

LEARNING &  
TEACHING

學與教

FROM TODAY'S  
STUDENTS TO  
TOMORROW'S  
LEADERS

今日學子 明日領袖

We not only empower youngsters to become the professionals of tomorrow. More importantly, we help them grow into socially responsible leaders with serving minds and hearts.

我們不僅裝備年青人成為未來的專業人才，更重要是培育他們成為具備社會責任感的領袖，懷抱服務他人的心志。

ACADEMIC  
ADVANCEMENT

學術發展



#### A milestone in four-year undergraduate education

The 2015/16 academic year saw the first batch of graduates of PolyU's four-year undergraduate degree curriculum. As of 3 August 2016, over 89% of the 2012/13 cohort (for normal four-year undergraduate degree students) and over 87% of the 2014/15 cohort (for the Senior Year (SY) Intake and full-time articulation degree students) graduated from the University.

#### 四年制本科教育的里程碑

理大四年制本科學位課程的第一批畢業生於2015/16年畢業。截至2016年8月3日，於2012/13學年入學修讀四年制本科學位課程的學生中，有超過百分之八十九的同學畢業。於2014/15學年入學修讀本科學位高年級課程及全日制學士學位銜接課程的學生中，則有超過百分之八十七的同學畢業。

The four-year undergraduate degree curriculum has been successfully implemented at PolyU despite the many challenges faced. Our four-year undergraduate degree programmes admitted the first batch of Hong Kong Diploma of Secondary Education Examination (HKDSE) holders in 2012/13 from different secondary school curricula and they received one less year of secondary education. To help these students adjust to the new curriculum, the University launched a two-tier academic advising system to advise students on major/minor programmes of study and the General University Requirements (GUR). Our evaluation showed that the system has been working effectively.

Another challenge was the huge increase in the number of SY Intakes starting in the 2014/15 academic year. As SY students have fewer years in which to complete their education, our academic departments made an extra effort to guide them in their studies.

PolyU has started a full review of the four-year undergraduate curriculum in order to evaluate and improve the curriculum and the effectiveness of its implementation, taking into account feedback from students, staff and stakeholders. A five-year longitudinal study is also being conducted to track the development of undergraduate students.

## General University Requirements

Under the four-year undergraduate degree curriculum, students are required to achieve 30 credits in subjects (see table on the right) under the General University Requirements (GUR), with the objective of broadening their horizons and promoting critical thinking, effective communication, problem-solving, lifelong learning, professional competence and ethical leadership. During the year, 153 subjects in four Cluster Areas were offered.

Maintaining a healthy lifestyle is an important aspect under the GUR. In 2015/16, the revised Healthy Lifestyle Programme was launched, covering various health issues instrumental to the all-round development of students.

面對重重挑戰，理大仍成功地推行四年制本科學位課程。我們的四年制本科學位課程於2012/13學年錄取了首批通過香港中學文憑考試的學生，他們修讀不同的中學課程，並接受少一年的中學教育。為了讓這些學生適應新課程，大學推行了雙軌學業指導系統，為學生提供有關主／副修課程和大學核心課程的指導服務。評估顯示這個系統卓有成效。

另一項挑戰，是入讀本科學位高年級課程的學生自2014/15學年起大幅增加。由於這些學生修讀課程的時間較短，學系為他們提供額外輔導，協助他們完成課程。

理大已開展對四年制本科課程的全面檢討，聽取學生、教職員和持分者的意見，以評估和改善課程內容及其運作的成效。此外，一個為期五年的縱向研究亦已展開，旨在對本科學生的發展進行評估研究。

## 大學核心課程

在四年制本科課程中，學生必須修畢佔三十個學分的大學核心課程（見右頁圖表）。該課程旨在擴闊學生視野，培育他們成為敏於思辨、善於溝通、精於解難、樂於學習、立於仁德的專業領導人才。年內，大學在四大範疇下開辦一百五十三個通識科目供學生修讀。

健康生活模式是大學核心課程中重要的一環。2015/16學年，健康生活模式的課程內容經過修訂，涵蓋不同的健康範疇，有助學生全面發展。

## Academic advising

Throughout the year, academic advising services were provided to students by academic counsellors of the Office of General University Requirements (OGUR). A total of 3,335 individual or group sessions were held for undergraduate students, of whom 93.5% were freshmen. The Office also conducted 69 briefing sessions and 13 talks/workshops to help students understand the GUR system, improve their study skills in GUR subjects and adjust to university life.

In response to the challenge of increasing student numbers and the demand for advising services, OGUR has developed an e-Advising system for an initial online assessment of students' needs. The system also supports prescriptive advising. In addition, the Office introduced an innovative Appreciative Advising approach to help students improve their academic performance. In June 2016, Dr Jennifer Bloom of Florida Atlantic University, the co-founder of Appreciative Advising and Appreciative Education, was invited to conduct two training workshops on campus.

## 學業指導

年內，大學核心課程事務處的課程輔導主任為學生提供學業指導服務，跟本科生進行了三千三百三十五次個人或小組形式的會面，當中百分之九十三點五為新生。此外，該事務處為學生舉辦了六十九場簡介會和十三場講座或工作坊，協助學生了解大學核心課程，改善修讀有關課程的技巧，以及適應大學生活。

針對學生人數增加及對指導服務的殷切需求，大學核心課程事務處開發了一個電子指導系統，可用作線上初步評估指導需求及支援規範性的指導。事務處又引進創新的「欣賞式指導」，用以提升學生的學業成績。2016年6月，「欣賞式指導和賞識教育」的聯合創始人——佛羅里達州大西洋大學 Jennifer Bloom 博士應邀在校內主持兩場培訓工作坊。

## Credit requirements under GUR (six components) 大學核心課程的學分要求 (六個部分)





# TEACHING EXCELLENCE 卓越教學

## Massive Open Online Courses (MOOCs)

PolyU launched four MOOCs on the MIT edX platform in the last quarter of 2015. All four MOOCs attracted high enrolments with an average of around 20,000 students per course. We would also launch three additional MOOCs in 2017. Some 15 Small Private Online Courses (SPOCs, i.e. mini MOOCs) designed for PolyU students were under development. The development of MOOCs has been a change agent at PolyU, inspiring teachers to apply the blended learning method in teaching. It is also enabling our transformation from teaching in a predominantly face-to-face classroom model to instruction-facilitated peer-to-peer, in-person and virtual learning modes of teaching. Additionally, Flipped Classrooms, Peer Instruction, Personal Learning Environments and Networks are increasingly being adopted by teachers. PolyU's efforts to implement blended learning were recognised with the Golden Winner of the Wharton QS Reimagine Education Region Asia Award 2015 and Platinum Winner of the LearnX Impact Award 2016 in the Best E-Learning design category.

## Professional courses in blended and online teaching

PolyU is a co-leader of the UGC-funded multi-institution Blended and Online Learning and Teaching (BOLT) Project, providing support in the professional development of teachers in the area of online teaching and learning. Introduced in 2016, the BOLT foundation course combines face-to-face classes with online learning, in both synchronous and asynchronous modes.

## 大型開放式網絡課程

理大於2015年第四季在麻省理工學院的edX平台上推出了四個大型開放式網絡課程(MOOC)，報讀情況踴躍，平均每個課程吸引約二萬名學生。2017年，大學將再推出三個MOOC，並會發展約十五個專為理大學生而設的小型專屬網絡課程(SPOC，即小型MOOC)。MOOC的發展已成為大學一股革新的力量，啟發老師採用混合式學習的方式教學，更讓主要以面授模式教學的課堂，演變成讓同輩促進教學，且切合個人需要的網上學習形式。此外，越來越多教員採用翻轉課堂、同輩教學、個人學習環境網絡等教學法。理大在發展混合式學習方式方面不遺餘力，先後於2015年和2016年獲頒華頓-QS教學創新獎亞洲區金獎和LearnX Impact Awards最佳電子學習設計白金獎。

## 混合式及網上教學法專業課程

理大與其他院校攜手推行由教資會資助的「混合式及網上教學」(BOLT)項目，並為主要負責院校之一，旨為支援教員的專業發展，提升網上教學的技巧。當中的「BOLT基礎課程」於2016年推出，這課程融合同步和異步面授課堂和網上學習模式。



## Peer instruction

To support the peer instruction approach, an authentication system was set up by the Office of Information Technology Services at PolyU and the Information Technology Services Centre at CUHK for PolyU teachers and students to use the CUHK home-grown uReply student response system. Up to the 2015/16 academic year, peer instruction had been implemented in over 20 classes, benefitting 5,353 PolyU students. To make class administration more efficient, PolyU is integrating uReply with the Blackboard learning management system. Teachers will eventually be able to upload polling results with minimal effort from uReply to the Grade Centre of Blackboard. To further promote an interactive teaching and learning environment, especially in large classes, PolyU has implemented a policy encouraging teachers to use blended learning and teaching approaches in large classes with over 200 students.

## Overseas Scholarship Scheme Implementation Fund

Following the success of last year's Overseas Scholarship Scheme, the Overseas Scholarship Scheme Implementation Fund was set up to support teaching practices learned by teachers during overseas visits. Twenty teachers were funded to develop teaching materials, acquire the technical infrastructure needed to adopt innovative teaching approaches and evaluate the impact of these approaches.

## 同儕教學

為支援同儕教學，理大資訊科技處與香港中文大學資訊科技服務處共同設立認證系統，讓理大師生使用由香港中文大學研發的uReply即時答問系統。截至2015/16學年，同儕教學已在超過二十個課堂上推行，惠及五千三百五十三名理大學生。為提升課堂管理效率，理大正將uReply併入學習管理系統Blackboard。未來，老師可輕易地將學生意見從uReply上載到Blackboard的評分中心。為了在大班教學中營造互動的教學環境，理大實施政策，鼓勵教師於學生人數超過二百人的課堂採用混合式學習和教學策略。

## 海外學者計劃實踐基金

繼海外學者計劃於去年成功推行後，大學成立了海外學者計劃實踐基金，以支援教師在校內推行參照海外的教學方法。二十位老師獲資助製作教材及購入所需技術基礎設施，以在理大應用創新教學法，並評估這些教學方法的影響。



## Internationalised curriculum

One of PolyU's strategic objectives is to develop leaders with a global outlook. During the year, the University invested in more resources for bringing international perspectives to the curriculum. Currently, 13 projects for internationalising the student learning experience are being subsidised.

## Information literacy project

Supported by a grant from the University Grants Committee, PolyU led a project with the libraries of other local universities to develop and implement shared interactive multimedia courseware to enhance information literacy (IL) among students and to build their capacity to use information for learning. A self-assessment tool is now being developed to facilitate self-reflection by students on their behaviours in using information. Teaching staff can also partner with library staff to apply for Course Enhancement Funds to embed IL elements in specific subjects.

## Sustainable resources in education development

For today's universities, development of teaching approaches and technologies are essential for creating a better learning environment and experience for students. However, the effectiveness and sustainability of educational development depends on the sustainability of policies and resources. The University will continue to devote resources toward the development of learning and teaching activities so as to make innovation a standing practice.

## 國際化課程

培育具國際視野的未來領袖是理大其中一個策略性目標。大學於本年度增撥資源，進一步推動課程國際化。現時共有十三個為學生提供國際化學習經歷的項目獲得資助。

## 資訊素養項目

理大圖書館獲教資會資助，與其他院校圖書館協作，開發並共享互動多媒體教學課件，以提升學生的資訊素養及建立在學習上應用資訊的能力。該項目現正開發一套自我評估工具，以助學生反思其應用資訊的行為。此外，教學人員可與圖書館職員合作申請「優化課程基金」，將資訊素養元素融入個別科目中。

## 為教育發展提供可持續資源

對現今的大學來說，要為學生創造更優質的學習環境和經驗，教學法及教學科技的發展是不可或缺的。然而，教育發展的成效及可持續性亦取決於政策和資源的可持續性。大學將繼續投放資源於教學發展的活動，使創意創新成為既定的方向。

# GROOMING LEADERS

## 培育領袖



## Project STARS

Launched for the first time by the Office of Student Development in 2015/16, Project STARS is a one-of-its-kind advancement training programme designed to help students to find their "inner stars" through character building, relationship building, horizon widening and life planning. Through a diverse mix of training methodologies and experiential learning opportunities, students challenged boundaries and uncovered knowledge that will contribute to the advancement of society. Participants described their learning experience in the project as "far beyond expectation" and "highly rewarding".

學生發展處於2015/16學年首推Project STARS培訓計劃，鼓勵學生通過培養品格、建立人際關係、拓寬視野及規劃人生，找到自己最耀目的潛能。透過全方位的訓練方法和體驗式學習，學生挑戰自我極限，開拓知識，以期貢獻社會。有參加者形容在計劃中所思所學遠超預期，獲益良多。

## Work-Integrated Education

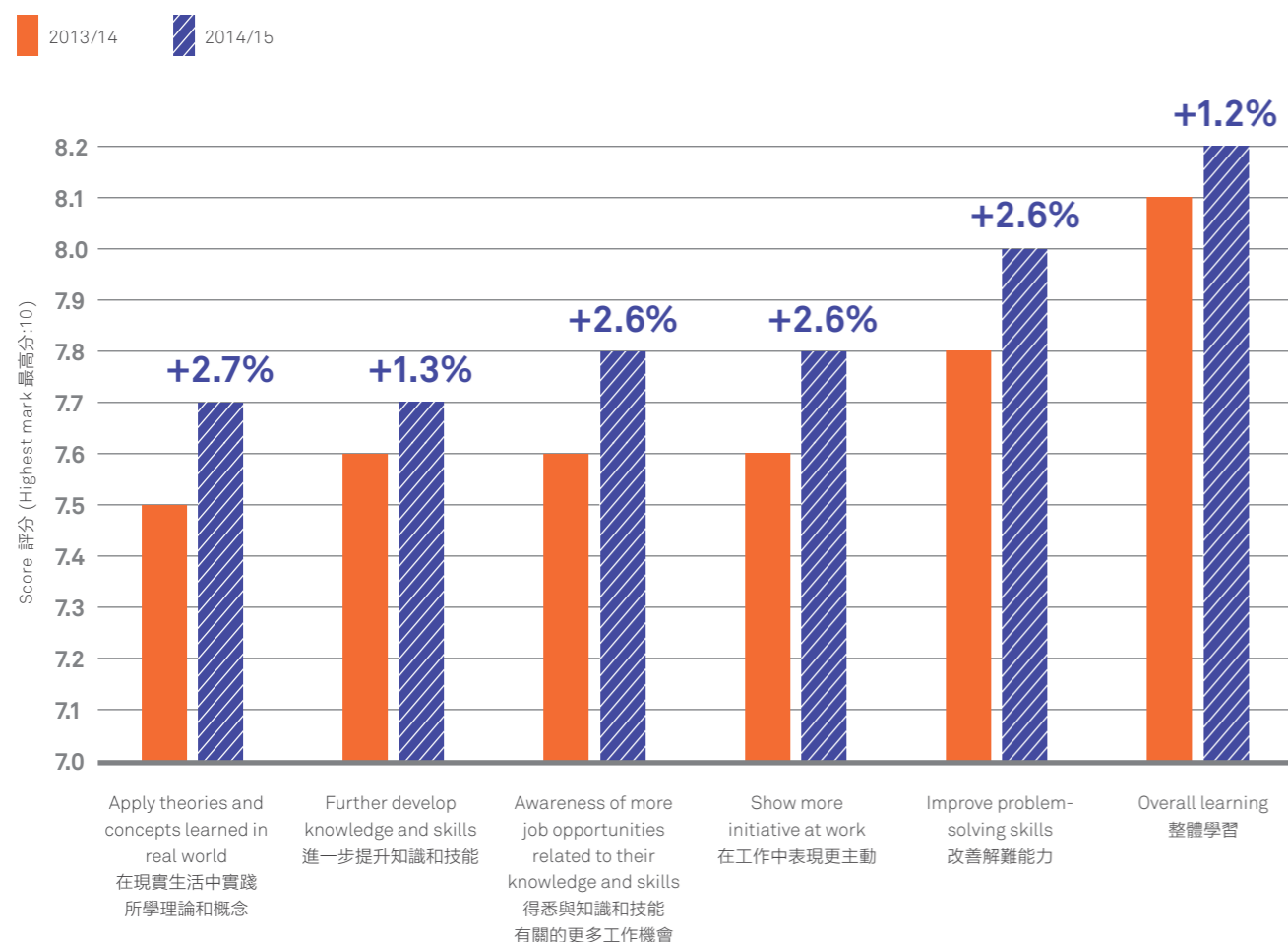
A unique feature of the University's undergraduate curriculum is our mandatory Work-Integrated Education (WIE) programme, which requires students to engage in authentic projects or work as interns in an organisational context. Offshore internships further expand students' global perspective while gaining working experience. In 2015/16, some 1,200 PolyU students experienced offshore internships worldwide and in the Chinese mainland. These internships were available in 30 overseas countries/regions and nine Chinese mainland cities. Offshore WIE sponsorships were also provided to fund the passage, accommodation and travel insurance expenses of students undertaking internships.

## 校企協作教育

校企協作教育是理大本科課程的必修科目，亦是該課程的重要特色，要求學生參與實際工作項目或於機構中實習。海外實習更進一步讓學生在累積工作經驗的同時拓闊環球視野。在2015/16年有近一千二百名理大學生於海外及中國內地實習。實習地點遍及三十個海外國家／地區和九個中國內地城市。大學亦為實習學生提供海外實習津貼，資助機票、住宿及旅遊保險等費用。

## Student feedback on WIE learning gains (2013/14 vs 2014/15)

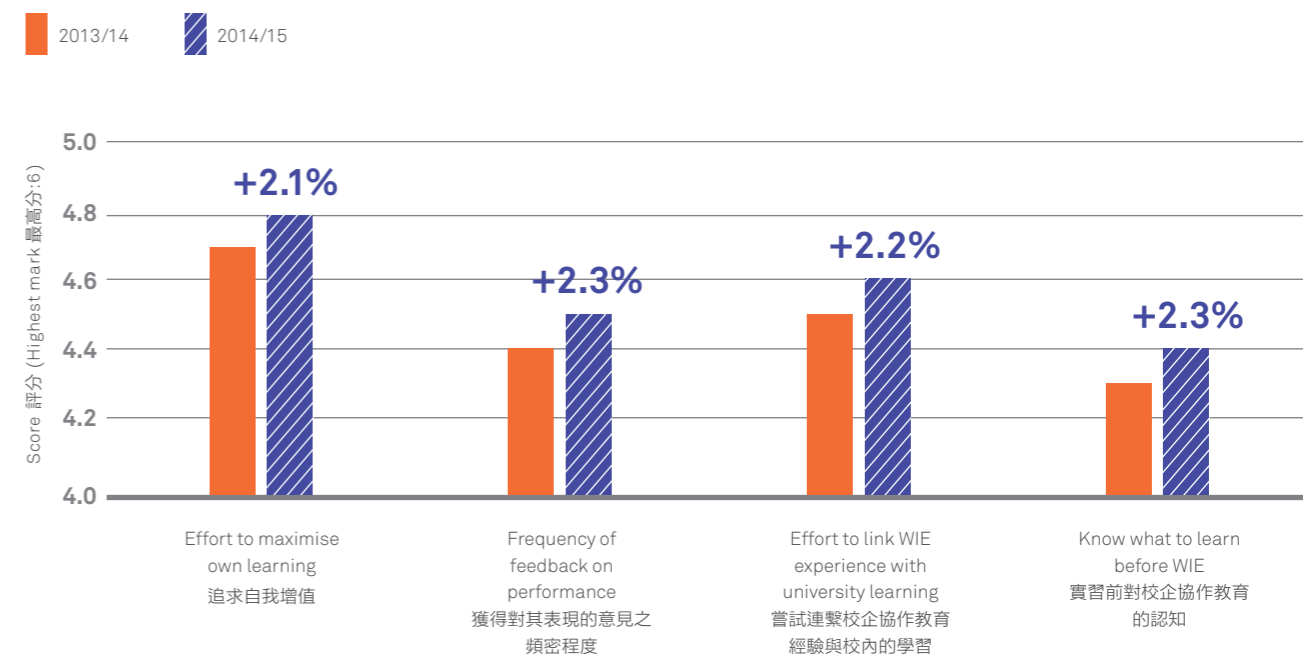
### 學生對校企協作教育學習成果的意見 (2013/14 與 2014/15 年度比較)



## Student feedback on WIE learning opportunities and experiences

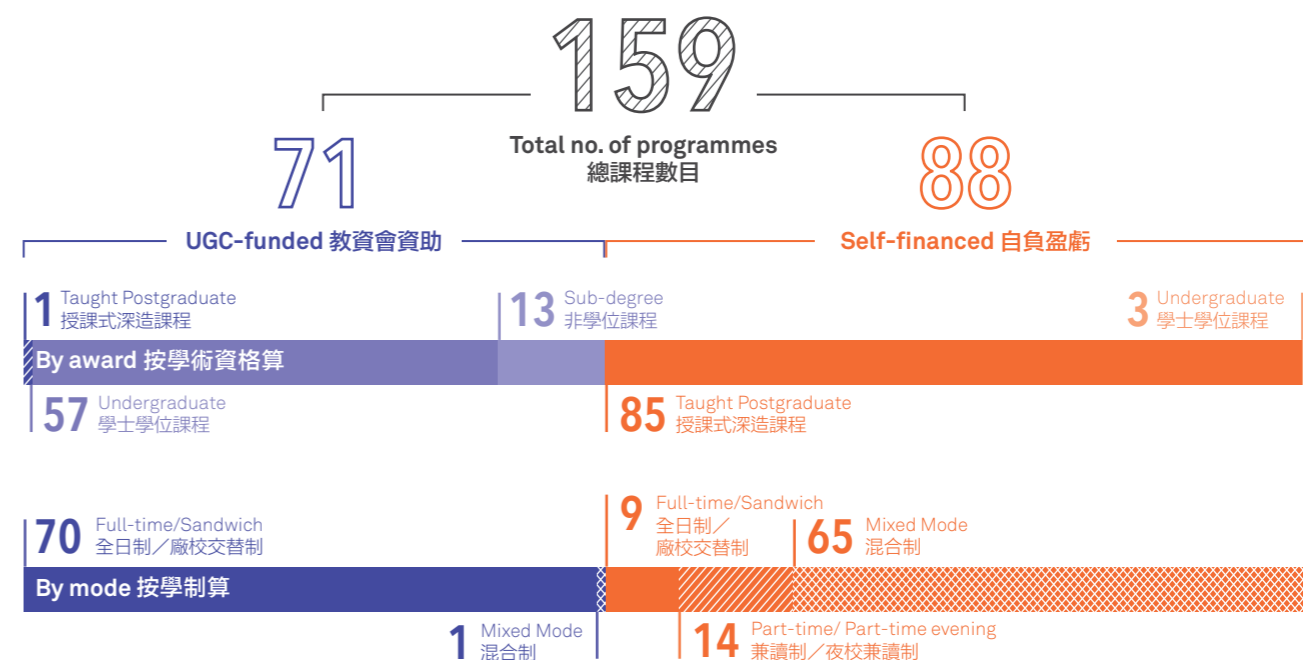
### (2013/14 vs 2014/15)

### 學生對校企協作教育之學習機會及體驗的意見 (2013/14 與 2014/15 年度比較)



## Number of programmes in 2015/16

### 2015/16 年度課程數目







## Campus art and culture

The Culture Promotion and Events Office has built a campus environment where art and culture flourishes and is embraced as an integral part of an all-round university education. In 2015/16, 52 programmes comprising more than 106 activities were organised for the PolyU community, with over 25,000 people participating.

This year's Artist-in-Residence Programme featured the pioneer of contemporary ink painting Master Wucius Wong, and was publicised by the Hong Kong show of Art Basel 2016, the most widely-recognised art event in Asia. The "Ink Innovations and Crossovers" exhibition displayed 32 of Master Wong's work from 1965 to 2015. An accompanying catalogue unravelled the intricate layers of Wong's artistic vision with essays from prominent scholars and critics, while a meet-the-artist session revealed Wong's extraordinary story as a painter and design theorist. During the exhibition, six tours were held with Mr Tang Hoi-chiu giving participants an insightful analysis of the master's work.

In April 2016, the new PolyU Choir had its debut performance at the Musical Exchange with St Catharine's College Choir, University of Cambridge. Brahms's "Liebeslieder Walzer, Op.52" with four hands piano accompaniment was a highlight of the performance.

A documentary film, *The Inspired Island II: Pai Hsien-yung*, telling the story of renowned writer and PolyU Honorary Doctor of Letters, Prof. Pai Hsien-yung, was screened on campus in March 2016. The film charted the major milestones of Prof. Pai's literary career and offered an unprecedented glimpse into his inner world.

## 校園藝術文化

文化及設施推廣處致力讓藝術及文化於校園環境中綻放，成為全人教育不可或缺的一環。2015/16年度，該處為理大社群舉辦了五十二項節目，合共一百零六個活動，參與人數逾二萬五千人。

今年駐校藝術家計劃邀得現代水墨先驅王無邪先生為駐校藝術家，更獲得亞洲藝術盛會巴塞爾藝術展香港展會協助宣傳。「水墨跨界」展覽展出三十二幅王先生於1965至2015年所創作的畫作，又特別印製載有著名學者及藝評家文章的圖冊，讓讀者從中了解王先生的藝術生涯。另外，「與藝術家會面」活動則剖析他作為畫家和設計理論家的非凡故事。展覽期間，鄧海超先生透過六節導賞團，與參加者分析其對王先生畫作的洞見。

2016年4月，新成立的理大合唱團首度登場，與劍橋大學聖凱瑟琳學院合唱團攜手演出，其中以四手聯彈鋼琴伴奏演奏譯布拉姆斯的《愛之歌圓舞曲》作品五十二，成為音樂會的焦點。

2016年3月，紀錄片系列《他們在島嶼寫作II》之《姪紫嫣紅開遍》於校園放映。該片回顧大作家兼理大榮譽文學博士白先勇教授的文學創作生涯，並窺探了他的內心世界。

Dr Ting Sun-pao, former chief curator of the Hong Kong Museum of History, hosted the full-house "Tales of Two Cities – The History of Hong Kong and Guangzhou" talk series in November 2015. This was followed by a two-day study trip to Guangzhou with PolyU students and staff.

This year, PolyU was one of the participants of a joint university Chinese opera promotion event organised by the Kunqu Opera Promotion Centre. Excerpts from Kun opera, Peking opera, Yue opera and Suzhou Pingtan were performed on campus.

Following the introduction of the venue partnership programme during the year, a number of successful programmes for students and staff were held with venue partners. Also, the Art Pal Complementary Development Programme was redesigned by the Culture Promotion and Events Office and received an enthusiastic response from students.

To instil a reading culture, the campus-wide Read@PolyU Programme organised by the Library selected *The Fault in Our Stars* as the common book for 2015/16. The programme won a Special Award at the First National Case Study Competition on Promoting Reading in China Academic Libraries among over 450 academic libraries in the Chinese mainland.

前香港歷史博物館館長丁新豹博士於2015年11月主持「雙城故事—遊走香港和廣州的歷史」講座系列，全場爆滿，及後他更帶領理大師生赴廣州考察兩日。

理大在本學年參與由香港振興京崑傳承中心主辦的聯校中國戲曲推廣活動，在校園上演多個劇目，包括崑劇、京劇、越劇及蘇州評彈。

隨著場地夥伴計劃於今年推出，大學與多個場地夥伴成功為師生舉辦各種節目。另外，輔學發展計劃 Art Pal 由文化及設施推廣處重新設計，亦深受學生歡迎。

為灌輸閱讀文化，圖書館舉辦的Read@PolyU全校閱讀計劃於2015/16年度挑選《生命中的美好缺憾》作為新生的共同讀物。此計劃在四百五十多所中國內地學術圖書館參與的首屆「全國高校圖書館閱讀推廣案例大賽」中贏得特別獎。

## New programmes introduced in 2015/16

### 2015/16 年度新增課程



#### KEY 圖例

- Part-time 兼讀制
- Mixed Mode 混合制
- Full-time 全日制
- + Top-up bachelor's degree programme 銜接課程
- # Self-financed programme 自負盈虧課程
- \* UGC-funded programme 教育資助委員會資助課程

## Double majors study option

### 雙主修科學習模式

Faculty/ Department 學院/學系	Implementation Year 實行年度
<b>Faculty of Humanities 人文學院</b>	
CBS & ENGL Bachelor of Arts (Honours) in Chinese and Bilingual Studies 中文及雙語(榮譽)文學士	2012/13
Bachelor of Arts (Honours) in English Studies for the Professions 專業英文(榮譽)文學士	

## Regular minor and custom design minor programmes (for 2015/16 cohort)

### 普通副修及特設副修課程 (2015/16 學年入讀)

Faculty/ Department 學院/學系	Implementation Year 實行年度	Faculty/ Department 學院/學系	Implementation Year 實行年度
<b>Faculty of Applied Science and Textiles 應用科學及紡織學院</b>		<b>Faculty of Engineering 工程學院</b>	
ABCT Minor in Food and Nutritional Science 副修食品及營養科學	2013/14	EIE Minor in Electronic and Information Engineering 副修電子及資訊工程學	2013/14
AMA Minor in Applied Mathematics* 副修應用數學	2015/16	Minor in Internet and Multimedia Technologies 副修互聯網及多媒體科技	2013/14
AP Minor in Optoelectronics 副修光電子學	2014/15	ISE Minor in Enterprise Engineering with Management 副修企業工程兼管理	2013/14
ITC Minor in Fashion and Textiles 副修服裝及紡織	2013/14	Minor in Industrial and Systems Engineering 副修工業及系統工程學	2013/14
<b>Faculty of Business 工商管理學院</b>		Minor in Logistics Engineering with Management 副修物流工程兼管理	2013/14
AF Minor in Accountancy 副修會計學	2014/15	Minor in Product Engineering with Marketing 副修產品工程兼市場學	2013/14
Minor in Business Economics* 副修商業經濟學	2015/16	ME Minor in Mechanical Engineering 副修機械工程學	2013/14
Minor in Finance 副修金融學	2014/15	<b>Faculty of Health and Social Sciences 醫療及社會科學院</b>	
Minor in Financial Services and Institutions 副修金融服務業	2014/15	APSS Minor in Applied Psychology* 副修應用心理學	2013/14
LMS Minor in Global Supply Chain Management 副修全球供應鏈管理	2013/14	Minor in Changing Chinese Societies** 副修變化中的中國社會	2013/14
Minor in International Shipping and Transport Logistics 副修國際航運及物流管理	2013/14	Minor in Social Policy and Administration 副修社會政策及行政	2013/14
MM Minor in Management 副修管理學	2013/14	<b>Faculty of Humanities 人文學院</b>	
Minor in Marketing 副修市場學	2013/14	Minor in Chinese Language and Culture (for international students)* 副修中國語言及文化(供國際學生修讀)	2014/15
<b>Faculty of Construction and Environment 建設及環境學院</b>		CBS Minor in Japanese* 副修日語	2013/14
BRE Minor in Real Estate Investment 副修房地產投資	2013/14	Minor in Korean* 副修韓語	2013/14
BSE Minor in Building Services Engineering 副修屋宇設備工程	2013/14	Minor in Translation and Bilingual Communication 副修翻譯及雙語傳訊	2013/14
CEE Minor in Environmental Engineering 副修環境工程	2014/15	CC Minor in Chinese Culture* 副修中國文化	2014/15
Minor in Structural Engineering 副修結構工程	2014/15	ENGL Minor in English 副修英文	2013/14
LSGI Minor in Geomatics 副修測繪及地理資訊學	2013/14	Minor in European Studies* 副修歐洲研究	2014/15
<b>Faculty of Engineering 工程學院</b>		<b>School of Design 設計學院</b>	
BME Minor in Biomedical Engineering 副修生物醫學工程	2013/14	Minor in Design 副修設計學	2014/15
COMP Minor in Computing 副修電子計算	2013/14	<b>School of Hotel and Tourism Management 酒店及旅遊業管理學院</b>	
Minor in Enterprise Computing 副修企業計算	2013/14	Minor in Hotel Management 副修酒店業管理	2013/14
Minor in Software Technology 副修軟件科技	2013/14	Minor in Tourism Management ^ 副修旅遊業管理	2013/14
EE Minor in Electrical Engineering 副修電機工程學	2014/15		
Minor in Transportation Systems Engineering 副修運輸系統工程學	2014/15		
<b>DEPARTMENTS 學系</b>			
ABCT Department of Applied Biology and Chemical Technology 應用生物及化學科技學系		COMP Department of Computing 電子計算學系	
AF School of Accounting and Finance 會計及金融學院		EE Department of Electrical Engineering 電機工程學系	
AMA Department of Applied Mathematics 應用數學系		EIE Department of Electronic and Information Engineering 電子及資訊工程學系	
AP Department of Applied Physics 應用物理學系		ENGL Department of English 英文系	
APSS Department of Applied Social Sciences 應用社會科學系		ISE Department of Industrial and Systems Engineering 工業及系統工程學系	
BME Interdisciplinary Division of Biomedical Engineering 生物醫學工程跨領域學部		ITC Institute of Textiles and Clothing 紡織及製衣學系	
BRE Department of Building and Real Estate 建築及房地產學系		LSGI Department of Land Surveying and Geo-Informatics 土地測量及地理資訊學系	
BSE Department of Building Services Engineering 屋宇設備工程學系		LMS Department of Logistics and Maritime Studies 物流及航運學系	
CBS Department of Chinese and Bilingual Studies 中文及雙語學系		ME Department of Mechanical Engineering 機械工程學系	
CC Department of Chinese Culture 中國文化學系		MM Department of Management and Marketing 管理及市場學系	
CEE Department of Civil and Environmental Engineering 土木及環境工程學系			

\* Custom Design Minor Programme 特設副修課程  
# Discontinuation with effect from 2015/16 由2015/16年起停辦  
^ Discontinuation with effect from 2017/18 由2017/18年起停辦



# LIFELONG LEARNING

## 終身學習



### College of Professional and Continuing Education (CPCE)

As one of the largest self-financing providers of tertiary education in Hong Kong, CPCE provides quality tertiary education opportunities through the two units that it oversees: Hong Kong Community College and School of Professional Education and Executive Development. In the 2015/16 academic year, these two units nurtured some 10,000 full-time students across a spectrum of sub-degree and top-up degree programmes. A wide range of continuing education programmes was also offered to cater for the different needs of lifelong learners.

### 專業及持續教育學院

專業及持續教育學院為香港自資專上教育界別其中一所最具規模的機構。學院透過轄下兩個以自負盈虧模式運作的單位——香港專上學院及專業進修學院——提供優質專上教育機會。在2015/16學年，這兩個學院開辦一系列副學位及學士學位銜接課程，合共培育了近一萬名全日制學生。學院亦提供涵蓋多個範疇的持續進修課程，配合終身學習人士的不同需要。

In Autumn 2015, CPCE for the first time participated in the Student Barometer survey, which revealed that CPCE was ranked first out of the participating local government-funded universities and self-financing institutions in the following areas: quality lectures, class size, good teachers, learning support and career advice from academic staff, programme organisation, learning through extra-curricular activities, internet access on campus, campus buildings, technology to support learning, learning spaces (quality of lecture theatres and classrooms), and safety.

### Hong Kong Community College (HKCC)

During the year, HKCC offered a total of 35 PolyU-HKCC award associate degree and higher diploma programmes to some 6,800 full-time students. Given the dwindling Hong Kong Diploma of Secondary Education student population and increasing number of places from other self-financing institutions, HKCC has made a deliberate effort to introduce new programmes while phasing out others, so as to ensure its portfolio of programmes can respond to the needs of the community. With around 85% of its graduates pursuing degree studies, HKCC continued to maintain one of the highest articulation rates among sub-degree institutions in Hong Kong.

### School of Professional Education and Executive Development (SPEED)

During the year, 25 full-time/part-time PolyU-SPEED award top-up honours degree programmes were offered to over 3,100 students. In collaboration with PolyU academic units, SPEED also provided 17 self-financing full-time/part-time top-up honours degree programmes leading to PolyU awards for over 1,200 students. In addition, some 3,000 places were provided through 97 short courses for those pursuing lifelong education and professional development. SPEED has been proactively enhancing its programme portfolio, staff profile and scholarly activities to maintain its competitiveness in the self-financing tertiary sector.

2015年秋季，專業及持續教育學院首次參加 Student Barometer 學生指標調查，結果顯示在參與調查的本地政府資助大學及自資專上院校中，學院在以下方面均排名第一：課堂質素、課堂人數、講師質素、教學人員提供的學習支援和就業意見、課程安排、課外學習活動、校園網絡連接、校舍大樓、支援學習的科技、學習空間（演講廳及課室質素），以及安全感。

### 香港專上學院

年內，香港專上學院為約六千八百名全日制學生開辦三十五項頒授理大香港專上學院學銜的副學士及高級文憑課程。面對香港中學文憑考試考生人數下降，以及其他自資院校學位供應的增加，香港專上學院在課程規劃上推陳出新，確保其課程組合能夠迎合社會所需。學院畢業生升讀學士學位的比率約為百分之八十五，一直保持為全港提供副學位課程的院校中升學率最高的院校之一。

### 專業進修學院

專業進修學院在本年開辦二十五項頒授理大專業進修學院學銜的榮譽學士學位銜接課程，全日制／兼讀制學生人數逾三千一百人。學院更與理大教學部門合辦十七項頒授理大大學銜的自資榮譽學士銜接學位課程，供逾一千二百名全日制／兼讀制學生入讀。此外，學院更開辦九十七項短期課程，提供近三千個學額予致力終身學習及專業發展的人士修讀。學院正致力提升其課程組合、教職員資歷以及學術研究，以維持其在自資高等教育界的競爭力。