Enterprising learning for a new era

PolyU continues to concentrate on the provision of application-oriented programmes, with the ultimate aim of nurturing all-round students who are able to meet the needs of society and to excel in a competitive environment.

During 2001/02, a total of 161 taught programmes at postgraduate, Bachelor's degree and sub-degree levels were offered, including a host of new programmes and specialisms. Among the 87 programmes which were supported by funds from the University Grants Committee (UGC), 12 were taught postgraduate programmes, 45 were Bachelor's degree and 30 sub-degree programmes. The remaining 74 were self-financed, and mostly part-time, programmes leading to awards at various levels, which form a complementary platform of studies to flexibly meet the rapidly changing demands for higher education.

Redefining the way forward

To cope with Hong Kong's transition to become an innovation and technology-led economy, in the new triennium the University is placing an increased emphasis on the development of technology-related and logistics programmes, designed to place students at the forefront of the relevant fields. Several new programmes were introduced in the year.
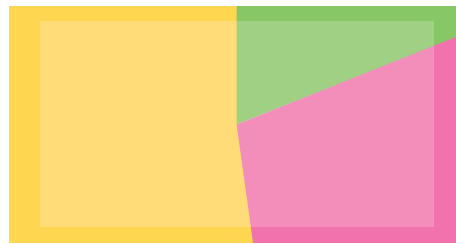
Another strategic focus is on interdisciplinary collaboration. To enable students to broaden the scope of their knowledge, eight programmes co-hosted by two or more academic departments were introduced. There was the launch of the major/minor option, and efforts were invested in developing joint honours degree programmes and double degree programmes. One of the results achieved in the year was the launch of the University's *first* double degree programme, leading to the BSc(Hons) in Computing and BA(Hons) in Management. The first two years of the programme provide the common base for the two disciplines, while the
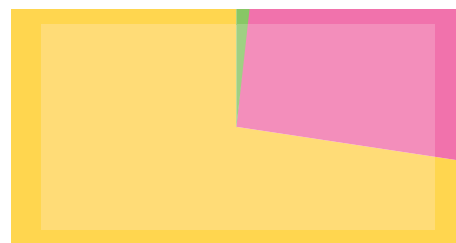
2001/2002

Number of programmes by award *

- Bachelor's degree **45 (51.7%)**
- Sub-degree **30 (34.5%)**
- Taught postgraduate **12 (13.8%)**

Number of programmes by mode *

- Full-time/Sandwich **62 (71.3%)**
- Part-time **24 (27.6%)**
- Part-time evening **1 (1.1%)**

* Excluding self-financed programmes and programmes being phased out

degree or taking a major programme combined with minor studies. In order to provide individuals with a greater degree of flexibility in exploring their different interests, students are not required to declare their choice of minor until graduation. If elective subjects taken by students fulfil the requirements for a specific minor, they may graduate with that minor. The majors help ensure that the programmes retain a professional orientation, while the minors add a broad-based and personalised dimension.

An interdisciplinary approach was adopted for both major and minor programmes. A minor in China Studies was finalised in 2001/02. Another provision was finalised for students to take nine additional credits on top of the award requirements according to their interests with effect from 2002/03, allowing aspiring students to freely explore disciplines outside their area of study.

At the postgraduate level, 12 new programmes were launched. This is part of the University's efforts to realise the strategic objectives of raising the University's profile in postgraduate education, expanding our student base and becoming a leader in providing professional and continuing education programmes. In addition, to meet the market

third and fourth years cater for specialisation in both disciplines. Equipped with sound knowledge of both computing and management, graduates are expected to be employable in a greater variety of jobs and to have the entrepreneurial awareness to make a key contribution to developing new businesses.

With regard to the addition of majors and minors to help broaden students' horizons, a total of six major programmes and seven minors were introduced. Full-time students were given the option of pursuing a single-discipline

New programmes in 2001/2002

Postgraduate programmes

	Mode	Duration (years)
MA/PgD School Guidance and Counselling	Part-time	3
MSc Building Services Engineering	Full-time*	1
PgD Translating and Interpreting	Part-time*	2
PgD Japanese Studies for the Professions	Part-time*	2
Doctor of Business Administration[1]	Part-time*	3
Master of/PgD Business Administration[1]	Part-time*	2
Master of Business Administration (Information Technology Management)	Part-time*	2
MSc Manipulative Physiotherapy	Part-time*	2.5
MSc Vocational Rehabilitation	Part-time*	2.5
MSc Multimedia and Entertainment Technology	Full-time*	1
MSc/PgD International Shipping and Transport Logistics[1]	Part-time*	2.5
MSc/PgD Strategic Purchasing and Supply Management	Part-time*	2

Undergraduate programmes

	Mode	Duration (years)
BA(Hons) Accountancy (Accounting Information Systems)	Full-time	3
BSc(Hons) Actuarial Science	Part-time*	3
BA(Hons) Social Policy and Administration	Full-time	3
BA(Hons) Social Work	Full-time*	2
BSc(Hons) Internet and Multimedia Technologies	Full-time/Sandwich	3/4
BA(Hons) English Language Teaching[2]	Full-time	4
BSc(Hons) Enterprise Engineering and E-Business	Full-time	3
BSc(Hons) Surveying and Geo-Informatics	Part-time*	4
Double degree programme leading to BSc(Hons) in Computing and BA(Hons) in Management	Full-time	4
BSc(Hons) Global Supply Chain Management	Full-time	3

Sub-degree programmes

	Mode	Duration (years)
HD Social Policy and Administration	Full-time	2
HD Social Policy and Administration	Part-time	3
HD Social Work	Part-time*	1
HD Internet Technology and E-Commerce	Full-time	2
HD Multimedia and Multilingual Computing	Full-time	2
HD English for Business Communication	Full-time	2
HD Computer Aided Engineering Design	Full-time	2
HD Product Innovation Technologies	Full-time	2
D Design Studies	Full-time*	2
Associate in Business	Full-time*	2
PCED Information Technologies for E-Commerce	Part-time*	2
PCED Marketing (E-Commerce)	Part-time*	2
PCED Marketing (Financial Services)	Part-time*	2
PCED Service Management (Banking and Finance)	Part-time*	2
PCED Service Management (General)	Part-time*	2
PCED Service Management (Health Care)	Part-time*	2
PCED Service Management (Hotel and Catering)	Part-time*	2
PCED Service Management (Insurance)	Part-time*	2
PCEC Information Technologies for E-Commerce	Part-time*	1

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* *Self-financed programme*
[1] *Offered on the Chinese mainland*
[2] *Jointly offered by PolyU and the Hong Kong Institute of Education*

Award

MA	*Master of Arts*
MSc	*Master of Science*
PgD	*Postgraduate Diploma*
BA(Hons)	*Bachelor of Arts (Honours)*
BSc(Hons)	*Bachelor of Science (Honours)*
HD	*Higher Diploma*
D	*Diploma*
PCED	*Professional and Continuing Education Diploma*
PCEC	*Professional and Continuing Education Certificate*

demand on the mainland, three programmes, including a Doctoral degree programme, were mounted in China in 2001/02.

With technology playing an increasingly important role in enhancing education, the University has identified Web-based teaching and on-line programmes as playing an important role and has drawn up plans to speed up the progress toward the era of e-learning. The On-line Programme Development (OPD) Unit was thus set up in 2001/02 to increase the use of multimedia technology in programme delivery and to facilitate distance learning. The University is further working toward the goal of having an interactive "on-line" delivery version for eight per cent of PolyU's undergraduate and postgraduate subjects by 2003/2004.

Creating a diverse student culture

Guided by its belief in the importance of students' all-round development, the University places emphasis in the student admission process on the non-academic achievements of secondary school applicants in addition to their academic scores. In 2001/02, 46 students were admitted under the JUPAS School Principals' Nominations Sub-system. The Non-academic Achievements Self-recommendation Scheme was extended to cover Non-JUPAS applicants and eventually a total of 517 applicants were recruited. In addition, 12 applicants nominated by sports organizations in recognition of their outstanding achievements in sports also joined the PolyU family.

For the fourth year, the University admitted outstanding students from the Chinese mainland to its full-time undergraduate programmes. A total of 27 students from Shanghai's Tongji University and Nanjing's Southeast University arrived in Hong Kong in June 2002 to prepare for the commencement of their studies in the 2002/03 academic year.

With the support of the Academic Exchange and Collaboration Office (AECO), 55 students took part in exchange-out programmes to nine overseas countries in 2001/02. In return, 48 exchange students from these countries came to study at PolyU. By June 2002, the University had already established exchange partnerships with over 40 universities in 11 countries. With further exchange and co-operation being discussed, PolyU is likely to have an extended family of students from around the world in the near future.

Reaching out

The PolyU Education Info Day attracted over 20,000 secondary school students, teachers and the general public to the University campus on 6 October 2001. With the slogan "Sharpen your competitive edge at PolyU", the event offered an overview of the University's programmes and new developments through exhibitions, seminars, video shows, demonstrations and guided tours. Every year, PolyU Staff and Student Ambassadors are appointed to introduce PolyU programmes and admission requirements to Secondary Six and Seven students. In 2001/02 alone, they reached out to 50 schools and more than 5,000 students. Another PolyU Consultation Day for JUPAS Applicants was held for more than 1,100 students on 22 June 2002.

The AECO also began a new programme to recruit non-local students to the University's undergraduate programme, in line with the University's strategic objective of internationalising the campus. The primary target was to recruit students from Asia, and scholarships would be granted to students with outstanding academic performance. Although this was the first time PolyU formally recruited students from overseas, more than 120 applications were received from 24 countries spanning Asia, Europe and America. The most outstanding applicants will join the University starting September 2002.

Pioneering new teaching methods

With the PolyU Strategic Plan underlining the University's continued commitment to strengthening teaching and learning in its provision of an all-round education, a total of $4.3 million was invested in a host of teaching and learning

In 2001/02, PolyU was granted funding for eight of its teaching development proposals, totalling more than $25 million from the UGC's Competitive Teaching Development Grants for 2001–04. This placed the University at the top of all tertiary institutions in terms of the number of funded projects and the amount of funds awarded.

The EDC arranges a wide array of seminars and workshops to enhancing teaching.

The outcomes of some successful projects previously funded by the University and UGC are cited as follows:

• The website "Teaching Effectively in Higher Education" (TEHE) at http://teaching.polyu.edu.hk, launched to support staff from all higher education institutions in Hong Kong.

• Implementation of a "Learning to Learn" programme in 11 departments to help students acquire the desirable dispositions and skills needed for lifelong learning. Over 70 student workshops were held for more than 3,000 participants.

• Development of over 250 websites for enhancing teaching and learning with support from the MegaWeb project.

projects. Many of these relate to the development and use of innovative and effective teaching methods, such as technology-enhanced learning, problem-based learning, community-based learning and peer tutoring. More than 200 teaching and learning projects were in progress and supported by the Learning and Teaching Committee and the Education Development Centre (EDC).

Quality a prime concern

PolyU believes a sound education starts with stellar teaching staff. For this reason, courses such as "Preparing for Teaching", "Introduction to University Teaching", and "Intensive Certificate Course for Teaching Assistants" were offered by the EDC to allow staff members to polish their teaching skills.

In addition, efforts were devoted to enhance existing mechanisms for soliciting feedback from past and present students regarding their learning experience at PolyU. This is seen as essential in continuously improving the learning atmosphere on campus. Comprehensive surveys were conducted for graduates of all taught programmes, full-time and part-time, and the results were used to inform curricula development and to enhance teaching and learning in all academic departments. The EDC also carried out a review of the faculty-based Student Feedback Questionnaire (SFQ) system for implementation in the next academic year.

With a view to enhancing the quality of teaching and learning, and partly to prepare for the UGC's second round of Teaching and Learning Quality Process Review (TLQPR), a series of forums were conducted for both staff members and student representatives. These forums provided an opportunity for both parties to share ideas related to teaching and learning quality assurance and enhancement. A TLQPR website was developed to disseminate useful information as well as reports on the four staff and two student forums. Further to the discussions, all teaching departments were requested to identify good practices in five domains, namely, design of curricula; design of teaching and learning processes; design of assessment and use of assessment results; implementation quality; and commitment of resources to work related to education quality.

Throughout the year, the EDC worked closely with academic staff, offering them support through an array of workshops and activities for both new and experienced teaching staff in the areas of teaching, learning and assessment, and, in particular, on-line initiatives.

In addition, the PgC/PgD/MEd programme in Teaching in Professional, Vocational and Higher Education received an overwhelming response. An intensive screening process ensured that this year's intake was a high-quality group, representing the finest among Hong Kong's tertiary teaching sector.

Grooming all-round students

The University is committed to nurturing the all-round development of students. This tops the agenda whenever a programme's curriculum is reviewed for improvement and updating.

To cultivate students' creativity and promote an integration of knowledge, case studies and projects are increasingly included in the programme requirements. To sharpen the self-learning

Leaders in the making

The Leadership and Competence for Success Programme aims to nurture students' leadership potential through experiential learning and give them a leading edge in the competitive world of tomorrow. Building on the success of the pilot scheme held in June 2001, two series of seven-day residential camps were held in January and June 2002 for about 340 and 470 students respectively. The interactive training sessions focused on topics like building self-confidence, leadership and teamwork, creative thinking, EQ and AQ.

capabilities of students, the use of a problem-based learning approach is encouraged in teaching. While self-learning packages, including IT and web-based modules, are designed to encourage self-learning, students' leadership skills are honed under the mentorship programme.

Activities serving students' diverse interests and promoting an integration of knowledge include summer placement, student exchange and study tours to China which give students valuable insights and firsthand experience of China.

Lasting summer impressions

The Chinese Language Centre and General Education Centre played a part in broadening students' study experience in China by enabling full-time students to take summer short courses at leading universities in China. In the summer of 2002, courses in Putonghua and General Education subjects were offered in Beijing and Shanghai. For the first time, a three-credit course in a General Education subject at Fudan University in Shanghai

▲ *Students get prepared for their summer course in Beijing and Shanghai.*

and a six-credit course combining Putonghua and a China-related General Education subject were offered. Students completing these courses and passing the assessment could earn the relevant credits.

This year, 120 students were admitted to the three-credit course in Putonghua at Tsinghua University, 54 students to the three-credit course in a General Education subject at Fudan University, 86 to the

established its valuable position in the community by providing practical training and consultancy services for various industries. The highlight of an entire year of activities was a gala evening on 26 October graced by more than 400 guests, academics, industrial partners, and staff members.

The IC became an International Computer Driving Licence (ICDL) Accredited Test and Training Centre in 2002. ICDL accreditation, which is only issued to bona fide professional IT or computer organizations, is an internationally-recognized certificate issued by the Hong Kong Computer Society through the IT Training Quality and Certification Institute. It is supported by major employers in Hong Kong and worldwide.

three-credit course in a General Education subject, and 40 to the six-credit course in Putonghua and General Education subjects at Peking University.

A leading edge for engineering students

The University's unique Industrial Centre (IC) celebrated its Silver Jubilee in 2001, having

With the support of its industrial partners, the IC awarded 14 scholarships to its trainees and staff, amounting to a total value of around $150,000. The Centre also hosted or participated in more than 20 seminars, workshops, and exhibitions during 2001/02, sharing its expertise in offering training to engineering students with both local and overseas scholars and practitioners. Furthermore, a series of 19 books on the IC's

Tribute to mainland scholars

On 19 October 2001, the University paid tribute to six renowned mainland scholars at a presentation ceremony of the University's Distinguished Chinese Visiting Scholars Scheme. These scholars are: Prof. Wu Cheng, Professor of the Department of Automation, Tsinghua University; Prof. Zhang Lihe, Professor of the School of Pharmaceutical Sciences, Peking University; Prof. Mei Ziqiang, Professor and former Director of the China Textile Academy; Prof. Chen Nanxian, Professor of the Department of Physics, Tsinghua University; Prof. Yang Le, President of the Academy of Mathematics and System Sciences, Chinese Academy of Sciences; Prof. Lu Qiang, Professor of the Department of Electrical Engineering, Tsinghua University. During their visit to PolyU, these scholars presented public lectures and seminars and exchanged ideas with PolyU scholars.

industrial training methodology was published by Nanjing University of Aeronautics and Astronautics and the University Press of Southeast University to support industrial training centres in China.

Funded by the HKSAR Government's Quality Education Fund, the IC began a two-year training programme for secondary school teachers of technology-based subjects, keeping them abreast of emerging technologies and curricula development through short courses, workshops and industrial visits.

In addition, two Web-based training courses for secondary school teachers — one on information and communications technologies, and another on modern manufacturing technologies — were also offered by the IC from February 2002.

Pioneering e–Learning

As the first university in Hong Kong to incorporate WebCT as the common Web-based platform to support teaching and learning both on and off campus, PolyU has already established 3,000 subject websites supporting over 50,000 staff and student accounts in two academic years.

The year saw the consolidation of three separately located Student Computer Clusters to the new central Student Computer Centre in Li Ka Shing Tower, equipped with an expanded range of IT facilities for student use.

In an effort to promote the benefits of IT to other tertiary institutions and the community, PolyU organised the "IT Contest for University Students"

in 2001 at the invitation of the Hong Kong Government and also hosted the "WebCT User Conference and Workshops" in 2002.

Global connections

PolyU continued to strengthen its links with other academic institutions in mainland China and overseas. In the past year, the AECO received about 170 delegations from the Chinese mainland and overseas, 56 of which were led by senior university officers at vice-president level or above.

The University also signed institutional agreements for new partnerships with the University of South Australia and Victoria University of Technology in Australia, the University of Florence in Italy, Beppu University in Japan, Otago Polytechnic in New Zealand and the Dokuz Eylul University in Turkey. These agreements help expand PolyU's partnership network, enhancing opportunities for research collaboration, staff exchange, joint publications and technology transfer.