

# **CITY UNIVERSITY OF HONG KONG**

## **Quality Manual**

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## Chapter 1 Introduction

- 1.1 **Manual and Framework.** The “City University of Hong Kong Quality Manual” sets out the University’s framework and approach to the delivery of quality education. Institutional requirements are defined in relation to programme delivery and procedures, and mechanisms are established to monitor and evidence the delivery of quality learning and teaching and to ensure positive and constructive involvement of students in the assurance and enhancement of learning and teaching processes at the University.
- 1.2 **Scope of Applicability.** The Quality Manual applies to all programmes leading to awards of the University, at associate degree, undergraduate and postgraduate (including taught postgraduate, professional doctoral and research degree programmes, unless otherwise specified) levels, irrespective of the funding source. Programmes offered by the School of Continuing and Professional Education (SCOPE) operate under the frameworks established by SCOPE and its partner institutions.
- 1.3 **Approach.** At the core of the University’s quality framework is a systematic approach to academic quality and standards. This approach relies on clearly stated academic standards, a robust quality assurance mechanism, a commitment to academic quality, evaluation of quality initiatives, fit for purpose with equity of learning experiences and continuous quality improvement.
- 1.4 **Stakeholders.** Participation of our stakeholders is crucial in defining, assuring, and improving the quality of the University’s educational provision. Students, academic and professional staff are significant stakeholders in the University. Other key stakeholders include the University Council and Court, alumni, employers, prospective students, professional, statutory and regulatory bodies which the University engages, as well as partner organisations.
- 1.5 **Policies, Principles and Practices.** A policy defines the actions and responsibilities of staff and requires compliance. A principle informs staff of procedures which may be used to ensure appropriate outcomes. Therefore, principles provide a basis for the development of good practice in learning and teaching, which may be creatively and flexibly used by all staff. Practices refer to the actual application and implementation. A best practice is seen by the University as one that leads to consistent, effective and desired results.
- 1.6 **Approval and Revision.** This Quality Manual was first approved by Senate on 8 December 2015. Revisions are expected from time to time in the light of experience in various developing contexts. Such revisions will be made by the Quality Assurance Committee periodically and submitted to the Senate for approval.

## Chapter 2 Quality Assurance Framework

- 2.1 The quality assurance framework underpins the University's commitment to academic excellence. It exists to support the continual improvement of our education enterprise and the broader student experience.
- 2.2 **Approach.** The University's learning opportunities are created strategically, based on a systematic approach, in recognition of local and international standards, and following the University's [vision and mission](#), current Strategic Plan and Planning Exercise Proposal.
- 2.3 **Implementation.** The implementation of learning opportunities is aligned with the University's approach to learning and teaching.
- 2.4 **Review.** The successful implementation of teaching and learning opportunities is subject to systematic, periodic review and quality benchmarking.
- 2.5 **Enhancement.** The University is committed to a culture of reflective practice and continual improvement in both process and quality; diligently acting on lessons learned and building on best practice.
- 2.6 **Externality.** The University defines its success in the provision of educational opportunities against the achievement of academic standards as well as the needs and aspirations of the wider community it serves through knowledge transfer and placements of its graduates.

## **Chapter 3 General Policy: Academic Quality Assurance and Enhancement**

### **Policy Statements**

- 3.1 Academic quality assurance and enhancement are both institutional and co-operative matters. All staff and students must contribute positively to the establishment, maintenance and continuous improvement of academic quality.
- 3.2 Systems of quality assurance and enhancement must be capable of operating independently of the participation of particular individuals and demonstrate inherent integrity.
- 3.3 Evidence-based processes and mechanisms must be in place to monitor and review the delivery of quality education.
- 3.4 All academic and academic support units must have in place processes and procedures for evaluating their work, and their impact and contribution to quality learning and teaching at the University. These processes must include opportunities for staff to reflect on the quality and effectiveness of the work of the unit; collect and review feedback from students and other stakeholders; and benchmark against relevant indicators of performance. These evaluations should provide the basis for continuing enhancement and improvement.

### **Principles**

- 3.5 Academic quality assurance policies encompass all learning and teaching-related activities of the University.
- 3.6 The University is committed to the provision and maintenance of a high-quality teaching and learning experience through:
  - sponsoring and supporting a timely, self-critical and reflective approach which welcomes and responds positively and appropriately to constructive criticism from academic staff, students, and other stakeholders;
  - providing the resources necessary for ensuring the achievement of the University's graduate outcomes at both undergraduate and postgraduate levels;
  - providing opportunities for continuing professional development of University staff to maximise potential and contribution;
  - recognising the importance of external reference points in facilitating the calibration of quality and standards;
  - recognising the importance of research-led teaching in enhancing the academic quality and standard;
  - encouraging, supporting and rewarding excellence in teaching;
  - establishing and maintaining mechanisms to promulgate good professional practices and academic integrity throughout the University; and
  - encouraging students to involve themselves positively in the University's processes and procedures.

- 3.7 Processes and mechanisms for the delivery of quality learning and teaching, and for evidencing the delivery of quality learning and teaching, should be regularly reviewed in conjunction with stakeholders, specifically:
- academic staff;
  - students;
  - Departmental Academic Advisors;
  - External Academic Advisors;
  - alumni;
  - employers; and
  - professional accreditation bodies where appropriate.

## **Chapter 4 Student Admission**

### **Policy Statements**

- 4.1 Admission is based on academic performance and other relevant criteria. The University does not discriminate on the grounds of age, gender, sexual orientation, nationality, race, social or ethnic origin, family status, or disability.

### **Principles**

- 4.2 Academic units (AUs) will admit students in line with the University's admissions requirements.
- 4.3 General entrance requirements are set by the University and made publicly known prior to the commencement of the admissions process to ensure fairness and transparency.
- 4.4 Additional or more stringent entrance requirements may be set by individual AUs. Criteria should be transparent and justifiable as well as informed by the needs and objectives of the programme of study.
- 4.5 Since entry is competitive, achieving entrance results equivalent to or above the minimum for a programme does not automatically entitle an applicant to an offer.
- 4.6 A range of factors beyond formal examination results may be considered.
- 4.7 AUs may ask applicants to attend interviews, undertake supplementary assessments or provide portfolios of their work. In such cases, the AU should clearly explain how and why this information will be used in assessing the candidate and should treat all candidates on an equal and fair basis.
- 4.8 Applications will be dealt with efficiently without unnecessary delay.

## Chapter 5 Assessment and Academic Standards

### Policy Statements

#### Assessment

- 5.1 Under the framework of outcomes-based teaching and learning (OBTL), assessment is a crucial element to promote and determine achievement of intended learning outcomes, as well as the development and assurance of education standards.
- 5.2 Institutional standards are defined in relation to assessment procedures. Mechanisms are established to monitor assessment policy and practice at the University.
- 5.3 Assessments are carefully designed to allow students to demonstrate achievement of clearly communicated outcomes. Student achievement of the outcomes at the level specified in the assessment criteria is reflected through final results.
- 5.4 Assessment requirements and procedures must be transparent and communicated clearly to parties who are involved in the process.
- 5.5 The University's framework and approach to assessment has been set out clearly in the "[University Assessment Policy and Principles for Taught Programmes](#)".

#### Mitigation and Academic Review

- 5.6 A clear and uniform policy and procedure on mitigation and academic review has been established to provide for a fair and impartial review of students' academic performance should disputes arise. (For details, please refer to the ARs 10 and 11 of "[Academic Regulations for Associate Degrees](#)"; ARs 14 and 15 of "[Academic Regulations for Undergraduate Degrees](#)"; and ARs 10 and 11 of "[Academic Regulations for Taught Postgraduate Degrees](#)").

### Principles

#### Academic Awards

- 5.7 Upon completion of all appropriate graduation requirements, students will be awarded an appropriate degree. Academic awards should accurately reflect the student's achievement of the intended learning outcomes of the programme. Decisions on award classifications should comply with the Academic Regulations. (For details, please refer to Chapter 15 of "[University Assessment Policy and Principles for Taught Programmes](#)".)

#### Academic Honesty

- 5.8 Academic honesty is central to the conduct of academic work. Students are expected to present their own work, give proper acknowledgement of other persons' work, and honestly report how findings are obtained. "[Rules on Academic Honesty](#)" have been drawn up to help students avoid academic dishonesty during their stay at the University and throughout their professional careers. To promote a culture of academic honesty, all new students admitted to the University are required to read an online tutorial, take an online quiz and submit an online declaration in relation to the rules.

## **Chapter 6 Enhancing Learning and Teaching**

### **Policy Statements**

- 6.1 The University is committed to enhancing the learning opportunities of all students by providing students with a consistently high quality learning and teaching experience.
- 6.2 The University's learning and teaching approach is informed by the University's strategic and academic directions. Reviews of the approach will be conducted periodically for learning and teaching enhancement.

### **Principles**

#### **Learning**

- 6.3 Student learning is built upon practice and reinforcement of activities that lead to a change in behavioural potentiality.
- 6.4 Learning is defined through the achievement of intended learning outcomes in alignment with the [University's graduate outcomes](#).
- 6.5 Students, as active learners, accept responsibility for attaining their learning goals.
- 6.6 Learning takes place both in structured, curricular activities such as class sessions and in co- or extra-curricular activities, such as internships or study tours.

#### **Learning Enhancement**

- 6.7 The University seeks to enhance the student learning experience through its support of academic practice, technology-enhanced learning, experiential learning and global learning that promotes discovery and innovation.
- 6.8 The student experience will be enhanced through high quality resources and facilities, and the provision of learning-enhancing experiences.

#### **Teaching**

- 6.9 High quality teaching is a significant contributor to the student learning experience.
- 6.10 The University assures high quality teaching through selective hiring, staff development, teaching certification for research postgraduate students, assessment of teaching quality, a quality-oriented reward system at both the individual and AU levels, and teaching improvement initiatives. Collectively, these measures support a culture of continuous improvement.

## Chapter 7 Code of Conduct and Equal Opportunity

### Policy Statements

- 7.1 The University is committed to upholding the principle of equal opportunity in its learning and teaching environment.
- 7.2 University staff are expected to adhere to standards of ethical professional conduct when representing the University internally or externally.
- 7.3 The University aims to establish an inclusive culture, free from discrimination and founded upon the values of dignity, courtesy and mutual respect. Every person has the right to be treated in accordance with these values.
- 7.4 Harassment, bullying and victimisation are unacceptable forms of behaviour which will not be tolerated. Allegations of harassment, bullying or victimisation will be treated seriously.
- 7.5 Deans and Heads of AUs are responsible for implementing appropriate procedures to maintain the code of conduct of staff and students in enhancing learning and teaching quality. Procedures must comply with the [Code of Conduct](#) promulgated for the whole University community. The Code is intended to promote the highest professional and ethical standards of staff members and to foster an academic environment that is conducive to the pursuit of excellence in research and professional education.
- 7.6 A range of formal and informal mechanism is available to students seeking assistance with problem they encounter. Informally, students may raise concerns with their relevant academic unit. For formal complaints, an institutional-wide [Student Complaints Procedure](#) is in place.

# Chapter 8 Roles and Responsibilities of University Stakeholders

## Policy Statements

### Students

- 8.1 Students are integral to the University's system of quality assurance and enhancement. They are encouraged to contribute to the University by providing constructive feedback on learning and teaching quality and on the University's processes and procedures through questionnaires and surveys, committee meetings and direct contact with staff. For details regarding encouraging student participation, please refer to Chapter 18.

### Academic Staff

- 8.2 The University relies on its academic staff to deliver and maintain high quality learning and teaching. All academic staff must be aware of University, College/School/Department arrangements to assure and enhance learning and teaching quality and participate positively in these arrangements. All academic staff have the professional responsibility to:
- cultivate and support a self-critical and reflective approach to learning and teaching;
  - deliver quality learning and teaching;
  - administer assessment tasks fairly and timely;
  - continually seek to improve the delivery of learning and teaching, and adopt and implement good teaching practices;
  - be receptive to student needs and concerns; and
  - provide evidence of the delivery of quality learning and teaching.

### Alumni and the Community

- 8.3 Alumni, employers, professional bodies and members of the community contribute to the University's processes for the assurance and enhancement of learning and teaching by providing input on their learning experience, on the needs or growth areas of society, and on the quality of the University's graduates.

### Deans/Heads of Academic Units

- 8.4 Deans of Colleges/Schools in conjunction with the Boards of Colleges/Schools are responsible for implementing and delivering programmes, ensuring that these are of an appropriate standard and content, and consistent with University policies. They are also responsible for periodically reviewing programmes, their delivery and departmental teaching and learning plans and, for initiating actions to ensure the continuous enhancement of learning and teaching in their Colleges/Schools.
- 8.5 College/School Boards and their [sub-committees](#) overseeing undergraduate and postgraduate matters have the authority to manage the curriculum of programmes, within the framework of Senate policies, regulations and guidelines; and approve academic plans. They may delegate this authority to departments as appropriate.
- 8.6 Deans and Heads of AUs must adhere to the policies and regulations established by the Senate. The Senate is the final authority for the resolution of any disagreements over the application of policies and regulations.

- 8.7 Heads of AUs in conjunction with [departmental committees](#) are responsible for the daily delivery of programmes, and establishment of a learning and teaching environment which will best enable students to achieve their full potential.

### **Academic Support Units**

- 8.8 Academic support units contribute to the achievement of the University's objectives by designing and delivering learning activities and support services in addition to those offered by the AUs. Such learning activities and services must align with the University's graduate outcomes.

### **President**

- 8.9 The President is the University's chief executive officer with overall responsibility for the University's strategic direction. The President manages the University's performance, particularly in the key areas of education and research, and maintains and promotes the efficiency and good order of the University.

### **Provost and Deputy President**

- 8.10 The Provost and Deputy President oversees all academic and associated development of the University. The Provost and Deputy President is assisted in academic planning and development initiatives by the Associate Provosts and the Deans of Colleges/Schools.

### **Senate and Related Committees**

- 8.11 The [Senate](#) is the supreme academic body of the University. Its terms of reference include the power to plan, approve, develop, maintain, regulate and promote all academic programmes, teaching, research and other academic work in the University and to formulate policies accordingly.
- 8.12 The [Academic Policy Committee](#) (APC) advises the Senate on the development, implementation, monitoring and review of academic policy affecting the University as a whole, with advice from the [Board of Graduate Studies](#) (BGS) and the [Board of Undergraduate Studies](#) (BUS) on postgraduate and undergraduate matters respectively.
- 8.13 The [Quality Assurance Committee](#) (QAC) is responsible for (1) advising the Senate through APC on principles, policies and procedures relating to quality assurance of teaching, learning and assessment; (2) the conduct of audits and reviews as necessary; (3) reviewing periodic quality assurance reports submitted by AUs; (4) the promotion of quality assurance through various means; and (5) facilitation of the development and dissemination of good practices across the University.
- 8.14 The [Research Committee](#) (RC) advises the Academic Policy Committee on policies for the promotion, conduct, oversight and funding of research in the University.

### **Council**

- 8.15 The [Council](#) is the supreme governing body of the University. It is responsible for ensuring the effective management of the University and for planning its future development.

# Chapter 9 New Programmes

## Policy Statements

### Approval Criteria

9.1 New programmes must:

- align with the University's objectives as set out in the University Mission Statement and with University and College/School plans;
- demonstrate societal needs and career opportunities;
- design programme aims and intended learning outcomes aligned with the University's graduate outcomes for the respective level of studies;
- define clear course intended learning outcomes which align with the programme intended learning outcomes;
- ensure appropriate academic standards in terms of the level of award and through comparability with the academic standards of similar programmes at local and/or peer institutions through benchmarking;
- create appropriate learning and teaching activities, and assessment tasks which enable students to achieve the programme / course intended learning outcomes;
- indicate ability to draw on adequate learning and teaching resources, and support facilities to help students achieve the intended learning outcomes; and
- be financially viable for self-financed programmes.

### Approval Procedure and Route

9.2 Approval of proposed new programmes (excluding minors) will follow a 2-stage procedure. Both Stage One (initial plan) and Stage Two (fully-developed plan) are subject to comprehensive University review. As part of each stage, proposals will be endorsed by the College/School Boards, BUS for undergraduate programmes or BGS for postgraduate programmes, and then approved by the Senate via the APC. Proposing units should allow enough time for the proposals to complete the approval procedure before implementation.

9.3 Proposed new minors will need to submit a proposal detailing aims, intended learning outcomes, requirements and curriculum mapping. The proposal needs to be endorsed by the College/School Board and then approved by the APC via BUS.

### Stage One Approval

9.4 To initiate the approval process, the proposing AU first draws up an initial (Stage One) plan for consideration, before significant time is spent on the development of a final (Stage Two) proposal.

9.5 In making recommendations to Senate for the approval of the Stage One proposal, APC considers proposals in light of the following criteria laid down by Senate:

- (a) Community needs - as expressed by the Government through the University Grants Committee (UGC), including potential employability and career development of graduates;
- (b) University strategic considerations - as set out in the University's Planning Exercise Proposal and Strategic Plan;

- (c) Student demand and market needs - as reflected in market research on potential applicants, interviews, consultation with professional bodies, external academic advice, manpower reports of private bodies, etc.;
  - (d) Academic merit - consistency with the mission of professional education and research priorities of academic staff and potential for the University's ability to enter emerging academic areas;
  - (e) Quality of outcomes - the ability of AUs to facilitate sound learning outcomes and to encourage students' whole person development;
  - (f) Resource utilisation - effective use of limited institutional resources and of the existing staff establishment;
  - (g) Benchmarking - can be comparable to similar programme(s) offered by local and/or overseas institutions;
  - (h) Financial viability analysis (for self-financing programmes); and
  - (i) Partnership with external partners - demonstrate that such partners match the academic excellence of the University and that their academic interests and capabilities are aligned with those of the University.
- 9.6 For taught postgraduate programmes, AUs are required to provide justifications for the non-conversion ("deepening") nature of the programme in terms of the following criteria, namely:
- (a) programme structure and design;
  - (b) students' entrance qualifications;
  - (c) benchmarking; and
  - (d) articulation of the intellectual theme(s) of the programme and how it builds on the knowledge and skills students bring to the programme through the entrance requirements, particularly their first degree(s).
- 9.7 Heads of AUs must seek input from internal and external stakeholders at both planning and implementation stages. Heads must also benchmark the proposed new programmes against local and international standards. When a new programme is intended to lead to professional accreditation, advice and input from relevant bodies must be sought.
- 9.8 A [Stage One proposal template for undergraduate programmes](#) and a [Stage One proposal template for taught postgraduate programmes](#) are available at the QAC website.

### **Stage Two Approval**

- 9.9 Following the approval by the Senate, the Stage One proposal will be fully developed into a detailed curriculum plan by the programme-hosting AU. The relevant College/School Board will ensure that:
- (a) comments from the approval committees on the Stage One proposal (if any) are responded to;
  - (b) comments from the Programme Validation Panel are taken into consideration;
  - (c) the curriculum of the major or programme is aligned with the University's mission, strategic considerations and expected graduate outcomes;
  - (d) the structure of the major or programme and the assignment of credit units to student work is consistent with the academic regulations;
  - (e) the academic standards of the major or programme are appropriate in terms of the level of award, and are comparable with the academic standards of similar majors or programmes at local and/or overseas peer institutions;

- (f) constructive alignment of learning outcomes at all levels of the major or programme must be maintained. The major or programme has clearly defined its intended learning outcomes in alignment with the related set of graduate outcomes. The intended learning outcomes of its courses need to be aligned with those of the major or programme. The learning and teaching activities, and assessment tasks must receive appropriate attention and be aligned with the intended learning outcomes of the courses concerned;
- (g) adequate teaching and learning resources and support facilities ought to be in place; and
- (h) where necessary, arrangements for the transition of students to new curriculum requirements have been made.

### **Approval of Programmes with Multiple Units**

9.10 New programmes delivered by more than one AU require collaboration among the units in the initial planning process. As an early stage activity in the process, units must decide on programme hosting and leadership responsibilities for the approval procedure.

# Chapter 10 Changes to Programmes and their Constituent Courses

## Policy Statements

### Criteria for Approval of Programme Changes

- 10.1 Before proposed changes to a programme are considered, adequate and timely consultation must take place with relevant stakeholders.
- 10.2 For a programme jointly offered with one or more external partners, changes must be made in agreement with the external partner(s).
- 10.3 The programme must remain academically vigorous and viable after the proposed changes have been implemented; and must continue to meet the criteria for approval set out in paragraph 9.1.
- 10.4 Decisions to suspend or discontinue a programme must be objectively justifiable. AUs must consult with currently enrolled students and take their interests into account. For programmes which lead to professional accreditation, interests of other stakeholders, such as professional bodies, must be considered as well.

### Approval Route and Procedure

- 10.5 The chain of approval authorities spans from College/School Boards to Senate, and may include BUS (for undergraduate programmes) or BGS (for postgraduate programmes) and APC. Major changes require the approval from all authorities. Minor changes have an expedited process with fewer approval authorities. A summary of the approval procedures for different types of changes is set out in the [“Arrangements for Consideration of Academic Matters by Senate/Senate Committees”](#).

### Implementation

- 10.6 Changes to programmes can be implemented only when the proposals have successfully passed through the approval procedure.

### Principles

- 10.7 Disadvantages to students and/or academic staff by changes to programmes should be minimised.
- 10.8 The timing of the implementation of changes to programmes should take account of the interests of students who may need to retake courses during the remainder of their programmes to redeem a failing grade or to improve the grade attained.
- 10.9 Sufficient notice of the implementation of intended changes to programmes should be given to ensure that students currently enrolled in the programme or in programmes leading to the programme that is the subject of the proposed change(s) are not unduly disadvantaged by the changes.
- 10.10 Full and accurate minutes of discussions leading to a decision to suspend or discontinue a programme should be kept and confirmed by all parties to those discussions.

## **Chapter 11 Quality Assurance for Programmes**

### **Policy Statements**

11.1 The University is committed to maintaining and enhancing the quality of its taught programmes through regular monitoring and review in accordance with University-wide processes, University policies and strategic directions and, where appropriate, reference to international benchmarking standards.

### **Scope**

11.2 Every taught programme (except minor) is subject to annual monitoring of effectiveness through the submission of an annual programme report.

11.3 New taught postgraduate offerings are subject to a review in two years from the date of their implementation.

11.4 AUs are expected to engage Departmental Academic Advisors / External Academic Advisors for their programmes / units, where appropriate, for advice on matters related to maintaining international standards for their awards. For details, please refer to Chapter 13.

11.5 AUs are also encouraged to seek accreditation in appropriate areas as a form of external benchmarking.

### **Roles and Responsibilities**

11.6 Senate will maintain an overview of all annual programme reviews via the APC and QAC, and the QAC has delegated responsibility for overseeing the appropriate review processes.

11.7 College/School Boards are responsible for monitoring the implementation of action plans from the programme review.

11.8 The Head of an AU is responsible for ensuring that the Programme Leader of each programme completes an annual review, in alignment with the University's schedule for the review of annual reports.

### **Reporting of Annual Programme Reviews**

11.9 The levels of reporting are as follows:

- an annual report will be submitted to the College/School Board for consideration via the Head of the AU. The report evaluates the performance of the programme (research degree excluded) against its aims and intended learning outcomes. It also identifies effective practices, significant academic matters, and trends or changes in environmental conditions that require attention. Furthermore, the report needs to present an action plan to drive improvements in the quality of the student learning experience. The report must adhere to the reporting structure established by the QAC;
- a summary of all the annual programme reports conducted within the Colleges/Schools will be submitted to the QAC for consideration via BUS (for undergraduate programmes) or BGS (for postgraduate programmes). The annual College/School summary will draw together the information in the annual

- programme review reports to identify the review process, general observations, good practices, and programme effectiveness; and
- the College/School summary will be made available at the [QAC website](#) for sharing with the University community.

### **Reporting of New Programmes**

11.10 The levels of reporting are as follows:

- new programmes are required to review closely the fulfillment of objectives and plans as stated in the programme proposal. The observations and the follow-up plans are to be reported to the QAC via their annual reports. This arrangement will apply to programmes in their first year of offering up to first year of second cohort offering; and
- new taught postgraduate programmes are subject to review in two years from the date of implementation. The review report will be submitted to the QAC for consideration via BGS and the College/School Board. The report assesses the sustainability of taught postgraduate programmes.

### **Principles**

11.11 The maintenance and enhancement of programme quality is the professional responsibility of all staff who contribute to a programme. Each has the responsibility to contribute to quality assurance including the annual programme review.

11.12 Deans and Heads of AUs have the responsibility to:

- devise and implement appropriate mechanisms to ensure adequate input is obtained from students, graduates, professional associations, employers, Departmental Academic Advisors / External Academic Advisors, and other stakeholders where appropriate; and
- ensure that the outcomes of the annual programme reviews are addressed.

## Chapter 12 Academic Unit Annual and Periodic Review

### Policy Statements

- 12.1 The University is committed to regular monitoring and review of its AUs in accordance with University-wide processes, its policies and strategic directions and, where appropriate, with reference to international benchmarking standards.

### Scope

- 12.2 AUs are required to report annually on their performance through the Performance-based Pay Review exercise for AUs. The annual reporting exercise aims at reinforcing the performance culture of the University and at enhancing AU achievements in alignment with the University's Strategic Plan and Planning Exercise Proposal.
- 12.3 AUs are subject to a holistic review of their overall academic performance and strategic direction through the Review of Academic Excellence (RoE) exercise. The goal of the review is for AUs to enhance their academic programmes, strengthen their research agenda, and develop their scholarly activities to align with the University's mission to pursue excellence in research and professional education. The exercise enables each AU to be reviewed by a panel of international experts to globally benchmark AU quality. Details regarding the RoE exercise are available at "[Review of Academic Excellence Guidelines](#)".

### Roles and Responsibilities

- 12.4 The President and the Provost and Deputy President will maintain an overview of the AU annual and periodic review.
- 12.5 The Head of an AU is responsible for preparing the reports with reference to the review parameters. The Head of AU will consult with staff within the AU during the preparation of the reports.

### Reporting of Annual and Periodic Reviews

- 12.6 The levels of reporting for annual review are as follows:
- an annual report containing the review data related to the pre-defined key performance indicators will be submitted to the reviewers, namely the line manager, Provost and Deputy President, Associate Vice President (Research) and Associate Provost (Academic Affairs). Every AU is evaluated principally against itself over time, with comparisons to peer Hong Kong and global institutions and to related disciplines in the limited circumstances in which this is appropriate. Findings will be shared with the President's Cabinet for comments and feedback; and
  - an overall numerical performance rating, along with verbal and written feedback, will be provided by the reviewers.
- 12.7 The levels of reporting for periodic review are as follows:
- an evaluative summary focusing on excellence, with the AU describing its highest levels of performance and providing supporting documents, is submitted by the Head of AU to the review panel. The summary will also highlight the AU's strengths and identify any weaknesses, with strategies to overcome them. The review panel is comprised of senior academics from leading global universities that serve as benchmarking institutions of the AU.

- a review report will be written by the review panel and the panel will meet the Head of the AU and members of the senior management to provide feedback on the panel's findings;
- an analysis of the review report will be prepared by the Provost and Deputy President and forwarded to the President's Cabinet for endorsement; and
- the endorsed report will be provided to the Head of AU who will use it for departmental planning. The Head of AU will report annually to the Provost and Deputy President on the progress towards addressing report recommendations.

## **Principles**

- 12.8 Maintaining and enhancing the standard and quality of an AU is the professional responsibility of all members of the AU. Each has the responsibility to contribute to the annual and periodic reviews.
- 12.9 Deans and Heads of AUs have the responsibility to:
- devise and implement appropriate mechanisms to ensure maximum input is obtained from students, alumni, professional associations, employers, External Academic Advisors, Departmental Academic Advisors and other stakeholders where appropriate; and
  - ensure that the outcomes of the annual and periodic AU reviews are followed up.

## Chapter 13 Departmental Academic Advisors

### Policy Statements

- 13.1 Departmental Academic Advisors (DAAs):
- help to review all the activities of AUs annually;
  - help to reassure AUs' best practices;
  - help AUs to achieve benchmarking against best international practices; and
  - contribute constructively to the continuing academic quality enhancement of the AUs.
- 13.2 The primary role of DAAs is to provide high level academic and strategic advice to AUs, covering all academic functions including: (a) follow-up work of the RoE panel recommendations; (b) programme/major advising; (c) research and knowledge transfer; (d) student recruitment, including PhD students, HK PhD Fellowship candidates, Graduate Teaching Assistants; (e) faculty recruitment and mentoring; (f) global networking; and (h) strengthening of CityU and AU brand. The DAAs serve as a source of external benchmarking information.
- 13.3 AUs must provide DAAs with relevant information to enable a comprehensive, critical, and constructive review. The information may include confidential data. AUs therefore need to agree with the DAAs to the non-disclosure of such confidential information.

### Principles

- 13.4 To achieve benchmarking with a broad international perspective, DAAs are suggested to be nominated from past RoE panel members or serving overseas EAAs with notable contributions to AUs in the prior years.
- 13.5 Details regarding the nomination, appointment, role and responsibilities and reporting of DAAs are set out in the "[Guidance Notes for Implementation](#)".

## Chapter 14 External Academic Advisors

### Policy Statements

- 14.1 External Academic Advisors (EAAs):
- help to ensure the academic quality of programmes;
  - help to ensure the standards of student learning and teaching;
  - help to ensure that academic results are comparable to those in similar internationally regarded universities;
  - help to add value in areas such as recruiting of high quality faculty and students, faculty mentoring, global networking, updating AUs on scholarly and professional developments, and strengthening the University's brand; and
  - assist in the assimilation and utilisation of international best practice.
- 14.2 The primary role of EAAs is to assist the University to maintain the international standard of its awards. The EAAs serve as a source of external benchmarking information.
- 14.3 AUs must provide EAAs with relevant information to enable a comprehensive, critical, and constructive review. The information may include confidential data. AUs therefore need to agree with the EAAs to the non-disclosure of such confidential information.

### Principles

- 14.4 EAAs should contribute to the strategic growth of AUs and the University as a whole, rather than predominantly focusing on operational matters. AUs are expected to seek advice from EAAs on matters related to research, as well.
- 14.5 To assist in benchmarking the academic quality of their programmes and their constituent courses and student work, Heads of AUs are encouraged to appoint EAAs for their individual programmes.
- 14.6 AUs are expected to ensure that their EAAs have substantial experience, expertise, and high academic standing relating to the assessment of the programme(s) offered by the AU. They should be active, leading scholars in their disciplinary field.
- 14.7 EAAs should collectively represent diversity across, for example, national origin/ethnicity, educational systems, and gender.
- 14.8 Starting 2019/2020, the role of EAAs will be taken up by DAAs. However, with the approval of the Provost and Deputy President, the EAA scheme may continue for AUs, academic centres and academic support units offering programmes accredited by professional bodies and/or credit-bearing courses.
- 14.9 Details regarding the recruitment and appointment, role and responsibilities and reporting of EAAs are set out in the "[Guidelines for External Academic Advisors](#)".

## **Chapter 15 Staff Development for Teaching and Learning**

### **Policy Statements**

- 15.1 The University is committed to supporting and encouraging the continuing professional development of academic staff at different levels through staff training, sponsorship for staff development, and conference/special/sabbatical leaves for academic staff.
- 15.2 Support for academic staff new to the University:
- for early career academic staff hires, a mentoring committee must be provided by the AUs with which the individual will affiliate and the committee is expected to help the new hire develop an appropriate plan for his/her professional development.
  - Heads of AUs must appoint experienced academic staff as mentors for newly appointed early career academic staff to facilitate their integration into their College/School/Department.
- 15.3 Staff development needs must be reviewed at the end of each academic year through the Annual Performance Report.
- 15.4 Mentoring is a vital element of academic staff development. Heads of AUs will appoint at least two experienced academic staff members with not less than two years' service at the University and academic rank equal or higher to that of the mentee as mentors for each new academic staff member.
- 15.5 Heads of AUs, with the support from the Director of the Talent and Education Development Office (TED) and Deans of Colleges/Schools, are required to devise and implement:
- AU policies for the support of staff professional development; and
  - appropriate training for the academic staff who will be involved in mentoring, reviewing and/or assessing staff colleagues.

### **Principles**

- 15.6 Staff development takes many forms. It may include sabbatical and other conference or special leave, structured staff development activities, attendance at meetings and conferences, secondments, development of educational materials and curriculum enhancement, and active association with professional bodies.
- 15.7 To achieve the maximum benefit, the University's staff development processes should be closely linked to other planning and review activities.

### **Talent and Education Development Office**

- 15.8 The mission of the TED is to strengthen the teaching and learning environment of the University and to facilitate development of the Gateway Education programme. [TED](#) provides support and resources to further the development of effective teaching strategies and techniques via outcomes-based approaches, and promotes effective and creative use of the e-learning technologies for teaching, learning and assessment.

### **Support for New Academic Staff**

- 15.9 All academic staff at any level of appointment new to the University are expected to participate in University orientation activities and attend their College/School orientation programme.
- 15.10 New academic staff may be granted special arrangements to facilitate their integration into their academic unit and the University, and improve their effectiveness. These arrangements can include a reduced teaching load, or start-up support for teaching and/or research.

### **Mentoring Support**

- 15.11 To facilitate integration of new academic staff into their AUs, ideally the mentors should be appointed and the new academic staff members advised of the appointments before their arrival at the University.
- 15.12 Mentors can serve as the point of contact for concerns the new academic staff may have about adjustment/integration, career development and expression of grievances.

### **Staff Development for Academic Staff**

- 15.13 All academic staff should continually seek to improve the delivery of learning and teaching and adopt and implement good practices of learning and teaching to optimise their performance. The “[Guidelines on Staff Development for Academic Staff](#)” sets out the foundational standards in terms of staff training for assuring and enhancing the quality of newly joined and existing academic staff respectively.
- 15.14 The University provides teaching and research support. It encourages research through central research funds and emphasises the importance of the close link between teaching and research through various schemes. Details of the funding can be obtained from the [Research Grants and Contracts Office](#) and TED.
- 15.15 Academic staff may also request approval from their Head of AU to undertake external continuing professional development training, e.g. meetings and conferences, which they consider will enhance their effectiveness and performance. Financial support may be provided where necessary in accordance with the University’s “[Staff Development Policy Statement](#)” and “[Guidelines on Sponsorship for Staff Development](#)”.

### **Peer Review**

- 15.16 The University acknowledges peer review as a useful source of information to improve and enhance learning and teaching. It provides developmental benefits for both reviewers and reviewees.
- 15.17 Academic staff are encouraged to undergo regular peer review of their teaching; and peer review is strongly recommended for re-appointment/substantiation/promotion cases. The staff member and the Head of AU must agree in advance on the format and purpose of the peer review, and the use of data obtained. For details, please refer to the “[Guidelines for Peer Review of Teaching](#)”.

### **Teaching Portfolio**

15.18 Academic staff are encouraged to build up their teaching portfolio to:

- provide documented evidence of teaching accomplishments during their career; and
- evidence the achievement of the objectives agreed upon with the Heads of AUs to facilitate the annual review process.

15.19 Teaching portfolios will inform AUs and the University of the achievements made, or improvements needed, by the academic staff member. Guidance on the development of teaching portfolios may be obtained from TED.

### **Identification of Institutional Staff Development Needs**

15.20 Staff development needs may be identified in a variety of ways, e.g. by an audit of skills, by peer review and feedback, by appraisal, by student feedback, and by reflection on current practices.

15.21 Deans and Heads of AUs should discuss and identify specific professional development needs and opportunities in relation to the capabilities and aspirations of individual academic staff, and the needs and objectives of the AU through the Annual Performance Report.

## **Chapter 16 Evaluation of Teaching and Learning**

### **Policy Statements**

- 16.1 Evaluation of the teaching and learning experience is a critical component of the evaluation procedure within the University's management and quality assurance framework.
- 16.2 The University is committed to undertaking regular University-wide evaluation of the teaching and learning experience, using student and other stakeholder feedback, for a range of purposes including:
- to improve teaching and learning quality;
  - to formulate active and effective teaching practices;
  - to provide information in regard to staff development needs; and
  - to evaluate staff performance as part of personnel decisions.
- 16.3 All University-wide evaluation instruments must be fit for purpose, resource-effective, and providing an accurate overview of the quality of the teaching and learning experience.
- 16.4 The University adopts an online evaluation system to streamline workflows and ensure data integrity. Data derived from evaluations will be used in an appropriate manner to protect the anonymity of students who have participated in the evaluation process and to comply with government privacy ordinances concerning staff and students.
- 16.5 Heads of AUs are responsible for:
- ensuring regular evaluation of the teaching and learning experience is conducted within their units using University-recognised evaluation instrument(s);
  - analysing evaluation data and initiating follow-up actions, in consultation with the concerned academic staff where appropriate; and
  - ensuring that students and staff are informed in a timely manner of the results and improvements and/or changes made arising from the evaluation of the teaching and learning experience.

### **Principles**

#### **Evaluation Instruments**

- 16.6 Evaluation instruments should be based on effective practices, teaching and learning theories and accepted research findings. Evaluations should take into account factors such as the style and purpose of the teaching, intended learning outcomes, the nature of the teaching and learning activities as well as the assessment tasks, their alignment, feedback to students, and available resources.
- 16.7 A University-recognised, concise questionnaire with 10 questions covering teaching and learning, administered in plain English, should be used to collect student feedback on all taught courses.
- 16.8 AUs are encouraged to solicit feedback that is specific to the context of their AUs. AUs' evaluation instruments should have clearly defined purposes and be aligned and consistent with the University's questionnaires.

- 16.9 In addition to student evaluations, peer evaluations should also be conducted as a source of constructive feedback, e.g. before promotion or substantiation and to inform other significant personnel decisions. Maintenance of a teaching portfolio, which incorporates a teaching philosophy, teaching responsibilities and strategies as well as a reflective account based on peer review comments and feedback from students is also encouraged.

#### **Administration of a University-recognised Student Evaluation Instrument**

- 16.10 The Office of the Provost and Deputy President will administer the University's Teaching and Learning Questionnaire with the support of AUs.
- 16.11 The Office of the Provost and Deputy President will provide collective evaluation results to academic staff, Heads and Deans of AUs, and appropriate individuals identified by Heads/Deans.

#### **Outcomes of the Evaluation**

- 16.12 Information derived from student feedback of the teaching and learning experience may be used for a variety of purposes including evaluation of teaching approaches, design and assessment of pedagogical interventions, and for staff development and personnel purposes.
- 16.13 When interpreting results, Heads of AUs should take into account situational factors, such as course size, course level, and response rate to inform the conclusions to be drawn from a particular evaluation.
- 16.14 Where the results of evaluations are to be incorporated into decision-making related to career progression, the differences between information collected from formative and summative evaluations should be taken into account.

## **Chapter 17 Part-time Academic Staff**

### **Policy Statements**

- 17.1 The University recognises that all academic staff can make valuable contributions to the University's learning and teaching processes. The University seeks a quality student experience that does not differ based on the status of those teaching them. Part-time and full-time academic staff must therefore be subject to the same quality assurance measures.
- 17.2 The same high standards apply to both part-time and full-time academic staff, whenever applicable, when they carry out their responsibilities. These standards include:
- teaching in accordance with the curriculum on the course for which they are engaged;
  - attending promptly to administrative and assessment requirements of the course; and
  - complying with AU expectations with regard to student consultation.
- 17.3 Deans and Heads of AUs are responsible for determining and providing appropriate support for part-time staff depending upon their roles and responsibilities.
- 17.4 Deans and Heads of AUs are responsible for ensuring that part-time academic staff are adequately supervised and monitored.
- 17.5 Part-time academic staff must be provided with enough lead-in/development time to allow them to prepare for their responsibilities prior to the start of teaching.
- 17.6 Adequate resources must be available to part-time academic staff at the time they take up their duties.

### **Principles**

#### **Recruitment and Appointments**

- 17.7 Recruitment standards in terms of qualifications and experience required for a part-time teaching position should as much as possible be identical to the standards for a full-time position. In appointing part-time academic staff, due attention should be paid to their experience and potential as teachers.

#### **Departmental Support**

- 17.8 Heads of AUs should appoint a senior and suitably experienced full-time academic staff member as coordinator or mentor for part-time academic staff to address their needs or concerns.
- 17.9 Heads of AUs should ensure there is effective communication between part-time and full-time academic staff.

### **Staff Development**

- 17.10 Appropriate background information about their roles and duties, course aims and learning outcomes, assessment policy and guidelines, academic honesty, teaching evaluation, student background, and related matters should be provided to part-time academic staff to ensure they understand these matters and how they impact student learning.
- 17.11 The “[Guidelines on Staff Development for Academic Staff](#)” sets out the foundational standards in terms of staff training for assuring the quality of newly joined part-time academic staff.

### **Role and Workload**

- 17.12 The roles of part-time and full-time academic staff should be clearly defined. Agreement should be established on the degree of autonomy expected of part-time academic staff in how and what to teach.
- 17.13 Regular checks should be made to ensure that the workload of part-time academic staff is appropriate (e.g. given their rate of pay, their external commitments and their capabilities).
- 17.14 Duties undertaken by part-time academic staff may include teaching, conducting tutorials, supervising laboratory work, attending meetings/training, etc.
- 17.15 Heads of AUs should facilitate the involvement of part-time academic staff on teaching and staff development committees, programme committees or student liaison committees as appropriate. This may provide a different or additional perspective to both full-time and part-time staff on matters related to teaching and learning.

### **Resources for Supporting Teaching and Learning**

- 17.16 Part-time academic staff should have adequate working and storage space and equipment support in order to carry out their teaching responsibilities.
- 17.17 Part-time academic staff should have easy access to all course and programme documentation, teaching materials and learning resources. If specific material is required for sessions run by part-time academic staff, this should be made available by the Programme Leader well in advance of the teaching sessions.
- 17.18 Part-time academic staff should be advised of the support available to assist them in the production of teaching materials.
- 17.19 Part-time academic staff should be advised of how to address or redirect students’ problems, should they arise.

### **Evaluation of Teaching Quality**

- 17.20 Systems should be in place to ensure there is feedback from students and full-time academic staff to part-time academic staff and vice versa.
- 17.21 Part-time academic staff will be required to undergo student evaluations of teaching and learning similar to full-time academic staff. The results of evaluations will be sent to the part-time academic staff and to the Dean and Head of his/her AU.

- 17.22 Part-time academic staff should be included in peer evaluation of teaching and learning and given opportunities to be observed, as well as to observe others.
- 17.23 If a complaint is made by students or peers about the part-time academic staff member's performance or conduct while the part-time academic staff member is undertaking his or her responsibilities, the part-time academic staff coordinator will investigate the complaint promptly. The outcome of the investigation may be a recommendation to the Head of AU for termination of the part-time academic staff member's employment.

## **Chapter 18 Student Participation**

### **Policy Statements**

- 18.1 As a key stakeholder group of the University, students make a significant contribution to all aspects of the University's activities and to the establishment of an enjoyable and productive education environment.
- 18.2 Students are encouraged to contribute to the development of the University and the enhancement of its learning and teaching by participating in consultative and deliberative processes both at University and AU levels.
- 18.3 Students must be adequately represented on University and AU committees and be appropriately involved in decision-making processes. Effective formal and informal procedures must be in place to facilitate the continuous exchange of information and views between the University together with its AUs and students.
- 18.4 Students are encouraged to involve themselves in University and AU committees and to represent their classmates as a form of training to prepare themselves for future leadership in the community.

### **Principles**

#### **Student Body Representation on Committees and Working Groups**

- 18.5 Student members on committees and working groups that consider academic and student related matters should be nominated/selected by the relevant College/School/student body, where appropriate.

#### **Arrangement of Meetings with Student Members**

- 18.6 As far as possible, meetings of committees with student members should be scheduled to take into account the other commitments of the students concerned.
- 18.7 Chairs of committees should appoint a sufficiently experienced and qualified staff member, e.g. the Secretary of the committee, as the designated contact for student members of committees. That staff member would be responsible for providing the relevant background information on specific meeting agenda items (if so required) and the processes and procedures of the committee.
- 18.8 Chairs of committees should ensure that agendas and documentation for meetings are sent to student members with sufficient lead time in advance of the meeting to enable them to obtain relevant feedback from the student body.
- 18.9 Chairs of committees should provide student members of committees with all necessary logistical and administrative support to enable them to discharge their responsibilities to the committee of which they are members.

### **Outcomes of the Meetings**

- 18.10 Minutes of meetings of committees will be available to the committee. In the interest of good communication and openness, student members are encouraged to share relevant, non-restricted outcomes with the student population.

### **Programme/Class Representatives**

- 18.11 The names of programme/class representatives should appear on AU web sites to assist with communication and dissemination of information.
- 18.12 Heads of AUs should consider appointing a sufficiently experienced and qualified academic staff member as the contact point for class/programme representatives. Class or programme representatives may be asked to raise a wide range of issues by their peers who may reserve their right to anonymity. Alternatively, a senior member of the administrative support staff can be designated as the initial point of contact for student concerns, whether relayed through class representatives or not, again in the interests of preserving anonymity where that is requested.
- 18.13 Written or oral statements by student committee members, and by class representatives in their respective capacity shall have qualified privilege and not be actionable as libel or slander. This privilege should arise provided that there was belief in the truth of what was written or said; and provided that there was no malicious intent.
- 18.14 Course Leaders should also meet regularly with the class representatives of students on their courses in order to ensure a ready channel of communication and the opportunity to deal with issues and/or problems during the delivery of courses as they arise.
- 18.15 Heads of AUs should utilise opportunities for informal contact between staff and students, e.g. casual gatherings (“tea gatherings”) or other similar activities. Staff should attend and actively participate in such gatherings.
- 18.16 Academic staff should encourage students to contact them as the need arises during the delivery of courses.
- 18.17 Student views and comments on programme reviews and on the availability and adequacy of learning resources should also be sought through questionnaires, interviews and by the inclusion of student representatives in relevant committees.

## Chapter 19 Student Exchange, Internship, and Placement Opportunities

### Policy Statements

- 19.1 The intended learning outcomes of University- or AU-managed student exchanges, internships or placements must:
- be clearly identified;
  - contribute to the overall aims and intended learning outcomes of the programme;
  - be sufficiently communicated to the involved parties, including staff, providers of the opportunity and students; and
  - be assessed appropriately.
- 19.2 In order for a student exchange activity to be recognised by the University, there must be a formal agreement between the University or relevant AU with the provider of the activity.
- 19.3 In order for an internship or placement opportunity to be recognised by the University, approval must be given by the University or relevant AU.
- 19.4 Heads of AUs and organising units are responsible for devising and implementing policy and procedures to:
- secure, monitor, administer and review the student exchange, internship or placement;
  - ensure that an appropriate risk assessment has been satisfactorily completed before students take up a student exchange, internship or placement opportunity;
  - ensure that the roles and responsibilities of those providing student exchange, internship or placement opportunities are clearly defined and that the learning opportunities provided are appropriate; and
  - ensure that staff involved in student exchange, internship or placement are appropriately qualified, resourced and competent to fulfil their role(s).
- 19.5 Students must:
- be informed of their specific responsibilities and entitlements relating to their student exchange, internship or placement;
  - take part in pre-internship or placement training; post-internship de-briefing; corresponding evaluation and assessment practice;
  - follow the University's regulation and guidelines for student exchange, internship or placement; and
  - receive appropriate and timely information, support and guidance prior to, and throughout their internship or placement.

### Assessment of Student Exchange, Internship and Placement

- 19.6 All types of learning, including student exchange, work-based or placement, must be appropriately and rigorously assessed if they are to be formally recognised in accordance with the "[University Assessment Policy and Principles for Taught Programmes](#)".

## Principles

### Design of Student Exchange, Internship and Placement

- 19.7 Student exchange activities are credit-bearing and will be conducted in the form of one-to-one bilateral exchanges of students with partner institutions outside Hong Kong. The normal duration of an exchange programme is one semester, or at least 4 weeks during summer. The intended learning outcomes of student exchange should take account of:
- relevant external reference points that are available for the assurance of standards;
  - whether the intended learning outcomes are aligned with the graduate outcomes;
  - whether students had adequate opportunities to achieve the learning outcomes; and,
  - whether the exchange activity component is optional or compulsory.
- 19.8 The University organises student exchange activities according to the spirit, guidelines and procedures relating to the establishment of agreements for student exchange with local, mainland and overseas institutions stipulated at the [Global Engagement Office](#) website. Student exchange orientation programmes are also offered for students.
- 19.9 Internship or placement is defined as an activity with a duration of no less than 4 weeks or 150 accumulated work hours. Its design is primarily concerned with identifying relevant and appropriately assessed learning, which is expressed in the form of learning outcomes, that can be linked to that work or placement.
- 19.10 The intended learning outcomes of internship or placement should take account of:
- relevant external reference points that are available for the assurance of standards;
  - the requirements of professional, statutory and regulatory bodies and other qualification frameworks;
  - whether students have had adequate opportunities to achieve the learning outcomes; and
  - whether the internship or placement component is optional or compulsory, credit-bearing or non-credit-bearing.
- 19.11 For practical and logistical reasons, learning experiences of all students involved in different student exchange, internship or placement situations experience may vary. Support should be provided if circumstances change and a student is no longer able to achieve the intended outcomes in the particular exchange, internship or placement. Students should also be provided with information on the University's emergency contacts and on the [Critical Incident Management Team \(CIMAT\) for Students](#).
- 19.12 Student exchange, internship and placement opportunities should be regularly and effectively monitored and reviewed to ensure that benefits of the learning experience are maximised. Feedback on the quality and standards of the internship and placement from both students and the employers should be collected. The feedback may be gathered from surveys, reflective journals, company visits, social media platform or other relevant sources. Exchange agreements should be reviewed and re-evaluated at predetermined times and prior to renewal so as to assure their alignment with University strategy and student learning outcomes.

### **Student Responsibilities and Entitlements**

19.13 Students should be made aware of their responsibilities and entitlements prior to the commencement of the student exchange, internship or placement opportunity. For example,

- working/studying in a safe environment;
- being treated in accordance with applicable legislation;
- the availability of support from responsible parties when sought;
- their behaviours as determinant in projecting an image of the University;
- the need for complying with the University's regulation and guidelines governing student exchange, internship or placement, and the agreement made between relevant parties;
- the need for professional conduct;
- the need for confidentiality;
- protection of intellectual property rights; and
- personal data protection.

### **Responsibilities of Providers**

19.14 Student exchange, internship and placement providers should be expected and enabled to take an active role in creating opportunities for students. They should therefore be provided with clear information about:

- the objectives of the student exchange, internship or placement;
- their particular role and responsibilities;
- safety issues and any possible risks might have involved;
- the nature and scope of the activity involved;
- how responsibilities are to be fulfilled;
- their involvement in monitoring the progress of students; and
- the mechanisms for making mid-stream adjustments and reporting at the end of the student exchange, internship or placement opportunity.

### **Responsibilities of Staff**

19.15 Staff involved in or associated with student exchange, internship and placement should have clearly and explicitly defined roles, and, where necessary, be given appropriate training to undertake these roles effectively. Such training may include updating staff knowledge and understanding of relevant legislation, risk management and institutional policies and practices.

## Chapter 20 Dissemination of Good Practices

### Policy Statements

- 20.1 The University is committed to the continual improvement of learning and teaching by:
- developing, maintaining and disseminating good practices in learning and teaching; and,
  - maximising the use of educational technology and information and communication technology.
- 20.2 The University will:
- ensure that appropriate mechanisms are in place for the continual improvement of learning and teaching and the enhancement of the student learning experience;
  - promote institutional engagement on issues of educational effectiveness and student learning;
  - develop and share good practices in assessing and improving the learning and teaching process throughout the University;
  - continually review and improve educational quality and institutional performance; and,
  - promote a culture of evidence, through which indicators of performance are regularly developed and data are collected to underpin institutional decision making, planning, and improvement.

### Principles

#### Overview

- 20.3 Good practices should be shared via a range of resources (e.g. reports, case studies, research papers) and channels of communication (e.g. websites, newsletters).
- 20.4 Whilst formal routes of dissemination are important, informal conversations, networking and other interactions among staff also provide significant opportunities to share experiences and to learn from colleagues. These exchanges do not necessarily need to focus on innovation in teaching, but they may highlight effective ‘every day’ good teaching practices.
- 20.5 Channels of communication should be viewed as a two-way conduit; they provide an outlet for good practices originating within the University, and are a route through which ideas about effective teaching can enter. There is a need to identify good practices from both within and outside the University, and to disseminate them using a range of channels such as those identified below.

#### Institutional Level

- 20.6 QAC, as a central University committee, will collate and identify examples of good practices through annual programme review reporting, External Academic Advisors’ and Departmental Academic Advisors’ reports. Summaries of the good practices will be made available at the QAC website ([Sharing of Good Practices section](#)).
- 20.7 [Teaching Excellence Awards](#) (TEAs) will identify and recognise excellent teaching at the University level. The Provost and Deputy President chooses awardees based on recommendation by the TEAs Selection Panel. Recommendations are made based on

clearly defined criteria that reflect the objectives for excellence in teaching and learning at the University. There will be sharing sessions by TEA winners every year. Workshops will also be organised by CityU winners of the UGC Teaching Award to promote good teaching. TEA procedure details together with the names of current and past awardees are made public at the University's TEAs website.

- 20.8 The University websites will promote good-practice events and highlight examples when appropriate.

**Talent and Education Development Office**

- 20.9 TED has a pivotal role in the collection and dissemination of good practices in learning and teaching. In addition to providing professional development opportunities, the Office works with individuals and AUs. Its unique central position enables it to gather and distribute examples of good practices in learning and teaching both from within the University and across disciplines, and from external organisations.

**Academic Unit Level**

- 20.10 Heads of AUs are expected to ensure that there are both formal and informal opportunities for sharing of good and innovative teaching practices.

## Documents Referred to in this Quality Manual

### Chapter 2

1. [University's Vision and Mission](https://www.cityu.edu.hk/about/vision-and-mission)  
(<https://www.cityu.edu.hk/about/vision-and-mission>)

### Chapter 5

2. [University Assessment Policy and Principles for Taught Programmes](https://www.cityu.edu.hk/qac/assessment_policy/university_assessment_policy.htm)  
([https://www.cityu.edu.hk/qac/assessment\\_policy/university\\_assessment\\_policy.htm](https://www.cityu.edu.hk/qac/assessment_policy/university_assessment_policy.htm))
3. [Academic Regulations for Associate Degrees](https://www.cityu.edu.hk/arro/content.asp?cid=224)  
(<https://www.cityu.edu.hk/arro/content.asp?cid=224>)
4. [Academic Regulations for Undergraduate Degrees](https://www.cityu.edu.hk/arro/content.asp?cid=165)  
(<https://www.cityu.edu.hk/arro/content.asp?cid=165>)
5. [Academic Regulations for Taught Postgraduate Degrees](https://www.cityu.edu.hk/sgs/student/tpg/regulation/acadreg)  
(<https://www.cityu.edu.hk/sgs/student/tpg/regulation/acadreg>)
6. [Rules on Academic Honesty](https://www.cityu.edu.hk/pvdp/academic_honesty/rules_on_academic_honesty.htm)  
([https://www.cityu.edu.hk/pvdp/academic\\_honesty/rules\\_on\\_academic\\_honesty.htm](https://www.cityu.edu.hk/pvdp/academic_honesty/rules_on_academic_honesty.htm))

### Chapter 6

7. [City University Graduate Outcomes](https://www.cityu.edu.hk/qac/city_university_graduate_outcomes.htm)  
([https://www.cityu.edu.hk/qac/city\\_university\\_graduate\\_outcomes.htm](https://www.cityu.edu.hk/qac/city_university_graduate_outcomes.htm))

### Chapter 7

8. [Code of Conduct](https://www.cityu.edu.hk/hro/stafflan/policy/university/code-of-conduct.asp)  
(<https://www.cityu.edu.hk/hro/stafflan/policy/university/code-of-conduct.asp>)
9. [Student Complaints Procedure](https://www.cityu.edu.hk/stdcomplaint/index.htm)  
(<https://www.cityu.edu.hk/stdcomplaint/index.htm>)

### Chapter 8

10. [Senate](https://www.cityu.edu.hk/arro/senate)  
(<https://www.cityu.edu.hk/arro/senate>)
11. [Academic Policy Committee](https://www.cityu.edu.hk/pvdp/APC.htm)  
(<https://www.cityu.edu.hk/pvdp/APC.htm>)
12. [Board of Graduate Studies](https://beaverton.sharepoint.com/sites/sgs/StaffOnly/Pages/Committee/BGS.aspx)  
(<https://beaverton.sharepoint.com/sites/sgs/StaffOnly/Pages/Committee/BGS.aspx>)
13. [Board of Undergraduate Studies](https://www.cityu.edu.hk/pvdp/BUS.htm)  
(<https://www.cityu.edu.hk/pvdp/BUS.htm>)
14. [Quality Assurance Committee](https://www.cityu.edu.hk/qac)  
(<https://www.cityu.edu.hk/qac>)

15. [Council](https://www.cityu.edu.hk/cuc/)  
(<https://www.cityu.edu.hk/cuc/>)

### **Chapter 9**

16. [Stage One Proposal Template for Undergraduate Programmes](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm)  
([https://www.cityu.edu.hk/qac/stafflan/good\\_practice/index.htm](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm))
17. [Stage One Proposal Template for Taught Postgraduate Programmes](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm)  
([https://www.cityu.edu.hk/qac/stafflan/good\\_practice/index.htm](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm))

### **Chapter 10**

18. [Arrangements for Consideration of Academic Matters by Senate/Senate Committees](https://beaverton.sharepoint.com/sites/senate/Approval%20Procedures/Forms/View%20All%20Documents.aspx)  
(<https://beaverton.sharepoint.com/sites/senate/Approval Procedures/Forms/View All Documents.aspx>)

### **Chapter 11**

19. [Sharing of Good Practices](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm)  
([https://www.cityu.edu.hk/qac/stafflan/good\\_practice/index.htm](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm))

### **Chapter 12**

20. [Review of Academic Excellence Guidelines](https://www.cityu.edu.hk/pvdp/stafflan/files/RoE-Guidelines.pdf)  
(<https://www.cityu.edu.hk/pvdp/stafflan/files/RoE-Guidelines.pdf>)

### **Chapter 13**

21. [Guidance Notes for Implementation](https://www.cityu.edu.hk/qac/stafflan/daa/daa.htm)  
(<https://www.cityu.edu.hk/qac/stafflan/daa/daa.htm>)

### **Chapter 14**

22. [Guidelines for External Academic Advisors](https://www.cityu.edu.hk/qac/external_academic_advisor.htm)  
([https://www.cityu.edu.hk/qac/external\\_academic\\_advisor.htm](https://www.cityu.edu.hk/qac/external_academic_advisor.htm))

### **Chapter 15**

23. [TED Website on Faculty Development](https://www.cityu.edu.hk/ted/faculty_development/)  
([https://www.cityu.edu.hk/ted/faculty\\_development/](https://www.cityu.edu.hk/ted/faculty_development/))
24. [Guidelines on Staff Development for Academic Staff](https://www.cityu.edu.hk/ted/faculty_development)  
([https://www.cityu.edu.hk/ted/faculty\\_development](https://www.cityu.edu.hk/ted/faculty_development))
25. [TED Website on Teaching Grants](https://www.cityu.edu.hk/ted/grant/)  
(<https://www.cityu.edu.hk/ted/grant/>)
26. [Research Grants and Contracts Office](https://www.cityu.edu.hk/ro/)  
(<https://www.cityu.edu.hk/ro/>)
27. [Staff Development Policy Statement](https://www.cityu.edu.hk/hro/stafflan/development/staff/policy.asp)  
(<https://www.cityu.edu.hk/hro/stafflan/development/staff/policy.asp>)
28. [Guidelines on Sponsorship for Staff Development](https://www.cityu.edu.hk/hro/stafflan/development/staff/sponsorship.asp)  
(<https://www.cityu.edu.hk/hro/stafflan/development/staff/sponsorship.asp>)

29. [Guidelines for Peer Review of Teaching](https://www.cityu.edu.hk/qac/stafflan/peer_review/files/Peer_Review_of_Teaching_Guidelines.pdf)  
([https://www.cityu.edu.hk/qac/stafflan/peer\\_review/files/Peer\\_Review\\_of\\_Teaching\\_Guidelines.pdf](https://www.cityu.edu.hk/qac/stafflan/peer_review/files/Peer_Review_of_Teaching_Guidelines.pdf))

#### **Chapter 17**

30. [Guidelines on Staff Development for Academic Staff](https://www.cityu.edu.hk/ted/faculty_development)  
([https://www.cityu.edu.hk/ted/faculty\\_development](https://www.cityu.edu.hk/ted/faculty_development))

#### **Chapter 19**

31. [University Assessment Policy and Principles for Taught Programmes](https://www.cityu.edu.hk/qac/assessment_policy/university_assessment_policy.htm)  
([https://www.cityu.edu.hk/qac/assessment\\_policy/university\\_assessment\\_policy.htm](https://www.cityu.edu.hk/qac/assessment_policy/university_assessment_policy.htm))
32. [Global Engagement Office Website on Agreement Guidelines for Academic Exchange](https://www.cityu.edu.hk/geo/stafflan/snp_aeagreeguide.htm)  
([https://www.cityu.edu.hk/geo/stafflan/snp\\_aeagreeguide.htm](https://www.cityu.edu.hk/geo/stafflan/snp_aeagreeguide.htm))
33. [Critical Incident Management Team \(CIMAT\) for Students](https://www.cityu.edu.hk/cimat/index.htm)  
(<https://www.cityu.edu.hk/cimat/index.htm>)

#### **Chapter 20**

34. [Sharing of Good Practices under QAC Website](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm)  
([https://www.cityu.edu.hk/qac/stafflan/good\\_practice/index.htm](https://www.cityu.edu.hk/qac/stafflan/good_practice/index.htm))
35. [Teaching Excellence Awards](https://www.cityu.edu.hk/tea/)  
(<https://www.cityu.edu.hk/tea/>)

## Glossary

Academic Regulations (“AR”)	Regulations made by the University Senate to govern student progress through taught programmes leading to awards approved by the University Senate.
Academic Staff	All persons, whether full-time or part-time, of whatever rank, designation, title or description involved in the delivery and assessment of student learning whether undergraduate or postgraduate. For the purpose of this policy it includes postgraduate teaching assistants.
Academic Unit (“AU”) (Home Academic Unit)	An academic unit refers to an academic department, college or school. A student’s home academic unit is the department/college/school offering the degree or home major in which s/he is enrolled.
Assessment Tasks	The tests, coursework, examinations and other activities undertaken to assess students’ progress through courses and to assign final grades.
Course	The basic units of instruction into which students are registered and for which grades may be assigned. Each course is identified by a unique course code which is composed of a letter code and a numeric code. The first digit of the numeric code indicates the course’s level of academic difficulty. University courses are approved for inclusion in the course catalogue.
Course Leader	A Course Leader is appointed by the Head or Dean of an academic unit for each course offered by the academic unit with responsibility for the delivery and assessment of a particular semester.
Dean	Dean refers to the Head of a college/school.
Departmental Academic Advisor (“DAA”)	A Departmental Academic Advisor (“DAA”) is an academic from an institution other than the University. The primary role of a DAA is to provide high level academic and strategic academic advice to an academic unit, covering all academic functions.
External Academic Advisor (“EAA”)	An External Academic Advisor (EAA) is an academic from an institution other than the University, who provides expertise to an academic unit. The EAA is appointed for an academic unit or a programme / programmes of an academic unit by the Head of a college/school/centre. The primary responsibility for an EAA is to assist the academic unit in maintaining the international standards of its programme(s); and contribute to the strategic growth of the AU and the University as a whole.

Major	A major field of study is the core competence area, comprising a structured group of courses which aims to create a broad and deep intellectual experience in an academic discipline. Each major shall be overseen by a Major Leader.
Minor	A minor consists of a structured group of courses that focuses on a particular academic discipline, allowing students to develop some depth of understanding in a subject area or topic of professional interest. Each minor shall be overseen by a Minor Leader.
Programme (includes major and minor)	The structured academic programme leading to a named award of the University into which students is enrolled. For the purpose of this policy it includes majors and minors.
Programme Leader (includes Leader for Major, Leader for Minor)	The member of the academic staff in overall charge of the delivery of the structured grouping of courses in the major or minor or degree in which students are enrolled.
Staff	Includes both academic and administrative staff members in the University.
Senate	The University Senate of City University of Hong Kong.
Taught Programme	A programme for which the requirements are chiefly the completion of courses.
University	City University of Hong Kong.