

THE EDUCATION UNIVERSITY OF HONG KONG

**MANUAL OF THE MANAGEMENT OF
SELF-FINANCED TAUGHT POSTGRADUATE
AND
PROFESSIONAL DOCTORATE PROGRAMMES**

(with effect from the 2016/17 academic year)

March 2024

Glossary

Abbreviation	Description
AA	Academic Advising
AB	Academic Board
AC	Academic Committee
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
PD	Professional Doctorate
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

Table of Contents

	<u>Page</u>
Chapter 1 <u>An Overview</u>	1
Chapter 2 Planning and Development of New Programmes	
2.1 <u>Planning and Development of New Programmes</u>	2
2.2 <u>Planning and Development of Collaborative Award-bearing Programmes</u>	4
Chapter 3 Programme Management	
3.1 <u>Introduction</u>	6
3.2 <u>Code of Practice for Taught Postgraduate Programmes</u>	6
3.3 <u>Policies and Guidelines on Programme Offering</u>	7
3.4 <u>Policies and Guidelines on Programme Implementation</u>	9
Chapter 4 Learning and Teaching	
4.1 <u>Handbook on Learning and Teaching</u>	16
4.2 <u>Course Evaluation and Student Feedback</u>	16
4.3 <u>Procedures in Handling Feedback Data</u>	17
Chapter 5 Assessment	
5.1 <u>Assessment Policy</u>	18
5.2 <u>Departmental Assessment Panels, Board of Examiners and Award Classification</u>	18
5.3 <u>Rules and Regulations Governing Assessments and Examinations</u>	19
5.4 <u>Appeals and Grievances</u>	19
Chapter 6 Student Learning Support	
6.1 <u>Academic Advising System for Postgraduate Students</u>	20
6.2 <u>Library Support</u>	20
6.3 <u>Language Enhancement Activities</u>	20
6.4 <u>IT Support and Infrastructure Structure</u>	20
6.5 <u>Academic Honesty</u>	21
6.6 <u>Development of Research Skills and Awards for Postgraduate Students</u>	21
Chapter 7 Programme Review and Revisions	
7.1 <u>Review of Existing Programmes</u>	23
7.2 <u>Annual Programme Review</u>	23
7.3 <u>On-going Programme Revisions</u>	23

Appendix Lists of Useful Links and Units

A1. Academic / Programme-related Information	25
A2. List of Boards and Committees	25
A3. List of Academic and Supporting Units	25

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 this 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 There is a well-established committee structure at the university, faculty, programme and departmental levels governing the operations of the quality assurance (QA) and quality enhancement (QE) mechanisms and procedures of the University. 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. 8-20) of the [Staff Handbook on Programme QA](#).
- 1.3 To ensure cross-programme consistency of Taught Postgraduate (TPg) and Professional Doctorate (PD) 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 and PD Programmes” is prepared as a reference for staff members in managing and administering these programmes.
- 1.4 The Manual spells out:
 - (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 the 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 on the Graduate School website. Comments and feedback from colleagues about 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

Regarding the planning of new PG programmes and new strand/specialisation/area within the PG programmes [except Postgraduate Diploma of Education (PGDE)], a planning cycle has been approved by the BGS. According to the planning cycle, the FBs have to submit an annual plan to the BGS on the new PG programmes and new strand/specialisation/area within the PG programmes that the departments and units under each Faculty will develop in the following academic year. The template of the faculty's annual plan on new PG programmes and new strand/specialisation/area within the PG programmes is available on the [BGS website](#).

(Source: [BGS/21-22/A47 Progress Report from the Working Group on the Preparation of the Third QAC Audit - Annex III](#))

To speed up/facilitate the approval process of the initial planning proposals (IPPs), faculties are allowed to submit their new TPgs plan at other times of the year, if necessary, with special approval from the Chair of the BGS. Relaxing the requirement for faculties to indicate interest in programme development according to the published schedule allows all parties to pursue emerging opportunities faster.

(Source: [BGS/22-23/A94 Proposal for Streamlining QA Flow on Programme Planning, Development and Review Procedures of Taught Postgraduate Programmes](#))

Once a programme initiative is identified or upon receipt of a suggestion for a new programme (including the addition of majors/minors/strands/areas/specialisations), the relevant parties, for example, academic departments/units, BGS, Faculty Boards (FBs), and Academic Committee (AC), may set up a working group, if necessary, to develop an 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 on the [BGS website](#).

In Section 5 of the IPP template, a realistic assessment of the market demand for the proposed programme with a market survey and analysis are required, to clearly show 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](#))

Upon receiving the draft IPPs, a sub-group, comprising some BGS members and/or faculty members will be set up by the BGS to provide comments and suggestions on draft IPPs. The sub-group could review, help to refine the IPPs and provide swifter feedback on IPPs before the formal approval process. Pre-vetting could save time by reducing re-submissions. The proposed composition of the sub-group is as follows:

Chair	Dean of Graduate School
Members	Faculty Associate Deans (Research & Postgraduate Studies)
	Registrar

The BGS may convene special meetings to consider and approve IPPs if necessary. The proposed arrangements will allow faculties and other stakeholders to move forward with greater confidence and better manage resources.

For revisions that can be addressed quickly, the BGS will collect the revised IPPs within one week and arrange circulation to approve the revised IPPs as needed. The arrangement should shorten the response and processing time. Student recruitment can start after BGS’s approval of the IPP. A remark “subject to approval” should be added to the advertisement and recruitment materials.

(Source: [BGS/22-23/A94 Proposal for Streamlining QA Flow on Programme Planning, Development and Review Procedures of Taught Postgraduate Programmes](#))

2.1.3 Programme Development

After approval of the IPP, 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 or AC. For details on the formation, terms of reference and responsibilities of the PDC, please refer to Chapter 3 (para. 11-27) 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. 1-32) of the [Staff Handbook on Programme QA](#).

PDCs are reminded that:

- Student recruitment can start after approval of IPPs
- External review can be either paper review or on-site review (i.e., new programmes may choose paper review as deemed fit)
- PDCs can prepare for IPPs and full proposals in parallel to speed up the progress
- According to past practice, Associate Vice President (Quality Assurance), upon request, has the authority to grant exemption of external review for new programmes with courses composed/derived from existing majors/courses

(Source: [BGS/22-23/A94 Proposal for Streamlining QA Flow on Programme Planning, Development and Review Procedures of Taught Postgraduate Programmes](#))

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 for 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 the 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. For those collaborative programmes managed by the faculties that have skipped Step 1 and proceeded directly to Step 2, the full programme proposals are required to be submitted to the BGS for comments after the FB's endorsement. In case of doubt, please consult the BGS.

(Source: [BGS/17-18/A62 Proposed Approval Flow for Academic Collaboration on Dual Degree Programmes](#) & [BGS/20-21/A63\(cir\) Proposed Revisions to the Approval Procedure on Academic Collaboration for Award-bearing Programmes in Staff Handbook on Programme Quality Assurance](#))

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 action 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 / AC. 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 Codes of Practice for TPg and Doctor of Education Programmes

- 3.2.1 The principal purpose of the Codes of Practice for TPg and Doctor of Education programmes is to ensure that students and related staff are aware of their responsibilities. The Codes specify the responsibilities at six different levels, namely,
- the University level;
 - the Programme Director / Programme Leader and Programme Committee;
 - the Graduate School / Faculty / Academy / 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, Departments and Academies to ensure that the standards set out in the Codes are maintained. It is also the responsibility of all students and related staff to uphold the Codes.
- 3.2.3 The Codes should be read in conjunction with the University's regulations for the TPg and Doctor of Education programmes. Additional information and specific guidelines may be produced and communicated to students by the Graduate School / Faculty / Department / Academy or relevant academic and supportive units during Programme Orientation. The electronic version of the Codes 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
- Guiding Principles for the New Financial Model of Self-financed TPg 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 will 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 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 a suspended programme, 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 EMI percentage of courses for a postgraduate programme be set at 80%.
- (b) Undertaking Research Project in English: Research projects in postgraduate programmes, both as a core or an option, be written and/or presented 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.

EMI programmes are also encouraged to be offered in CMI as an additional stream and programmes in the following areas could be offered only in CMI:

- Chinese Language/Literature and related streams
- Translation
- Communication (including Communication Studies, Media, and Digital Media, etc.)
- Business Administration, Accounting and Finance
- Others (Strategic programmes or programmes having a social impact. Special approval will be needed from Chair of BGS, on a case-by-case situation).

(Source: [BGS/23-24/A06 Review on 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. Programmes with specific requirements (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](#))

3.3.6 Guiding Principles for the New Financial Model of Self-financed TPg Programmes

The Guiding Principles set out a new financial model of self-financed TPg programmes in the following areas:

- (a) The setting of tuition fees for SF TPg programmes
- (b) Guidelines on assigning teaching staff in SF TPg programmes
- (c) Proposed teaching hour calculation methods
- (d) Profit margin for each TPg programmes
- (e) Distribution of surplus
- (f) Workload and “Second Contract”

(Source: [BGS/22-23/A96 Progress Report from the Working Group on the Review of the Offering and Costing of Taught Postgraduate Programmes](#))

3.3.7 Use of Agents for Student Recruitment

Cooperation with recruitment agents for TPg programmes is not encouraged and programmes should not engage recruitment agents who are not long-standing with good reputation. Considering the preponderance of misinformation in the media/internet, programmes should verify the documents from recruitment agents (if any) with extra caution to avoid reputation risks that may incur. If agents were engaged in student recruitment, Deans must act as gatekeepers for the University’s reputation and students’ standards. Deans must ensure agents make it very clear to prospective students that they would charge both parties (i.e. students and the University) fees.

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
- Approval Authority for Block Credit Transfer
- Guidelines on the Number of Contact Hours for TPg Courses [Except PGDE] and PD Courses
- Teaching Load Allocation on Supervision of Research Project under MED Programme
- Guidelines on Involving Part-time Staff in TPg Programmes
- Induction Programme for New Part-time Staff Teaching Postgraduate Courses

3.4.2 Guidelines on Assigning Staff to Teach Higher Degree Courses

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

Course Level	Guidelines
For Master’s Level Courses (except for research projects)	a. Generally assign teaching responsibility to staff members who are on an Academic Track or those on a Teaching Track with a doctoral degree.
	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.
	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.
	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.
For Doctoral Level Courses (except for supervision)	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 [^] .
	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.

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 an extension fee per

extended semester. This applies to both full-time and part-time study modes. The extension fee is set at 10% of the programme tuition fee for each extended semester.

For EdD students who exceed the normal study period, there will be a requirement to pay an extension fee for each additional semester. Full-time students will incur an extra charge equivalent to 15% of the thesis tuition fee for each extended semester, while part-time students will be charged 10%.

For programmes wishing to apply for exemption from this university-wide policy, they have to submit an application (with strong justifications and endorsement from the 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](#), [BGS/19-20/A18 Operational Details on the Collection of Extension Fees for Self-Financed Taught Master’s Programmes from 2020/21 Cohort](#), and [BGS/19-20/A28cir Proposed Adjustment on Extension Fees for Doctor of Education 2020-21 Cohort](#))

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 TPg Courses [Except PGDE] and PD Courses

In order to enhance the quality of TPg programmes, the number of contact hours for TPg courses will be separated into two categories, namely (a) TPg courses with face-to-face contact as the primary delivery mode, and (b) TPg courses with other study modes.

- (a) Type I – TPg and PD courses with face-to-face contact as the primary delivery mode:

Range of classroom-based contact hours	Range of non-classroom-based contact hours	Total No. of Contact Hours
27 – 36	3 – 12 (0 – 3 for online learning; 3 – 12 for other learning activities)	39

- (b) Type II – TPg and PD courses with other study modes

- (i) Online learning as the primary delivery mode:

Range of classroom-based contact hours	Range of hours for online learning	Total No. of Contact Hours
0 – 15	24 – 39	39

- (ii) Directed study mode:

Range of classroom-based contact hours	Range of guided independent learning hours	Total No. of Contact Hours
4 – 15	24 – 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.

TPg courses with online components should still abide by the “Quality Assurance and Enhancement Mechanism to Ensure the Quality of Online Learning and Teaching” released by the LTTC (available at <https://www.lttc.eduhk.hk/for-staff/online-teaching/>)

(Source: [BGS/22-23/A21\(cir\) Proposed Revisions to the Guidelines on the Number of Hours Contact Time for Taught Postgraduate Courses](#))

3.4.6 Teaching Load Allocation on Supervision of Research Project under MEd Programme

To encourage academic staff to take up the supervisory role of MEd Research Project, the teaching load hour for MEd Research Project supervision is set at 6 hours.

(Source: [BGS/19-20/A19\(cir\) Proposed Revisions to Teaching Load Allocation on Supervision of Research Project under the Master of Education Programme](#))

3.4.7 Disclaimers in Programme Documents of Postgraduate Programmes

Due to unforeseen circumstances, university courses may need to change the mode of delivery, learning activities and assessment methods ~~again in the near future~~. To prevent civil liability arising for particular acts or omissions regarding the course or course offerings, relevant disclaimers should be incorporated in programme documents of postgraduate programmes.

(a) At Programme Level

Every effort has been made to ensure that information contained on this website/leaflet/brochure is correct. Changes to any aspects of the programmes may be made from time to time due to unforeseeable circumstances beyond our control and the University reserves the right to make amendments to any information contained on this website without prior notice. The University accepts no liability for any loss or damage arising from any use or misuse of or reliance on any information on this website/leaflet/brochure. In the event of any disputes regarding the website content, the University reserves the right to make the final decision.

(b) At Course Level

Any aspect of course offerings (including, without limitation, the content of the course and the manner in which the course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements, curriculum changes, and other factors caused by unforeseeable circumstances. Tuition fees, once paid, are non-refundable.

(c) For Self-financed Postgraduate Programmes

EdUHK does not encourage students to entrust their application to any third party agents and we always contact applicants directly on updates regarding the applications. You must complete and submit your own application and provide your own personal and contact details. Please refer to the official EdUHK channels, such as programme websites and the admission system, for the required information to complete your application.

Taught master's programmes are encouraged to make reference to the above and include similar disclaimers for their offered programmes and courses according to their specific programme needs.

(Source: [BGS/21-22/A95 Proposed Updates to the Disclaimers for Taught Master's Programmes](#))

3.4.8 Guidelines on Involving Part-time Staff in Taught Postgraduate Programmes

The University has set robust quality assurance policies, procedures, and mechanisms for monitoring the quality of teaching practices of all full-time and part-time staff. The

Guidelines outline the general regulations and mechanisms for involving part-time teaching staff in TPg programmes. They serve as supplementary information for academic departments/units to ensure the quality of the administration, implementation, and execution of their programmes whenever part-time teaching staff are involved.

Under special circumstances, the ceiling of the proportion of PT teaching staff as well as the teaching hours covered, can be increased from 30% to 45% to support the smooth delivery of programmes. In such cases, the following conditions should be fulfilled:

To ensure quality, the PT teaching staff to be hired within the additional 15% limit should be current or retired faculty members of universities which are:

- funded by UGC;
- on the List of Double First-Class Universities and Disciplines** of Mainland China;
- renowned overseas universities;
- and/or
- possess relevant professional credentials; AND

Programme(s) which adopt up to the 45% limit will need to document it in the relevant report(s) for record purposes and inform the BGS annually.

***List of Double First-Class Universities and Disciplines* (“雙一流”建設高校及建設學科名單) is promulgated by the PRC’s Ministry of Education (MoE) to improve China’s higher education power and international competitiveness.

(Source: [BGS/22-23/A95 Proposed Revision to the Guidelines on Involving Part-time Staff in Taught Postgraduate Programmes](#))

3.4.9 Induction Programme for New Part-time Staff Teaching Postgraduate Courses

To facilitate effective teaching, the induction programme aligns closely with the values and goals set out by the University. Specifically, the programme will help new part-time staff better understand the PEER & I framework that guides the outcome-based education of the University. The induction programme will deliver content on the key learning, teaching and assessment policies at the University, quality teaching in higher education, e-learning, and student profiles. LTTC, GS, REG, and SAO will be responsible for covering these elements. There will be a departmental-level session that aims to introduce discipline-based pedagogies and assessments that are directly relevant to programme-specific learning outcomes.

The part-time staff under any of the following conditions are NOT required to attend the induction programme:

- He/She was a former FT/PT staff of the University within the past five years; or
- He/She will be assigned to teach 2 lessons (6 hours) or less (no matter they are of the same course or of different courses) in a semester.

It is recommended that the part-time staff could complete the induction programme within the first semester of his/her teaching.

(Source: [BGS/22-23/A12 Revised Proposed Induction Programme for New Part-time Staff Teaching 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 a 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 read the Handbook for details on (1) the learning and teaching environment at EdUHK; (2) the 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 Several channels have been adopted to collect and evaluate the quality of learning and teaching in courses and student 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. The channels for evaluating 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 action / advice, and is also discussed at the SSCM. The SSCM, PC and FB form a feedback loop to collect and consider students' responses, as well as to introduce improvements arising from such exercises.

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 response 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 data and keep track of the handling of the responses received through formal channels e.g. Staff-Student Consultative Committees, external examiners, external reviewers etc., and the corresponding follow-up action. 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 appropriate action to address students' comments and keeping records by completing the feedback sheet, it is necessary to close the feedback loop by disseminating follow-up action to students through various channels including: (i) reporting at the meeting of the Staff-Student Consultative Committee and sending relevant minutes or follow-up action 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 the feedback loop of students' feedback can be found in Appendix XIX of the [Staff Handbook on Programme QA](#).

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

To have a systematic reporting on the handling of feedback data and to ensure that appropriate follow-up action is 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 action 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 to recommend 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](#)
- [General Academic Regulations for Research Component of the Research Postgraduate and Professional Doctorate Programmes](#)

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 Due 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](#) states the University's core values and its commitment to academic integrity, gives a clear definition of what constitutes plagiarism, outlines student responsibilities and the support mechanism in relation to the avoidance of plagiarism, and sets 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 Academic Dishonesty](#). 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 refer 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) provides a general guide, which is largely based on the Publication Manual of the American Psychological Association (APA), 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 was launched to reward postgraduate students who produce quality research outputs in the form of journal articles. Students who have a paper published in or accepted by journals as the first author will be awarded grants and a certificate as recognition of their research contribution. For details, please visit the website of the [Graduate School](#).

6.6.3 A Conference Award has also been set up to motivate students in the Master of Education (MEd) programme to present their work at 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 with University- / Faculty-level research centres. This arrangement will give EdD students further opportunities for academic networking 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. 29-43) 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](#)
- [Code of Practice for Taught Postgraduate Programmes](#)
- [General Academic Regulations for Taught Postgraduate Programmes](#)
- [General Academic Regulations for Research Component of the Research Postgraduate and Professional Doctorate Programmes](#)
- [Learning and Teaching Enhancement Handbook](#)
- [List of Taught Postgraduate Programmes](#)
- [Staff Handbook on Programme Quality Assurance](#)

A2. List of Boards and Committees

- [Academic Board](#)
- [Academic Committee](#)
- [Academic Planning and Development Committee](#)
- [Board of Graduate Studies](#)
- Faculty Boards
 - [Faculty of Education and Human Development](#)
 - [Faculty of Humanities](#)
 - [Faculty of Liberal Arts and Social Sciences](#)
- [Learning and Teaching Quality Committee](#)

A3. List of Academic and Supporting Units

- Academy for Applied Policy Studies and Education Futures (AAPSEF)
 - Applied Economics and Manpower Policy Research Centre (AEMPRC)
 - [Artificial Intelligence and Digital Competency Education Centre \(AIDCEC\)](#)
 - [Centre for Entrepreneurship and Innovation Education \(CEIE\)](#)
 - Centre for Higher Education Leadership and Policy Studies (CHELPS)
 - National Security and Legal Education Research Centre (NSLERC)
 - STEAM Education and Innovation Centre (STEAMEIC)
- [Academy for Educational Development and Innovation \(AEDI\)](#)
 - [Centre for Chinese and Multilingual Education Development \(CCMED\)](#)
 - [Centre for Chinese Classical Education \(CCCE\)](#)
 - [Centre for Excellence in Learning and Teaching \(CELT\)](#)
 - [Centre for Religious and Spirituality Education \(CRSE\)](#)
 - [CKC TechCulture Innovation Centre \(CKCTIC\)](#)
 - Global Research Institute for Finnish Education (GRIFE)
 - Institute of Professional and Vocational Education and Lifelong Learning (IPVELL)
 - [Institute of Special Needs and Inclusive Education \(ISNIE\)](#)
 - [Xiqu and Intangible Cultural Heritage Centre \(XICH\)](#)

- [Faculty of Education and Human Development \(FEHD\)](#)
 - [Department of Curriculum and Instruction \(C&I\)](#)
 - [Department of Early Childhood Education \(ECE\)](#)
 - [Department of Education Policy and Leadership \(EPL\)](#)
 - [Department of International Education \(IE\)](#)
 - [Department of Psychology \(PS\)](#)
 - [Department of Special Education and Counselling \(SEC\)](#)

- [Faculty of Humanities \(FHM\)](#)
 - [Department of Chinese Language Studies \(CHL\)](#)
 - [Department of English Language Education \(ELE\)](#)
 - [Department of Linguistics and Modern Language Studies \(LML\)](#)
 - [Department of Literature and Cultural Studies \(LCS\)](#)

- [Faculty of Liberal Arts and Social Sciences \(FLASS\)](#)
 - [Department of Cultural and Creative Arts \(CCA\)](#)
 - [Department of Health and Physical Education \(HPE\)](#)
 - [Department of Mathematics and Information Technology \(MIT\)](#)
 - [Department of Science and Environmental Studies \(SES\)](#)
 - [Department of Social Sciences and Policy Studies \(SSPS\)](#)

- [Graduate School \(GS\)](#)
- [Registry \(REG\)](#)
- [Student Affairs Office \(SAO\)](#)
- [Centre for Language in Education \(CLE\)](#)
- [Arthur Samy Language Learning Centre \(ASLLC\)](#)
- [Centre for Learning, Teaching and Technology \(LTTC\)](#)
- [Library \(LIB\)](#)
- [Office of the Chief Information Officer \(OCIO\)](#)
- [Finance Office \(FO\)](#)
- [Research and Development Office \(RDO\)](#)
- [Estates Office \(EO\)](#)
- [Global Affairs Office \(GAO\)](#)

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