



香港教育大學

The Education University
of Hong Kong

EdUHK Learning and Teaching Enhancement Handbook (for staff)

(August 2019)

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Preface

The Learning and Teaching Enhancement Handbook (Handbook) is the collation of existing University's guidelines/policies on learning and teaching matters. The aim of this Handbook is to promote the quality of learning and teaching in the University with the ultimate purpose of improving student learning.

The Handbook includes 1) the learning and teaching environment at EdUHK, 2) teaching process on course development and evaluation, policies and guidelines on academic matters, 3) methods of assessment of learning and for learning, assessment policies as well as examination policies in EdUHK, 4) resources and facilities provided by learning/teaching support units and offices.

This handbook will be a good starting point to understand the guidelines/policies of the University's Learning and Teaching matters for academic/teaching staff.

Regarding the information for postgraduate supervision, for example general academic regulations, code of practice, and thesis submission etc., please refer to Graduate School's website: <https://www.eduhk.hk/gradsch/index.php/forms-policies/policies/academic-policies.html> .

1. The Learning and Teaching Environment at EdUHK

1.1 The University

1.1.1 An Overview

1.1.1.1 Vision

We will further enhance our role as a leading university in the Asia Pacific region and beyond, with a focus on educational research, development and innovation. We will continue to raise our profile and impact locally, regionally and internationally through our high quality research and scholarship. We are committed to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable social and economic development in Hong Kong and beyond.

1.1.1.2 Strategic Priorities

Using our base in teacher education and considering the broader educational and social needs of Hong Kong, the Mainland and the region, the University has taken priority in the following three strategic areas in 2016-25:

- a) Academic Development
 - ‘Nurturing Future Educators and Social Leaders’ through curriculum innovation
 - Enhancing quality in education
 - Facilitating learning sans frontières
 - Leading in teaching education
 - Strengthening postgraduate provisions
 - Capitalizing on local and international networks
- b) Research and Knowledge Transfer
 - Realising the goal of becoming the leading Research Development Centre in Education, Humanities and Social Sciences under the Education-plus approach
 - Serving local and international communities with needs-focused scholarship, knowledge transfer and community service
 - Encouraging an active and strong research culture among academic staff and postgraduate students
- c) Management and Infrastructure
 - Ensuring effective and efficient management
 - Working towards a sustainable infrastructure
 - Going beyond a caring organisation

1.1.1.3 Mission

Committed to the Education-plus approach, our primary mission is to lead educational innovation, and to promote and support the strategic development of teaching, teacher education and disciplines complementary to education by preparing outstanding and morally responsible educators and professionals while supporting their lifelong learning.

We will:

- provide a multidisciplinary learning and research environment beyond education that is conducive to intellectual pursuits, free thinking and speech, advocacy of policy and practice, and the promotion of collaboration and diversity;
- enhance professional teacher and teaching education programmes and programmes in disciplines complementary to education with innovative curricula which will enrich students' experiences and enable them to realise their personal potential as well as their educational and career goals;
- prepare our students to become educators and professionals who can integrate theory and practice, and who are creative, innovative, intellectually active, entrepreneurial, socially caring and globally aware;
- foster a vibrant research culture and environment which contributes to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment; and
- engage in knowledge transfer activities which contribute to the development of the University and the wider community while serving the needs of educational and social development locally, regionally and internationally.

1.1.1.4 Core Values

- Professionalism
- Innovation
- Moral responsibility
- Societal caring
- Global awareness

1.1.1.5 Graduate Attributes

The framework of the graduate attributes, namely, “PEER & I” consists of three domains:

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The framework of “**PEER & I**” is applicable to Undergraduate, Taught Postgraduate (TPg) and Research Postgraduate programmes (RPg), with specific descriptions for individual levels. For details of the descriptions at different levels, please visit <https://www.eduhk.hk/lt/view.php?secid=52231>

Seven Generic Intended Learning Outcomes (GILOs):

- Problem solving skills
- Critical thinking skills
- Creative thinking skills
- Oral and written communication skills
- Social interaction skills
- Ethical decision making
- Global perspectives

The University's mission is to foster students' whole person development so that they can become competent professionals and active and engaged citizens ready for autonomous lifelong learning. Guided by the University's Graduate Attributes (PEER & I) and seven GILOs, an integrated formal undergraduate curriculum and non-formal learning was developed to provide students with in-depth professional knowledge and skills in addition to a breadth of general knowledge.

Complementary to the formal curriculum, non-formal learning is also an essential component contributing to students' whole person development. The University has provided specific opportunities including immersion experiences, internship, study visits and the student ambassador scheme. Staff should encourage students to participate in these learning activities and to engage in diverse class activities that include individual study, group work, presentations, discussion, role playing, and debates. Staff should also encourage students to participate in department seminars, sharing sessions, talks by guest speakers and international experts, and school-based activities including study visits and school visits to a variety of settings. All students can engage in a range of other learning activities within the community and can work collaboratively with education and community groups to support the educational and social emotional needs of children and youth. The programmes described below are part of the total learning experience that the University provides.

- Student Exchange Programmes and Short-term/Summer Programmes

To broaden students' horizon and nurture multiculturalism, the Global Affairs Office (GAO) (<https://www.eduhk.hk/gao/>) provides exchange opportunities at partner universities for our undergraduate students to study credit-bearing courses for at least one semester. Also, the Office regularly organises short-term non-local learning and experiential activities which facilitate students to better appreciate the culture as well as social and economic development of different countries and territories. Please refer to the website of GAO for more details.

- Internship

The internship programme enables students to gain exposure of the work world through the completion of an internship in an organisation or company locally or overseas. Internships are rewarding experiences, through which students can acquire more in-depth workplace culture and develop positive work attitudes. For more details, please visit: <https://www.eduhk.hk/sao/?p=5187> and <https://www.eduhk.hk/sao/?p=178>.

- Study Visit

There are also a number of overseas study visit opportunities organised by departments and programmes in the University for students to visit overseas schools, universities, NGOs and educational organisations, etc. Students usually have the opportunity to examine the educational system in the host country as well as the host schools/universities/organisations in the study visit.

1.1.1.6 Outcome-Based Learning

The University is progressively moving towards ensuring a high quality outcome-based learning (OBL) system. Outcomes are qualities, skills, knowledge and attributes that a student may demonstrate competency in. OBL is the curriculum planning and implementation practice of articulating these outcomes and providing student-centered educational experience. The University has chosen to adopt an outcome-based approach for two reasons. Firstly, the University Grants Committee (UGC) has launched an outcome-based learning initiative in higher education, in conjunction with the "3+3+4" education reform in Hong Kong. Secondly, focusing on student outcomes as visible indicators of quality allows the University to make reliable, valid and ethical assessment of student achievement, affecting the University's decision making at multiple levels.

The approach and framework employed for OBL at EdUHK have a common and accepted emphasis based on systems-level change, i.e., setting clear standards for observable and measurable outcomes through which student performance can be empirically measured. Evidence is then gathered to determine whether the desired outcomes are being achieved. This evaluation procedure provides feedback to ensure that elements in the teaching and learning environment are acting in concert to facilitate the nurturing of the desired outcomes.

The University has identified seven desired generic intended learning outcomes (GILOs). A survey has been developed to assess students' achievement in these seven GILOs at their entry and final years of study. On top of this GILOs survey, learning evidence from students' ePortfolios and coursework are collected to demonstrate their achievement in GILOs. Framework and rubrics on GILOs are developed based on the collected evidence which can provide guidance and support for students and academic/teaching staff for the enhancement of students' GILOs achievement.

1.1.2 Learning and Teaching Plan 2019-2021

The University Learning and Teaching (L&T) Plan for 2019-2021 is formulated strategically with reference to the University's Strategic Plan 2016-2025 and the progress of and reflection on the L&T Plan 2016-19. Seven key domains with specific targets are identified in the new plan, namely, a) Internationalisation; b) Teacher Education Programmes; c) Undergraduate Curriculum Development; d) Postgraduate Learning and Teaching; e) Students' Learning Outcomes; f) E-Learning and Digital Competency; and g) Capacity Building; and these will guide the implementation and enhancement of L&T.

1.1.3 The University, Faculty and Department Structure

The organisational structure and information of the University, faculties and departments can be found from the University's web site (https://www.eduhk.hk/organisation_chart/) and the University's calendar.

1.1.4 New Curriculum for Undergraduate Programmes

The University has reviewed and revamped the curriculum structures for undergraduate programmes. The new curriculum structures are driven by creating space and enriching learning experience of students, prompting interdisciplinary development and providing quality teachers, educators and professionals in response to emerging community needs.

The new curriculum structures will be implemented by phases from 2019/20 cohort and onwards:

| Types of programme | Implementation year |
|---|---|
| 5-year full time BEd programmes | Full implementation from 2019/20 cohort |
| 5-year co-terminal double degree programmes | Implementation of new common core curriculum from 2019/20 cohort; |
| Non-BEd (4-year and Senior Year) programmes | Implementation of full curriculum no later than 2020/21 cohort |
| 3-year and 4-year part-time BEd programmes | Full implementation from 2020/21 cohort |

For details of the new curriculum, please visit <https://curriculum.eduhk.hk>.

1.1.5 Postgraduate Programmes

The University offers both research postgraduate programmes and taught postgraduate programmes. The Graduate School (GS) was established in April 2010 to manage the Research Postgraduate (RPg) programmes of Doctor of Philosophy and Master of Philosophy funded by the UGC. GS is an academic platform overseeing postgraduate research, professional doctorates, and taught master's programmes. The aim is to promote maximum synergy between all higher degree programmes, and to ensure their quality meets international standards. Detailed information about the programmes of Doctor of Philosophy, Master of Philosophy, Doctor of Education, Master of Education, and other master's programmes offered by the University can be found from the University's website: https://www.eduhk.hk/gradsch/pg_prospective/programme-information.html.

1.2 Measures of Teaching Performance and Course Satisfaction

The University emphasizes the importance of identifying, developing and promoting teaching and learning practices to support high quality of teaching and learning. To achieve accountability of its teaching quality, the University has developed and implemented a range of quality assurance processes.

1.2.1 Student Evaluation of Teaching (SET)

Seeking feedback from students on the quality of the teaching they experienced is a standard practice internationally. The existing Student Evaluation of Teaching (SET) instrument used within the University was designed for the purposes of teaching evaluation. The dissemination of SET scores to the relevant teaching staff, department head and programme leader, etc. is an important exercise of quality assurance. The relevant parties are required to reflect on the SET scores and find ways to continuously improve learning and teaching. Procedures of handling SET will be discussed in Section 2.3.3. More discussion on good lecturers will be discussed in Section 2.1.1.

1.2.2 Institutional Research on Graduates (IRG)

The Institutional Research on Graduates (IRG) is an annual exercise with an aim to gather data from graduates and employers to facilitate systematic review and refinement of existing programmes offered by the University. The programme team should consider the survey findings and identify issues and areas of improvement and plan follow-up actions. They should also disseminate to students the details on the revisions/adjustments made in their programmes in response to the findings.

1.3 Fostering Teaching Excellence

With increasing attention on the quality of learning and teaching in tertiary education in Hong Kong, the government and universities have recognised the importance of good practices and set up various awards for good teaching practice.

1.3.1 Teaching Awards by EdUHK

The President's Award for Outstanding Performance in Teaching Scheme is established to recognise and reward excellence in teaching and to emphasize the University's commitment to:

- fostering teaching innovation and excellence;
- enhancing student learning; and
- promoting the scholarship of teaching.

Under this Award Scheme, Awards are awarded to individual staff member (include two categories, namely, General Faculty Member and Early Career Faculty Member, making reference to the UGC's Teaching Award) or to teams at an institutional level. Each awardee will receive a certificate and monetary cash rewards. Recipient(s) of the award are publicly recognised at a dedicated ceremony and the names of the recipients are permanently displayed on campus. All full-time academic/ teaching staff with a minimum of two years full-time service in the University at the time of nomination are eligible for nomination for individual awards. Previous award recipients are also eligible for nomination after 1-year lapse (e.g. awardee for this year can be nominated for the next year and thereafter). For team nominations, a team is defined, for the purpose of this award scheme, as a group of people pooling together their expertise, disciplinary background and knowledge for the achievement of a common learning and teaching objective/agenda. The team is expected to comprise at least two but normally not more than five staff members with at least half of its members possessing a minimum of two years full-time service in the University.

Teaching Award Scheme of three faculties are available at:

<https://www.eduhk.hk/flass/en/About-Flass/Teaching-Awards.html> (Faculty of Liberal Arts and Social Sciences)

http://www.eduhk.hk/fehd/en/learning_teaching.php?s=teaching_awards (Faculty of Education and Human Development)

http://www.eduhk.hk/fhm/en/page.php?SECTION=NEWS_UPDATE&sid=8 (Faculty of Humanities)

1.3.2 UGC Teaching Award

The UGC Teaching Award is established to honour those staff who excel in teaching in the UGC sector. The Award does not only recognise past and present teaching performance and achievements, but also the teachers' leadership in and scholarly contribution to teaching and learning within and across universities.

The award is held annually and open to all full-time staff with teaching duties which focus primarily on UGC-funded programmes, regardless of their discipline. The UGC will invite from each UGC-funded university to submit no more than three nominations in total for the categories of (1) General Faculty Members (open to individuals only); and (2) Early Career Faculty Members (open to individuals only); and (3) Teams. There should be no more than one nomination for each of the Award categories. All nominations will be assessed by a selection panel base on three criteria of teaching, including:

- a) Adoption of learner-centred approaches, ability to engage/inspire/impact on students and demonstration of superior classroom acumen;
- b) Course/programme/curriculum design that can reflect a command of the field; and
- c) Past/present achievement(s) and leadership in teaching and potential scholarly contribution to and impact on the development of effective teaching practice within the nominee(s)' own university and/or in other institutions.

The awardees will become “ambassadors of good teaching” to collectively make a real and sustained impact in promoting teaching excellence. More updated information and press releases about the award is available at:

https://www.ugc.edu.hk/eng/ugc/activity/ugc_teaching_award.html

1.3.3 Other Good Teaching Practices Awards

There are a number of other external awards for good teaching practices in Hong Kong. Staff should pay attention to announcements on the intranet, notice boards, and/or in the mass media.

1.3.4 Sharing Good Teaching Practices

Faculties and departments are encouraged to share good teaching practices during the faculty/departmental retreat and seminars so that colleagues can learn from each other and to promote a community of practices. Some departments arrange sharing seminars on teaching practice and award certificates of excellent teaching to those teaching staff who excel in teaching based on the SET results.

1.4 Staff Teaching and Research Development

This section provides information on issues related to staff development. It briefly describes new staff induction activities in departments, staff professional development activities, staff sabbatical leave scheme, internal and external funding and grants information, as well as policies and guidelines on staff outside activities. Apart from the information listed below, more information can be found at Staff Handbook: <https://www.eduhk.hk/staffhandbook/index.php>.

1.4.1 Induction for New Staff

HoDs, Associate HoDs, and/or Departmental Committee Chairs, and/or departmental programme administrative staff may arrange briefing sessions for the new members on department administration and teaching activities. Individual teaching teams may arrange similar sessions for new members as well. After a new member begins his/her contract period, it is expected that department and/or programme staff will provide ongoing support.

In addition, in order to provide a holistic professional development for new academic/teaching staff, a Certificate Course “Introduction to Teaching in Higher Education” is designed and developed to support them to adapt a new professional life at EdUHK and to develop their professionalism related to learning and teaching and scholarship of learning and teaching in higher education.

1.4.2 Professional Development Activities

Each department organises its own staff professional development programme, while the University also provides diverse opportunities for staff to develop their professional knowledge and skills. On the other hand, Staff Professional Development Programme for the Enhancement of Learning and Teaching is designed and developed for all academic/teaching staff. The Programmes includes (a) a Certificate Course “Introduction to Teaching in Higher Education” for new academic/teaching staff in relation to learning, teaching and assessment; (b) seminars/workshops in learning and teaching; (c) learning and teaching support; (d) Peer Support of Teaching Scheme; and (e) online video resources. Staff professional development activities are available at <https://www.lttc.eduhk.hk/?p=3442>.

1.4.3 Staff Sabbatical Leave Scheme

Sabbatical leave is a paid period of leave for academic staff to concentrate on research and scholarly work (including field studies). It is expected that this opportunity will lead to concrete research or scholarly outputs and/or other deliverables. Further, it is anticipated that these outputs and/or deliverables will be beneficial to the individual’s academic or professional development and enhance the University’s overall academic profile. Sabbatical leave is not an entitlement. It is granted at the absolute discretion of the University. Granting of sabbatical leave is subject to the academic staff member having a satisfactory plan (for the leave period) which is assessed to be beneficial to his or her academic or professional development as well as to the overall academic profile and strategic development of the University.

All academic staff at the University are expected to produce one quality publication per academic year. Academic staff on sabbatical leave are expected to meet this expectation and in addition, provide at least two deliverables which are ready for submission to international journal(s) and/or quality venue(s) for publication upon return from sabbatical leave. Other types of deliverables may include artistic work (gallery exhibition, stage performance, play and photographs), patents or General Research Fund proposals, etc. relevant to the applicant’s areas of expertise. Within three months after return from the sabbatical leave, the staff members must also provide a report or portfolio that:

- highlights their activities during the sabbatical leave;
- articulates the outcomes of their activities;

- describes the relevance of their sabbatical work to the strategic development of the University; and
- identifies any potential for synergy with on-going teaching and research of their programme.

Application procedures and other relevant information on assessing applications for Sabbatical Leave are available at <https://www.eduhk.hk/staffhandbook/view.php?secid=623>.

1.4.4 Internal and External Funding and Grants

There are opportunities for internal and external funding and grants in support of teaching and learning at various levels.

The Teaching Development Grants (TDGs) was established more than a decade ago, with the primary function of providing academic and teaching staff with opportunities for professional development. To strengthen the strategic role of TDGs in supporting teaching and student learning, the directions of TDGs are placed with more emphasis on determining project impact, focus on designated strategic priorities, projects of larger scale and relatively longer term and review system in place for application approval to further assure project quality.

The TDGs are centrally administered and primarily steered towards designated thematic areas identified to be of strategic significance across the University. TDG funding falls into the following two major categories:

- Faculty-level TDGs focuses on Faculty/Departmental/Unit endeavours in relation to student learning; and
- University-level TDGs involves university-wide effort and/or promoting cross-disciplinary/ cross-Faculty collaborations.

Other than the university and faculty level TDGs as mentioned above, the University has set up other internal schemes to support and/or reward staff for excellence and scholarship of teaching or research, for example, the Mentoring Scheme for Preparation for Teaching Award and the President's Awards for Outstanding Performance in Teaching/Research.

2. Teaching Process

2.1 Lecture and Lecturers

The Mass-lecture plus tutorial (ML+T) mode is adopted in many courses throughout the University. In order to best use individual teaching staff's specialisations in delivering specific course contents, the ML+T mode provides a diversified approach to student learning. Mass lectures are highly informative, playing the role of delivering the main learning topics of a course. Tutorial lessons cater for student individual needs, providing more focused and close supervision to students in their learning. They also allow more flexibility in timetabling and use of resources in curriculum organisation.

In courses with ML+T modes, collaborative lesson planning and team teaching are recommended. For collaborative lesson planning, staff can plan the lesson in team by developing the course materials on their own and then sharing those materials among the team members. They may also split up the work of planning course materials among the team members. Alternatively, teaching colleagues in teams can also set the course goals and content, select common materials such as texts and films, and develop tests and final examinations together for the students.

Apart from ML+T teaching modes, other types of teaching, such as mini lecture, laboratory work, practical workshops and e-Learning (please see section 3.3 for more details) could also be organised by different departments to promote staff-student interaction and to develop students' various abilities and knowledge.

2.1.1 The Characteristics of Good Lecturers

One understanding of effective teaching can be found from the criteria underlying the new institutional SET. According to the newly proposed SET instrument in the University, a good lecturer should successfully:

- deliver the course in an organised way
- align the learning and teaching with those mapped out in the course outline
- inspire students to think and learn
- address students' needs in learning
- enhance students' course-related knowledge or skills
- provide appropriate feedback to enhance student learning
- encourage exchange of ideas among students in their learning
- provide opportunities for students to learn from a variety of sources or ways
- guide students to think from different perspectives
- encourage students to proactively engage in their own learning
- be enthusiastic in teaching
- make clear on the course expectation (if applicable)
- provide appropriate amount of quality examination or assessment (if applicable)

It is noted that the above list is far from exhaustive. It should not be the only measure of lecture effectiveness, nor should it be used to infer research productivity. Other than the above characteristics of a good lecture, staff can also make reference to the literature of good teaching practice (e.g. Marsh¹, 1982, and Richardson², 2005). But still, there may be variation across different departments or faculties in terms of teaching effectiveness. Therefore, it is worth maintaining a discipline-based pedagogical dialogue within each programme and department about what constitutes quality teaching and learning.

2.1.2 The Role of Course Lecturers

Course lecturers are expected to:

- work within the parameter of validated course outline, which includes course contents, delivery modes and course assessment

¹ Marsh, H.W. (1982). SEEQ; a reliable, valid and useful instrument for collecting students' evaluations of university teaching. *British Journal of Educational Psychology*, 52, 77-95.

² Richardson, J.T.E. (2005). Instruments for obtaining student feedback: A review of the literature. *Assessment and Evaluation in Higher Education*, 30(4), 387-415.

- attend the course team meetings and gather students' feedback and convey it to the team
- inform and seek advice from the course coordinator (CoC) in case of any problems or students complaints
- give prompt feedback to students

2.2 Course Development for Outcome-based Learning

This section provides general information for individual teaching staff to plan and implement their courses as well as to design their learning, teaching and assessment activities. Outcome-based learning (OBL) approach is required for developing new courses because it begins with the premise that the quality of education should be judged by focusing on learner and learning outcomes or results. This means that OBL is primarily concerned with focusing on what learners actually are learning and how well they have learnt it – OBL is a pedagogical process, which as its name suggests, focuses on the achievement of certain specified results. OBL is a student-centred approach, the emphasis is on what learners should know, understand, demonstrate and become – hence, the focus is on certain predetermined results or outcomes to be achieved by the end of each learning process. These outcomes are determined by relevant real-life needs and are meant to ensure an integration of knowledge, competences, and skills to prepare learners to be thinking, competent and responsible future citizens. Thus, OBL is both a philosophy and an instructional process designed to educate students and provide them with the maximum opportunity for a successful future in such a rapidly changing world. This needs clearer explanation.

2.2.1 Course Outline (Template)

Course teaching staff can use the Course Outline Template provided by the University in the development of their course. The Course Outline Template is designed to promote transparency and quality in courses. It is not designed to substitute for the well-informed professional judgment of an accomplished lecturer, rather it is designed to enhance, inform, and expedite course planning in an OBL context. The design of the template have been informed by research into best practices in planning, teaching, learning, and assessment in a higher education context as well as those practices specific to an OBL context. It is expected that course developers and lecturers will pay careful attention to the guidelines in this document. This attention should be evident in the resulting course-specific syllabi and teaching and learning plans. The template is available at: <https://www.eduhk.hk/re/modules/downloads/visit.php?cid=7&lid=18>.

2.2.2 Course Intended Learning Outcomes (CILOs)

CILOs are statements that identify how learners may evidence achievement by the end of the course, according to predetermined standards of performance and content. CILOs should be made explicit to learners and they must guide the learning, teaching and assessment activities of the course. The successful implementation of outcome-based learning at EdUHK is based on the following four key premises: 1) defining the most important outcomes for students to achieve as a result of participating in an academic experience; 2) assessing how well students are actually achieving those outcomes; 3) using the results to improve the academic experience; and 4) continuously supporting students to achieve higher levels of performance.

A well-written CILO should contain the following components:

- a verb that indicates what the learner is expected to be able to do by the end of the period of learning
- the content area in which the learner is acting or with what the learning is interacting
- an indication of context and standards (if relevant)

It is noted that many desirable results of learning, teaching and assessment may not be directly assessable within the context of the course. There may also be unintended but highly useful outcomes of a learning experience. Lecturers are encouraged to aim for such results. However, in the context of this document, these are not CILOs. CILOs describe those results that meet the following criteria:

- intended
- learner-centered
- demonstrable through learner-generated evidence

The Course Outline Template Guide provides examples of useful and less useful outcomes, using the above criteria. In addition, the Course Outline Template Guide addresses some CILO design guidelines:

- ask yourself, “What do I want my learners to know and be able to do by the end of the course?”
- assure that CILOs are appropriate and achievable to the level and intent of the course.
- a typical useful number of CILOs is four to six per course. This is a matter of professional judgment, though
- address the relevant learning without becoming atomistic. Too much detail may lose flexibility and liveliness. Not enough detail may result in a CILO that cannot guide teaching, learning, and assessment

2.2.3 Course Files

A course file system may be considered to collect information for each course. The aim of course file system is to reinforce information sharing amongst teaching teams and provide information to new members amongst teaching teams so as to facilitate their teaching. Staff members are encouraged to submit the course information by the end of each semester. Paper course information can be kept in the departmental General Office and soft copies can be stored in DMS so that teaching staff can get access to them via the intranet. The most recent past 3 years’ information may also be kept for future reference. Both the administrative and teaching staff could be involved in this cyclic process for the set-up and maintenance of the course files. The following information may be put together for each course:

- Course outline
- Work schedule in delivery of the course content
- Assessment guidelines and assessment criteria
- Sample scripts (High/ Medium/ Low level)
- Examination papers
- Notes /minutes of the course meetings if appropriate
- Evaluation reports such as:

- External Examiner/Reviewer's comments and responses (if any)
- Comments from the Staff-Student Consultative Meeting (if any)
- Self-reflection on good practices and areas for improvement in course delivery

2.2.4 Course Implementation Checklist

A course implementation checklist aims to provide teaching staff with a list of comprehensive, important items which help them prepare and/or manage their courses effectively. Teaching staff are encouraged to make a checklist for details of their course implementation. A sample checklist set up by a department, which regarded to “what to do” for teaching staff before the course, during the course, and after the course.

Before teaching the course

- Download the course outline from the Intranet
- Refer to the External Examiner's comment on the course (if any)
- Prepare teaching schedule
- Submit assessment schedule to the Programme Office concerned
- Submit the course outlines with week-by-week topics and reading assignments to the General Office
- Prepare teaching materials (e.g. copies of handouts)
- Note the medium of instruction (MoI)

In the first session of the course

- Provide students with:
 - Course outline
 - Teaching schedule
 - Assessment type and schedule
 - Assessment criteria
 - List of references (if applicable)
- Inform students how and when to submit their assignments

When teaching the course

- Observe and adjust the teaching pace if necessary
- Conduct Interim Course Evaluation (Optional).

At the last session of the course

- Conduct SET (The General Office will prepare the SET forms packed in a brown envelope for teaching staff, please see Section 1.2.1 and 2.3.3 for more detail);
- Provide “Feedback-Seeking Sections” to ask them for any comments associate with the course and/or course lecturers/tutors.

When the course is completed

- Mark the assignments;
- Please see Section 3.1.2 for assessment procedures such as grade moderation, double marking and grade submission etc.;
- Return feedback to students on written assignments – Course lecturers should return marked assignments to students in one month;

- Inform students to collect their assignments – The marked assignments usually will be kept for one semester. To ensure proper disposal of the uncollected assignments, make certain that the names of the students cannot be identified for the sake of personal data privacy.

After the course is completed

- Respond to external examiner's reports;
- Review the course based on the comments from students, external examiner's reports, teaching evaluation report, etc.;
- Revise the course – if course revision is needed, please refer to Section 2.8 for details.

2.3 Course Evaluation and Student Feedback

There are numerous channels for collecting feedback from students, including annual programme evaluations, Student Evaluation of Teaching, Staff-Student Consultative Meetings, student representation on committees and focus group meetings. Programmes and course-offering departments consider student feedback and propose follow-up actions as necessary. All student feedback and follow-up actions are recorded using a standard procedure, and the corresponding improvement plans are documented in the annual programme report and considered by the Faculty Board or Board of Graduate Studies, as appropriate. The quality of course delivery is enhanced by reflection of the teaching staff, through peer observation or the Peer Support of Teaching Scheme, and feedback provided by external examiners/reviewers.

2.3.1 Staff-Student Consultation

Some Faculty offices and Graduate School (GS) organise regular formal meetings of the student-staff consultative committee of each programme. The purpose is to give an opportunity for both teaching staff and students to share their views towards course delivery as well as the administration of the programme. The Programme Staff-Student Consultative Committee (SSCM) normally comprises of respective core team members of programme committee and elected student representatives. The committee, which is chaired by the Programme Leader/ Programme Coordinator, will meet at least once per academic year. It reviews students' comments on the programme curriculum, learning and teaching, programme administration, and resources issues such as the adequacy of library facilities and IT services. The Departmental Subject Coordinator for the respective programme is the representative of the Department to this consultative committee. He/she serves as a bridge between the subject team and student representatives to the Committee. The Departmental Subject Coordinator is expected to report any relevant students' feedback to the subject team in the subject coordination meeting or the Departmental Learning and Teaching Committee (DLTC) of the department, and report back to the programme committee on follow up actions.

2.3.2 Interim Course Evaluation

Evaluation of courses is also achieved by means of interim course evaluation. Since the interim course evaluation is usually administered in the middle of the term, appropriate

follow-up actions based on the feedback from a survey and/or discussions with students can be undertaken during the rest of the term to help improve the teaching of the current course. Anonymous evaluations can be conducted informally by individual course lecturer during the class. Individual course lecturers could also exercise discretion on the most appropriate means of data collection for the interim course evaluation. Upon receiving students' feedback, the course team may meet and discuss any appropriate action that needs to be taken. The CoC or course lecturers may convene a special meeting for discussion on the feedback if necessary. Apart from the mid-course evaluation, staff members are recommended to collect students' feedback to their teaching in a variety of other formal and informal occasions.

2.3.3 Student Evaluation of Teaching (SET)

As described in Section 1.2.1 in this handbook, SET is an important component of the University's quality assurance system. At the end of each course, students are required to complete a common SET questionnaire as a mean to evaluate the teaching, course design and delivery from students' perspective. The process of distributing and collecting questionnaires is handled by a student representative. The lecturer should leave the classroom while the evaluation is taking place. When the evaluation is completed, the student representative will return the completed forms in the envelope provided to the Department General Office. The evaluation report will be dispatched to the course lecturers through the Department General Office after all grades have been submitted by the respective course team. The findings of the evaluation reports will also be reported at aggregated level to Head of Department (HoD) and programme team for enhancement of teaching quality. The HoD would discuss with colleagues about any areas for concern emerging from the SET data. The programme team would also share with students relevant findings at SSCM.

2.3.4 Self-Reflection on Learning and Teaching

All staff are encouraged to write an annual self-evaluation of their teaching based on the results of SET and other feedback collected from staff and students. It is recognised that staff's reflection on course implementation is instrumental in building a culture for quality enhancement within the university. Individual staff members are encouraged to submit an annual reflective report to the HoD. This report is intended to give a summary of the review of individual courses conducted by the respective lecturer, as well as his/her insights into more generic issues distilled from the teaching experience he/she gained in that particular year. The staff's annual self-reflective report may also include an action plan for improving his/her learning and teaching in the coming year.

2.3.5 Peer Observation

Peer observation is an important means to improve teaching, all staff are encouraged to engage in peer observation exercises to improve the quality of learning, teaching and assessment. Peer observations provide colleagues with opportunities, both through observing and being observed in teaching sessions, to reflect on and review the learning and teaching of courses in the various programmes.

2.3.6 Informal Feedback from Students

Student feedback can also be collected by informal discussions in class or meetings after lectures to enhance teaching effectiveness.

2.4 Resolving Students' Grievances

Staff are encouraged to resolve a dispute amicably with students first. However, staff may not be necessarily informed by students who make complaints against them. Students may make complaints formally by writing to HoD or relevant head first. The HoD will conduct a meeting with students in presence of another colleague to investigate the case. If students complain about HoD, they should be directed to faculty deans. Please refer to Chapter 12 for the Procedures for Resolving Student Grievances in the Student Handbook at:

https://www.eduhk.hk/re/student_handbook/main.html.

2.5 Policy and Guidelines for Handling Student Academic Dishonesty

The University upholds the principles of honesty in all areas of academic work. Faculty members should be aware that the objective of university education is not only to further knowledge and academic excellence, but also to nurture human beings with high moral standards, who will be responsible citizens. We can foster the acquisition of these highly-valued qualities by assuring students adhere to the following guidelines:

- Submit original work in all areas of their study including FE;
- Present genuine (i.e. not falsified or fabricated) information and data;
- Properly acknowledge all uses of the work of others, which may include their words, ideas, artistic products, inventions, lesson plans and research findings, etc.;
- Correctly apply the citation system accepted by the University in referencing the works used;
- Cannot commit self-plagiarism / multiple submission (i.e. submit the same or partly the same work for more than one assignment, even if the assignments are for different courses, different years of study or even different degrees).

Teaching staff should encourage students to consult their teachers when they are in doubt about any of the above guidelines. Ignorance of the meaning or scope of academic misconduct is not an excuse under any circumstances. Teaching staff should report any suspected case of academic dishonesty to the course coordinator or programme coordinator whoever is more appropriate. If the course teacher and the coordinator believe there is evidence that supports a case of academic dishonesty, they should report the matter promptly, together with any written supporting information or related evidence, to the Head of Department. The Head of the academic department concerned shall then establish an investigation committee to conduct a thorough investigation if a prima facie case for academic dishonesty exists. An investigation report should be sent to the Head of academic department who will consider whether the student is deemed to have committed academic dishonesty. Where a case of academic dishonesty has established, the Head of academic department may consider imposing penalties which include written reprimand; make-up work; a lower grade for the assignment/course concerned; and/or a failure grade for the assignment/course concerned. Where the alleged offence is considered to be serious or is a second offence of plagiarism, Head of academic departments shall refer the case to the Student Disciplinary Committee (SDC) via Dean of Faculty / Graduate School for further consideration. Any proven acts of academic misconduct may result in the imposition of penalties which include but not limited to suspension of studies for a period of time; deferment of graduation for a period of time; and/or dismissal from the University.

To help avoid academic dishonesty, staff should encourage students to:

- Know what plagiarism and copyright violation mean and what they have to do to avoid them;
- Plan their work in advance and be aware of deadlines and specific assignment requirements;
- Keep a reasonable work, study and life balance;
- Give themselves enough time for research or field work;
- Strive for originality, creativity and independence;
- Contact Student Affairs Office when facing personal, financial and health problems, so as to prevent unfavorable factors from affecting academic progress and personal development;
- Contact academic staff for guidance and assistance in case of uncertainties or difficulties in their academic studies.

More details about academic honesty can be found in Chapter 8 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/main.html

2.6 Policy and Guidelines for Handling Student Disciplinary Matters

Any students convicted of an offence in a court of law will be liable to instant dismissal from the University and any students who have committed a serious offence or any proven acts of academic misconduct will be liable to dismissal from the University, as determined by the Student Disciplinary Committee. Please refer to the “Policy and Guidelines for Handling Student Disciplinary Matters” and the “Procedures for Appealing Against the Decisions of Board of Examiners for Discontinuation of Studies or the Decisions of Student Disciplinary Committee or Academic Departments for Disciplinary Actions” under Rules and Regulations of Chapter 4.4 and Chapter 4.5 respectively of the Student Handbook at:

https://www.eduhk.hk/re/student_handbook/main.html.

2.6.1 Hearing and Decision for Action/Penalty on Disciplinary Cases

EdUHK staff are advised to read the procedure described for “Hearing and Decision for Action/Penalty on Disciplinary Cases” in Section 4 of Chapter 4.4 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/main.html.

2.6.2 Post-Decision Follow-up Action

EdUHK staff are advised to read the procedure described for “Post-Decision Follow-up Action” in Section 6 of Chapter 4.4 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/main.html.

2.7 Code for the Education Profession in Hong Kong

A “Code for the Education Profession of Hong Kong” has been formulated for the teaching profession to foster a sense of professional conduct. Every practicing teacher including the University’s teaching staff, as well as student teachers in their field experience should observe the objectives of the Code available at: https://cpc.edb.org.hk/en/code_01.htm.

2.8 Course Review

2.8.1 External Examiners

To assure the quality of assessment, assignments and/or examination scripts, selected courses will be scrutinized by external examiners invited by the management of each programme. Upon appointment of programme External Examiners (EE), departments will be informed at the start of the semester on the courses selected by external examiners for review. Course lecturers will submit course outlines, assessment guidelines, assessment rubrics and sample scripts for the review. Normally, one script is drawn from each of the three performance categories (high, medium and low) for scrutiny by the external examiner. The report of the EE will be forwarded to the Chair of Programme Committee for follow-up actions. The Chair, in consultation with members of the Programme Committee concerned, should examine these comments in details, propose follow-up actions and provide responses to the EE's report. The responses will then be submitted to the Dean for formal approval at FB / BGS, and subsequently be sent to the respective EE for information to complete the feedback loop. Please refer to the Staff Handbook on Programme Quality Assurance for details on the University's Policy on the External Examiner System.

2.8.2 Departmental Review of Courses and Programmes

For internal review of courses, teaching staff are responsible for the regular updating of the syllabuses such as changes in reading guides, learning activities, and assessment items, assuming these updates neither affect the aims, objectives and title of a course nor involve significant changes in resources. Such minor course-related changes will be approved by the HoD and reported to the relevant Associate Dean.

Review of courses can also be subject to changes of programmes based on internal evaluations, feedback from students, views from external examiners, and change in community needs. Major changes of courses, such as reduction or addition of courses, combining existing courses to form new courses etc., will require consideration and approval by the relevant Associate Dean. Programme changes can be considered and approved mainly through the annual programme review and other programme review exercise. Any programme revision proposals arising from the programme review process will be processed according to the stipulated procedures in Staff Handbook on Programme Quality Assurance.

2.9 Student Learning Issues

As classrooms should not be the only place where students learn, EdUHK staff are encouraged to be aware of additional activities and learning opportunities as an important part of student life and experience in the University. Information covered in this section includes student field experience, period of study and student load, etc.

2.9.1 Student Field Experience (FE)

Field Experience is a salient component of teacher education programmes. Students should respect and observe the regulations of the schools where they take their block practice, and display appropriate professional knowledge and attitude. Any misconduct, upon verification, will be subject to disciplinary action, up to and including immediate dismissal from the University.

Students' overall performance in Field Experience will be based on the grade in the final Block Practice/Field Experience/Practicum or the overall grade in the Block Practice/Field Experience/Practicum (whichever applicable) adopting a grading system of distinction/credit/pass/fail.

Students who receive a failed grade in a Teaching Block Practice will be put on FE probation. Normally, the minimum period for FE probation is one semester. A Case Conference will be convened to discuss the case, review evidences after investigation and recommend remedial work for every failure case. The student concerned is required to fulfill the remedial work and produce a report with evidences to show how he/she has addressed the recommendations. The FE probation status will be lifted, upon the endorsement of the Chairperson of the Case Conference on the student's report. The students will not be allowed to conduct Teaching Block Practice until FE probation is lifted.

2.9.2 Discontinuation of Studies

Staff should be aware that students shall normally be required to discontinue their studies at the University if they:

- fail to have their academic probation lifted at the end of the probation semester; or
- fail Field Experience in programmes leading to Qualified Teacher Status; or
- fail to meet the graduation requirements as prescribed by the programme; or
- have received warning(s) but failed to improve to meet the expectations of the University with respect to professional and personal behavior; or
- have exceeded the maximum period of study without prior approval.

Normally, students who are required to discontinue their studies at the University shall not be considered for re-admission to the same programme in the following three academic years.

2.9.3 General Academic Regulations

Other relevant information such as academic warning, academic probation, course enrolment, study load and period of study can be found at General Academic Regulations of Student Handbook or the Registry's website at:

https://www.eduhk.hk/re/student_handbook/text_en4_1-b.html?act=no-print

3. Assessment

This section describes methods of assessment of learning and for learning, assessment policies as well as examination policies in the University. There are many technical issues covered in this section such as grade distribution, grade submission, as well as how to handle late submission and appeals against assessment results by students, etc. Staff are advised to read the section carefully before planning their course, during their course teaching, and when marking students' assignments.

3.1 Assessment of Learning

3.1.1 Methods of Assessment

The aim of assessment is to measure student learning for summative purposes, to generate

feedback on teaching and learning for formative purposes, to collect information on student learning for diagnostic purposes, and to use assessment as a means to collect evidence for the purpose of assessing student learning outcomes. The course lecturers and CoC should ensure that:

- Assessment are aligned with the CILOs, and learning and teaching activities
- The overall summative assessment load is commensurate with the credit points and nature of the assessment task(s) of the course
- Full details of methods of assessment for the course and the weightings assigned to each component of assessment are stipulated in the course outline
- Related assessment criteria are given to students within the first two class meetings
- Feedback on all assessments is available to students within a reasonable period of time but no later than one month after submission

Apart from summative assessment, other methods of assessment are encouraged. For staff reference, the established Policy on Student Assessment is available at:

<https://www.eduhk.hk/re/modules/content/item.php?categoryid=19&itemid=109>.

3.1.2 Assessment Policies at EdUHK/Departments

Individual departments can have their own policies on assessment, as long as they comply with the following University policies:

- The assessment for a course should be formulated with direct reference to the CILOs and content of the course, and should reflect the learning experience which has taken place during the course;
- The rationale and forms of the assessment should be clearly understood and agreed upon by the teaching team members;
- There should be consensus and common understanding of the assessment task rubrics and criteria among the teaching team members.

3.1.2.1 Grade Conversion

For a course which has more than two assessment tasks, the final grade will be rounded up using the mid cut-off point according to the grade conversion formula.

The automatic grade conversion formula can be obtained from Departmental General Offices. Course lecturers need to check the final grades carefully after conversion to avoid mistakes. They also need to explain to students how the final grades are calculated.

3.1.2.2 Scaling of Marks / Double Marking System

Before submitting a grade sheet to the HoD, the course lecturer or tutor should give a certain number of assessments to the second marker for double marking. All “A+” and “F” cases have to be double marked. For courses which are taught by two course lecturers, it is common for one being the first marker and the other being the second marker. If the marker is not sure as to what grade to assign to an assignment, he or she may request for an opinion by arranging the assignment to be marked by another teaching staff member with expertise in the areas of the course.

In practice, after marking the student assignments, each course lecturer or tutor randomly

provide at least three assignments, one with a high grade, one in the middle, and one at the lowest grade. Then they exchange these assignments with each other and double mark the assignments with a provision of grades and comments. Afterwards, they discuss the results of double marking until a consensus is reached. Individual departments can have variation of the system as required. For example, a department conducted double marking on the basis of group size:

| Group Size | % of assessments to be double-marked |
|-------------|--------------------------------------|
| 20 or below | 25 |
| 21 – 30 | 20 |
| 31 – 40 | 15 |
| 41 or above | 10 |

The grade sheet submitted to the HoD for endorsement should be attached with a document which shows the double-marking results with the second marker's signature and comment. As the second marker needs time to mark the assignments, the first marker should make a good schedule (especially the time for marking and double marking) in order to meet the grade submission deadline.

If there is a discrepancy of more than 20 marks or two grades difference (e.g. A and C; B and D) between the marking results, the CoC should seek for a third party for moderation. In addition, according to the University Policy on Grade Moderation:

“Occasionally, if “A-/A/A+” or “D” grades are over 40%, the students’ course assignments concerned (i.e. those awarded A-/A/A+ or D) should be double marked.”

3.1.2.3 Grade Moderation

The University Policy on Grade Moderation is intended to provide a general guideline for reference by departments to develop their own grade moderation practices that best suit the respective disciplines. The Policy is available at:

<https://www.ied.edu.hk/re/modules/downloads/visit.php?cid=18&lid=217>.

According to the requirements laid down by the University, all course grades need to be moderated, which is to ensure grading or assessment criteria are consistently applied, especially in cases where marking is shared by more than one marker. In one-lecturer or one-marker courses, the marker may seek help from colleague with expertise in the areas of the course or who has taught the course before should act as the moderator.

CoCs are responsible for the arrangement of moderation meetings to facilitate the moderation work. A pre-marking moderation process is set up whereby all teaching course lecturers or tutors will preliminarily mark the same three to five assignments independently, and then they will meet and discuss their grading until a consensus is reached. With the establishment of this base line on grading criteria, course lecturers or tutors will proceed to conduct the marking individually and doubling marking. The CoC will call a meeting to discuss the final marking results afterwards.

3.1.2.4 Grade Distribution

All markers in a course need to agree with the final grade distributions before submitting

them to the CoC or HoD for endorsement. If there is any disagreement on the distribution of certain grade level(s), the second marker will further moderate the grades of that portion of assessment (see Section 3.1.2.3). Upon their mutual agreement with the final grade distributions, the marking team members are required to submit all lists of grades to the Departmental General Office at least three days before the grade submission deadline. The Departmental General Office will then compile a table to show all the grades of all students in the course and the respective grade distribution for the course lecturer's and co-coordinator's endorsement. The teaching team members and the CoC should check and confirm the grades on the list before further submission to the programme office.

3.1.2.5 Grade Submission and Departmental Assessment Panel

The Departmental Assessment Panel (DAP) is formed by the course-offering unit to approve the course assessment results. After forming DAP(s), course lecturer will input and submit course grades to the recommending officer of DAP (who is nominated by the Head of course-offering unit (HoD)) on or before the specified submission deadline. On the recommendation (or endorsement) of grades by the recommending officer of DAP, the HoD approves the course grades via the web-based system named Assessment Records and Tracking System (ARTS) by a specified date. In this connection, the course grades, after the approval of the HoD, will be submitted to the Registry automatically, via ARTS functions (Navigation: The Portal → e-SIS → ARTS) and released to students according to the schedule announced by the Registry. After the announcement of course grades approved by the Head of course-offering unit, the BoE meeting for the respective programme will be held within one or two weeks.

3.1.2.6. Sample Scripts for External Examination

Submit selected Sample Scripts to the programme concerned via the General Office. The package of sample scripts should include:

- Course outline
- Teaching schedule
- Assessment / test paper
- Assessment criteria / grade descriptor
 - Sample scripts (high/medium/low level) of student assignments / test paper with the comments and marks given by the lecturer (the number of copies should refer to the guidelines from the programme)

3.1.3 Late Submission of Assignment and Absence from Assessment Activities

Under certain circumstances, course lecturers may approve an application for late submission by students based on valid reasons. Approved applications shall be copied to the Programme Coordinator for information. Course lecturers should also be aware that students who are unable to complete an examination/assessment task should apply to the HoD through the course lecturer for special consideration. The application must be validated by relevant documentary evidence such as medical certificates in the case of illness.

Staff are advised to read the procedure described for Late Submission of Assignment and

Absence from Assessment Activities in Section 7.2 of Chapter 5 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/main.html.

3.1.4 Appeal against Assessment Results

Course lecturers may come across situations in which students disagree with the assignment grade or marks given by their teaching staff. In these circumstances, student can approach their course lecturer immediately upon receiving the returned assignment and the assessment result announced. Upon receiving a request of appeal with evidence, the course lecturer will need to identify if there is any technical errors in scoring or entry of the grade. If so, the course lecturer is required to verify the problem and report the revised result to the Chairperson of the Departmental Assessment Panel of the course-offering unit concerned or Field Experience Coordinator concerned with justifications for approval by the Head of the course-offering unit. The student will be informed of the result as soon as possible.

If the student is still unsatisfied with the decision, he or she may make a formal and direct appeal to the respective Dean in writing on the assessment result by providing justifications as listed below:

- The assessment has been affected by a material error or irregularity in marking;
- The assessment was not conducted in accordance with the General Academic Regulations and the assessment scheme for the programme concerned;
- There are extenuating circumstances which the student has not been able to present to the relevant Head of the course-offering unit prior to the decision being made.

The student should make the formal request for a grade review to the respective Dean in writing within 14 working days after the announcement of assessment results approved by the Head of the course-offering unit.

3.2 Assessment for Learning

3.2.1 Peer Assessment

The University encourages staff to use various assessment methods for learning such as peer assessment so as to increase the quantity and quality of feedback on students' academic performance. In order to enhance course feedback and give students an opportunity to develop appropriate evaluative judgment, instructors are encouraged to provide students with opportunities for peer assessment and evaluation. Such opportunities should follow research-informed guidelines on the strengths and limitations of peer assessment in tertiary classroom settings.

3.2.2 Reflection

The University promotes “learning to learn” through engagement and reflection. Reflection provides an avenue for students to recall and retell the types of intellectual and affective activities that they engaged in and how to lead to new understanding and appreciations (Boud et al., 1985:19³). The reflection also provides good evidence for the lecturers to understand

³ Boud, E., Walker, D. (1985). Barriers to reflection on experience, in D. Boud, R. Keogh and D. Walker,

students' learning processes.

3.2.3 ePortfolio

With the key objectives of nurturing engaged and reflective learners, ePortfolio has been implemented to offer a platform for students to document, manage and reflect upon their own learning during their study at EdUHK. Students are required to create ePortfolios to document and reflect on their formal and non-formal learning experiences in General Education, Language Enhancement, Co-curricular and Service Learning Activities and Overseas Exchange Opportunities. Students who are enrolled in teacher education programmes would also use ePortfolios to document and reflect their teaching practices for their Field Experience. Building the ePortfolio provides students with opportunities to consolidate and internalise the knowledge and skills acquired in various learning activities across their University learning journey.

3.2.4 Rubric Construction

Departments may consider designing their own general assessment rubrics and/or assessment rubrics for different assignments. They can also have different assessment rubrics for different years of study. Each rubric should clearly state the grading criteria and their description under each category of assessment. These rubrics may be used as guides to developing assignment/task-specific rubrics for individual courses. Regardless of the nature of the assignment or the criteria, rubrics must minimally:

- Allow valid, defensible inferences regarding students' achievement to be reached
- Present levels or benchmarks of quality that allow those scoring the student work to reach reliable/stable judgments of the work
- Integrate justifiable scoring criteria that are relevant to the assignment task and relevant course outcomes

In addition to assessment and scoring, the criteria and their descriptions should also facilitate feedback to students on their level of performance. Different assessment tasks should use different and task-relevant rubrics for scoring. A diversity of assessment tasks is encouraged for student learning, such as e-portfolio and reflection, etc.

3.3 Technology Enhanced Learning and Teaching

Consistent with its mission and vision, the University aims to establish the importance of developing teaching and learning capabilities by adopting 'blended learning' as a principal means of addressing the use of information technology (IT) to enhance its learning and teaching activities. Embedding a "blended learning" approach institutionally will ensure that IT developments take forward the strategic aims of the University with regard to teaching, student learning and research. The University aims to establish a supportive and flexible technology enhanced learning environment in which e-learning is an integrated, dynamic and innovative element, by:

- Promoting and facilitating the appropriate utilization of IT to transform learning and teaching into a more learner-focused, flexible activity, thereby meeting the

- changing needs and aspirations of learners
- Embedding e-learning through “blended and flexible learning,” a pedagogically driven approach which integrates the innovation and flexibility offered by electronic delivery and engagement with a range of proven and successful teaching strategies, thereby making the learning process more effective, engaging and accessible to students who have increasingly diverse learning requirements and preferences
- Supporting academic departments by helping them to select, implement and evaluate their e-learning developments, including the appropriate use of educational technologies, instructional/learning design, and faculty development needs
- Providing effective support to e-learning in the campus and off the campus

3.4 Examination Policies and Guidelines at EdUHK

Teaching staff should be aware of the University’s general guidelines about examinations and assessments.

- Printing of Question Papers
<https://www.eduhk.hk/re/modules/content/item.php?categoryid=19&itemid=27>
- Guidelines Governing the Invigilation of Examinations
<https://www.eduhk.hk/re/modules/content/item.php?categoryid=19&itemid=27>
- Student Conduct at Examinations (Chapter 5, Section 11.9)
https://www.eduhk.hk/re/student_handbook/main.html
- Examinations Arrangements during Bad Weather (Chapter 5, Section 11.8)
https://www.eduhk.hk/re/student_handbook/main.html

4. Resources and Facilities

This section in the handbook provides general information on the functions and services provided by respective learning/teaching support units and offices. It also provides links for staff to direct to these departments’ website for further information.

4.1 Teaching Periods and Timetable

4.1.1 Change of Timetable

With a view to minimizing any disturbance to students and teaching, changes to the timetable after its publication should not be made unless in extenuating circumstances after all available options are considered. In case of any changes of timetable, they should be made on a semester basis as early as possible. Staff requesting changes should apply as soon as possible prior to the commencement date of the proposed change.

Further guidelines and procedures on application for change of teaching timetables are available at Registry’s website at

<https://www.eduhk.hk/re/modules/content/item.php?categoryid=19&itemid=31>

4.1.2 Workload Allocation

The Departmental Learning and Teaching Committee (DLTC) /Departmental Management

Committee (DMC)⁴ usually deal with teaching workload allocation. Usually in mid-March of each academic year, staff members of various departments are invited by the committee to indicate their teaching preferences for the coming year. The first draft of teaching workload (with the rationales for such workload) may be concluded and circulated to members for comments in early May. Follow-up meetings responding to comments collected will be held if necessary. The final workload and individual timetable will be concluded in or before July. However, further adjustment may be made due to the increase or decrease of student numbers or elective courses increasing or reduction.

4.2 Course Coordination

Course coordination is a key component of teaching and learning in the University. It is useful to have a general picture about the course coordination procedure for individual course teaching staff. It is also informative for staff who are participating in the course coordination process.

4.2.1 Nomination of Subject Representative for Programmes

At the request of respective Faculty offices, the HoD will nominate staff members as subject representatives to different Programme Committees and Board of Examiners (BoE). The nominees will take up the role as representatives for attending staff-student consultative meetings, programme meetings and BoE meetings. Besides attending meetings, the Subject Representative's also takes a key role is to coordinate all L&T matters concerning with the subject and the courses under a certain programme, and also keep in effective communication with the programme academic matters. Minutes from those meetings will be circulated to staff members for information and appropriate action if necessary.

4.2.2 Appointment of Course Coordinators

At the beginning of the academic year, most HoDs will appoint CoCs for courses that are taught by several lecturers. The appointee is usually an experienced teaching team member of the course and will take up the coordinating role for administration of the course. The CoC is expected to convene team meetings at least twice with teaching team members to discuss and review the operation of the course.

4.3 Library (LIB)

The EdUHK Library comprises the Mong Man Wai Library (MMW Library) on Tai Po Campus and the Tseung Kwan O Study Centre Learning Commons (TKOSCLC) in Tseung Kwan O. State-of-the-art facilities are provided by the Library, including high speed Wi-Fi, over 330 public desktop and notebook PCs, e-Learning Studio, Mini Theatre, Creative Lab (Pilot Future Classroom), laser-cutting, 3D and large format printing equipment, e-book readers, VR-AR-media production equipment, Octopus-operated photocopiers and printers, language learning stations, ample study spaces for group work and private study. The MMW Library is fully integrated with the University's Learning Commons, providing a comfortable

⁴ It is noted that each department may have their own specific features of administration so that the names of departmental committees as well as their workflow may vary.

and inviting environment for both individual and collaborative learning on a 24-hour basis. The Lounge on G/F and EI Hub on LP/F which open 24 x 7 are ideal places for chatting, team work and light refreshment. In addition to library resources provided on campus, members of the University can access other university libraries as well as their resources through the library's various collaboration programmes, including JULAC cards, HKALL, Inter-library Loans and RAPID Document Delivery service. The Library also coordinates the production of paper and scan course packs, as well as copyright clearance of course reading materials.

The Library is IT-based, providing members of the University around-the-clock access to a wide range of electronic collections on the World Wide Web via either desktop or mobile platforms. All library activities and operations such as loan-related services, discovery of library resources, in-house developed databases including *EdUHK Research Repository*, *Hong Kong Education Bibliographic Database*, *Hong Kong Education Image Database* and *EdVideo*, major full-text and citation databases, e-books, e-journals, information on copyright and course pack production, as well as other essential and latest library information are available to staff and students of the University on the Library Website (<https://www.lib.eduhk.hk/>).

4.4 Office of the Chief Information Officer (OCIO)

The Office of the Chief Information Officer (OCIO) is committed to providing quality ICT services and solutions to support and enhance learning, teaching, research and administration to the University community in alignment with its IT service strategies in infrastructure, data, application, user experience, security and governance.

Most of the University's ICT services are provided in conjunction with the high-speed campus network with Gigabit link to end points or desktops in all classrooms and offices. In addition, ubiquitous Wi-Fi access points are provided to cover all classrooms, public areas on campus, department offices and student hostels. Students can join free Wi-Fi access off campus via CSL and Y5Zone Wi-Fi hotspots in town, and at other local and overseas universities using "eduroam". The University is also a member of the Hong Kong Academic and Research NETwork (HARNET) which is shared by eight local universities via high speed connectivity to the rest of the world. This allows all member institutions to exploit the facility to collaborate in research by resource sharing and resilience support.

Applications for both end-to-end administrative solutions and academic support are provided and maintained by OCIO in collaboration with relevant learning and teaching departments. OCIO works closely with LTTC in support of the e-Learning platforms. The Office is also responsible for the provision of printing services, student e-mail which can be protected by two-factor authentication and campus IP Phones.

At the IT Help Desk at the Learning Commons, a number of notebooks and a wide range of audio-visual equipment are available for loan. OCIO also provide a good collection of software packages including Office suite, creative design suite, cloud-based conferencing and collaboration, courseware development, statistical analysis, and other discipline-specific

applications for students and staff.

For more information, please visit the OCIO website (<https://www.eduhk.hk/ocio/>).

4.5 Centre for Learning, Teaching and Technology (LTTC)

The Centre for Learning, Teaching and Technology (LTTC) is an academic and professional supporting unit at The Education University of Hong Kong. The Centre aims to enhance student learning outcomes by applying information technology to support the development of learning and teaching, and the improvement and innovation of assessment at the University. The Centre:

- provides data and scholarship on learning and teaching evidences for academic leaders to ensure effective and high quality learning and teaching practices and to support policy decisions on the enhancement of learning and teaching;
- builds the capacity of academic and teaching staff in transforming learning and teaching practices in technology-enhanced learning and teaching environment;
- builds the capacity of students to manage and monitor their own learning in technology-enhanced learning and teaching environment;
- enhances students' total learning experience, particularly in student learning outcomes with support from e-Learning tools such as Moodle Learning Management System (LMS) and ePortfolio production platform;
- assesses students' level of achievements on Generic Intended Learning Outcomes (GILOs) through survey and students' work in ePortfolios and course assignments;
- promotes blended learning among academic and teaching staff in maximising the opportunities for effective learning with technology-enhanced approaches to foster learner-centred learning and learner-initiated learning;
- organises Staff Professional Development Programme to all academic and teaching staff in order to enhance learning and teaching in partnership with academic departments;
- produces online self-learning materials to support academic and teaching staff to incorporate innovative technologies into their learning and teaching;
- supports computational thinking (CT) development through coding education and nurtures literacy 3D printing and science, technology, engineering, and mathematics (STEM) education in learners;
- promotes online assessment standardisation in teaching practice and provides video sharing space with the setup of Video-based Learning Community (VBLC); and
- supports the Massive Open Online Courses (MOOCs) development and cooperates with Faculties/Departments to develop university-wide MOOC projects.

For more details, please visit: <https://www.eduhk.hk/lrtc>.

4.6 Centre for Language in Education (CLE)

Vision

The Centre for Language in Education (CLE) aims to become excellent in language education (Chinese, English and Putonghua) by nurturing students' biliterate and trilingual skills. This is achieved through exemplary curriculum design and assessment practices, innovative co-curricular/extra-curricular learning activities, and professional sharing of good practices at local and international levels.

Mission

The mission of CLE is to enhance students' biliteracy and trilingualism in their pursuit of academic and professional excellence. To achieve this, we

- design exemplary language programmes to cater for the needs of local, mainland and international students;
- adopt assessment practices that optimise learning;
- collaborate in inter-institutional projects with local and international scholars to promote good practices in language education;
- complement classroom learning with innovative in-class/out-of-class language activities and self-access language resources.

4.7 General Education Office (GEO)

General Education, as a programme of study, aims to provide students with a foundation in acquiring knowledge, skills, values, and mind-set to equip them for the challenges of university studies and beyond. It also serves as preparation for academic pursuit in a specialized area of study at the undergraduate or graduate levels. These preparations include analytical, critical, and creative thinking, as well as the motivation to learn and an open-mind to explore new concepts, beliefs, and knowledge. At EdUHK, the General Education programme offers a variety of courses with a broad range of subject areas and disciplines, set within an integrated structure of General Education Foundation Course, General Education Breadth Courses (General Education Breadth Learning Strands (1-3), Positive and Values Education Courses and General Education Interdisciplinary Courses), Experiential Learning (Co-curricular and Service Learning Courses and Experiential Learning Courses) and University ePortfolio. All of these courses are intended to:

- Enable students to construct knowledge and skills through critical inquiry;
- Stimulate students' reflections on matters of importance to them;
- Enable students to achieve an understanding of the world which transcends the boundaries of disciplinary knowledge;
- Prepare students to respond actively and critically to socio-cultural traditions, trends and changes;
- Stimulate students' reflection on the significance of living in an increasingly digital and globalized world; and
- Engage students in active participation in and reflection on various co-curricular, service, and experiential learning activities.

For more details on the GEO and General Education courses, please

visit: <https://www.eduhk.hk/ge/web/>.

4.8 Global Affairs Office (GAO)

The Global Affairs Office (GAO) serves as a central unit to support EdUHK's internationalisation initiatives by:

- Fostering close collaboration with the universities and institutions worldwide;
- Raising the EdUHK's profile globally and establish regional leadership;
- Enhancing students' regional and international learning experience; and
- Promoting internationalisation at home through recruitment of non-local students and on-campus student integration activities.

With a view to supporting the University's strategic development in internationalisation, GAO undertakes the important role of recruitment of non-local students, and marketing of EdUHK's academic programmes. This includes attending international conferences/education fairs and conducting visits to establish links with relevant institutions/high schools outside Hong Kong.

Another major role of GAO is to administer the Student Exchange Programme. This potentially life-changing programme enables EdUHK students to study abroad and experience a different culture at first hand. At the same time, it brings exchange students from different partner institutions to the University, adding to diversity on campus.

The Office provides logistical support for outbound and inbound exchange students, serving as an efficient co-ordinator, friendly information provider, and creative initiator of multicultural events on campus.

The Office regularly provides non-local short-term study visits and summer programmes for EdUHK students, and also organises study and cultural tours for partner institutions to learn more about EdUHK, Hong Kong, and the region.

On campus, GAO works closely with other units to provide better support to non-local students and organise activities for promoting integration of students from different origins and better cohesion among students. For more details of GAO's services, please visit its website at <https://www.eduhk.hk/gao/>

4.9 Registry (REG)

Registry provides supportive services to learning and teaching in the University. The service includes:

- Issues related to student admission
- Implementation and review of general academic regulations
- Planning of teaching timetable and general classroom booking
- Keeping student records, timetabling and central examination arrangements
- Issuing academic documents such as academic student transcripts, testimonials, statement of results and award certificates

- Organising University-wide functions such as Welcome Reception, Information Day and Congregation
- Supporting quality assurance mechanisms of teaching and learning and programme development
- Publications of Student Handbook and University Calendar
- Enhancement of the operating of Board of Examiners (BoE) by conducting BoE's meetings via the online ARTS system

For more details, please visit: <https://www.eduhk.hk/re/> ('About Registry').

4.10 Student Affairs Office (SAO)

Student Affairs Office strives to create an open, supportive and stimulating environment which is conducive to the whole person development and the lifelong learning of students. We contribute to the nurturing of knowledgeable, caring and responsible educated professionals who will be committed to the development of the well-being of society.

For more details, please visit: <https://www.eduhk.hk/sao/>.

4.11 School Partnership & Field Experience Office (SPFEO)

The School Partnership and Field Experience Office serves as a central unit to support, coordinate and strengthen the policies and practices in school partnership, mentorship and field experience (FE) at the University level. SPFEO establishes and maintains mutually beneficial partnership with schools through actively supporting them in building a mentoring force and enhancing teachers' professional development.

The major roles and responsibilities of SPFEO are as follows:

- establish partnership with a network of schools and related organisations (such as School Sponsoring Bodies, universities) both locally and internationally to support student teachers in their FE;
- work with teaching staff of the University, and principals and mentors in the partnership schools to provide an environment conducive to learning for both student teachers and mentors;
- support and coordinate the ongoing work in the University related to partnership, mentoring and FE;
- undertake and support research and development related to partnership, mentoring and FE;
- develop resources and activities designed to support the work of FE supervisors and teacher mentors;
- assist in both the development and implementation of policies related to FE and partnership; and
- contribute to teaching and support student teachers in formal and non-formal field experience learning.

For more details, please visit: <https://www.eduhk.hk/spfeo>.

5. General Arrangements on the Approach of Typhoons and Rainstorms

When Tropical Cyclone Signal No.3 or Amber/Red Rainstorm Warning Signal is in force, all classes and examinations will continue to be held as scheduled, unless otherwise announced by the University.

Announcements made by the Education Bureau (EDB) and Hong Kong Examinations and Assessment Authority (HKEAA) do not apply to the University.

When Tropical Cyclone Signal No.8 (or above) is in force or will be issued within the next 2 hours (as announced by the Hong Kong Observatory), or “extreme conditions” announced by the Government after super typhoon are in force, or the Black Rainstorm Signal is in force, staff can refer to Chapter 15 “Class/Examination Arrangements during Topical Cyclones/ Rainstorms” in the online Student Handbook which is available at https://www.eduhk.hk/re/student_handbook/main.html

Appendix I – List of Abbreviations

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| BoE | Board of Examiners |
| CoC | Course Coordinator |
| DLTC | Departmental Learning and Teaching Committee |
| HoD | Head of Department |
| KPI | Key Performance Indicators |
| OBL | Outcome-based Learning |
| UGC | University Grants Committee |