policies.

- For the policy on training of full-time and part-time teachers, see Appendices 9 and 10.
- For the policy on training of teaching assistants under the TPS scheme, click here.
- For details about the training courses, click here.

A2. Continuing professional development

Continuing professional development (CPD) is as important for university teachers as it is for professionals in other fields. At PolyU, you have free and privileged access to a comprehensive range of CPD opportunities as a university teacher. EDC offers around 100 workshops and seminars on a wide range of topics every year, as well as extended programmes tailored for teachers at different stages of their career and symposiums and conferences for those who wish to learn from and exchange ideas with international and local experts in teaching and learning. EDC also developed the Cumulative Recognition Scheme (CRS) to encourage colleagues to engage in systematic, self-directed professional development. Other CPD opportunities include engaging in communities of practice (CoPs) and funded teaching development projects. Currently, the University also provides subsidies for the application of Advance HE Fellowship.

- For more information about the CPD opportunities available, click here.
- For more information on workshops and seminars, click here.
- For recording of past workshops, click here.
- To access the CRS, click here.
- For more information on extended programmes, click here.
- For more information on symposiums/conferences, click here.
- For more information on CoPs, click here.
- For more information on funding for teaching development projects, click here.
- For more information on the Advance HE Fellowship Subsidy Scheme, click here.

A3. Teaching innovation

PolyU aspires to become a leading provider of higher education. Teachers are encouraged to engage in pedagogical development and teaching innovation initiatives to bring advancement to university teaching and enhancement to student learning experience and learning outcomes. Support is provided in the form of funding for teaching development. EDC offers advice on funding proposal writing. Colleagues are reminded to observe the University's guidelines for funded teaching development projects, including the requirements for ethical clearance and data request approval where appropriate.

Current topics of interest

Generative AI

The advent of Generative Artificial Intelligence (Generative AI) took the world by storm in 2023. It presents a wealth of challenges and opportunities for educators at all levels. PolyU adopts an open and forward-looking stance on the use of Generative AI as a positive and creative force in education and encourage colleagues to explore and experiment its use in learning, teaching and assessment. Creative solutions that leverage the benefits of Generative AI while safeguarding academic integrity is in great demand.

- For the University's stance on the use of Generative AI, see Appendix 4.
- For more information on Generative AI, click here.
- To access the Generative AI tools available to staff and students, click here.
- To try out some Generative AI tools, visit the AI Playground at BC401.

Flipped classroom

Flipped classroom is a pedagogical model that involves students in reviewing pre-class instructional materials like videos, readings, or podcasts, and then actively participating in in-class activities. This approach promotes student ownership of the learning process and offers a cooperative and engaging setting for knowledge application (Agirman & Ercoskun, 2022). Benefits of flipped learning include heightened student engagement, improved academic performance, and enhanced critical thinking skills. Moreover, this model enables teachers to allot more classroom time to application tasks and problem-solving activities, rather than defaulting to pure lecturing. The shift in focus often fosters deeper learning and promotes the retention of academic content (Fedotova & Latun, 2016).

Agirman, N., & Ercoskun, M. H. (2022). History of the Flipped Classroom Model and Uses of the Flipped Classroom Concept. *International Journal of Curriculum and Instructional Studies, 12*(1), 78-88.

Fedotova, O., & Latun, V. (2016). Flipped learning as alternative pedagogical approach to training of graduate students: advantages and disadvantages. In *EDULEARN16 Proceedings* (pp. 2919-2925). IATED.

Internationalisation at home

Internationalisation at home (I@H) is a current trend in higher education and it can be implemented in any subject to foster global outlook and intercultural competence. It is 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen and

Jones, 2015). I@H can take many forms. Innovative strategies that involve interaction and collaborative learning between students at PolyU and students studying in universities outside Hong Kong, such as those exemplified by the Collaborative Online International Learning (COIL) model (Rubin, 2017) (also known as 'Global Classroom') are of particular interest.

Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds) *The European higher education area: Between critical reflections and future policies* (pp. 59-72). Springer Nature.

Rubin, J. (2017). Embedding collaborative online international learning (COIL) at higher education institutions. *Internationalization of Higher Education: A Handbook*, *2*, 27-44.

- For more information on funding for teaching development projects, click here.
- For the Handbook for Teaching Development Projects, click here.
- For the University's Data Governance Policy, click here.
- For the Code of Ethics for Research Involving Human Subjects, click here.

A4. Becoming an educational leader

Educational leadership refers to the extent to which the teacher is making an impact on teaching and learning beyond his/her own teaching, as evidenced by leadership in teaching innovations, scholarship of teaching and learning, attainment of teaching and learning related grants, scholarly work or publication, educational research output and other forms of contributions leading to system-wide impact. Here are a few ideas on how you can develop into an educational leader:

- Lead pedagogical development and teaching innovation through funded projects and promote wide adoption of the project outcomes and deliverables.

- Adopt a scholarly approach to teaching and learning and publish your educational research in academic conferences and journals.

- Make use of the available data to bring rational evidence-based enhancement to the curriculum and pedagogy of your programmes and subjects.

- Lead the conversation and discussion on a teaching-related topic at PolyU, e.g. by being a CoP facilitator.

- Share your experience, good practices and teaching innovations through departmental or EDC workshops and sharing sessions.

- Serve on teaching-related committees such as Departmental Learning and Teaching Committee (DLTC) and contribute to improving teaching quality and promoting a culture of good teaching at departmental level or beyond.

A5. Getting help

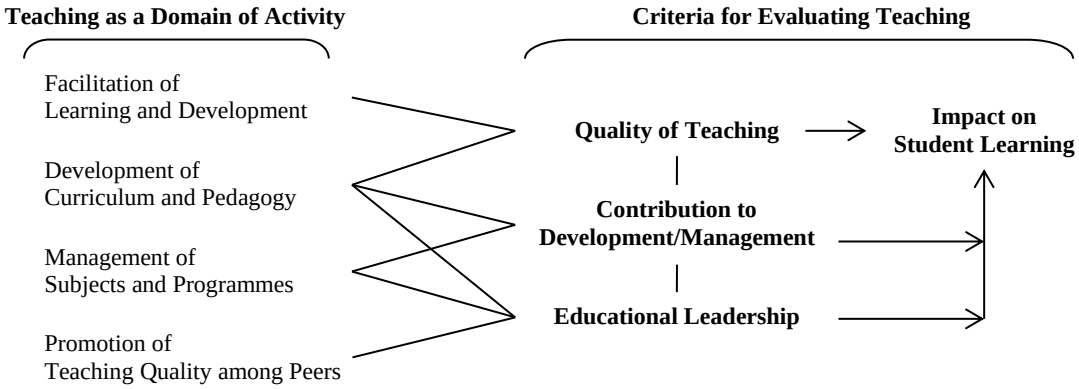
In addition to open-for-all workshops and institutional initiatives and services, EDC also provides support at departmental or individual levels. Contact your EDC representative to discuss your specific teaching development needs, or see the generic topics below and get help from the designated teams.

- Find out who is the EDC representative for your department, click here.
- For more information on getting help from EDC, click here.

B. Teaching evaluation

B1. Overview

PolyU's teaching evaluation system looks at teaching from the perspective of the tripartite role of university academics (i.e. teaching, research and service), and broadly defines teaching as encompassing four inter-related areas of work: facilitation of learning and development, development of curriculum and pedagogy, management of subjects and programmes, and promotion of teaching quality among peers. On this basis, four criteria for evaluating teaching performance were derived: quality of teaching, impact on student learning, contribution to development/management, and educational leadership. The diagram below shows the relationship between the areas of work and the evaluation criteria.



Teaching evaluation at PolyU recognises that individual engagement in teaching is a function of job assignment and the rank and seniority of the staff member. To account for this, the evaluation criteria are applied dynamically based on individual work profile. i.e. the relative importance of each criteria varies with the work profile of the individual teacher.

Three levels of performance are described in the Handbook on Teaching Evaluation: Satisfactory, Very Satisfactory, and Excellent. Failure to meet the 'Satisfactory' level is considered 'less than satisfactory' performance.

Evaluation is based on the multiple sources of evidence. The documentation requirement is commensurate with the consequential significance of the review. Teachers are encouraged to provide evidence beyond Student Feedback Questionnaire (SFQ) results.

- For the Handbook on Teaching Evaluation (TEHB), click here.
- For details on indicative work profile, see TEHB, Section 3.3.
- For descriptions of performance levels, see TEHB, Table 4.1.
- For examples of evidence of contribution to teaching and learning, see TEHB, Table 6.2.

B2. Student Feedback Questionnaire (SFQ)

SFQ collects student feedback on both subjects and teachers. The items about the subject are common across departments whereas those on the teacher are faculty-based. SFQ is conducted every semester via an online platform (eSFQ) for all full-time and part-time staff teaching on PolyU award-bearing programmes with a valid PolyU NetID. It is mandatory for teachers with major teaching responsibility.

eSFQ is generally conducted in during the last two teaching weeks before the examination period in each semester. The eSFQ system provides the facility for subject teachers to add extra questions. Colleagues are encouraged to use this facility to collect student feedback for enhancement purposes. If the subject is offered at irregular time, or if the class size is small, the subject teacher can make special arrangement with their departmental SFQ administrator to have the eSFQ conducted in-class on specific days. eSFQ results are released after the announcement of overall subject assessment results in each semester. Colleagues can download their own reports from the eSFQ system staff site.

- For the full policy on SFQ, see the Handbook on Teaching Evaluation, Section 6.1.
- For the eSFQ staff site, click here.
- For more information about the eSFQ system, click here.

B3. Peer review

Peer review of teaching practice is required for members of academic staff (regardless of rank) and teaching/clinical staff who are considered for first contract renewal. It normally involves two reviewers, one of which can be nominated by the staff member under review, observing a teaching session. The staff member can select a session of not less than one hour for review. To ensure consistency, all reviewers are required to attend training provided by the University before they are qualified as reviewers for peer reviews required by policy.

If the peer review is conducted for major review, it should be conducted at least one month before the relevant exercise in order to allow sufficient time to process the comments for the purpose of the review exercise.

- For the full policy on peer review, see the Handbook on Teaching Evaluation, Section 6.2.
- For a list of certified peer reviewers, click here.
- For more information about peer review training and support, click here.

C. Honouring teaching excellence

C1. Teaching awards

PolyU is committed to the enhancement of good teaching, and actively supports its staff to continually improve their teaching. Every year the University pays tribute to teachers who have demonstrated excellent teaching through teaching awards, at both the University level and Faculty/School or departmental level. To further honour our excellent teachers, PolyU has actively participated in nominations for the UGC Teaching Award, which was established as a token of appreciation and recognition of the staff who has outstanding performance and achievements in teaching in the higher education sector.

- For more information about PolyU award system, click here.
- For PolyU's achievement in the UGC Teaching Awards, click here.

C2. Mentorship Scheme for Teaching Excellence

A mentorship scheme has been set up to provide support over a longer period of time to help our best teachers and teaching teams develop a teaching portfolio that meets the standard expected of the UGC Teaching Award. Briefing sessions and individual consultations will be provided to help scheme participants develop their teaching portfolio. Nominations from faculties are invited on an annual basis.

C3. Excellent Teachers on Teaching Excellence (ETTE) Symposiums

The Excellent Teachers on Teaching Excellence (ETTE) symposiums are organised annually to provide opportunities for the award-winning teachers to share their teaching philosophy and experience and the opportunity to create dialogues between the award-winning teachers and the audience.

- For the dates and programmes of ETTE, click here.

Appendices

Appendix 1 Code of ethics for teaching

1. Preamble

Ethics defines the moral value of human conduct and the rules and principles that ought to govern it. The General Code of Ethics serves as a guide to teachers and other staff members for the ethical behaviour expected in their conduct. The Code of Ethics for Teaching (the Code) applies to all staff and individuals with teaching duties ("teaching staff") and is intended to explicate the ethical standards expected of staff members in their role as teachers.

The Code embodies the standards of ethical conduct which the University expects from its teaching staff.

The Code is summarised into five general principles. As an aid to understanding and applying the principles, examples for the illustration of each principle are set out in the Elaborations on the General Principles.

2. General Principles

2.1 Demonstrate Commitment to Quality Education

A teaching staff member shall strive for the highest quality of teaching and shall not engage in conduct which is inconsistent with the University's commitment to quality education.

2.2 Be Impartial and Fair

A teaching staff member shall strive to uphold impartiality, apply the principle of equal opportunities and fair treatment, and give recognition where due. A teaching staff member shall show consistent fairness and consideration in his/her relations with students and shall not abuse his/her authority or power.

2.3 Act with Integrity and Honesty

A teaching staff member shall uphold academic integrity.

2.4 Manage Confidential Information Properly

Except for in the proper performance of his/her duties and as required by law or with the prior written consent of the University, a teaching staff member shall not use, disclose or divulge confidential information including, but not limited to, restricted University information, obtained in the course of his/her employment.

2.5 Respect Others

A teaching staff member shall seek to establish confidence and trust based upon mutual respect between himself/herself and his/her students. A teaching staff member shall treat other teaching staff members with respect as fellow professionals.

3. Compliance and Breach of the Code

3.1 Teaching staff members should exercise sound judgement in complying with the Code, and should not compel or encourage others to act in breach of the Code. In subscribing to and abiding by the Code, a teaching staff member is expected to take into consideration all the principles in the Code and to act in a manner consistent with the Code. Furthermore, he/she should discourage and try to prevent malpractice by others. Staff members are encouraged to report any unethical conduct of colleagues to the appropriate authorities.

3.2 Violation of the Code may lead to disciplinary action in accordance with prevailing policies.

Elaborations on the General Principles

1. Demonstrate Commitment to Quality Education

   A teaching staff member should:

   (a) endeavour to stimulate and foster among students the acquisition and understanding of knowledge and the spirit of inquiry;
   (b) encourage students to think independently and to form their own rational judgements based upon knowledge;
   (c) facilitate students' learning and endeavour to improve the learning environment;
   (d) provide constructive feedback to students on their performance;
   (e) provide adequate supervision to research students (if applicable) at all stages of their study, to guide them in conceiving and conducting quality research, while refraining from actions that may hamper the student's freedom to direct their own study or which may undermine the credibility of the study as the student's own work;
   (f) co-operate with fellow teaching staff to ensure the ongoing development of the subjects and programmes taught in the University;
   (g) share ideas, information and experience with fellow teaching staff to improve the learning environment and quality of teaching;
   (h) assist fellow teaching staff in adapting to the University's environment and culture;
   (i) endeavour to continuously improve his/her own knowledge, development and growth.

2. Be Impartial and Fair

   A teaching staff member should:

   (a) treat students and fellow teaching staff impartially and fairly, and should not promote or engage in discriminatory conduct against any student or teaching staff member such as on the basis of age, colour, creed, disability, family status, gender, language, nationality, place of origin, political belief, pregnancy, race, religion or sexual orientation;
   (b) endeavour to provide fair learning opportunities for all students;
   (c) implement an objective and rational system for assessing student performance;
   (d) ensure that reports on students are based upon explicit criteria, facts, and balanced and considered judgment;
   (e) consider the views of students and fellow teaching staff fairly.

3. Act with Integrity and Honesty

   A teaching staff member should:

   (a) pursue all teaching-related duties in an honest and responsible manner;
   (b) not take action that may result in creating an unfair academic advantage for himself/herself or an unfair academic advantage or disadvantage for other members of the academic community;
   (c) not abuse his/her authority in teacher-student interactions;

respect intellectual property rights; in particular, recognize and acknowledge the contribution of others and scrupulously avoid plagiarism when preparing teaching and assessment materials.

4. Manage Confidential Information Properly

   A teaching staff member should properly manage confidential student information obtained in the course of his/her employment. Confidential information includes, but is not limited to:

   (a) information included in documents marked “confidential”;
   (b) information which the teaching staff member is informed to be confidential;
   (c) student’s personal data;
   (d) information which has been provided to the University or its staff members in confidence by students.

5. Respect Others

   A teaching staff member should:

   (a) not purposely embarrass, insult or shame a student or fellow teaching staff member;
   (b) promote understanding and respect for different viewpoints and values among students;
   (c) not undermine students' confidence in and/or respect for fellow teaching staff;
   (d) not maliciously damage the personal or professional reputation or career prospects of fellow teaching staff.

Appendix 2 Discipline guidelines for staff and individuals with teaching duties

Preamble

The continuous joint effort of all teachers in maintaining a high standard of professionalism is one important aspect that will affect the quality of teaching of the University. Apart from the various sets of Code of Ethics, staff and individuals with teaching duties shall be obligated to observe the Code of Ethics for Teaching that defines staff members' commitment and responsibility to their work. Self-discipline in respect of a high level of professional behaviour is important.

To dovetail the Discipline Guidelines for Staff and Individuals with Teaching Duties and the Code of Ethics for Teaching, the Discipline Guidelines is developed following the same structure as the Code of Ethics for Teaching, i.e. Commitment to Quality Education, Impartiality and Fairness, Respect, Integrity and Confidentiality. The Discipline Guidelines has adopted the existing behavioural clauses/terms from the Code of Ethics for Teaching as far as practical and developed new behavioural clauses to fill the gaps.

Application of the Guidelines

The Guidelines are applicable to all staff and individuals with teaching duties in the University. Violation of the Guidelines may lead to disciplinary action in accordance with prevailing policies.

Guidelines

Being an academic institution, teaching is the primary function of the University and shall hence be accorded priority. In order to maintain a high standard of professionalism in teaching and ensuring a positive image of the University, staff and individuals with teaching duties shall take the job of teaching seriously with a good attitude and give students the respect they deserve.

The professional behavioural expectations provided below are only part of the important aspects of teaching-related duties, and not meant to be an exhaustive list of illustrations.

1. Commitment to Quality Education

1.1 Staff and individuals with teaching duties shall provide students with the opportunity to develop and achieve the desired graduate attributes.

1.2 Staff and individuals with teaching duties shall:

(a) prepare up-to-date and quality materials for class, and employ effective teaching methods to facilitate students' learning;

(b) provide clear criteria for grading students' assessment performance, and prompt and constructive feedback for learning; and

(c) adhere to the teaching schedule provided and pay due consideration to their teaching commitment while engaging in outside activities. It is not acceptable if the academic and teaching/clinical staff is late for classes, dismisses classes earlier than scheduled, cancels or reschedules classes without reasonable cause.

1.3 In developing subjects and programmes, staff and individuals with teaching duties shall:

(a) co-operate with fellow teaching staff;

(b) share ideas and information; and

(c) work together to uphold the quality of teaching at PolyU.

1.4 Staff and individuals with teaching duties shall keep pace with current developments and emerging trends in their profession and discipline.

2. Impartiality and Fairness

2.1 Staff and individuals with teaching duties shall uphold the principles of equality of opportunity, and impartiality and non-discrimination in their personal conduct, both inside and outside classroom.

2.2 Equality of Opportunity

Staff and individuals with teaching duties shall:

(a) demonstrate respect to other colleagues and students, regardless of their gender, age, national origin, race, ethnic background, culture, education, (dis)ability, marital status, sexual orientation, religious belief, status or any other related characteristics protected by law; and

(b) provide fair learning opportunities for all students.

2.3 Impartiality and Non-discrimination

Staff and individuals with teaching duties shall:

(a) adopt objective and rational criteria for assessing and reporting student performance;

(b) treat both students and fellow teaching staff from different racial and/or ethnic backgrounds fairly;

(c) not engage in harassment, which refers to an unreasonable and persistent interference with a person's duty or a student's learning activities in the University, in any form. This may take the form of coarse jokes, including oral or written ones, disturbing or threatening conducts or any other behaviours of an offensive nature;

(d) not create a hostile environment that adversely interferes with a student's learning and/or a staff's performance at work or their involvement in University activities; and

(e) not retaliate against individuals who file complaints of perceived discrimination or harassment.

2.4 Relationship with Other Staff and Students

Staff and individuals with teaching duties shall interact with students, fellow staff members and other parties in a professional manner to avoid any actual or perceived conflict of interest, bias or favouritism when carrying out their duties. If the aforesaid actual or perceived circumstances arise, the staff shall recuse themselves from the relevant duty as early as possible and report the circumstances to the supervisors such as programme leaders and Head of Unit.

Staff and individuals with teaching duties shall:

(a) consider the views of students and fellow teaching staff fairly;

(b) maintain relationships with students that may not interfere with their learning and development experiences;

(c) not enter into an intimate relationship, whether regarded as consensual or otherwise, with a student for whom they are either directly or indirectly involved in their teaching and learning, assessment, research or any other teaching or learning activities;

(d) not have any sexual or romantic relationships with individuals in inherently unequal positions, such as students and junior staff; and

(e) be prohibited to have any academic responsibility over a student with whom they have a pre-existing intimate relationship.

3. Respect

3.1 Staff and individuals with teaching duties shall:

(a) promote, among the students, the understanding and respect of different viewpoints and values held by others;

(b) not undermine students' confidence in and/or respect for fellow teaching staff;

(c) not make student and fellow teaching staff feel embarrassed, insulted or ashamed;

(d) not damage the personal/professional reputation or career prospects of fellow staff; and

(e) be aware of personal appearance and dress appropriately for the situation, meeting the specific requirements for the operation of the department/unit.

4. Integrity

4.1 Staff and individuals with teaching duties shall act with integrity and honesty in all aspects of their teaching-related duties.

4.2 Staff and individuals with teaching duties shall:

(a) perform duties in an honest, responsible and fair manner in planning and delivering lessons, grading, providing feedback on assessment, and invigilating tests and examinations;

(b) not abuse their authority in teacher-student interactions to gain, or seek to gain a benefit or advantage for themselves or any other person;

(c) respect intellectual property rights and avoid plagiarism when preparing teaching and assessment materials; and

(d) respond appropriately when student cheating or plagiarism occurs.

5. Confidentiality

5.1 When collecting information, staff and individuals with teaching duties shall:

(a) state clearly the purpose of collecting such information and how this will be used; and

(b) not use the collected information other than the original stated purpose, unless with the consent of the parties concerned.

5.2 In accessing and using information, staff and individuals with teaching duties shall:

(a) access/share information on a need-to-know basis for legitimate work-related reasons only; and

(b) not use/disclose confidential information during their employment without authorization, and even after their relationship with the University ends, unless it is required by the law.

5.3 In an effort to protect confidential information until it is discarded, and to secure others' privacy, staff and individuals with teaching duties shall:

(a) keep confidential/personal information from being viewed by unauthorized persons; and

(b) dispose of confidential information with security measures.

Appendix 3 Guidelines on departmental learning-to-learn strategy

(Note: This is an abridged version of the Guidelines on Developing and Implementing a Departmental Strategy for Facilitating Learning to Learn in Undergraduate Studies circulated to departments on 18 November 2021, with the outdated elements removed or revised.)

Background

Learning to learn is integral to lifelong learning, crucial for university study, and essential for surviving in a rapidly changing world. In the Strategic Plan for 2019/20-2024/25, PolyU commits to 'instil in students the desire to learn and strengthen their ability to learn to learn' and to 'strengthen the learn to learn element in the curriculum' (Strategic Priority 1a under of the domain of 'Quality of the Student Experience of Teaching and Learning'). In pursuit of this strategic objective, departments are advised to develop and implement a departmental strategy for facilitating learning to learn (L2L) in undergraduate studies. This document sets out the guidelines for developing and implementing this strategy.

L2L elements in the curriculum: What does it mean?

L2L is a multidimensional ability to engage consciously in a sustained process to become a better learner (e.g., more autonomous, effective, adaptive). To help students learn to learn is to engage them in reviewing and improving how they learn. To have L2L elements in the curriculum means that L2L is an *intentional* rather than an *incidental* aspect of the curriculum, i.e., elements of L2L should be self-evident in the subject learning outcomes, teaching and assessment.

The totality of the L2L elements in the programme curriculum and co-curricular experience should enable students to achieve the institutional learning outcome of lifelong learning: "be able to recognise the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined goals".

Departmental L2L strategy: What is required?

<u>Scope</u>

The departmental L2L strategy should cover all undergraduate degree schemes/programmes, including articulation programmes leading to bachelor's degrees, except those that are being phased out (with no further intake from 2022/23 onwards). Departments can, but are not required to, include Higher Diploma programmes and Minor programmes in their strategies.

<u>Documentation</u>

The departmental L2L strategy should describe (1) the *overall approach* adopted by the department to integrating L2L elements into the curricular and co-curricular experience of undergraduate students, (2) the *specific elements* in chosen subjects and activities for facilitating L2L development (e.g. outcomes, teaching and assessment), and (3) the

implementation plan for putting the strategy into action (e.g., to develop materials and prepare teachers). Departments should use the standard template to document the strategy. For examples of departmental strategy and a blank template, please follow this link.

Minimum requirement

For 4-year undergraduate degree programmes, there must be a minimum of four designated subjects across subject levels/years of study (i.e., one per level/year) that contain explicit L2L elements (i.e., relevant outcomes, teaching and assessment methods) in the programme curriculum. At least three subjects must be Discipline-Specific Requirement (DSR) subjects, with the capstone subject/final year project as one of them. As for 5-year programmes, departments are encouraged to include at least one designated L2L subject per year. For top-up programmes, departments should include at least one Level/Year 3 DSR subject plus the capstone subject/final year project.

Choice of subjects

To ensure that all students are adequately supported, it is recommended that departments should build their strategy around common/core subjects that all students on the programme must take, whereas elective subjects and training can be used to provide supplementary opportunities for further development. Subjects chosen as designated for L2L must be credit bearing. Compulsory curriculum components leading to training credits (e.g., Work-Integrated Education) can also be counted towards the minimum requirement. A subject that spans across more than one semester should be counted as one subject.

Implementation timeline

Full implementation of the departmental L2L strategy is expected from 2023/24 onwards. New departments formed after that are encouraged to develop their L2L strategy as soon as practicable if they offer undergraduate degree programmes.

Review and endorsement procedure

Departments are encouraged to review their departmental L2L strategy at least once every two years to enhance the strategy based on evidence on its effectiveness (e.g., outcome data, feedback from students and teachers). Departments are encouraged to keep a set of the teaching/assessment materials used for record.

Revision to the departmental strategy should be endorsed by the FLTC. An up-to-date version of the departmental strategy should be sent to the LTC for record.

Appendix 4 University stance on the use of GenAI in LTA

(Note: The original document was issued in April 2023 and was subsequently updated in March 2024. The content below was extracted from the March 2024 version.)

University Stance on the Use of Generative Artificial Intelligence in Learning, Teaching and Assessment

BACKGROUND

The widespread availability of generative artificial intelligence (GenAI) software, such as ChatGPT, has caused heated discussions in the education sphere with its implications on learning, assessment, and academic integrity at the centre of the debate. This document sets out the University's stance and guidelines on this matter.

POLYU'S STANCE

PolyU takes an open and forward-looking stance on the use of GenAI tools as a positive and creative force in education, and the incorporation of such use in innovative learning, teaching, and assessment practices. The usage of GenAI as a normal part of learning, teaching, and assessment is encouraged. While embracing the use of new technology in education, PolyU upholds the principle that GenAI should be used as a tool for teaching and learning, not their replacement, and that both teachers and students should be accountable for their own work. It is recognised that there are circumstances where the use of AI tools can defeat the purpose of authentic learning or assessment. In such cases, the department, the programme, and the subject concerned have the responsibility to inform students of the need to ensure academic integrity, the relevant requirements, and the consequences of breaching these requirements.

In accordance with the above stance, the University will:

(a) Stay abreast of the advancements of AI technology and periodically update the institutional guidelines, including but not limited to the general guidelines on assessment and academic integrity and the guidelines for students and staff on the use of GenAI, to align with the University's stance on the matter.

(b) Promote AI literacy of staff and students by providing training through academic support units, encouraging student-staff partnership in the use of AI for learning, and supporting initiatives to develop students' AI literacy within and outside the formal curriculum.

(c) Embrace GenAI as a legitimate educational technology and encourage academic units to explore and experiment with the use of GenAI in learning and teaching, as well as in the creation of self-access learning materials for catch-up learning.

(d) Set out guidelines on the use of GenAI in assessment to clarify the expectations, suggest acceptable and unacceptable behaviours, stipulate a protocol for communicating the expectations, and articulate teachers' role in the matter.

GUIDELINES ON THE USE OF GENERATIVE AI IN ASSESSMENT

From the 2023/24 academic year onwards, the university community should be prepared to integrate GenAI in learning, teaching, and assessment. The guidelines below apply to assessments in all subjects at all levels.

1. Students may use GenAI in assessment unless they have been told otherwise before the assessment. Notwithstanding, PolyU upholds the principle that students should be accountable for their own work. While using GenAI in assessment may be acceptable, claiming any piece of work, large or small, generated by AI as one's own is not. Such behaviour will be considered as an act that violates academic integrity (see also Point 3 below). AI output used in assessment tasks should be properly referenced[5].

2. Assessment tasks and rubrics (including assessment criteria and descriptors) should be designed to assess student learning outcomes in ways that will not be undermined by the use of GenAI by students. Where the use of AI tools can defeat the purpose of authentic learning or assessment (e.g. due to the nature of the learning outcome being assessed), the department, the programme, and the subject concerned have the responsibility to inform students of the need to ensure academic integrity, the relevant requirements, and the consequences of breaching these requirements.

3. For assessments in which reasonable use of GenAI tools is deemed acceptable, students can be required to declare the use of GenAI in their work, using a template such as this:

   ❑ I/We declare that Generative AI tools have not been used to produce the submitted work.

   ❑ I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:

   _____

   _____

4. For assessments in which any use of GenAI-generated materials is unacceptable, such as those in which the use of GenAI tools would defeat the purpose of the assessments for authentic learning, a statement such as the following should be included in the subject and assessment documents to make this clear to the students:

   "The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions."

[5]For guidelines on how to reference Generative AI, see https://apastyle.apa.org/blog/how-to-cite-chatgpt for APA, https://style.mla.org/citing-generative-ai/ for MLA, https://libraryguides.vu.edu.au/ieeereferencing/generativeAI for IEEE, https://www.citewrite.qut.edu.au/cite/examples/harvard/harvard_internet_ai.html for Harvard, https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html for Chicago, and https://guides.library.uwa.edu.au/vancouver/generative_AI for Vancouver style.

5. Teachers can submit student assessment outputs to AI detection tools to identify answers generated by GenAI. Teachers should note, however, that these tools may not always accurately identify GenAI output.

6. For an assessment that requires the use of particular GenAI tools, the teacher should ensure that students have access to the necessary tools prior to the assessment.

7. Teachers can use GenAI (or any other tools or forms of aids) to assist them in the assessment of student learning, but are reminded that they are fully responsible for setting and grading the assessment and are accountable for the quality and appropriateness of the assessment, including the feedback and grades given to students.

SUPPORT

The University encourages active experimentation of the use of GenAI in learning, teaching and assessment through various approaches (e.g. student-staff partnership) and will continue to provide relevant training and support to teachers. Colleagues are encouraged to make use of the resources provided on the EDC website and in the AI Playground in BC401 to explore the possibilities and are welcome to approach EDC for consultation and support.

Last update: March 2024

Appendix 5 Guidelines on collecting and using student feedback

Overview

PolyU is committed to providing quality education for its students. Student feedback is indispensable in this endeavour as it provides useful and important information for improving learning and teaching.

In addition to the Faculty-based Student Feedback Questionnaire (SFQ) system, the University also encourages departments to set up other channels for collecting student feedback. In particular, by the "Guidelines and Regulations for Programme Planning, Validation and Management" (Section C1 Part 5) [See Appendix], departments are required to provide formal channels, including a Student/Staff Consultative Group (SSCG), through which student views can be solicited.

To strengthen the existing practices in collecting and using student feedback, and to make them more consistently implemented across the University, departments are strongly recommended to follow and observe the following set of guidelines for collecting and using student feedback. This set of guidelines is applicable to SSCGs as well as other channels for collecting student feedback.

Strategies for Collecting and Using Student Feedback

1. Frequency and timing

   (a) It is recommended that instead of a single end-of-semester feedback (e.g. SFQ), interim/multiple feedback should be collected during the semester to allow improvement be made to benefit the current cohort of students.

   (b) Where possible, it is desirable to schedule the collection of student feedback on a programme prior to programme committee meetings to allow issues to be followed up by the programme committee.

2. Collecting feedback

   (a) In general, using a combination of strategies to collect feedback is more effective than relying on a single one. In order not to overload students, alternate use of 'fast' and more in-depth feedback collection method can be considered. In addition to Student/Staff Consultative Groups, other appropriate methods such as interim feedback questionnaires and online feedback system may also be used based on individual needs. Departments can exercise their own discretion to determine whether or not they should use a combination of strategies to collect student feedback. Workload of staff and students has to be taken into consideration as well.

   (b) Before requesting feedback from students, departments should let them know the following:
      - why teachers are interested in their input

- what teachers are interested in (identify specific areas of concern if necessary)
- how teachers/department will use the information collected
- that identity of individual students will be kept confidential although a summary of data may be disseminated

(c) Teachers should encourage students to identify both strengths and weaknesses, as well as problems and solutions.

(d) The collection of feedback should focus on topics relevant to the improvement of educational provision, such as quality of teaching, academic programmes/subjects, various university facilities (e.g., computing, library, recreational and sporting facilities).

3. Using feedback for improvement

(a) Student feedback should be actively and timely considered for improving teaching, learning and the programme. Action plans in response to student feedback should be drawn up by appropriate staff (e.g., programme leaders) who have a major role in managing the quality of the programme.

(b) Programme leaders should ensure that actions planned in response to student feedback are communicated to all teaching/support staff involved for proper implementation.

(c) Feedback which concerns academic support units such as the Library, ITS, SAO, etc. should be forwarded to the respective units for follow up.

4. Informing students of outcomes

(a) Students should be informed of the outcomes of feedback collection. The following framework can be used for relating the outcomes to students:
- Which suggestions will be acted upon promptly and how
- Which suggestions will be worked upon but will take a longer time and why
- Which suggestions teachers would like to act on but are unable to and why
- Which suggestions will not be acted upon and why
- Which suggestions will be forwarded to other committees/units concerned for follow-up actions and why

(b) Departments can choose the channel of communication with students as appropriate, e.g., circulation of minutes to student representatives for their reporting to other students, LEARN@PolyU, notice board, newsletters, email, posts on students' portal and departmental intranet.

(c) Teachers collecting feedback on the subjects can consider more interactive approaches to informing students, e.g., verbal report to the class, discussing with students their feedback and improvement plans.

5. Documentation and reporting

(a) Departments are advised to keep a record of the feedback collected from their students, regardless of the means by which the feedback is collected.

(b) For SSCG, the minutes of meetings, content of feedback and action plans for improvement in response to the feedback should be included in the record. Minutes should be circulated to relevant committees and/or personnel such as Departmental Undergraduate Programme Committee, DLTC, subject leaders and/or Scheme Chairs and students.

(c) Responses to student feedback should be reported in the Annual Programme Review Report (APRR) and/or the Departmental Overview that goes with it as appropriate.

(d) Documentation about collecting, recording and using student feedback should be made readily available to demonstrate the department's commitment to quality improvement in quality audit/review exercises.

Appendix 6 Policy on active learning

Policy

(i) All classes should be designed to engage students in active learning. Active learning can be any activity that engages students in doing something meaningful with the course material instead of listening passively to a one-way lecture.

(ii) Active learning should take up at least one-third of the class time. This 'one-third rule' is meant to be a reference rather than a precise measure. There is no need to time the activities. It is also acceptable to have occasional classes that do not abide by this rule, but active learning should nevertheless feature in about one-third of the overall class time.

(iii) Active learning can be facilitated with or without the use of technology. Teachers are encouraged to adopt technology-enhanced active learning (TEAL) strategies for large classes.

(iv) Departments should inform their teachers about this policy. The University may institute measures for promoting and monitoring the implementation of this policy, e.g. by adding a relevant item to the electronic Student Feedback Questionnaire (eSFQ).

Implementation Arrangements

The policy takes effect from the 2022/23 academic year, replacing the "Policy on the use of TEAL approaches in large classes". The Educational Development Centre (EDC) will offer workshops on active learning and interactive pedagogies on an ongoing basis and provide consultation to teachers and departments on an on-demand basis.

Approval

This policy was approved by the Senate at the 117th meeting on 17 March 2022 (Document SEN/117/A13, Minutes SEN/117/M27).

March 2022

Appendix 7 Policy on promoting academic integrity

1. Academic integrity is the foundation of any academic endeavour of a university, and is valued highly at PolyU. It is therefore the responsibilities of all members of the University, including both staff and students, to ensure that they pursue their scholarly work in an academically honest manner.

2. The purpose of this policy on promoting academic integrity is to nurture among students responsible and ethical attitudes towards their academic work. More specifically, it attempts to:

    - Educate students about the importance of originality, honesty, integrity, and personal responsibility in academic pursuits and scholarly work;

    - Provide guidelines and tools for academic staff to detect cases of suspected plagiarism, and take necessary actions;

    - Provide opportunities for students to develop their ability to produce work that is plagiarism-free.

3. To help students recognise the importance of academic integrity, understand the meaning of plagiarism and learn how to avoid it in their own work, all full-time undergraduate students are required to successfully complete an *Online Tutorial on Academic Integrity* developed by the University within the first year of their study at PolyU. Details of the implementation of the Online Tutorial are explained in the next section.

4. Departments are expected to provide students with information about how to avoid plagiarism and the academic and disciplinary consequences that it entails at the beginning of each semester/term, e.g. by including such information in the programme handbooks and subject outlines/materials.

5. All academic staff are expected to actively monitor students' work for incidents of suspected plagiarism, using methods – including electronic detection – that are most ~~suited~~ suitable for the context. They can, wherever they deem appropriate, require students to send any text-based assignments for electronic plagiarism check when/before submitting them for assessment.

6. Students of taught postgraduate and research postgraduate programmes must send their theses or dissertations for electronic plagiarism check, and revise the work if necessary, before submitting the work formally for examination. The respective Chief Supervisors are responsible for making sure that their students have complied with this requirement before sending their theses/dissertations to the Internal and/or External Examiners, and advising their students on how to revise their work to conform to the academic conventions of their discipline/profession.

7. All publications (e.g. conference paper or journal articles) produced by students and research personnel bearing the name of PolyU must also be sent for electronic plagiarism check, and subsequently revised if necessary, before submission to the relevant bodies (e.g.

conference organisers or journal editors) for review for publication. Where appropriate, the overseeing academic staff are responsible for ensuring compliance of students/research personnel with this requirement.

8. To avoid unintentional plagiarism in their scholarly work, all academic staff are strongly advised to make use of the electronic plagiarism detection tool to check their own work before submission for publication.

Implementation of the Online Tutorial on Academic Integrity

For 4-year undergraduate programmes

9. The Tutorial is a completion requirement of the subject in the area of Leadership Education and Development. For successful completion of the Tutorial, students need to have satisfactorily completed all of the following in the Tutorial:
   a. Attempted the pre-test in the Tutorial;
   b. Read all four modules in the Tutorial;
   c. Obtained at least 75% in the post-test in the Tutorial; and
   d. Signed the Honour Declaration.

   Students will receive an eCertificate after successful completion of the Tutorial.

10. The Tutorial is a required assignment in the subject. There will be a "Pass" or "Fail" record for completion, and no grade or weighting will be given to the assignment. A completion report will be sent to the Subject Leader at the end of the subject. Students who have not completed the Tutorial by the assignment due date will fail the subject.

For articulation degree programmes and senior-year intake to undergraduate degree programmes

11. As part of the General University Requirements (GUR), students are required to complete an e-module on academic integrity as part of the 'Essential Components of General Education' requirement (non-credit-bearing).

Last updated: June 2023 (SEN/124/A8)

Appendix 8 Policy on academic advising

(Note: This version of the guidelines for academic advising system under the 4-year undergraduate degree structure at PolyU was extracted from SEN/131/A8/I.)

Aims of academic advising

1. Academic advising at PolyU aims to help students to make informed and intelligent academic decisions/choices about their study at PolyU that suit their intellectual, professional and personal goals. It is instrumental to promoting student success, and plays a vital role in students' holistic development at PolyU. The specific objectives are:

    a. To build up an early connection between the students and their home departments, and to promote their sense of affiliation to the department and the University,

    b. To provide students with accurate information about the academic regulations and requirements regarding their Major/programme, and the General University Requirements (GUR),

    c. To assist students to explore their interests, abilities and values on academic pursuits, and formulate appropriate intellectual, professional and personal goals,

    d. To provide advice and guidance to students that enables them to develop and pursue a study plan for their 4 years of study appropriate for meeting their professional and personal goals at PolyU,

    e. To connect students to resources, opportunities and support within and outside the University to enhance their educational experiences and success.

2. All departments are required to suitably enhance their existing academic advising system and processes to achieve the aims stated above. Different departments may develop slightly different academic advising systems, provided that they are consistent with the following broad principles and guidelines:

    a. All FT undergraduate students (including those admitted to Articulation Programmes or Senior Year places) will be assigned to one FT staff at academic/teaching/clinical/Instructor/Professor of Practice grade (or equivalent) or above from his/her Major department who will act as his/her Academic Advisor[6] throughout his/her course of study at PolyU. This FT staff should normally have at least two years of teaching experience in undergraduate programmes at PolyU. Under special circumstances, engagement of Academic Advisor other than the above-mentioned grades and/or without the required teaching experience would need to seek prior approval from AVP(UP) with strong justifications. In addition, 50% of the assigned Academic Advisors in an academic year must be Professorial colleagues [including Lecturers (or equivalent grades) or above]. Special approval from AVP(UP) is needed

[6] The exact title can vary in different departments, provided that the staff members concerned undertake all the responsibilities of an academic advisor and operates within the broad principles and guidelines as described in this paper.

if this required percentage is lower than 50%. The recommended maximum ratio of Academic Advisor to student advisees is 1:30. Special approval from AVP(UP) is needed if the ratio is higher than 1:30.

b. At least 50% of Academic Advisors within each Faculty/Department/School in an academic year should complete the 3-hour e-learning course "Theory and Practice of Academic Advising" (previously titled "Introduction to Academic Advising" to learn about the basic concepts of academic advising, including its values, goals, theories and practice. New recruits are required to take the e-learning course on "Theory and Practice of Academic Advising" as well as to attend the 2-hour "Introduction of Academic Advising Training Workshop". For new recruits with prior experience in academic advising of undergraduate students, this requirement may be waived.

c. The main responsibilities of the Academic Advisor include:

- Building rapport with the students. serving as a bridge that connects them to the department,
- Being accessible and available to students, and responding to their questions and concerns,
- Helping student to consider and clarify their intellectual, professional and personal goals,
- Helping students to develop an appropriate study plan and assisting in their selection of appropriate courses in their major study and GUR so as to achieve their identified goals and holistic development,
- Helping students to understand academic regulations and requirements,
- Identifying students with special learning needs or early signs of learning problems, and referring/encouraging them to seek help or support.

d. Academic Advisors are expected to keep in contact with their student advisees regularly (e.g., via emails or other means), and to have at least one face-to-face meeting with them, either individually or in small groups two times per year (preferably one in Semester 1 and one in Semester 2). Advising via electronic means (such as Skype for Business, ZOOM or Teams) with strict observance of the principle of confidentiality as a form of formal academic advising meetings is also recognized which should be reported in the Academic Advising (AA) Report. In particular, with University's commitment to support students with special educational needs and/or special talents, Academic Advisors should meet all of these students at least two times during an academic year (preferably one in Semester 1 and one in Semester 2). Student advisees are expected to consult their respective Advisors on their study plan before subject registration. Furthermore, Academic Advisors are required to have proper records of their meetings with student advisees using the checklist recommended by Office of Undergraduate Studies (OUS).

e. In order that Academic Advisors can undertake their responsibilities effectively, they should be given access to the records of their student advisees via the AR Student Record System (SRS). Faculties/Departments/Schools are required to use SRS as the primary system to assign Academic Advisors to students and keep the records up-to-date. Faculties/Departments/Schools should also assign Programme Leaders/experienced academic staff to be the Academic Advisors of students with special educational needs and/or special talents.

f. For Broad Discipline-admitted[2] students, an academic advisor will be initially assigned by the Faculty/Broad Discipline for the first and second years. A "permanent" Academic Advisor will be assigned by the department concerned once the student declares his/her Major in the second year. An Academic Advisor is normally be given workload credits for their work in academic advising and/or proper recognition for their work. Faculties/Departments/Schools need to establish the policy of workload or alternative form of recognition which should be captured by KPIs. Workload credits should take into account of relevant factors such as the number of students assigned, the advising need of the students, the frequency of meetings and other advising related activities. For example, the workload of an Academic Advisor with 20 advisees assigned may be counted as 13 to 26 contacts hours of teaching and/or administrative duty equivalent depending on the factors mentioned above. In this connection, Faculties/Departments/Schools are recommended to include the quality of academic advising service as one of the KPIs for teachers.

3. To provide overall coordination of academic advising within a department, the Departmental Undergraduate Programme Committee should be given the additional responsibilities of:

   a. Coordinating the planning and implementation of academic advising within the department,

   b. Providing support to colleagues involved in academic advising, and

   c. Ensuring that student advising at the departmental level is carried out in a quality manner.

4. Departments should set up their own internal QA mechanisms to monitor the quality of academic advising, and report the results and associated improvement plans/actions in the annual programme review report.

5. Each Faculty/Department/School should assign a non-academic staff (preferably at the EO level or above) to take up the role of an "Undergraduate Secretary". This person should have the necessary knowledge to advise students on all issues related to academic requirements and regulations related to all academic programmes offered by the department as well as the GUR. The person should be readily available to students to answer any questions related to the curriculum. For Faculties with Broad Discipline admissions, an Undergraduate Secretary should be also appointed at the Faculty level to advise Broad Discipline-admitted[7] students on those issues.

6. The resource implication for setting up the academic advising system and its budget implication will be addressed by the DP Office after careful consultation with the departments.

[7] All Broad Discipline Programmes have been suspended for admission with effect from 2020/21

Support to and quality assurance of academic advising at the institutional level

7. The Office of Undergraduate Studies (OUS) will support academic advising at the departments and assure the quality of academic advising with the following responsibilities:

    a. Providing updated information on GUR to staff and students,

    b. Working with the CoGUR to provide the overall coordination and management of GUR offerings, ensuring that students can fulfill their GUR requirements in a timely manner,

    c. Complementing academic advising service at the Faculties/Departments/Schools by Undergraduate Studies Support Officers (USSOs):

        - Provide information on GUR to staff and students;
        - Handle enquiries on GUR from students and staff;
        - Conduct GUR completion check and follow up with students;
        - Provide training or briefing sessions to Academic Advisors on student advising and GUR advising;
        - Provide consultation service to Academic Advisors on student advising (e.g. students' study plan on GUR, and GUR subject selection for SEN students); and
        - Support to the coordination and quality assurance of academic advising.

    d. Overall coordination and quality assurance of academic advising at PolyU. In order to identify specific area for effective and efficient follow-up actions, OUS could give some guidelines to Faculties/Departments/Schools on their internal QA mechanism for academic advising and standardize the reports to be collected from Faculties/Departments/Schools.

Responsibilities of student advisees in academic advising

8. Effective academic advising requires an active participation of student advisees in the processes. It is important that students understand it is their responsibilities to:

    a. Understand the academic regulations and requirements of their chosen Major/programme, as well as the GUR requirements,

    b. Actively obtain information, and seek out advisors and resources on a regular basis and as needed,

    c. Take the final responsibility for making decisions and choices regarding their academic study based on the information and advice given.

September 2024 (SEN/131/A8/I)

Appendix 9 Policy on training for full-time teachers

Mandatory Programme for New Teaching Staff: Introduction to University Teaching (IUT)

The University has always placed a great emphasis on the quality of teaching and learning. We believe that in addition to expertise in the subject discipline, effective teaching skills of teachers is vital for student learning.

For this reason, prior to the commencement of each semester, PolyU provides an extended programme for new staff who have regular teaching responsibilities. The programme, "Introduction to University Teaching (IUT)", is offered by our Educational Development Centre (EDC) twice yearly prior to the commencement of each semester. As well as introducing you to our students' background and PolyU's approach to teaching and learning, the programme will also enable you to develop the teaching skills you need to get off to a good start.

It is PolyU policy that all staff who are new to teaching (permanent staff, i.e. staff employed on "regular terms" and staff employed on a Fixed-term Gratuity-bearing Contract, for details, please refer to the section on "Terms of Employment" of Staff Handbook 2010 Compensation and Benefit Model, or check with HRO) are required to attend the programme unless they have met the following exemption criteria. The criteria are:

- At least one academic year of full-time teaching experience at any university at Lecturer/Assistant Professor level or above

  OR

- Have received teacher training equivalent to IUT (at least 20 hours and on topics that focus on the teaching and learning process)

If you have met one or both of the criteria and wish to be exempted from this programme, you can complete the declaration form attached and submit it to your Head of Department/Director of School and send a copy to EDC to facilitate their planning of the programme in the upcoming semester. Of course you are very welcome to attend the programme even if you have met these requirements. The programme has received very positive feedback from participants since its inception, and places were usually filled very quickly. You are therefore encouraged to register early.

Participants will receive a certificate after the programme, and Heads of Department/Directors of School will be informed of their staff's successful completion of the programme at the end of the academic year.

Appendix 10 Policy on training for part-time teachers

This policy was introduced with the endorsement of the Learning and Teaching Committee (LTC) at its 76th meeting and the approval (with amendment) of the Senate at its 110th meeting. It is effective from September 2020 onwards. Late updated: August 2020

The Policy

1. All part-time members of staff who have regular teaching responsibilities at PolyU and who are new to teaching are required to attend the Orientation to University Learning and Teaching (OULT) course within the first six months of their contract period. For the purpose of this policy, staff members who have on average more than six sessions or 18 hours of teaching duties per semester are considered to have regular teaching responsibilities.

2. Exemption from this requirement can be obtained if the staff member has (a) at least one year of full-time teaching experience at tertiary level, or (b) has received teacher training equivalent to OULT (i.e. at least eight hours and on topics that focus on the teaching and learning process in a higher education context).

Implementation Guidelines

3. The hiring department is responsible for ensuring that the new part-time staff members are aware of this requirement upon their appointment and fulfil the requirement within the stipulated time frame. It is the responsibility of the staff members concerned to sign up for and attend the course or obtain exemption according to the clauses below.

4. The course will be offered by the Educational Development Centre (EDC) at least twice a year. It will be open to all staff members with a valid PolyU NetID. As the course provider, the EDC has the discretion to modify and update the content as deemed appropriate. For course details and registration, please visit the course webpage.

5. Staff members who wish to be exempted from this requirement should complete an online declaration form, which will be sent to their Head of Department for information (no approval is needed) and to the EDC for their record. Staff members who have obtained an exemption before (e.g. during a previous contract) do not need to apply for exemption again.

6. Part-time staff members who have joined PolyU before the policy is in place are encouraged to take the course. They will not be subject to the same requirement when they renew their contract.

7. OULT is not a substitute for Introduction to University Teaching (IUT). Full-time staff members who have regular teaching responsibilities at PolyU and who are new to teaching should take IUT instead. For details about the IUT course and the associated policy, please refer to the IUT course webpage.

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Industrial Centre
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Ho Iu Kwong Building
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Communal Building
文康大樓
R
Wong Man and Tang Kit Wah Global Student Hub
黃民鄧潔華伉儷環球學生會
Chow Yei Ching Building
周亦卿樓
Choi Kai Yau Building
蔡繼有樓
Q
Michael Clinton Swimming Pool
祈廉桐游泳池
VA
Shaw Amenities Building
邵逸夫樓
M
Li Ka Shing Tower
李嘉誠樓
Shirley Chan Building
陳鮑雪瑩樓
MN
Mong Man Wai Building
蒙民偉樓
N
P
VS
Shaw Sports Complex
邵逸夫體育館
Fong Shu Chuen Hall
方樹泉堂
H
Stanley Ho Building
何鴻燊樓
J
University Square
大學廣場
Stephen Cheong Kam Chuen Memorial Plaza
張鑑泉紀念廣場
Anita Chan Lai Ling Building
陳麗玲樓
GH Podium Annexe
GH平台附屬樓
Chan Tai Ho Building
陳大河樓
G
Kinmay W. Tang Building
唐溢金美樓
F
Chan Sui Wai Building
陳瑞槐樓
L
Pao Yue-Kong Library
包玉剛圖書館
E
Chung Sze Yuen Building
鍾士元樓
A
Tang Ping Yuan Building
唐炳源樓
Lui Che Woo Building
呂志和樓
Seal of Love Foundation Building
正愛慈善基金樓
B
C
CMA Building
香港中華廠商聯合會樓
D
加士居道 Gascoigne Rd
Hong Chong Rd
漆咸道北
康莊道
Princess Margaret Rd Link
Chatham Rd S
Salisbury Rd
Cheong Wan Rd
On Wan Rd
梳士巴利道
幗運道
A1
A2
A3
D6