

THE EDUCATION UNIVERSITY OF HONG KONG

**MANUAL OF THE MANAGEMENT OF
SELF-FINANCED TAUGHT POSTGRADUATE
PROGRAMMES**

(with effect from 2016/17 academic year)

May 2020

Glossary

Abbreviation	Description
AA	Academic Advising
AB	Academic Board
ARTS	Assessment Records and Tracking System
BGS	Board of Graduate Studies
CLE	Centre for Language in Education
BoE	Board of Examiners
CMI	Chinese as a Medium of Instruction
DAP	Departmental Assessment Panel
DLTCs	Departmental Learning and Teaching Committees
EdD	Doctor of Education
EdUHK	The Education University of Hong Kong
EE	External Examiner
EMI	English as a Medium of Instruction
FBS	Faculty Boards
FLTCs	Faculty Learning and Teaching Committees
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HoD	Head of Department
ICT	Information and Communication Technology
IPP	Initial Planning Proposal
IRG	Institutional Research on Graduates
LTQC	Learning and Teaching Quality Committee
LTTC	Centre for Learning, Teaching and Technology
MEd	Master of Education
OCIO	Office of the Chief Information Officer
PC	Programme Committee
PDC	Programme Development Committee
PDFs	Postdoctoral Fellows
PG	Postgraduate
QA/QE	Quality Assurance and Quality Enhancement
RPg	Research Postgraduate
SDC	Student Disciplinary Committee
SET	Student Evaluation of Teaching
SPCM	Staff-Participant Consultative Meeting
SSCM	Staff-Student Consultative Meeting
ToR	Terms of Reference
TPg	Taught Postgraduate

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CHAPTER 1: AN OVERVIEW

- 1.1 The University is highly committed to assuring the quality of teaching and learning across all its academic programmes. The University, by the set of policies, structure and processes, monitors, assesses and regulates the quality of its teaching programmes and warrants that these programmes are highly comparable to those of peer institutions.
- 1.2 The University has a well-established committee structure at university, faculty, programme and departmental levels governing the operations of the quality assurance (QA) and quality enhancement (QE) mechanisms and procedures. For details on the committee structures at university, faculty, programme and departmental levels and their respective QA/QE mechanisms, please refer to Chapter 2 (para. 8-21) of the [Staff Handbook on Programme QA](#).
- 1.3 To ensure cross-programme consistency of Taught Postgraduate (TPg) programmes in QA/QE mechanism, learning and teaching, assessment and the provision of learning support to TPg students, this “Manual on the Management of Self-financed TPg Programmes” is prepared as a handy reference for staff members in managing and administering these programmes.
- 1.4 The Manual spells out in detail:
 - (a) Planning and Development of New Programmes (Chapter 2);
 - (b) Programme Management (Chapter 3);
 - (c) Learning and Teaching (Chapter 4);
 - (d) Assessment (Chapter 5);
 - (e) Student Learning Support (Chapter 6); and
 - (f) Programme Review and Revisions (Chapter 7).

Lists of useful links and units are available in the Appendix.

- 1.5 The policies and procedures contained in this Manual have been endorsed and approved by appropriate governing bodies in the University, such as the Board of Graduate Studies (BGS), Learning and Teaching Quality Committee (LTQC), Academic Board (AB), etc. These policies and procedures are, therefore, the product of careful deliberation. As a key

principle of QE is the need for continuous review and revision of QA/QE policies and processes (where appropriate), staff should be vigilant in their compliance with the contents of the current version of this Manual and any ongoing amendments that are approved by relevant boards / committees.

- 1.6 The electronic version of the Manual can be found at the website of [Graduate School](#). Comments and feedback from colleagues with regard to the further refinement of the Manual are most welcome and should be forwarded to the Graduate School (email: gradsch@eduhk.hk).

CHAPTER 2: PLANNING AND DEVELOPMENT OF NEW PROGRAMMES

2.1 Planning and Development of New Programmes

2.1.1 Programme planning and development are important QA mechanisms governing the quality and standard of the University's newly developed programmes.

2.1.2 Programme Planning

Once a programme initiative is identified or upon receipt of a suggestion for a new programme (including addition of majors/minors/strands/areas/specialisations), the relevant parties, for example, academic departments/units, BGS, Faculty Boards (FBs), may set up a working group, if necessary, to develop an initial planning proposal (IPP) for the new programme. For details on the programme planning mechanism, including the templates for preparing an IPP, programme proposal submission and approval flow, please refer to Chapter 3 (para. 4-8) of the [Staff Handbook on Programme QA](#). The IPP template is available at the [BGS website](#).

In Section 5 of the IPP template, realistic assessment of the market demand of the proposed programme with market survey and analysis are required, with a view to showing clear that there is demand for the said programme. The following information should be included in Section 5 of the IPP:

- Sufficient evidence with supporting data to show the market demand for the proposed programme; and
- A more rigorous market survey has to be conducted to assess the market demand for the proposed programme.

(Source: [BGS/15-16/A32 Proposed Guidelines on the Offering of Self-financed Taught Postgraduate Programmes](#))

2.1.3 Programme Development

After approval of the initial proposal, a Programme Development Committee (PDC) will be set up to develop a full proposal setting out the details of the programme for implementation approval from the AB via FB. For details on the formation, terms of reference and responsibilities of the PDC, please refer to Chapter 3 (para. 9-28) of the [Staff Handbook on Programme QA](#).

During the programme development stage, all new programmes are subject to a strict external review process to consider the justification for the demand and the academic validity of the aims and objectives of the programmes. For details on the review arrangement including the nomination and composition of the review panel, review process, documents to be submitted and the approval flow, please refer to Chapter 4 (para. 1-33) of the [Staff Handbook on Programme QA](#).

2.2 Planning and Development of Collaborative Award-bearing Programmes

- 2.2.1 The University is committed to collaborative engagement with other educational institutions and scholarly associations locally, regionally and internationally. Strategically the University works to enhance its partnership through the development of sustainable and mutually beneficial academic collaboration with higher educational institutions and organizations that share common aims and interests. The approval procedure on academic collaboration involves three steps, namely (1) approval of the initial proposal; (2) development of a full programme proposal; and (3) signing of a collaborative agreement. Such an approval procedure is comparable with the University's existing programme QA procedures. For details on the guidelines on academic collaboration relating to the partnership or joint endeavour with external partners in the development, management and/or delivery of award-bearing programmes, please refer to Chapter 5 of the [Staff Handbook on Programme QA](#).
- 2.2.2 For academic collaboration on new dual degree programmes (at master or doctoral level), if the structure of the new programme is the same as that of the programmes already approved by the AB previously, upon the President's approval of partner institution, the lead department or unit is not required to submit an initial proposal to the BGS for approval and can proceed directly to develop a full programme proposal.

(Source: [BGS/17-18/A62 Proposed Approval Flow for Academic Collaboration on Dual Degree Programmes](#))

2.2.3 For QA/QE of collaborative programmes, guidelines to monitor the quality of collaborative programmes at postgraduate (PG) level were developed at course level. To ensure the quality of teaching, the hosting unit of the collaborative programme has to collect feedback from EdUHK students who have enrolled in the courses delivered by our overseas partners through the Student Evaluation of Teaching (SET) toward the end of each course. The Programme Committee (PC) in question has to report the feedback data and the relevant follow-up actions in the annual programme report and propose programme- or course-related changes where necessary.

(Source: [BGS/15-16/A26 Proposed Guidelines to Monitor the Quality of Collaborative Programmes at Postgraduate Level](#))

CHAPTER 3: PROGRAMME MANAGEMENT

3.1 Introduction

- 3.1.1 The University has a clear division of responsibility between key post holders in terms of programme management. Faculty Deans and Dean of Graduate School are responsible to Vice President (Academic) and Vice President (Research and Development) respectively for academic leadership and management of the Faculties and Graduate School. They are accountable for the quality of the Faculties' / Graduate School's teaching programmes. Associate Deans support the Deans in the various functions of the Faculties / Graduate School in such areas as learning and teaching, QA/E, and research and PG studies, etc.
- 3.1.2 The Faculty Learning and Teaching Committee (FLTCs) are responsible for overseeing and enhancing the quality of learning and teaching, and assessment of the departments and units under the Faculties; while the Departmental Learning and Teaching Committees (DLTCs) perform duties and tasks related to teaching, learning and assessment at the department level, and give advice on the establishment of QA and QE mechanisms related to learning and teaching within the academic departments.
- 3.1.3 PCs play a prominent role in programme management, in that they monitor the delivery and quality of programmes and serve as the hub of the QE process for the programmes. This is done by conducting regular reviews of respective programmes for assuring quality and ensuring continuous improvement. PCs are accountable to respective FBs / BGS. For the Terms of Reference and Membership Composition of the PCs, please refer to [Appendix VI of the Staff Handbook on Programme QA](#).

3.2 Code of Practice for TPg Programmes

- 3.2.1 The principal purpose of the Code of Practice for TPg programmes is to ensure that students and related staff are aware of their responsibilities. The Code specifies the responsibilities at six different levels, namely,
- the University level;
 - the Programme Director / Programme Leader and Programme Committee;
 - the Graduate School / Faculty / Programme Management Team;
 - the Department level;
 - the Research Project / Dissertation / Thesis Supervisor; and
 - the Student.

- 3.2.2 It is the responsibility of the Graduate School, Faculties and Departments to ensure that the standards set out in the Code are maintained. It is also the responsibility of all students and related staff to uphold the Code.
- 3.2.3 The Code should be read in conjunction with the University's regulations for the TPg programmes. Additional information and specific guidelines may be produced and communicated to students by the Graduate School / Faculty / Department or relevant academic and supportive units during Programme Orientation. The electronic version of the Code can be found at the website of [Graduate School](#).

3.3 Policies and Guidelines on Programme Offering

- 3.3.1 To enhance programme quality, a number of policies and guidelines have been formulated regarding the offering of postgraduate programmes, including:
- Offering of Self-financed TPg Programmes
 - Uniform Nomenclature System for Master Level Award Titles
 - Language Policy for PG Programmes
 - Early Exit Points for Taught Master Programmes

3.3.2 Offering of Self-financed TPg Programmes

The guidelines regarding the offering of self-financed TPg programmes as approved by the BGS are as follows:

- (a) If a taught master programme fails to recruit enough students to offer courses in Classroom Teaching Mode[^] in a particular year, the Programme would be offered in alternate years.
- (b) If a taught master programme fails to recruit enough students to offer courses in Classroom Teaching Mode[^] two times in a row, the Programme would be suspended.
- (c) Classroom Teaching Mode – any course in a taught master programme with a student number of 12 or above is classified as a course in Classroom Teaching Mode.

In cases where special consideration is deemed necessary, strong justifications with supporting evidence should be submitted to the BGS via the Faculty Board in question for consideration and approval.

Faculties should submit an annual report to the BGS in providing the rationale and suggested solutions for those self-financed TPg programmes that have been cancelled in that particular year. To determine whether the programmes (that have been cancelled in that year) should be offered in future, Faculties may take into account the following factors:

- Continued relevance of curriculum content and disciplinary development trends
- Strategic plan of the University
- Feedback from stakeholders (e.g. students, employers, external examiners, etc.)
- Outcomes of programme reviews
- Availability and adequacy of teaching and learning resources (e.g. whether there is a sufficient number of teaching staff with relevant expertise)
- Market demand
- Intake numbers (e.g. whether inadequate or low intakes are due to some extraneous factors)
- Admission standards
- Enrolment numbers (and drop-out and completion rates)
- Financial viability

To re-introduce the programme which has been suspended, a proposal has to be submitted to the BGS for planning approval following the normal procedures for proposing a new programme.

(Source: [BGS/15-16/A32 Proposed Guidelines on the Offering of Self-financed Taught Postgraduate Programmes](#))

3.3.3 Uniform Nomenclature System for Master Level Award Titles

As approved by the BGS, the programme / award title of all masters programmes, including both existing and new programmes, should follow the following format / form of presentation:

(a) Programme title (in English):

“Master of (field of study) in (subject discipline)”

(b) Programme title (in Chinese):

“XXX 文學碩士; XXX 理學碩士; XXX 社會科學碩士; 教育碩士”

(Source: [BGS/14-15/A12 Proposed Uniform Nomenclature System for Master Level Award Titles](#))

3.3.4 Language Policy for Postgraduate Programmes

The language policy for postgraduate programmes comprises the following two components:

- (a) EMI Percentage: The target percentage of EMI courses for a PG programme* will be set at 80% with effect from Semester 1, 2016/17.
- (b) Undertaking Research Project in English: Undertaking a research project in English could provide students with an opportunity to synthesize information, paraphrase others' ideas, evaluate arguments, and critique in writing in English, which is believed to be conducive to enhancing their written proficiency. Thus, the research project of any PG programme*, be it core or an optional requirement, must be conducted in English.

*Remark: *Chinese language / literature programmes and programmes of which CMI had been approved by the respective Committee and Board shall be excluded from the language policy.*

(Source: [BGS/14-15/A47 Proposed Language Policy for Postgraduate Programmes](#))

3.3.5 Early Exit Points for Taught Master Programmes

In order to standardize the practice within the University, as stipulated by regulations endorsed by the AB, no early exit award should be granted to students of any taught Master programmes offered by the University. Programme with special needs (e.g., a programme that requires professional recognition / validation as part of the validation process..., etc.) may request for an early exit mechanism that is consistent with common practice among universities offering the same programme. For these exceptional cases, a detailed proposal with strong justifications and evidence would need to be submitted to the BGS for endorsement and AB for approval.

(Source: [AB 5/2013 Proposed Introduction of Common Exit Points for Taught Master Programmes](#))

3.4 Policies and Guidelines on Programme Implementation

3.4.1 To ensure coherence on programme implementation at postgraduate level across the University and for QA/QE in programme management, the following policies and guidelines have been developed:

- Guidelines on Assigning Staff to Teach Higher Degree Courses
- Collection of Extension Fees for Self-financed Programmes
- Guidelines on the Number of Contact Hours for PG Courses
- Approval Authority for Block Credit Transfer

3.4.2 Guidelines on Assigning Staff to Teach Higher Degree Courses

To ensure high-quality teaching of postgraduate programmes, guidelines on assigning staff in teaching higher degree courses are as follows:

Course Level	Guidelines
For Master's Level Courses (except for research projects)	<p>a. Generally assign teaching responsibility to staff members who are on an Academic Track or those on a Teaching Track with a doctoral degree.</p> <p>b. Experienced practitioners and researchers may be invited to assist in teaching part of a course in which the faculty member in (a) above is the course leader / coordinator.</p> <p>c. Students from Research Postgraduate and Doctor of Education programmes and Postdoctoral Fellows who have completed the Certificate Course “Introduction to Teaching in Higher Education” offered by the Centre for Learning, Teaching and Technology* may be invited to assist in teaching part of a course in which the faculty member in (a) above is the course leader / coordinator.</p> <p>d. In cases that deviate from items (a) or (b) above which deserve special consideration, the Head of Department (HoD) should submit written justification to the Faculty Dean concerned for consideration and approval.</p>
For Doctoral Level Courses (except for supervision)	<p>e. Assign teaching responsibility to staff members who are on an Academic Track and who have not been underperforming in research in the past three years^.</p> <p>f. In cases allocating according to item (e) above is not possible which deserve special consideration, the HoD should submit written justification to Dean of Graduate School for consideration and approval.</p>

Remarks:

*Before taking up the teaching duties, the Research Postgraduate (RPg) and Doctor of Education (EdD) students and Postdoctoral Fellows (PDFs) are required to complete the Certificate Course “Introduction to Teaching in Higher Education” offered by the Centre for Learning, Teaching and Technology (LTTC). As some components of the Certificate Course may not be offered every semester, if this group of teaching assistants cannot complete the Course by the time they start the teaching duties, at least they have to provide evidence that they have already enrolled in the Course or signed an undertaking that they agree to take the Course the next time of offer.

^“Underperforming in research” as defined by the Committee on Research and Development at the time teaching duty is assigned.

(Source: [BGS/19-20/A70 Proposed Revisions to the Guidelines on Assigning Staff in Teaching Higher Degree Courses](#))

3.4.3 Collection of Extension Fees for Self-financed Postgraduate Programmes

Following the university-wide policy, if a student in a self-financed master's programme has to study beyond the normal study period, he/she has to pay for an extension fee per semester. This applies to both full-time and part-time study mode. The extension fee is set at 10% of the programme tuition fee per semester.

With reference to the percentage set for the self-financed master's programmes, the extension fee of EdD programme is also set at the same percentage, i.e. 10% of the tuition fees of Thesis per semester. This applies to both full-time and part-time study mode.

The policy takes effect from the cohort recruited in 2020/21 academic year and onwards. For those programmes who would like to apply for exemption from this university-wide policy, they have to submit an application (with strong justifications and endorsement from respective Faculty Dean) to the BGS for endorsement, and then to the President for approval.

(Source: [BGS/18-19/A21 Proposed Tuition Fee for Master of Education and Doctor of Education Programmes and Extension Fees for Self-financed Postgraduate Programmes for 2019/20](#))

3.4.4 Approval Authority for Block Credit Transfer

One of the University's objectives is to strengthen its links with partner institutions in the region or overseas by developing more collaborative programmes with them. This objective brings about applications for block credit transfer on courses offered by other institutions. As approved by the BGS, the approval authority for applications for block credit transfer on EdUHK courses and courses offered by other institutions are as follows:

Types of Course	Approval Authority
EdUHK Courses	Applications for block credit transfer on EdUHK courses should be approved by the corresponding programme committee.
Courses offered by other Institutions	Applications should be submitted to the corresponding programme committee for endorsement; and then to BGS for final approval.

(Source: [BGS/13-14/A49 Approval Authority for Block Credit Transfer](#))

3.4.5 Guidelines on the Number of Contact Hours for PG Courses

In order to enhance the quality of PG programmes, the number of contact hours for postgraduate courses was set within a reasonable range so that students could have sufficient face-to-face contact with their lecturers. The guidelines on the number of hours of contact time for all postgraduate 3-credit point courses including both courses at master and doctoral level are as follows:

(a) Taught programmes with face-to-face contact as primary delivery mode:

Range of contact hours	Range of hours for other designed learning activities (with involvement of teaching staff) (e.g. field trips/group work/on-line components)	Course hours
24-30	9-15	39

(b) Taught programmes with blended learning mode:

Range of contact hours	Range of independent learning (without involvement of teaching staff) (e.g. project work/on-line learning/reading)	Course hours
15-24	15-24	39

(c) Taught programmes with on-line learning as primary delivery mode:

Range of contact hours	Range of hours for on-line learning	Course hours
0-15	24-39	39

(d) Taught programmes with Directed Study mode:

Range of contact hours	Range of independent learning (without involvement of teaching staff) (e.g. project work/on-line learning/reading)	Course hours
4-12	27-35	39

The range of contact hours presented above is specified for 3-cp courses; courses with a different number of credit points will be calculated on a pro-rata basis.

(Source: [BGS/12-13/A49 Proposed Guidelines on the Number of Hours Contact Time for Taught Postgraduate Courses](#))

CHAPTER 4: LEARNING AND TEACHING

4.1 Handbook on Learning and Teaching

The University places quality learning and teaching at the forefront of its activities and embraces a quality enhancement culture conducive to cultivating a vibrant environment for learning, teaching and students' whole person development. The [Learning and Teaching Enhancement Handbook](#) is the collation of the University's guidelines / policies on learning and teaching matters with the ultimate purpose of improving student learning. Staff members are encouraged to go through the Handbook for details on (1) the learning and teaching environment at EdUHK; (2) teaching process including 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; and (5) contingency arrangements on the occasion of bad weather.

4.2 Course Evaluation and Student Feedback

4.2.1 A number of ways have been adopted to evaluate the quality of learning and teaching in courses and student feedback is collected as part of the University's QA mechanism. For example, at the university and departmental level, course evaluation methods include Staff-Student Consultative Meeting (SSCM) / Staff-Participant Consultative Meeting (SPCM), interim course evaluation, and the Student Evaluation of Teaching (SET). 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. Ways to evaluate the quality of teaching and learning are listed below. For details, please refer to Section 2.3 of the [Learning and Teaching Enhancement Handbook](#).

- Student Evaluation of Teaching
(Section 2.3.3 of [Learning and Teaching Enhancement Handbook](#))
- Self-Reflection on Learning and Teaching
(Section 2.3.4 of [Learning and Teaching Enhancement Handbook](#))
- Peer Observation
(Section 2.3.5 of [Learning and Teaching Enhancement Handbook](#))
- Informal Feedback from Students
(Section 2.3.6 of [Learning and Teaching Enhancement Handbook](#))

4.2.2 To improve the quality of learning and teaching, information collected from various sources is reported to relevant Programme Directors / Programme Leaders, Heads of academic departments, Deans, Senior Management, etc. for necessary follow-up actions / advice and is also discussed at the SSCM. The SSCM, PC and FB form a feedback loop to collect and consider students' feedback, as well as to introduce improvements arising from such feedback.

4.3 Procedures in Handling Feedback Data

4.3.1 With a view to ensuring that the University is making good use of stakeholders' feedback to inform and improve our programmes and courses, a set of standardized procedures for handling feedback data is in place. The following explains the relevant procedures. For details, please refer to Chapter 2 (para. 15) of the [Staff Handbook on Programme QA](#).

Use of Feedback Record Sheet

4.3.2 PCs and academic departments are required to make use of a feedback record sheet on the [Staff Handbook on Programme QA](#) (Appendix I) to fill in the feedback data and keep track of the handling of the feedback data received through formal channels e.g. Staff-Student Consultative Committees, external examiners, external reviewers etc., and the corresponding follow-up actions. However, the feedback record sheet will not apply to the feedback data received from the Institutional Research on Graduates (IRG) reports, for which a separate template for processing the IRG results is adopted.

4.3.3 Completed feedback record sheets should be attached with relevant documents for submission to University-level committees for consideration.

4.3.4 After taking proper actions to address students' comments and keeping record by completing the feedback record sheet, it is necessary to close the feedback loop by disseminating the follow-up actions to students through various channels including: (i) reporting at the meeting of the Staff-Student Consultative Committee and sending relevant minutes or follow-up actions to students of the programme through email, and (ii) announcement at Programme Assembly, etc. Programmes and departments can arrange other dissemination channels as appropriate. The flowchart on feedback loop of students' feedback can be found in Appendix XIX of the [Staff Handbook on Programme QA](#).

Annual agenda item on handling feedback data for Faculty Learning and Teaching Committee and Departmental Learning and Teaching Committee

- 4.3.5 To have a systematic reporting on the handling of feedback data and to ensure that appropriate follow-up actions are taken / completed, the Faculty Learning and Teaching Committees (FLTCs) / Departmental Learning and Teaching Committees (DLTCs) / Associate Dean, as appropriate, are invited to schedule a standard agenda item at their meetings to consider the follow-up actions on handling feedback data on an annual basis.

CHAPTER 5: ASSESSMENT

5.1 Assessment Policy

- 5.1.1 Student assessment is critical to effective teaching and learning. The [Policy on Student Assessment for Staff](#) provides a framework for assessing students' learning. The Policy relates to all modes of learning (e.g. formal courses, directed study, self-access learning, immersion and exchange experiences, field experience, etc.) as they relate to intended learning outcomes. Whatever the forms and purposes of assessment, they must be standards-based, and the course assessment tasks must relate to specific generic, course and programme intended learning outcomes.
- 5.1.2 To aid implementation and to promote consistency across departments, the following guidelines and illustrations of good practice have been in place:

- [Generic Grade Descriptors](#) provide specific indications of the standards expected of the student performance in an assessment task.
- [Grade Moderation](#) provides a general guideline to develop grade moderation practices that best suit the respective disciplines.
- [Assessment Accommodations for Students with Special Needs.](#)
- [Late Submission of Assignments and Absence from Assessment Activities.](#)

For details on the technical issues such as grade distribution and grade submission, please refer to Section 3 of the [Learning and Teaching Enhancement Handbook](#).

5.2 Departmental Assessment Panels, Board of Examiners and Award Classification

5.2.1 Departmental Assessment Panels

The Departmental Assessment Panel(s) (DAP) of a course-offering unit will endorse the assessment results of courses/ clusters of courses/ courses with a similar nature via a recommending officer from DAP for approval by the Head of a course-offering unit. Upon the approval of their Head's course-offering unit, students can view their course assessment results via the online student portal (The Portal). The Terms of Reference (ToR) of DAP and the Working Manual on DAP with the support of a web-based system, Assessment Records and Tracking System (ARTS) can be found at the website of the [Registry](#).

5.2.2 Board of Examiners

Following the release of grades to students, the Board of Examiners (BoE) is established under the FB / BGS for recommending the overall performance of students. For the roles of examiners and composition of BoE, please refer to the website of the [Registry](#). BoE determines the remedial work for problem or failure cases, cases involving extenuating circumstances that need special consideration, and cases concerning discontinuation of studies. For the Working Manual on the BoE, please refer to the website of the [Registry](#).

5.2.3 Award Classification

BoE considers students' overall performance and recommends classifications of awards for graduating students on taught postgraduate programmes. The AB will be the final authority for approving the recommendations of BoEs. For the graduation requirements and award classification, please refer to Section 11 of the [General Academic Regulations for Taught Postgraduate Programmes](#).

5.3 Rules and Regulations Governing Assessments and Examinations

5.3.1 Regulations and guidelines concerning assessments and examinations can be found in the following documents:

- General Academic Regulations for Taught Postgraduate Programmes:
https://www.eduhk.hk/gradsch/resource/regulation/GAR_taught.pdf
- General Academic Regulations for Research Component of the Research Postgraduate and Professional Doctorate Programmes:
https://www.eduhk.hk/gradsch/resource/regulation/GAR_research_component.pdf

5.3.2 Staff members should be aware of the following guidelines on examinations and assessments:

- Procedures for 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
http://www.eduhk.hk/reg/student_handbook/text_en5.html#13
- Examination Arrangements during Bad Weather
http://www.eduhk.hk/reg/student_handbook/text_en5.html#12

5.4 Appeals and Grievances

5.4.1 Student Appeals

The University has established a robust and effective mechanism to deal with students' academic appeals. For grade appeals, students may follow the procedures on Review of Course Grade, as stipulated in Section 8.2 of the [General Academic Regulations for Taught Postgraduate Programmes](#). When students are required to discontinue their studies by the BoEs, they may request a review of the decision by writing to the Chairperson of the BoE in accordance with the procedures for Review of BoEs' Decisions on Discontinuation which has also been stipulated in Section 16 of the [General Academic Regulations for Taught Postgraduate Programmes](#).

5.4.2 Student Grievances

For complaints against staff member(s) of the University of any administrative or academic matters concerning the Faculties, teaching departments, offices, units or centres of the University, a student may follow the Procedures for Resolving Student Grievances, which may be found in Chapter 12 of the [Student Handbook](#).

CHAPTER 6: STUDENT LEARNING SUPPORT

6.1 Academic Advising System for PG Students

- 6.1.1 Academic Advising (AA) plays an important role in the academic success and progression of students, and is a process in which students are provided with support for identifying their academic, career and life goals, devising plans to achieve these goals, and evaluating their own progress. Under the AA system, the Programme Director / Programme Leader / Area Coordinator would be the Academic Advisor of taught postgraduate students. For programmes / Areas of Focus in a programme with a large number of students, the respective Department may consider nominating one more representative to assist the Programme Leader / Area Coordinator in providing support to students.
- 6.1.2 Owing to the diversified nature of taught postgraduate programmes, Programme Directors / Programme Leaders of individual programmes have the flexibility to design their own advisory systems according to the special needs of their programmes. In such cases, the Programme Directors / Programme Leaders concerned may propose the adoption of an alternative scheme and submit their plans to the BGS (via the FB of their respective Faculty) for approval. For details on the AA system (e.g. the roles and responsibilities of Academic Advisors and students), please refer to the [Handbook on the Academic Advising System for Postgraduate Students](#).

6.2 Library Support

- 6.2.1 The EdUHK Library comprises the Mong Man Wai Library at the EdUHK Tai Po Campus and the Tseung Kwan O Study Centre Learning Commons at Tseung Kwan O. The aim of the library is to support teaching, learning and research of the University through the provision of high-quality services and facilities, and a range of print and digital resources in education and complementary disciplines.
- 6.2.2 Staff and students can easily gain access to the resources available in the EdUHK library. The EdUHK library provides a wide range of information resources and services to support student learning. For details, please visit the website of [Library](#).

6.3 Language Enhancement Activities

6.3.1 The Centre for Language in Education (CLE) offers a range of support and services in Chinese (including Cantonese and Putonghua) and English to our students. Such support and services include not only formal classroom teaching, but also self-access learning facilitates and services as well as learning materials. For details, please visit the website of [CLE](#).

6.4 IT Support and Infrastructure Structure

6.4.1 The Centre for Learning, Teaching and Technology (LTTC) is one of the learning and teaching support units of EduHK. LTTC aims to lead and support higher education learning, teaching and assessment innovations at the University to enhance student learning outcomes. For details, please visit the website of [LTTC](#).

6.4.2 In addition, the Office of the Chief Information Officer (OCIO) provides Information and communication Technology (ICT) services and solutions to support and enhance learning and teaching. For details, please visit the website of [OCIO](#).

6.5 Academic Honesty

6.5.1 The University upholds the principles of honesty in all areas of academic work. The [Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students](#) state the University's core values and its commitment to academic integrity, give a clear definition of what constitutes plagiarism, outline student responsibilities and the support mechanism in relation the avoidance of plagiarism, and set out the strategies for the dissemination and implementation of the Policy.

6.5.2 The less severe or moderate cases of plagiarism are handled at departmental level in accordance with the [Procedures for Handling Suspected Cases of Plagiarism](#). Where a case of plagiarism is considered to be severe, or where the alleged offence is a second offence of plagiarism, the case will be referred to the Student Disciplinary Committee (SDC), according to the procedures set out in the [Policy and Guidelines for Handling Student Disciplinary Matters](#), which are specifically written for handling misconduct or offences of a more serious nature within the jurisdiction of SDC.

- 6.5.3 New students will be provided with a copy of [Guidance Notes on Academic Honesty](#) and will be informed of the importance of academic honesty, in particular on how to avoid plagiarism through the programme orientation held before the beginning of a new academic year. In addition, students may make reference to the appropriate materials at the Library which provide detailed information on plagiarism and how to avoid it. The Library also organizes workshops teaching students how to avoid plagiarism and cite sources of information.
- 6.5.4 The Citation System provided in the [Student Handbook](#) (Chapter 14 of Appendix 2.3) provides a general guide, which is largely based on the Publication Manual of the American Psychological Association, for making proper referencing in academic writing. Students may find the bibliographic management tool [RefWorks](#) at the EdUHK Library website useful for generating citations and bibliographies.

6.6 Development of Research Skills and Awards for PG Students

- 6.6.1 To develop the research skills of postgraduate students, various kinds of English enhancement support are provided by the University e.g. workshops, consultations, language advising, etc. Apart from academic writing support, statistical consulting services are also available to research students. For details, please visit the website of the [Graduate School](#).
- 6.6.2 To cultivate a research and outcome-oriented environment among postgraduate students, the Postgraduate Students Publication Awards Scheme has been launched to reward postgraduate students who produce quality research outputs in the form of journal articles. Students who have got a paper published in or accepted by journals as the first author would be awarded with grants and a certificate as recognition of their research contribution. For details, please visit the website of the [Graduate School](#).
- 6.6.3 Conference Award has also been set up to motivate students in the Master of Education (MEd) programme to present their work in conferences that are relevant to their research areas, and to produce quality research outputs. For details, please visit the website of the [Graduate School](#).

- 6.6.4 To enrich the intellectual and research climate, all students from the EdD programme are affiliated to University- / Faculty-level research centres. This arrangement will give EdD students further opportunities for academic network in their academic and even personal lives. The environment of research centres will also inspire them in their own research. As such, the research centres are strongly encouraged to actively engage the RPg and EdD students in their centres's research activities.

(Source: [BGS/18-19/A20 Proposed Arrangements for Students in Doctor of Education Programme to Affiliate to University- / Faculty-Level Research Centres](#))

CHAPTER 7: PROGRAMME REVIEW AND REVISIONS

7.1 Review of Existing Programmes

7.1.1 The University is committed to QA and QE and thus adopts various mechanisms such that existing programmes are subject to a rigorous external review process.

7.1.2 Periodic Programme Review

Periodic review of existing programmes forms an integral part of the University's QA processes. Regardless of the funding source, all existing programmes will be subject to a two-stage process of periodic programme review which includes (a) an Initial Periodic Programme Review and (b) a Follow-up Periodic Programme Review. For details on the review arrangement such as the nomination and composition of the review panel, review process, documents to be submitted and approval flow, please refer to Chapter 4 (para. 34-52) of the [Staff Handbook on Programme QA](#).

7.1.3 External Examiner System

The External Examiner (EE) system is a key mechanism for ensuring academic standards and enhancing the quality of programmes. EEs appointed to review the University's programme are normally internationally recognized as an authority in a field relevant to the programme to be examined and be at the rank of Professor, Associate Professor or equivalent. They act as 'critical friends' who provide constructive comments to Programme Committees, and make recommendations on how programmes might be improved based on their field-specific expert knowledge as well as professional judgment. For details on the EE system, please refer to [Appendix XXI](#) of the [Staff Handbook on Programme QA](#).

7.2 Annual Programme Review

All programmes of the University are subject to annual review by their PCs. The annual programme review helps ascertain the satisfactory operation of the programme on a yearly basis. During the process, Programme Directors / Programme Leaders analyze the data related to the operation and progress of the programmes systematically and make necessary revisions for continuous improvement of the programmes. The Associate Dean (Graduate School) / Associate Dean (Programmes), Programme Director / Programme Leader should take follow-up action where appropriate to effect changes to the programme arising from the annual programme review. For details on the programme review procedures such as the roles and

responsibilities of different units, contents to be included and the suggested timeframe, please refer to Chapter 6 of the [Staff Handbook on Programme QA](#).

7.3 On-going Programme Revisions

- 7.3.1 Programme development is an on-going process. The approval of a programme based on detailed documentation should not be taken to mean that the programme must be operated in precisely the way defined in those documents until it is next reviewed. Indeed, programme approval carries with it the responsibility to develop the programme over a period in response to the following:
- (a) Programme and course evaluations;
 - (b) Recommendations from external review panels and bodies, such as the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), external review panels, etc.;
 - (c) Feedback from students;
 - (d) Views of and/or recommendations by EEs;
 - (e) Developments in the teacher education discipline (if appropriate); and
 - (f) Changes or forecast of change in community needs, etc.
- 7.3.2 To support on-going revisions of existing programmes with a view to ensuring continuous improvement, the University has built in a standardized procedure for programme and course revisions. Changes to programmes and courses are classified into major and minor changes; and respective approving authorities are identified. For details on the channels for making changes, classification of changes, approval flow and suggested timeframe, please refer to Chapter 7 of the [Staff Handbook on Programme QA](#).

APPENDIX: LISTS OF USEFUL LINKS AND UNITS

A1. Academic / Programme Related Information

Handbook on Academic Advising for Postgraduate Students

https://www.eduHK.hk/gradsch/images/student_support/Handbook_on_Academic_Advising_for_PG_Students.pdf

Code of Practice for Taught Postgraduate Programmes

https://www.eduHK.hk/gradsch/resource/regulation/CoP_TPg.pdf

General Academic Regulations for Taught Postgraduate Programmes:

https://www.eduHK.hk/gradsch/resource/regulation/GAR_taught.pdf

General Academic Regulations for Research Component of the Research Postgraduate and Professional Doctorate Programmes:

https://www.eduHK.hk/gradsch/resource/regulation/GAR_research_component.pdf

Learning and Teaching Enhancement Handbook

<https://lt.eduHK.hk/teaching/learning-and-teaching-handbook/>

List of Taught Postgraduate Programmes:

https://www.eduHK.hk/gradsch/pg_prospective/programme-information.html

Staff Handbook on Programme Quality Assurance

<https://www.eduHK.hk/re/modules/content/item.php?categoryid=43&itemid=119>

A2. List of Boards and Committees

Academic Board

https://www.eduHK.hk/academic_board/index.php

Academic Planning and Development Committee

https://www.eduHK.hk/academic_board_apdc/

Board of Graduate Studies

https://www.eduHK.hk/academic_board_bgs/

Faculty Boards

- Faculty of Education and Human Development
https://www.eduhk.hk/fehd_staffcorner/view.php?secid=3233
- Faculty of Humanities
https://www.eduhk.hk/academic_board_fbh/index.php
- Faculty of Liberal Arts and Social Sciences
http://www.eduhk.hk/academic_board_flass/

Learning and Teaching Quality Committee

https://www.eduhk.hk/academic_board_tlqc/

A3. List of Academic and Supporting Units

Unit	Contact information	Location	Website
Graduate School (GS)	Tel: 2948 6611 Email: gradsch@eduhk.hk	B4-G/F-02	www.eduhk.hk/gradsch
Faculty of Education and Human Development (FEHD)	Tel: 2948 8576 E-mail: fehd@eduhk.hk	D1-G/F-02	www.eduhk.hk/fehd
Faculty of Humanities (FHM)	Tel: 2948 7237 E-mail: fhm@eduhk.hk	B4-1/F-51	www.eduhk.hk/fhm
Faculty of Liberal Arts and Social Sciences (FLASS)	Tel: 2948 7151/ 8036 Email: flass@eduhk.hk	B2-G/F-04	www.eduhk.hk/flass
Assessments, Records and Systems Section, Registry (REG)	Tel: 2948 6710 Email: exam@eduhk.hk	A-G/F-11	https://www.eduhk.hk/re/
Admissions and Registrations Section, Registry (REG)	Tel: 2948 6886 Email: admission@eduhk.hk	A-G/F-11	www.eduhk.hk/acadprog
Student Affairs Office (SAO)	Tel: 2948 6720/ 6721 Email: saoemail@eduhk.hk	A-1/F	www.eduhk.hk/sao

Unit	Contact information	Location	Website
Centre for Language in Education (CLE)	<p>Chinese or Putonghua Enhancement Programmes: Tel: 2948 7896 Email: cle@eduhk.hk</p> <p>English Enhancement Programme: Tel: 2948 7029 / 8044 Email: cle@eduhk.hk</p> <p>Arthur Samy Language Learning Centre (ASLLC): Tel: 2948 7402 / 7403 Email: asllc@eduhk.hk</p>	B2-G/F-03 ASLLC: B3-G/F-05	www.eduhk.hk/cle Arthur Samy Language Learning Centre (ASLLC): https://www.eduhk.hk/cle/en/asllc/welcome
Centre for Learning, Teaching and Technology (LTTC)	Tel: 2948 7047 Email: lttc@eduhk.hk	E-1/F-01	www.eduhk.hk/lbtc
Library (LIB)	<p>For general enquiries, reference services, research support, library classes: Tel: 2948 6653 Email: libinfo@eduhk.hk</p> <p>For borrowing and return, room booking, lost and found, library membership: Tel: 2948 6658 Email: libcir@eduhk.hk</p>	C-G/F	www.eduhk.hk/lib
Office of the Chief Information Officer (OCIO)	Tel: 2948 6601 Email: helpdesk@ocio.eduhk.hk	C-LP-20	www.eduhk.hk/ocio
Financial Accounting and Treasury, Finance Office (FO)	Tel: 2948 7440/ 6109 Email: fo@eduhk.hk	A-3/F-09	www.eduhk.hk/fo
Research and Development Office (RDO)	Tel: 2948 8058 Email: rdo@eduhk.hk	D4-1/F-21	www.eduhk.hk/rdo/index.html
Estates Office (EO)	Tel: 2948 6714 Email: webmaster@eduhk.hk	A-2/F-01	www.eduhk.hk/eo/
Global Affairs Office (GAO)	Tel: 2948 7654 Email: gao@eduhk.hk	A-G/F-09	https://www.eduhk.hk/gao/en/index.php

A4. List of Departments

Department	Phone / Email
Department of Asian and Policy Studies (APS)	Phone: (852) 2948 7460 Email: aps@eduhk.hk
Department of Cultural and Creative Arts (CCA)	Phone: (852) 2948 7975 Email: cca@eduhk.hk
Department of Chinese Language Studies (CHL)	Phone: (852) 2948 7979 Email: chl@eduhk.hk
Department of Curriculum and Instruction (C&I)	Phone: (852) 2948 7562 Email: ci@eduhk.hk
Department of Early Childhood Education (ECE)	Phone: (852) 2948 7762 Email: ece@eduhk.hk
Department of Education Policy and Leadership (EPL)	Phone: (852) 2948 8008 Email: epl@eduhk.hk
Department of English Language Education (ELE)	Phone: (852) 2948 7269 Email: ele@eduhk.hk
Department of Health and Physical Education (HPE)	Phone: (852) 2948 7994 Email: myewong@eduhk.hk
Department of International Education (IE)	Phone: (852) 2948 7783 Email: ie@eduhk.hk
Department of Linguistics and Modern Language Studies (LML)	Phone: (852) 2948 7263 Email: lml@eduhk.hk
Department of Literature and Cultural Studies (LCS)	Phone: (852) 2948 7979 Email: lcsdept@eduhk.hk
Department of Mathematics and Information Technology (MIT)	Phone: (852) 2948 7824 Email: mit@eduhk.hk
Department of Psychology (PS)	Phone: (852) 2948 8544 Email: psystud@eduhk.hk
Department of Special Education and Counselling (SEC)	Phone: (852) 2948 7791 Email: josephin@eduhk.hk
Department of Science and Environmental Studies (SES)	Phone: (852) 2948 7669 Email: dses@eduhk.hk
Department of Social Sciences (SSC)	Phone: (852) 2948 6418 Email: jcllee@eduhk.hk

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