

# Progress Report

To the Quality Assurance Council on the  
Follow-up to the Quality Audit 2018

December 2020



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## Preamble

In October 2018, the Quality Assurance Council (QAC) conducted a quality audit on the sub-degree operations of The Hong Kong Polytechnic University (PolyU, the University). In response to the audit report released in June 2019, PolyU submitted an action plan to the QAC in September 2019. The action plan identifies 12 areas of enhancement, each addressing one or more of the recommendations, affirmations and suggestions/comments made by the Audit Panel. Issue owners at the senior management level were engaged in formulating the follow-up actions and setting the implementation timeline. This report provides an update on the implementation of the action plan.

The action plan was implemented in the period when the University and the Hong Kong society at large were impacted by social unrest and global pandemic. The University management worked with students and staff to offer the best possible learning, teaching and assessment arrangements, and to provide flexibility and options to accommodate the needs and circumstances of individual members of the University while maintaining high academic quality and standards. At the same time, a variety of ongoing teacher training and support initiatives were launched to support students and teachers in making the transition to learning and teaching in online mode. At the College of Professional and Continuing Education (CPCE), PolyU's self-financing college, additional resources were devoted to the enhancement of online teaching and learning. The concerted effort of the University community has led to achievements beyond the basic sustaining of learning and teaching in this time of crisis.

Challenge brings innovation. Due to the pandemic, the freshman orientation of the 2020/21 academic year had to be conducted online for the first time at both the University proper and CPCE. President Jin-Guang Teng observed, "I know many of our colleagues from different Faculties and Schools as well as the Student Affairs Office thought of innovative ways to welcome these freshmen through a series of online orientation events and the virtual orientation info day, helping them to learn more about the academic activities, student support services and co-curricular programmes that PolyU offers to support their all-round development." At the Hong Kong Community College (HKCC), freshmen from 34 Associate Degree (AD) and Higher Diploma (HD) programmes participated in the induction activities with great enthusiasm. This year's induction was titled 'Step Out' to encourage students to step out of their comfort zone and try new things. CPCE Associate Dean (Development) and HKCC Director Dr Simon Leung encourages the freshmen in the induction video, "by constantly trying, you will become more mature and get closer to success step by step". This piece of advice could be given to anyone in this difficult time.

The recent university ranking shows that PolyU climbed 16 places to the 75<sup>th</sup> position in the Quacquarelli Symonds (QS) World University Rankings 2021 and attained the 6<sup>th</sup> place on the QS 'Top 50 under 50' list. HKCC, the CPCE unit that offers the majority of sub-degree programmes, achieved a record graduate articulation rate of 90.5% in 2020. Notwithstanding the challenging operating environment, PolyU continues to place student learning experience at the forefront and endeavour to maintain excellent standards in learning and teaching. The follow-up to the QAC audit has played an important role in driving the University's endeavour.

## Implementation of Action Plan

The action plan as submitted to the QAC in September 2019 has largely been adhered to. There had been several months' delay in the delivery of a few sub-items due to the disruption caused by the social unrest and the pandemic. There were also cases where the decision-making process had been prolonged due to the need for additional consultation or reconsideration. But the schedule has largely been caught up with at this stage (Appendix 1).

### 1 Senate's terms of reference

#### **Recommendation**

[The Panel] recommends that the University review the terms of reference of Senate and its committees, in order to make more explicit Senate's overarching role in relation to the assurance of standards, including benchmarking of subject levels, for [sub-degree] provision. [Para 1.7, Page 9]

- 1.1 In the February 2017 QAC Quality Audit Report for PolyU, the Audit Panel observed that while it was clear that Senate did in practice approve all major academic developments, the terms of reference for Senate did not explicitly mention academic standards, therefore recommended that the University should articulate more formally Senate's responsibility for academic standards.
- 1.2 To follow up on this recommendation, the University reviewed not only Senate's terms of reference but also those of its standing committees. The review was informed by a study of the current practice of other universities in articulating the responsibilities in assuring academic standards in their Senate's terms of reference. The follow-up went beyond the Audit Panel's recommendation to include a second-stage review that focused on the logistics and mode of operation of Senate. The second stage was in progress when the QAC audit of sub-degree operations took place in October 2018. By the time the University submitted its action plan for the 2018 audit, the entire review process had concluded. The revised terms of reference for Senate (Appendix 2) and its committees took effect in July 2019.
- 1.3 Further to completing the review of Senate's terms of reference, the University also undertook to improve its subject level definitions with a view to strengthening the University's ability to benchmark subject levels with external standards, such as the Hong Kong Qualifications Framework (HKQF). The review was informed by a study of the approaches adopted by other local and overseas universities. The study reveals that in countries such as the UK and Australia where the implementation of national qualifications framework (NQF) is more established, universities tend to have more elaborated subject level definitions that are both internally referenced (e.g. year of study) and externally referenced (e.g. NQF level descriptors). In the light of the findings, the revised definitions make use of subject intended learning outcomes and exit levels to establish correspondences with the HKQF levels. After consultation with departments and deliberation at relevant committees, Senate approved the revised subject level definitions (Appendix 3) in September 2020, and the review of level designation for each subject has subsequently been in progress at departmental level.

## 2 Academic regulations document for AD

### **Recommendation**

The Panel learned that AD awards offered by HKCC are subject, with minor exceptions, to the same academic regulations as the HD awards offered by HKCC and the University proper. However, only specific academic regulations for HD awards are available. Therefore, the Panel recommends that a specific document for AD awards, similar to that of HD awards, be produced and made accessible. [Para 2.10, Page 12]

- 2.1 Academic regulations at PolyU define the rules and procedures for admission, registration, assessment and award. Prior to the implementation of the new undergraduate degree structure in 2012, there used to be a single academic regulations handbook that covered taught programmes at all levels. During the transitional ‘double cohort’ period when the old system and the new system ran in parallel, it was deemed necessary to have separate documents that set out the academic regulations for the 4-year undergraduate degree programmes and 2-year HD programmes under the new structure. As AD programmes were equivalent to HD programmes in structure, there was no separate documentation for AD programmes. HKCC adopted the regulations set out for HD programmes for their AD programmes with minor exceptions, adapting for the self-financing operational environment. As time moved on, the need for separate systems running in parallel diminished and the University began to consolidate the separate sets of rules and regulations back into a single document. This afforded a favourable opportunity to review the organisation of the contents of academic regulations, and several ideas were explored in 2018-20. The follow-up to the Audit Panel’s recommendation to produce a specific document for AD awards was undertaken against this backdrop.
- 2.2 A team consisting of senior colleagues from CPCE and the Academic Registry (AR) was formed to undertake this task. After careful deliberations, it was decided that all academic regulations for taught programmes at all degree levels, including those for AD, should be contained in a comprehensive handbook, ensuring their consistency and alignment with the University’s quality standards. As HD and AD programmes are of the same academic level, they are dealt with under the heading of ‘sub-degree programmes’, with features unique to self-financed AD programmes highlighted.
- 2.3 The team’s efforts brought into fruition a comprehensive reference in the latest edition of the Handbook on Academic Regulations for Taught Programmes. Recently, PolyU engaged in a benchmark study commissioned by the Education Bureau (EDB) and this handbook was one of the documents that the University provided to the EDB consultants for review. We are very pleased to note that the consultants found our institutional quality assurance system (which includes the academic regulations) “very thorough and well documented” and the pulling together of relevant information into key reference documents a “good practice”.

### 3 Implementing the Rubric Policy

#### **Recommendation**

The Panel recommends that the University reassess its timeframes and processes for the definition and implementation of a consistent and comprehensive policy linking assessment rubrics to learning outcomes and the grading framework, so as to ensure timely completion of the project. [Para 6.5, Page 23]

- 3.1 The Rubric Policy was introduced in 2016 to reinforce the implementation of criterion-referenced assessment (CRA) at PolyU. Central to the policy is the requirement to set and use assessment rubrics in major assessment tasks at the subject level. Due to the vast number of subjects, the policy was implemented with a two-plus-one-year transition period for continuous assessments and examinations, and the possibility for a further extension of one year for subjects in the disciplines of mathematics or science where numerical calculations are the primary means to demonstrate achievement of learning outcomes. According to this plan, the transition period would end for all subjects by the end of 2019/20 academic year.
- 3.2 The Learning and Teaching Committee (LTC) regularly monitored the progress in implementation and coordinated support to departments via the Working Group on Subject Quality Assurance (WGSQA). The first interim review was conducted in 2017, i.e. one year after the policy was announced. The review revealed reasonable progress with 35% of the subjects meeting the requirement, but many departments from the science and engineering disciplines were struggling. The WGSQA then engaged Prof. Michael Prosser, an internationally renowned expert with experience of the higher education context in Hong Kong, to provide support to departments. In collaboration with the Educational Development Centre (EDC), Prof. Prosser delivered 10 workshops to approximately 210 staff members and numerous consultation sessions to colleagues from 24 departments during his two visits to PolyU in 2017/18 and 2018/19. The support was well received by the departments.
- 3.3 In response to the recommendation of the Audit Panel, the University developed several follow-up actions in the action plan to the QAC with the aim of providing further support in developing assessment rubrics and better managing the progress of the implementation of the Rubric Policy. A second interim review on the implementation progress was conducted in 2019 shortly after the audit report was released. At that stage, 64% of the subjects had met the requirement, which shows a significant increase since the previous review, suggesting that the support put in place was effective. The LTC Chair followed up personally with the departments that lagged behind to discuss the difficulties encountered as well as the strategies and timeline for catching up on the progress.
- 3.4 In accordance with the action plan, a website was launched in December 2019 to provide online resources on rubric development. The resources include a Guide to Developing Rubrics for Assessments (Appendix 4) and a repository of sample rubrics collected from departments and from the Internet. Also conducted in 2019 were one faculty briefing, four meetings with Departmental LTC Chairs, and three individual staff consultations. The unprecedented crisis in 2020 diverted departments' attention to preparing for online teaching and learning during the suspension of face-to-face classes. Our strategy for facilitating rubric development had to be adjusted accordingly. Two interactive

documents ('Evaluating Rubrics' and 'Teaching with Rubrics') were developed and disseminated via the PolyU Online Teaching Website, which was one of the main sources of information and guidelines during campus lockdown. Rubric development and evaluation were also made an integral part of other major guidelines and assessment-related webinars.

- 3.5 As the transition period came to an end, the LTC conducted a final implementation review in September 2020. The findings showed that 84% of the subjects had met the requirement. The remaining subjects were mainly new subjects that would not be launched immediately or subjects that had been suspended and would not be offered soon. Departments from science and engineering disciplines have caught up with the schedule. The Rubric Policy has now been incorporated into the University's general assessment policy. An external consultant has been engaged to review the sample rubrics collected from departments. The University will maintain a level of ongoing professional support in the development and use of rubrics.

#### **4 Clarifying the link between the passing grades and the achievement of learning outcomes**

##### **Recommendation**

[The] Panel recommends that the University review its grading framework to clarify the requirement that in order to pass the assessment requirements, students must satisfy all the learning outcomes specified for the relevant programme, course or assessment element. [Para 6.6, Page 23]

- 4.1 As noted in the August 2018 progress report to the QAC, PolyU was in the process of revising the generic grading descriptions based on the findings of a benchmark study. To align with international and local norms, it was decided that the grading framework should be changed from one that consists of nine grade descriptors (A+, A, B+, B, C+, C, D+, D, and F) to one that consists of five grade descriptors (A, B, C, D and F), while allowing for the use of both plus and minus modifiers for differentiating the extent to which a level of performance has been attained. The grading descriptions were elaborated as recommended by the 2016 QAC Audit Panel.
- 4.2 This revision of the grading descriptors addressed the issue with the link between passing grades and the achievement of learning outcomes that was identified by the Audit Panel. The problematic wording that had caused some confusion ('meets the intended subject learning outcomes only in some regards') was replaced by 'demonstrates marginal achievement of the intended subject learning outcomes'. A further change was made to the short label to highlight the passing grade.
- 4.3 This version was not adopted immediately because further benchmarking and consultation were needed to finalise the associated changes to the grade point system and implementation details. Faculty Boards and the Student Union were consulted before all the changes to the grading system were finalised and endorsed by the Academic Planning and Regulations Committee (APRC) and approved by Senate for en bloc implementation from the 2020/21 academic year. The University's general assessment policy has been updated accordingly (Appendix 5).

## 5 Implementing the new QA framework for CE courses

### **Affirmation**

The Panel affirms the University's intention that the unified QA procedures introduced from April 2018 will be implemented for all of the University proper's CE provision by the end of 2018/19. [Para 2.11, Page 13]

- 5.1 Continuing Education (CE) courses constitute a relatively small but important aspect of PolyU's educational provisions. They are a natural extension of our partnership with the industry, and they demonstrate our commitment to professional and lifelong education, knowledge transfer and the betterment of Hong Kong at large. As part of the preparation leading up to the 2018 quality audit, the University conducted a critical review of the quality assurance (QA) practices adopted by the units offering CE courses. While the findings confirmed that most of the units offering CE courses had established adequate QA procedures for their courses, the University believed that the eclecticism of approaches was not conducive to the effective governance of CE provisions at the institutional level and decided that a more unified approach to the QA of CE provision was needed. The new QA framework, which was launched in April 2018, was developed accordingly with input from key stakeholders and with reference to the QA framework for academic programmes and the accreditation guidelines of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).
- 5.2 The University welcomes the Panel's affirmation of this initiative. The rolling out of the new system went smoothly and the approval process for all CE courses on offer was completed by the end of 2018/19 as planned. The Continuing Education Review Committee (CERC), which has primary responsibility for coordinating the review and approval of CE courses, undertook to review the implementation of the new system. CERC submitted a review report to the Quality Assurance Committee (Academic Departments) (QAC(AD)) which oversees the CE operations. CERC also maintains a database of CE courses not leading to qualifications. Enhancements have been made to the certificate template, library access (see also Section 9), student consultation mechanism, and the involvement of students in the governance of CE courses (see also Section 11). The rules governing the maximum notional learning hours and contact hours to self-study ratio have also been reviewed. Refinements have been proposed, pending approval for implementation in early 2021.

## 6 Institutional academic integrity reporting and monitoring

### **Affirmation**

[The] Panel affirms the endeavours that the University is taking to develop an institutional approach to the identification, reporting and monitoring of cases relating to academic integrity. [...] [The] Panel also encourages the University, in the interests of providing greater guidance to academic staff and students, to complete the review of 'whole of institution' academic integrity reporting and monitoring processes and implement any actions identified from that review. [Para 6.14-15, Page 25]

- 6.1 PolyU sees academic integrity as a fundamental value to be upheld by all members of the University and a cornerstone of a robust process of assessment. Students are educated

on the importance of academic integrity and introduced to the conventions of citation and referencing and the use of online plagiarism detection tools in their first year of study. There are established procedures for handling academic misconduct, which are explained to students during orientation and in the Student Handbook. Serious academic offences can lead to deregistration or rescission of academic awards. The University welcomes the Panel's confirmation that "PolyU has a clear and unambiguous policy in relation to academic integrity and takes proper measures to ensure all students are aware of what constitutes academic misconduct and plagiarism." [Para 6.12, Page 24].

- 6.2 The established practice at PolyU was such that serious cases of academic dishonesty are handled by a central Student Discipline Committee (SDC) while minor cases are dealt with at the department level. While this approach had worked reasonably well, it was not conducive to central coordination and oversight. In 2018, the University took the proactive step to review the current practice with a view to developing an institutional approach to the identification, reporting and monitoring of academic misconduct. The University is pleased to have received the Panel's affirmation of this endeavour.
- 6.3 The review was underpinned by a benchmark study of the current practices in four local universities and five overseas universities. The review identified the absence of a central unit coordinating and monitoring support for the university-wide system for managing academic misconduct. In the light of this finding, it was decided that the AR would take up this role. The mechanisms and procedures for reporting academic misconduct from staff/student to departments and from departments to the SDC have been clarified and refined. The relevant statistics would be channelled to the QAC(AD), which would adopt the role of reviewing and enhancing the academic integrity policy and mechanisms and sharing good practices. The proposal was considered by the QAC(AD) in September 2020 and was subsequently approved for implementation. The new system (Appendix 6) will come into effect from the 2021/22 academic year. The AR will brief the relevant academic and support units on the operation of the new system during the interim.

## 7 Training for programme leaders

### **Suggestion/comment**

Staff are helped to understand programme design and development processes through University documentation such as the Handbook on Planning, Approval and Management of CE Courses, and in some cases, specific training. However, the Panel was informed that training is not yet systematic and often information is conveyed by informal discussions with more experienced staff. [Para 3.9, Page 15]

- 7.1 At PolyU, guidelines and regulations for programme planning, validation and management are documented in comprehensive handbooks, which are made available to staff via the AR website. Major changes to the regulations are communicated via email and university-wide notices. When the nature of the change demands it, briefing sessions or training workshops may also be organised. A recent example is the briefing on the revised subject level definitions (see Section 1.3) delivered in November 2020, which was attended by over 100 staff members from across the departments. On the other hand, as the Panel observed, there had not been systematic training designed specifically for introducing the more routine procedures.



- 7.2 In the light of this comment, the University decided to introduce formal training for programme/course leaders, for whom a firm understanding of institutional QA processes is necessary. Two different training courses have been developed for the programme leaders of academic programmes and the course leaders of CE courses respectively. There needs to be different orientations for these two groups for two major reasons: that academic programmes and CE courses follow different QA processes, and that the situations which academic programme leaders and CE course leaders find themselves in are quite different. Academic programmes are far more complex and long-lasting and the creation of new programmes is less frequent. Colleagues who take up the role of a programme leader often find themselves taking up the management of an existing programme rather than having to develop one. CE courses, on the other hand, are far simpler in structure and demand-driven, therefore shorter-lived and the creation of new courses is more frequent. Accordingly, the orientation for academic programme leaders places more emphasis on the role of programme leaders in programme management and the rationale behind the curriculum structure and QA processes. The orientation for CE course leaders, on the other hand, focuses on the course approval process.
- 7.3 The two orientations were launched in September 2020 and November 2020 respectively; both were delivered online (Appendix 7). The orientation for academic programme leaders was attended by 90 colleagues and received an average usefulness rating of 4.2 (on a 5-point scale, with 5 as ‘very useful’). The orientation for CE course leaders was attended by 26 colleagues and received an average usefulness rating of 4.5. These orientations will continue to be offered on a regular basis, provisionally twice a year for academic programme leaders and once a year for CE course leaders.

## 8 Training for part-time staff

### **Suggestion/comment**

[W]hile there is a clear understanding of OBE among full-time [sub-degree] staff, the Panel heard that part-time teachers for some [sub-degree] provision learn about OBE through informal on-the-job mentoring. In this context, the University may wish to consider strengthening training for part-time staff. [Para 3.12, Page 16]

- 8.1 PolyU provides a comprehensive programme of workshops and short courses via the EDC to cater for the diverse professional development needs of different categories of teachers, including a designated course for part-time teachers. The original course was conducted face-to-face. In 2017, it was replaced by an online course called ‘Online University Teacher Training (OUTT)’, which was offered once a year. OUTT, however, was not mandatory. In the light of the Panel’s suggestion, the University rebranded the course as ‘Orientation to University Learning and Teaching (OULT)’ and made it a mandatory requirement for part-time teachers.
- 8.2 OULT is an 8-hour course consisting of six online modules. Under the current policy, all part-time members of staff who have regular teaching responsibilities at PolyU and who are new to teaching are required to attend the OULT course within the first six months of their contract period. Instead of offering once a year, the University has committed to offer the course at least twice a year. The policy was endorsed by the LTC and then approved by Senate in September 2020 for implementation with immediate effect. The first OULT was offered in October 2020 to 44 teachers.

- 8.3 CPCE has also made an arrangement with the EDC to provide formal training for their part-time teachers. The course is called ‘Introductory Seminar for Part-time Lecturers’. The arrangement has been formalised and the course made mandatory for those who are new to university teaching. The course used to be conducted in face-to-face mode but the offering this year was delivered online due to the pandemic. It took place in September 2020. 112 CPCE colleagues attended the course.

## 9 Library access for CE students

### **Suggestion/comment**

It was noted that the University is considering how to provide better access for CE students, when longer, more complex programmes are offered and the Panel encourages PolyU in this regard. [Para 4.10, Page 19]

- 9.1 Because CE courses varied greatly in their needs for library resources, library access for CE students was by prior arrangement with the Library via the course-offering unit. There was no explicit guideline on how such requests should be handled. The University therefore reviewed the existing practice with a view to adopting a more systematic approach to managing library access for CE students, and, within the resource constraints, providing better access to them. The review was coordinated by CERC with input from the University Librarian, CPCE representatives, and the Academic Quality Assurance Team of the AR.
- 9.2 Under the new terms, students enrolling in CE courses of 30 or more notional learning hours and at QF Level 4 or above will be provided with ‘reading rights’ services of the University Library (or the CPCE Libraries for those enrolled with CPCE) at a small fee. This will give them the use of the library resources during the Library’s opening hours. This change has been approved by CERC and is reflected in the October 2020 edition of the Handbook on Planning, Approval and Management of Continuing Education Courses.

## 10 Co-curricular engagement of UGC-funded HD students

### **Suggestion/comment**

The Panel encourages the Task Force in its efforts to understand this student group’s academic and non-academic needs and to promote better student engagement outside the curriculum. [Para 7.8, Page 27]

- 10.1 PolyU’s Student Affairs Office (SAO) regularly organises programmes, workshops and talks for students to promote holistic development, physical and mental wellness and career development, which are available to UGC-funded HD students as well as other students. UGC-funded HD students have the same right of access to the student support services and campus facilities as undergraduate degree students. However, HD students tend to see their course of study as a stepping stone to degree study, and are generally less willing or able to spend time on co-curricular activities than degree students.
- 10.2 In view of the relatively low participation rate by UGC-funded HD students, the SAO in collaboration with seven academic departments in three faculties conducted seven class

visits to HD students, to study their preferred co-curricular activities, their preferred time of the activities and their preferred duration of the activities. The first class visit was conducted on 8 November 2019. Due to the social situation in late 2019 and the outbreak of the COVID-19 pandemic afterwards, all subsequent class visits originally scheduled for Semester Two 2019/20 had to be cancelled. Class visits resumed in Semester One 2020/21. Visits to six departments were conducted in October 2020, with 322 students attended.

- 10.3 During the class visits, students expressed interest in joining co-curricular activities related to career development, fitness, social gathering and networking, exergaming, and stress management workshop. Most students would like to join the activities during weekday evening (36% of the respondents) or Saturday (33%) and prefer that the activities last for around 1-2 hours only (71%).
- 10.4 SAO activities are usually held during the daytime or the lunch period. Taking the cue from the feedback of HD students, the SAO is planning to organise a few additional activities of around 1 to 2 hours in duration on weekday evenings. Activities that have been lined up for 2020/21 include a résumé writing workshop, a stress management workshop and a ‘Social Meetup’ to be organised in collaboration with student bodies; all to be held online due to the pandemic. To better engage HD students, the SAO will also collaborate with the academic departments in promoting these activities. Feedback from students will be collected to inform future planning of co-curricular activities.

## 11 Involvement of CE students in governance

### **Suggestion/comment**

[The] University is encouraged to consider more formal meetings with CE students to better understand their support needs, for example with respect to library access.  
[Para 7.11, Page 6]

- 11.1 CE courses at PolyU are short and are taken on a part-time basis. Therefore, there had been little scope for CE students to be involved in the governance of CE courses beyond providing feedback via the end-of-course evaluation. At the suggestion of the Panel, the University explored the possibility of organising more formal meetings with CE students to better understand their needs. In this connection, a review of the current practice at PolyU and other local universities was conducted, and the main course-offering units were involved in discussing the way forward. A proposal was formulated and brought to CERC for discussion in July 2020. CERC approved the proposal with minor amendments in September 2020 and the Handbook on Planning, Approval and Management of Continuing Education Courses was updated accordingly to reflect the changes.
- 11.2 The issue was addressed in two ways. First, it was decided that for CE courses at QF Level 4 or above, the course leader must collect feedback from students about their learning experience at least once during the course, especially half-way through the course, so that prompt follow-up actions can be made to improve the course. The feedback received should be considered along with other relevant information in the annual course review. Second, for course-offering units that have a Course Management Committee, the committee composition should include at least one CE student member, who will join the meeting and participate in the decision-making process where

appropriate. It is hoped that this approach would prove to be a viable way for involving CE students in the governance and continuing enhancement of our CE provision.

## 12 Proactive quality enhancement

### **Suggestion/comment**

In conclusion, the University makes effective use of data to reflect on and improve its own performance in terms of improving the learning experience of [sub-degree] students at programme and course level. The Panel encourages the University to continue with its goal to develop a more proactive approach in identifying areas for improvement. [Para 8.11, Page 30]

- 12.1 PolyU is committed to quality enhancement and has made continuing efforts to facilitate more proactive use of data for improvement purposes. As committed in the action plan, several initiatives have been launched to facilitate evidence-based improvement at both institutional and programme levels.
- 12.2 At the institution level, the Student Lifecycle Management Platform (SLMAP) initiative, as reported in the progress report to the QAC in August 2018, has made steady progress through the first phase of development. SLMAP is envisaged to be a central platform that integrates the academic and non-academic information of students, which will provide the University with a long-term internal analytic capability for monitoring and improving student experience. The first phase of the project aims to build and pilot a unified data platform. The platform brings together over 160 variables in 10 data sets from different sources, covering not only student academic records and co-curricular activities but other analytic data such as library and learning management system (LMS) usage. While there are still many challenges to be overcome, early analytic findings already show some interesting patterns, e.g., correlations between Year 1 cumulative GPA, library and LMS usage, and final award classification. A prototype dashboard with the visualisations of selected data has been developed, which will ultimately be used for academic advising. All in all, the project is moving along. It is anticipated that the project will be completed by the first quarter of 2023.
- 12.3 The plan to develop an annual compilation of teaching and learning related data had been overtaken by events. The pandemic in 2020 catalysed and shaped the development of evidence-based decision-making process at the institutional level. Throughout the pandemic, the University has actively drawn on all available data to evaluate the effectiveness of online teaching and learning, make timely improvements, and inform ‘the next step’. This practice has become increasingly established and systematic over the course of the year. Regular institutional reports are now generated twice a semester, in the middle and at the end of the semester. These reports provide summary statistics on numerous aspects of online teaching and learning, e.g., the delivery of synchronous sessions on different platforms (Blackboard Collaborate Ultra, MS Teams and Zoom), the creation of video materials, the usage of online test, assignment, discussion, etc. The findings so far indicate that engagement in online learning has been positive and the minimum standards that the University set out for online teaching have generally been met. These reports are reviewed by the senior management to inform strategic and operational decisions.

- 12.4 At the programme level, an initiative has been launched to embed learning analytics into programme review. It is the offspring of a UGC-funded cross-institutional project “Enhancing Learning Outcomes for Students through a Data-Driven Review of the Four-Year Curriculum in UGC Funded Programs”. Through this initiative, a programme learning analytic report (PLAR) would be generated each year to be used in the annual programme review. Drawing on centrally available data sources such as admission records, academic performance and student feedback on subjects, PLAR would provide programme leaders with a series of analyses that would shed light on the integrity and effectiveness of the curriculum design and help to identify at-risk students. The proposal was discussed at two LTC meetings in 2020. LTC endorsed a pilot project to set up the required facilities and processes and make them operational. This project will be led by EDC with the involvement of AR. It is anticipated that the project will take about two years to complete.

### **Concluding Remarks**

The University would like to take this opportunity to thank the QAC Audit Panel again for the rigorous review and positive report. The constructive comments have prompted further reflections on current practices. Notwithstanding the difficulties in 2019-20, the follow-up action plan to the 2018 audit was carried out seriously and conscientiously. The concerted efforts of the university community have enabled the goals set 15 months ago to be largely accomplished under the trying circumstances. Many enhancements were made with the substantial engagement of stakeholders, with reference to external practices and standards, and after careful piloting. This illustrates the maturing evidence-based and rational approach to quality enhancement at PolyU. PolyU will continue its quality enhancement effort at all levels, including sub-degree operations.

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## Progress on Follow-up to QAC Audit 2018

This action plan addresses the feedback from the Quality Assurance Council (QAC) audit panel on the sub-degree operations of The Hong Kong Polytechnic University (PolyU) as presented in the report published in June 2019. The recommendations, affirmations and suggestions/observations made by the panel are consolidated into 12 areas of improvement. The follow-up actions for each area are presented with reference to the template provided by the QAC.	<b>Recommendations</b>	<b>1-4</b>
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	<b>Suggestions or Observations</b>	<b>7-12</b>

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<b>1 <u>Senate's terms of reference</u></b> PolyU's QA framework ensures multi-level monitoring through programme planning, validation, AOPs and six-yearly Departmental Reviews (DRs) ('Unit Review' in CPCE), with formal mechanisms for obtaining external input at each of these points in the academic life cycle, including, for some programmes, professional accreditation. There is also a robust process of evidence-based improvement in learning and teaching through Programme Learning Outcomes Assessment Plans (P-LOAPs). While it was clear to the Panel that Senate does in practice approve all major academic developments, it was noted that the terms of reference for Senate do not formally articulate its role in ensuring academic standards, something that was also mentioned in the February 2017 QAC Quality Audit Report for PolyU. <u>The Panel therefore recommends that the University review the terms of reference of Senate and its committees, in order to make more explicit Senate's overarching role in relation to the assurance of standards, including benchmarking of subject levels, for SD provision.</u> [Section 1.7]	Make more explicit Senate's overarching role in relation to the assurance of academic standards	1) Review and revise the terms of reference of Senate and its committees (in follow-up to the 2017 QAC Audit Report)	Revised terms of reference (completed in April 2019)	The Senate's role in the assurance of academic standards is articulated in its terms of reference in a manner that conforms to international norm; effective from July 2019	<b>Completed</b> Revised terms of reference in use
	Improve the subject level definitions to better facilitate benchmarking subject levels	2) Review and revise subject level definitions to facilitate benchmarking of subject levels	Revised subject level definitions (to be completed by August 2020)	New definitions in use from September 2020	<b>Completed</b> New subject level definitions in use
<b>2 <u>Academic regulations document for AD</u></b> PolyU's General Assessment Regulations (GAR) apply to all taught programmes leading to academic awards, with rules and procedures to ensure assessments are criterion-based and reflect student achievement. The Panel learned that AD awards offered by HKCC are subject, with minor exceptions, to the same academic regulations as the HD awards offered by HKCC and the University proper. However, only specific academic regulations for HD awards are available. Therefore, <u>the Panel recommends that a specific document for AD awards, similar to that of HD awards, be produced and made accessible.</u> [Section 2.10]	Produce a specific document on the academic regulations for AD awards	1) Produce a specific document for AD awards, similar to that of HD awards.	A specific document on the academic regulations of AD awards (to be completed by December 2019)	A document ready for Senate's approval	<b>Completed</b> Incorporated into handbook on academic regulations
	Raise awareness of the new document	2) Make it accessible to relevant staff members	Email announcement of and online access to the document (to be completed by June 2020)	New document in use from September 2020	<b>Completed</b> Handbook disseminated to staff

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p><b>3 <u>Implementing the Rubric Policy</u></b>  The Panel found that in general PolyU has a robust and comprehensive framework in place governing application of its assessment policies to SDPUs. The approaches are consistent across both the University proper and CPCE organisational structures. Notwithstanding this, the Panel found that in respect of alignment of learning outcomes with assessment strategies, while PolyU has had in place since 2005 a criterion-referenced assessment policy that links assessment to learning outcomes and a criterion-referenced grading framework designed to support outcomes based education, challenges with the implementation of assessment rubrics, especially in relation to some Science, Technology, Engineering and Mathematics (STEM) disciplines has meant that the policy is yet to be fully implemented including in relation to SDPUs. In 2016, the University introduced its Policy on the Use of Rubrics in Major Assessment Tasks and mandated the use of assessment rubrics in general by 2018-19, but for STEM disciplines by 2019-20. LTC established a Working Group on Subject Quality Assurance to provide advice on implementation of assessment rubrics. The Working Group met twice in 2016 and subsequently in April 2018 with a significantly changed membership. Through its activities considerable benchmarking has occurred and an international expert engaged to assist with the development of a 'rubrics culture' within PolyU. The Panel learned that although originally anticipated to have completed its work in two to three years, it is now expected that the Working Group will require a further 18 months to fulfil its purpose. In this context, <u>the Panel recommends that the University reassess its timeframes and processes for the definition and implementation of a consistent and comprehensive policy linking assessment rubrics to learning outcomes and the grading framework, so as to ensure timely completion of the project.</u> [Section 6.5]</p>	Provide further support in developing assessment rubrics (Actions 2-4) and manage the progress of implementation (Actions 1 and 5)	1) Evaluate the implementation of the rubric policy	Review report to LTC (to be completed by December 2019)	A report to provide a baseline measure of the current status of implementation	<b>Completed</b> Report submitted and reviewed
		2) Develop online resources on rubric development (for all disciplines)	Online resources (to be completed by December 2019)	Online resources in place	<b>Completed</b> Website launched
		3) Provide ongoing training workshops on rubric development (for all disciplines)	Workshops (starting from January 2020)	Sustained provision	<b>Completed</b> Workshops delivered
		4) Provide support in rubric development to STEM disciplines	Customised support (to be completed by June 2020)	General adoption of rubrics in STEM disciplines	<b>Completed</b> Consultation provided
		5) Review the progress in the implementation of the rubric policy	Review report from LTC (to be completed by December 2020)	More subjects have assessment rubrics in place	<b>Completed</b> Report submitted and reviewed
<p><b>4 <u>Clarifying the link between the passing grades and the achievement of learning outcomes</u></b>  PolyU's GAR sets out a criterion-referenced grading framework designed to align assessment grades to learning outcomes. While evidence was provided that PolyU policy in relation to OBA is that students are required to satisfy all the learning outcomes specified in order to pass a particular</p>	Develop and implement a pass definition that links more explicitly to the achievement of learning outcomes	1) Review and revise the generic grading descriptors to the effect that passing all learning outcomes is required to get a passing grade	Revision proposal to APRC (completed)	A proposal ready for approval by Senate	<b>Completed</b> Proposal reviewed and approved



QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p>assessment task, course or programme, the wording of the grading framework in GAR is capable of being interpreted differently by academic staff and students. <u>Accordingly, the Panel recommends that the University review its grading framework to clarify the requirement that in order to pass the assessment requirements, students must satisfy all the learning outcomes specified for the relevant programme, course or assessment element.</u> [Section 6.6]</p>		2) Work out the arrangement for implementing the new grading descriptors, especially for situations where different cohorts of students may be attending the same class	Articulated arrangement for making the transition (to be completed by December 2019)	Arrangement made for implementation in 2020/21	<b>Completed</b> Implementation plan made and approved
		3) Approve the revised grading descriptors for adoption and revise the academic regulations	Revised generic grading descriptors (to be completed by August 2020)	Academic regulations revised	<b>Completed</b> Regulations revised and approved
		4) Update assessment rubrics at the subject/programme levels to align with the revised grading descriptors (if necessary)	Revised assessment rubrics (to be completed by December 2020)	Rubrics aligned with the revised grading descriptors	<b>Completed</b> Revised regulations disseminated to departments
<p><b>5 <u>Implementing the new QA framework for CE courses</u></b></p> <ul style="list-style-type: none"> <li>During preparations for the QAC audit of SD operations, PolyU conducted a critical review of QA procedures in SDPUs offering CE courses, which found that a more unified approach was needed across the University. A new QA framework for the University proper's CE courses was launched in April 2018, which mirrors the procedures used by SPEED for its CE courses. Under this framework, CERC and CPCE College Board are responsible for the approval and review of CE courses at the University proper and SPEED, respectively, and report annually on the status of the CE course provision to QAC(AD). <u>The Panel affirms the University's intention that the unified QA procedures introduced from April 2018 will be implemented for all of the University proper's CE provision by the end of 2018/19.</u> [Section 2.11]</li> <li>As discussed in Section 2, the system of QA for CE at programme level is in development, with the intention that the unified framework launched in April 2018 will apply to all CE provision by the end of 2018/19. <u>The University is</u></li> </ul>	Implement a unified QA system for CE courses	1) Complete the approval process for continuing CE courses	Approval of CE courses (completed)	All CE courses on offer have gone through the new approval process	<b>Completed</b> All CE courses on offer have gone through the new approval process
2) Review the implementation of the QA procedures for CE courses	Review report to QAC(AD) (to be completed by August 2020)	Complete documentation; consistent implementation	<b>Completed</b> Implementation reviewed and confirmed		

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p><u>encouraged to follow through its implementation to ensure that a unified assurance framework is in place for CE programme delivery across SDPUs.</u> [Section 4.4]</p>					
<p><b>6 Institutional academic integrity reporting and monitoring</b></p> <ul style="list-style-type: none"> <li>To deal with these and related issues, PolyU's LTC established a Working Party on Academic Integrity. The Working Party has met once to date, in January 2018, when it decided to undertake a major international benchmarking review of academic integrity practices. The Panel noted that the focus of Working Party is central to the maintenance of a robust university-wide system of standards, review and monitoring of academic misconduct. Delineation of an agreed work plan and timelines will strengthen project delivery of this important review. <u>Accordingly, the Panel affirms the endeavours that the University is taking to develop an institutional approach to the identification, reporting and monitoring of cases relating to academic integrity.</u> [Section 6.14]</li> <li>The University has in place, with modest exception, a robust framework of policies and practices that assure the quality of student learning assessment. Approaches to informing students about assessment requirements, appeal mechanisms and academic integrity requirements are sound. The use of external examiners, academic advisors and annual reviews ensure assessment standards are benchmarked against external and international standards. Student assessment practices would be strengthened if there were greater clarity in the definition of grading descriptors and if the University were to complete implementation of a consistent approach to the application of assessment rubrics linked to learning outcomes used in support of an outcome-based approach for its SDPUs. <u>The Panel also encourages the University, in the interests of providing greater guidance to academic staff and students, to complete the review of 'whole of institution' academic integrity reporting and monitoring processes and implement any actions identified from that review.</u> [Section 6.15]</li> </ul>	<p>Develop and implement a university-wide system for identifying, reporting and monitoring academic misconduct</p>	<ol style="list-style-type: none"> <li>Complete the review of current practice</li> <li>Develop a university-wide system for identifying, reporting and monitoring academic misconduct</li> <li>Pilot the new system based on the protocols developed</li> <li>Approve the implementation of the new system</li> </ol>	<p>Review report (to be completed by December 2019)</p> <p>System proposal (to be completed by August 2020)</p> <p>Pilot report with policy proposal for onward submission to Senate (to be completed by December 2020)</p> <p>Policy change and operational procedures (to be completed by August 2021)</p>	<p>A report that provides the basis for the next stage of development</p> <p>A protocol in place for pilot studies</p> <p>A refined system for implementation</p> <p>System in use from September 2021</p>	<p><b>Completed</b> Report submitted</p> <p><b>Completed</b> Guidelines developed</p> <p><b>Completed</b> Feedback from faculties and departments obtained</p> <p><b>Completed</b> New procedures approved for implementation from 2021/22</p>
<p><b>7 Training for programme leaders</b></p> <ul style="list-style-type: none"> <li>Staff are helped to understand programme design and development processes through University documentation</li> </ul>	<p>Provide formal training for the programme leaders of academic</p>	<ol style="list-style-type: none"> <li>Launch a training course for programme leaders of academic</li> </ol>	<p>Training course (e.g. twice a year) (to be completed by June 2020)</p>	<p>New programme leaders have attended the training course</p>	<p><b>Completed</b> New orientation for programme leaders launched</p>

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p>such as the Handbook on Planning, Approval and Management of CE Courses, and in some cases, specific training. However, the Panel was informed that <u>training is not yet systematic and often information is conveyed by informal discussions with more experienced staff.</u> [Section 3.9]</p> <ul style="list-style-type: none"> <li>In summary, PolyU secures academic standards and gives students appropriate learning opportunities through effective deployment of its robust frameworks for the design of programmes. An outcomes-based approach underpins the University's approach. <u>In some areas there is some scope to better communicate institutional systems and practices to staff.</u> [Section 3.19]</li> </ul>	programmes and CE courses	programmes to help them understand the principles and processes of programme design, approval and management			
		2) Launch a bespoke training course for course leaders of CE courses	Training course (e.g. once a year) (to be completed by December 2020)	New course leaders have attended the training course	<b>Completed</b> New orientation for CE course leaders launched
<p><b>8 Training for part-time staff</b></p> <ul style="list-style-type: none"> <li>Across SD programmes, PILOs and SILOs are, in general, fit-for-purpose, progressive from level to level, and reflective of the curriculum, assessments, HKQF, and the Generic Level Descriptors of HKQF. While mappings of PILOs and SILOs to the Generic Level Descriptors of HKQF are available in definitive documents and to students, staff were not always confident in their understanding of the relationship between teaching and levels, and how levels are set, often relying on experience and peer support. Moreover, while there is a clear understanding of OBE among full-time SD staff, the Panel heard that part-time teachers for some SD provision learn about OBE through informal on-the-job mentoring. In this context, <u>the University may wish to consider strengthening training for part-time staff.</u> [Section 3.12]</li> <li>Part-time staff may take the 'Introduction to University Teaching' or a 10-hour 'Online University Teacher Training' course, although these are not mandatory. The Course Leader has responsibility to recruit experienced part-time staff and to act as a mentor, although this is not yet formalised in a policy. At the University proper, not all HD programmes have part-time staff and generally numbers are low. The Panel learned that SPEED places emphasis on previous teaching and professional experience when recruiting part-time staff for its CE courses. Part-time staff involved with CE receive guidelines on OBA and support from Programme Leaders. <u>There is no mandatory training for CE staff at the moment.</u> [Section 5.7]</li> </ul>	Provide systematic training for part-time staff	1) Mandate the course 'Online University Teacher Training' for part-time teachers at the University proper who are new to university teaching	Policy on training for part-time staff (to be completed by August 2020)	New policy effective from September 2020	<b>Completed</b> New policy effective from September 2020' training programme on offer
		2) Develop a formal training programme for part-time teachers at CPCE and part-time teachers of CE courses who are new to university teaching	Training programme (to be completed by August 2020)	Programme on offer from September 2020	<b>Completed</b> Training programme on offer

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p><b>9 <u>Library access for CE students</u></b> CE students state that, in general, they have a positive learning experience and have found the courses useful and helpful for career development. However, while CE students at SPEED have access to CPCE learning resources such as the library, CE students at the University proper do not enjoy equivalent facilities. <u>It was noted that the University is considering how to provide better access for CE students, when longer, more complex programmes are offered and the Panel encourages PolyU in this regard.</u> [Section 4.10]</p>	<p>Ensure that students of CE courses are provided with adequate support in terms of library access</p>	<p>1) Review CE course students' needs for library access</p>	<p>Review report to CERC (to be completed by December 2019)</p>	<p>The report informs the decision on future provision of library access to CE students</p>	<p><b>Completed</b> Report submitted</p>
		<p>2) Revise the relevant guidelines in the CE Handbook</p>	<p>Revised guidelines (to be completed by June 2020)</p>	<p>New guidelines effective from September 2020</p>	<p><b>Completed</b> Guidelines revised</p>
<p><b>10 <u>Co-curricular engagement of UGC-funded HD students</u></b> UGC-funded HD students have the same rights to access student support services and campus facilities as undergraduate degree students at the University. In response to a relatively low participation rate in co-curricular activities by UGC-funded HD students, the University has set up an institutional task force to explore refining the curriculum and encouraging students to engage more actively in co-curricular activities. Teaching staff indicated that they would support greater student engagement in co-curricular and extra-curricular activities, in a context where students are more concerned with their Grade Point Average. <u>The Panel encourages the Task Force in its efforts to understand this student group's academic and non-academic needs and to promote better student engagement outside the curriculum.</u> [Section 7.8]</p>	<p>Promote better engagement outside the curriculum among UGC-funded HD students</p>	<p>1) Implement strategies for promoting UGC-funded HD students' engagement in co-curricular and extra-curricular activities</p>	<p>Collaborations between Centre STARS and Academic Departments to facilitate UGC-funded HD students' engagement in co-curricular and extra-curricular activities (to be completed by August 2020)</p>	<p>Improved engagement in co-curricular and extra-curricular activities by UGC-funded HD students</p>	<p><b>Completed</b> Consultations done and faculties engaged in promoting new activities</p>
<p><b>11 <u>Involvement of CE students in governance</u></b> Given the part-time and shorter-term character of CE programmes and courses, there is little student involvement in student governance and limited demand for student support services. CE students at both CPCE and the University proper do not have representation on formal committees and there are no plans to introduce this for CE students. While it is acknowledged that CE students would appear to be satisfied with the position, <u>the University is encouraged to consider more formal meetings with CE students to better understand their support needs, for example with respect to library access.</u> [Section 7.11]</p>	<p>Provide further formal channels for students of CE course to provide feedback</p>	<p>1) Consider requiring formal meetings with CE students</p>	<p>Revised guidelines to involve CE students in governance (if appropriate) (to be completed by June 2020)</p>	<p>More formal meetings with CE students conducted</p>	<p><b>Completed</b> Guidelines revised</p>

QAC Panel's Feedback	Goals/objectives	Strategies and actions	Key deliverables with timeline	Indicators of success	Progress
<p><b>12 Proactive quality enhancement</b></p> <ul style="list-style-type: none"> <li>The University was able to supply many examples of effective change in response to evidence collected, particularly student comment, within the annual reporting process for SD provision. Moreover, as noted in Section 1, performance data for SD programmes are monitored, evaluated and acted upon in the context of IRPO's analysis used to inform academic planning, strategic development and resource allocation decisions. The Panel could therefore conclude that PolyU is making sound progress in its use of data to improve the quality of the student experience particularly at a local level. <u>However, it was less evident as to how the University is proactive in identifying longer term measures to improve the quality of student learning.</u> PolyU intends that the establishment of the Quality Enhancement Team will help develop proactive capacity to identify areas for improvement at the institutional level. <u>The Panel encourages the University in its commitment to identifying more effective systems for utilising QA data in enhancing its SD provision.</u> [Section 8.10]</li> <li>In conclusion, the University makes effective use of data to reflect on and improve its own performance in terms of improving the learning experience of SD students at programme and course level. <u>The Panel encourages the University to continue with its goal to develop a more proactive approach in identifying areas for improvement.</u> [Section 8.11]</li> </ul>	Facilitate evidence-based improvement at the programme level using learning analytics	1) Embed a learning analytic strategy into programme review for all academic programmes	A strategy for embedding learning analytics into the regular programme review process (to be completed by the end of 2020)	A revised programme review process with learning analytics embedded	<b>Completed</b> Proposed strategy endorsed for pilot
	Facilitate evidence-based improvement at the institutional level	2) Develop an annual compilation of teaching and learning related data to facilitate evidence-based improvement at the institutional level	Systematic compilation of teaching and learning related data (to be completed by the end of 2020)	The data is used in decision-making at the institutional level	<b>Completed</b> Regular reports generated and used

<b>Keys</b>	APRC = Academic Planning and Regulations Committee AQAT = Academic Quality Assurance Team AR = Academic Registry (former known as Academic Secretariat) AVP(AS) = Associate Vice President (Academic Support) AVP(LT) = Associate Vice President (Learning and Teaching) CERC = Continuing Education Review Committee CPCE = College of Professional and Continuing Education DoED = Director of Educational Development	EDC = Educational Development Centre LTC = Learning and Teaching Committee LRC = Legal, Risk and Compliance Unit QET = Quality Enhancement Team SDC = Student Discipline Committee VP(SA) = Vice President (Student Affairs) WGSQA = Working Group on Subject Quality Assurance
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**Senate**  
教務委員會

**Terms of Reference**

Subject to the provision of the Ordinance, Senate shall have power:

1. to provide programmes leading to the Postgraduate, Undergraduate and Sub-degree awards of the University and such other programmes of study as may be deemed desirable from time to time and which are within the general policy laid down by Council;
2. to direct and regulate the instruction and education in the University, to stimulate the advancement of knowledge by research, publications and other scholarly activities, and to direct the manner in which examinations shall be conducted;
3. to determine and periodically review the University's systems and processes for ensuring the academic standards and quality of its academic programmes;
4. to determine what examinations or study programmes in other educational institutions or places of learning shall be deemed equivalent to examinations or programmes of study in the University;
5. to organize the Faculties and Schools, and to review, approve, refer back, amend or disallow any act of the Board of any Faculty or School, and to give directions to the Boards of the Faculty or School;
6. to advise Council on the provision of facilities for educational and other academic matters;
7. to decide, in accordance with the regulations, what persons have qualified for the conferment of Postgraduate, Undergraduate and Sub-degree awards and other awards and marks of distinction (other than honorary degrees);
8. to determine the time, mode and conditions of competition for, and to award fellowships, scholarships and prizes in accordance with the terms thereof;
9. to require any student, on academic grounds or on other grounds deemed appropriate by Senate, to terminate his studies at the University;
10. to reconsider, on academic grounds deemed appropriate by Senate, any determination that a person was eligible to receive an academic award, and to determine whether the University should deprive any graduate, on academic grounds deemed appropriate by Senate, of an academic award conferred by the University and/or revoke any certification granted\*;
11. to provide recommendations and advice on any matter affecting the welfare of students;
12. to advise Council or the President on any matter referred to Senate by Council or the President;

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\* *This is without prejudice and subject to the rights and powers of the University under any legislation or as a matter of general law.*

13. to appoint Boards, committees, working parties and such other bodies which shall report to Senate and delegate any of its powers and duties (except those otherwise restricted by the Council) to such bodies or to any member of the Senate;
14. to direct and control by means of regulations made by Senate the form and content of education in the University; and in pursuance of this power to make regulations from time to time in respect of any of the following matters or for any of the following purposes:
  - (a) the admission, promotion and registration of students;
  - (b) the conditions for the award of Postgraduate, Undergraduate and Sub-degree awards, and other academic awards and marks of distinction;
  - (c) programmes of study and examinations;
  - (d) the award of scholarships, prizes and other forms of recognition for academic distinction;
  - (e) staff appraisal and development;
  - (f) research and other scholarly activities;
  - (g) the use of University libraries, laboratories, workshops and other educational facilities; and
  - (h) generally, all matters which by the Ordinance or Council statutes under Section 18 of the Ordinance it is empowered to regulate;
15. to set policies and guidelines for consultancy and other forms of services to the community;
16. to recommend to the President the appointment of internal examiners, external examiners, and external members on Senate Committees;
17. to approve the appointment of Honorary Professors, including the conferment of Emeritus Professorships; and
18. to elect one member to Council, as provided for in Section 10 of the Ordinance.

With effect from 1 July 2019

## Revised Subject Level definitions

Level Code	Explanation
0	= Pre-university level standard (and remedial subjects taken by new admittees to a 4-year degree programme, or some subjects offered to Higher Diploma students only).
1	= Some subject intended learning outcomes are at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 1 of a 4-year degree programme or year 1 of an Associate Degree/Higher Diploma programme; usually have no pre-requisite.
2	= The majority of the subject intended learning outcomes are at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 2 of a 4-year degree programme or the final year of an Associate Degree/Higher Diploma programme; some subjects at this level may have pre-requisites.
3	= Some subject intended learning outcomes are at the exit level for Bachelor's degree while the rest at the exit level for Associate Degree/Higher Diploma; intended to be taken during year 3 of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a pre-requisite. <sup>1</sup>
4	= The majority of the subject intended learning outcomes are at the exit level for Bachelor's degree while the rest at the exit level for Associate Degree/Higher Diploma; intended to be taken during the final year of a 4-year degree programme; usually require the completion of subjects at the preceding levels as a pre-requisite.
5	= The majority of the subject intended learning outcomes are at the Master's level while the rest at the Bachelor's level.
6	= The majority of the subject intended learning outcomes are at the Doctoral level while the rest at the Master's level.

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<sup>1</sup> The clauses under Level Code 3 "intended to be taken during year 3 of a 4-year degree programme" and "usually require the completion of subjects at the preceding levels as a pre-requisite" may not be applicable to subjects under the General University Requirements, such as Service-Learning.



# Guide to Developing Rubrics for Assessments

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BY THE WORKING GROUP ON SUBJECT QUALITY ASSURANCE

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## 1. Introduction

Since 2005, PolyU has adopted a criterion-referenced approach to assessment (CRA) in which students are graded according to pre-determined criteria and standards. The University's approach to CRA requires assessment based on the achievement of the subject intended learning outcomes (SILOs), as set out in the subject description form. A student's overall performance in a subject shall be awarded on a criterion-referenced basis and graded with reference to the Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

To ensure that the principles of CRA are consistently implemented with adequate rigour and uphold subject quality assurance, the Learning and Teaching Committee (LTC) introduced a policy which made the adoption of rubrics compulsory for major assessment tasks at the subject level. This guide aims to provide academic and teaching staff a one-stop shop for key information of the policy, the use of rubrics in higher education, different types and examples of rubrics and etc.

## 2. Policy on the use of rubrics

The followings were abstracted from the rubrics policy issued by LTC in 2016:

*Rubrics must be specified for all 'major' assessment items at the subject level, made available to students before the assessment, and used for grading the assessment. Departments have the flexibility to determine what is 'major'. As a rule of thumb:*

- *For subjects without examinations, rubrics should be required for single assessment items with a weighting of 30% or above of the subject's overall assessment.*
- *For subjects with examinations, rubrics should be required for single assessment items with a weighting of 20% or above of the subject's overall assessment.*

*There is no fixed format for rubrics. Any format (e.g., analytic, holistic) is acceptable as long as it clearly defines the main grades (A, B, C, D, Fail) in a way that is understandable to students and is adhered to by teachers in grading.*

*To ensure that the rubrics reflect a suitable level of academic standards, samples of the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.*

### 3. Use of rubrics in higher education

Rubric is a scoring tool or guide which specifies a coherent set of important criteria for evaluating student work and includes descriptions of different levels of performance, or mastery, for each of the criteria. Rubrics are commonly used in the CRA approach to assessment because they allow the performance criteria and standards made to be presented explicitly to all stakeholders. The use of rubrics also helps to promote students' assessment literacy by enabling them to efficiently understand and get a grasp on the performance expectations by assessors or professionals in their field. In other words, rubrics scaffold a framework to assist students in identifying and taking responsibility for their role in assessment and identify right focuses to improve their performance.

Rubrics are also important for ensuring grading consistency and acting as a tool for internal moderation of student assessment results. Appropriate use of rubrics may well reduce any disagreement or ambiguity by supporting transparency on the performance required for the assessed criteria in an assessment. Presenting the assessment criteria to students in advanced and ensuring that all assessors shared a common understanding of the criteria and standards before assessing students' work are main elements of the CRA approach to assessment.

From the international perspective, rubrics serve as a vital tool for external moderation (benchmarking against academic standards outside from department). It is increasingly common for professional accreditation bodies or external academic advisors to review rubrics at subject level as a form of subject quality assurance and grading integrity.

The benefits of adopting rubrics includes, but is not limited to, the followings:

- i. Provide consistent and uniform standards for judging student works (especially when there are more than one assessor)
- ii. Make marking quick and efficient
- iii. Help measure higher-order skills or evaluate complex tasks by differentiating the gradations of quality
- iv. Help teachers to clarify the intended learning outcomes (ILOs) and to appropriate the instructional design
- v. Enable clear and consistent communication of the ILOs to students
- vi. Allow teachers to give students specific feedback with well-defined criteria and standards
- vii. Enhance students' capability in self-learning when used in peer and self-assessment
- viii. Reduce arguments with students who have come to expect how their work will be evaluated

In addition, the alignment of rubrics with an external standard such as an institutional level subject grading descriptor will enhance and assure the consistency of marking standards across items within a subject and across subjects within a program.

#### 4. Basic elements of a rubric

There are various types of rubrics, but a rubric typically consists of four basic elements (Hawaii, 2012):

**i. Task description**

The task description generally describes the assignment / coursework designed to assess the performance of students in achieving the subject intended learning outcome.

**ii. Criteria / dimensions assessed (rows)**

The rows in a rubric list the criteria or aspects of quality used to evaluate students' performance in the task. These criteria basically indicate the skills, performance or knowledge required to be demonstrated by students. Scores/ grades and feedback will be given according to students' performance on these criteria. It is advisable not overcomplicate a rubric by limiting to 4-5 criteria.

**iii. Level of performance / mastery (columns)**

The columns in a rubric list the levels of performance for each criterion important for students to be able to achieve the intended learning outcomes. Grading labels (short descriptions) will usually be used adopted to describe the level of performance. Assessors shall refer to the grading labels as listed in Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1) to ensure consistency with PolyU's grading system. Points may also be assigned next to each grading label to indicate the score obtainable for performing at that level.

**iv. Grade descriptors (cells)**

The cells in a rubric provide the descriptions and key features of work for different levels of performance of each criterion. The descriptions shall be clear enough for readers to differentiate the difference in quality between the different levels of performance.

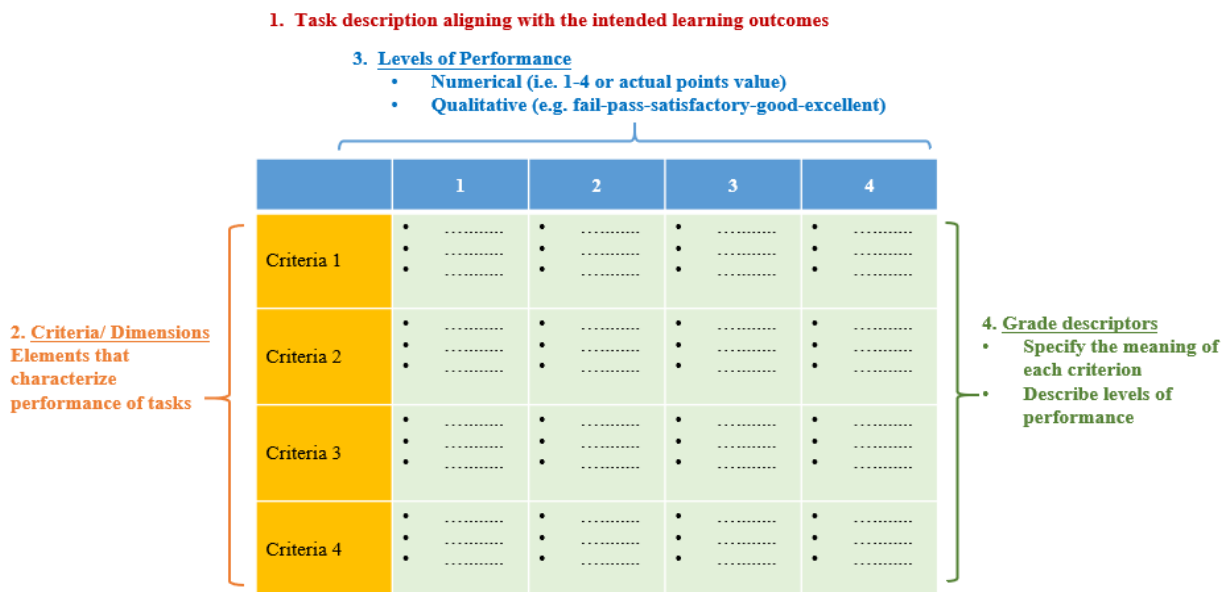


Figure 1: Example on the composition of a typical rubric

## 5. Types of Rubrics

### 5.1 Holistic marking rubrics

A holistic rubric presents a description for each level of performance and provides a single score according to the overall quality, proficiency, or understanding of the specific content, skills or task.

The levels of performance are usually listed in the first column and the description for each level of performance for all criteria are listed in the second column.

Task : Write a research report	
Level / Points (or any other scales)	Description
Proficient / 3 point	Project had a hypothesis, procedure, collected data, and analyzed results. <b>Project is thorough and finding(s) are in agreement with data collected. May have minor inaccuracies that do not affect quality of project.</b>
Adequate / 2 point	Project may have a hypothesis, procedure, collected data, and analyzed results. <b>Project not as thorough as it could be; there are a few overlooked areas. Has a few inaccuracies that affect quality of project.</b>
Limited / 1 point	Project may have a hypothesis, procedure, collected data, and analyzed results. <b>Has several inaccuracies that affect quality of project.</b>

Figure 2: Example on the compositions of a holistic rubric

\*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

#### ➤ Benefits & Drawbacks

- Benefits
  - i. Written more generically and can be applicable for many tasks
  - ii. Impressionistic/quick scoring providing an overview of student performance
  - iii. Efficient for grading large group
  
- Drawbacks
  - i. Information are more general and less concise for detailed grading if students work is at varying levels spanning the criteria
  - ii. Not diagnostic of students' strengths and weaknesses
  - iii. Criteria within the rubric cannot be weighted

#### ➤ When to use

- For summative type of assessment or brief homework assignment involving a single or a few performance criteria
- For assessment when errors in some part of process can be tolerated provided that the overall quality is high; and when feedback to be provided is general in nature
- For assessment tasks asking for open ended or qualitative responses such as essays, research reports, oral presentations, capstone reports, etc.

## 5.2 Analytic marking rubrics

An analytic rubric presents a description for each level of performance of each criterion and provides a score for each respective criterion.

The assessment criteria are usually listed in the first column and the descriptions for different levels of performance are listed across the rows for each criterion.

<b>Task: Writing an essay</b>				
<b>Criteria / Grade</b>	<b>Excellent</b>	<b>Good</b>	<b>Pass</b>	<b>Fail</b>
<b>Content</b>	Idea is clearly stated in opening paragraph; appropriate, concrete details support the central idea and show originality and focus.	Central idea is vague; somewhat sketchy and non-supportive to the topic; lack of focus.	Unable to find specific supporting details; more than 4 errors in information.	No central idea or supporting details.
<b>Organization</b>	Logically organized and well-structured displaying a beginning, a body and a conclusion. Critical thinking skills are evident.	Somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay is lost; lacks of organization and continuity,	Ideas were unorganized and vague; no particular flow was followed.
<b>Research</b>	Cited research information; introduced personal ideals to enhance essay cohesiveness	Some research topic was done but was inconclusive to support topic; cited information was vague.	Did little or no gathering of information on the topic; did not cite information.	No research of the topic was done.
<b>Mechanics</b>	No errors in word selection and use, sentence structure, spelling and punctuation.	Relatively free of errors in word selection and use, sentence structure, spelling and punctuation. (1-2 errors)	Has several errors in word selection and use, sentence structure, spelling and punctuation. (3-4 errors)	Has serious and persistent errors in word selection and use, sentence structure, spelling and punctuation.

Figure 3: Example on the compositions of an analytic rubric

\*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➤ **Benefits & Drawbacks**

- Benefits
  - i. Provide detailed feedback across multiple criteria
  - ii. Scoring of the criteria can be weighted to reflect relative importance
  - iii. Able to focus on students' strengths and weaknesses in performing the task
  - iv. Achieve higher consistency in grading across students and assessors
- Drawbacks
  - i. More time consuming to develop and adopt
  - ii. Unless each level of performance is well-defined, assessors may not arrive at the same score.

➤ **When to use**

- For formative type of assessment which aims to provide detailed feedback for students' improvements
- For assessments which test complicated or a number of attributes
- For assessment tasks asking for open ended or qualitative responses, such as essays, research reports, oral presentations, capstone reports, etc.



### 5.3 Item structure marking rubric

An item structure rubric presents a description for each level of performance in questions or problems structured into different parts of increasing complexity.

Similar to holistic rubric, the levels of performance are usually listed in the first column and their respective descriptions in the second column. Each part of a structured question will be mapped to different levels of performance and maximum marks will be allocated to each part of the question. The final mark would be the total of the marks obtained for each part of the question.

<b>Task: Solving a Mathematical Problem</b>			
Grade	Descriptor	Problem Part	Marks Allocated
A (Excellent)	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8
B (Good)	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6
C (Satisfactory)	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)	
D (Pass)	Able to solve a simple problem involving one aspect of a problem only	1(a)	6
F (Fail)	Unable to solve simple problems	-	-

Figure 4: Example of the composition of an item structure rubric

\*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

#### ➤ **Benefits & Drawbacks**

- Benefits
  - i. Able to assess the quality of quantitative responses by factoring in the levels of difficulty structured in the problem to solve
  - ii. Achieve higher consistency in grading across students and assessors
- Drawbacks
  - i. More time consuming to develop a reliable and valid set of structured problems
  - ii. Score-grade conversion involved can be complicated
  - iii. Reliability might be affected with some outliers being able to answer sophisticated questions but not the simple questions and vice versa.

#### ➤ **When to use**

- Appropriate for mathematically based assessment tasks or other tasks that collect quantitative responses (such as multiple choice questions)

➤ **When to use**

- Appropriate to assessment items composed of parts of increasing complexity such as more quantitative items, with each part aligned with the marking rubric descriptor – quantitative responses

## **6.0 Guidelines for developing rubrics**

The process of developing rubrics might be exhaustive for the first time. The following section provides step-to-step guidelines for developing a rubric.

### ***Step 1 - Identify the purpose and aims of assessing students***

Determine if the assessment is for certification, prerequisite of another subject or an assessment contributing to the students' graduation award classification.

### ***Step 2 - Identify what to assess***

- Review subject description form to identify the subject intended learning outcomes for assessment.
- Align the assessment tasks with the intended learning outcomes and learning activities.

### ***Step 3 - Select an appropriate type of rubric***

- Determine whether a holistic, analytic or item structure rubric is more appropriate. The choice will depend on the assessment type adopted (formative, summative or mathematically based).

### ***Step 4 - Identify the performance criteria for assessing student work***

- List down criteria to be assessed in the task. For example, criteria such as introduction, content, presentation, organization and time-management maybe set for a presentation rubric. A sample of common criteria for different assessments has been attached as Appendix 1 for reference.

### ***Step 5 - Identify the levels of performance***

- Appropriate levels of performance have to be identified and adopted to allow assessors to grade and students to identify their level of performance.
- Rubrics developed should adopt the similar grading levels as presented in the Institutions Subject Level Grading Descriptors (ISLGD) (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

### ***Step 6 - Describe each level of performance (grading descriptors)***

- Write the grading descriptors for each level of performance with the variance between each level being as equal as possible. To begin with, the descriptors of the highest and lowest levels shall be drafted first. Subsequently, fill in the descriptors for the levels in between.
- Each descriptor and each level of performance shall be mutually exclusive.
- The descriptors would best be focusing on the quality and quantity expected from the student rather than on the absence of them.
- Retain the aspects in the descriptors similar for all levels of performance. For instance, if your descriptors for the intermediate level of performance focus on aspects such as quantity, clarity and details, it would be best to also include them in the descriptors of other levels of performance.
- Adopting objective descriptors, instead of subjective ones, to make it easier for readers to understand. For instance, describing “The analysis contains no errors” is more explicit than “The analysis is good”. The description “no errors” is quantifiable while “good” relies more on the assessor’s judgement.

### ***Step 7 - Pilot the rubrics***

- Conducting a trial test or “calibration” process on several samples of work with several assessors using the developed rubric to ensure the inter-rater reliability of the rubrics and consistency of grading. Fine-tuning of the rubric may be required if the grades resulting from the trial deviates extensively. The outcome of the calibration process ensures that all assessors interpret the rubric in the same way and increases the reliability and consistency of the rubric. Eventually, grade inflation or deflation in an assessment may be circumvented extensively.
- Assessors should collect samples of students’ work for each level of performance which shall serve as benchmarks for students and assessors, and as an evidence for any quality assurance audit.

### ***Step 8 - Periodical review / revisions to rubrics as necessary***

- As stated in the University’s rubrics policy, to ensure that the rubrics reflect a suitable level of academic standards, samples marked with the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.

### ***Optional - Developing rubrics with students***

- Developing rubrics with students would help students to better understand the content and purpose of rubrics. Communicating the criteria and standards well ahead may assist students in preparing for assessments and greatly reduce future disputes on grades.

## **7.0 Suggestions for Implementation of Rubrics**

Programs and/or Departments may wish to develop generic rubrics for common assessment items which can be adapted for use in particular circumstances. If the generic items are aligned with the Institutional Level Subject Grading Descriptors, then consistency of standards across assessment items and subjects within the program can be enhanced. Students will experience a more coherent set of standards. Staff will experience a more efficient process of developing their marking rubrics.

## **8.0 Rubric examples**

A collation of rubric examples collected from a variety of publicly available sources is provided at Appendix 2 to illustrate how different criteria and their respective levels of performance can be described for some common assessment tasks. While these examples are not meant to be perfect, they are generic in nature and may constitute a good reference for similar assessment tasks within a discipline or across. Yet, assessors shall ensure the rubric is sufficient in presenting the criteria and standards for assessing the mastery of the subject matter.

It is reminded that all rubrics shall be aligned with the Institutions Subject Level Grading Descriptors (ISLGD) as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1. The alignment with the ISLGD shall be focused on the standards of different levels of performance while the aspects within the descriptors maybe unique to particular subject matter or field of study requirement. The purpose of such alignment is to achieve quality assurance by ensuring consistency of standards across assessment items and subjects within and across programme.

## 9.0 Additional Sources and References

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This guide is developed by The Working Group on Subject Quality Assurance at PolyU.

Members include:

Dr M.S. Wong	(BME)	Co-Chair in the Chair
Dr Shirley Ngai	(RS)	Co-Chair
Prof. Chetwyn Chan	(RS)	Ex officio AVP(LT)
Prof. Michael Prosser		External Consultant
Dr Chi-Wah Leung	(AP)	
Dr Tracy Mok	(ITC)	
Dr Alice Shiu	(AF)	
Dr Ricky Chan	(MM)	
Dr Jonathan Chan	(BSE)	
Dr Wallace Lai	(LSGI)	
Dr Bin Xiao	(COMP)	
Dr Wo Wong	(ME)	
Dr Lang Chen	(CC)	
Dr Alan Urmstorn	(ELC)	
Dr Janet Leung	(APSS)	
Dr Zenobia Chan	(SN)	
Mr Fred Han	(SD)	
Mr Man-To Yiu	(SD)	
Dr Chloe Lau	(SHTM)	
Dr Mimi Li	(SHTM)	
Dr Pakey Chik	(EDC)	
Dr Barbara Tam	(EDC)	
Mr Kenneth Tam	(EDC)	
Mr Joe Koh	(BME)	Secretary

### **Sample Criteria for Developing Rubrics**

Included below are sample criteria for you to consider as you develop a grading rubric. As you develop your rubric, consider the essential knowledge and skills required for the assignment/assessment for which you are developing the rubric and develop and define the criteria accordingly. Then consider how you will weight these criteria relative to each other.

#### **Papers**

- clarity, organization, grammar
- context of & purpose for writing, content development, genre & disciplinary conventions, sources & evidence, control of syntax & mechanics
- communication, critical thinking, content
- thesis, structure, use of evidence, analysis, logic and argumentation, mechanics

#### **Presentations (individual)**

- content, organization, graphics, English, elocution, eye contact
- introduction, organization, context, evidence, analysis, presentation
- organization, language, delivery, supporting material, central message
- organization, subject knowledge, graphics, mechanics, eye contact, elocution

#### **Presentation (group)**

- individual presentation skills, group presentation skills, group organization, individual organization, individual content

#### **Debate**

- respect for other team, information, rebuttal, use of facts/statistics, organization, understanding of topic, presentation style

#### **Class Discussion**

- preparation, content, discussion/debate methods, discussion questions, communication skills

#### **Problem Solving**

- define problem, identify strategies, propose solutions/hypotheses, evaluate potential solutions, implement solution, evaluate outcomes
- statement of problem, correctness of proof
- understanding; strategies, reasoning, procedures; communication
- analysis, interpretation, application

#### **Lab Reports**

- organization, content, analysis, interpretation
- abstract/summary; introduction; experimental procedure; results (data, figures, graphs, tables, etc.); discussion; conclusions; spelling, grammar & sentence structure; appearance & formatting
- introduction, research, purpose/problem, procedure, data & results, conclusion, grammar & spelling, attractiveness, timeliness

### **Rubrics Examples**

There is a range of structures for marking rubrics. The following assessment rubrics are real examples. They are not perfect but real examples of assessment rubrics for your reference only.

Example 1: Report Writing

Example 2: Essay Writing

Example 3: Problem Questions / Multiple Choice Questions

Example 4: Oral Presentation

Example 5: Poster Presentation

Example 6: Practical Test

Example 7: Class Participation

Example 8: Capstone Project / Dissertation

More rubric examples are publicly available for reference at the university websites listed below.

We would like to express our sincere gratitude and appreciation to these institutions for kindly sharing their resources on the web.

<b><u>University</u></b>	<b><u>Link</u></b>
1. The Hong Kong Polytechnic University	<a href="https://www.polyu.edu.hk/wgsqa/assessment-rubrics/rubrics-examples">https://www.polyu.edu.hk/wgsqa/assessment-rubrics/rubrics-examples</a>
2. University of Hawaii	<a href="http://www.manoa.hawaii.edu/assessment/resources/rubricbank.htm">http://www.manoa.hawaii.edu/assessment/resources/rubricbank.htm</a>
3. Hong Kong Baptist University	<a href="http://chtl.hkbu.edu.hk/main/resources/rubrics/">http://chtl.hkbu.edu.hk/main/resources/rubrics/</a>
4. Charles Sturt University	<a href="http://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/example-rubrics">http://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/example-rubrics</a>
5. University of West Florida	<a href="https://uwf.edu/offices/cutla/supporting-pages/examples-of-rubrics/">https://uwf.edu/offices/cutla/supporting-pages/examples-of-rubrics/</a>
6. University of Southern Maine	<a href="https://usm.maine.edu/assessment/rubric-examples">https://usm.maine.edu/assessment/rubric-examples</a>



**Example 1****Assessment Task : Physics Research Report**

<b>Performance / Grade</b>	<b>Criteria</b>
<b>Excellent (A+ to A-)</b>	Demonstrate thorough mastery at an advanced level of extensive knowledge and skills required for attaining all the course learning outcomes. Show strong analytical and critical abilities and logical thinking, with evidence of original thought, and ability to apply knowledge to a wide range of complex, familiar and unfamiliar situations. Apply highly effective organizational and presentational skills. Apply highly effective lab skills and techniques. Critical use of data and results to draw appropriate and insightful conclusions.
<b>Good (B+ to B-)</b>	Demonstrate substantial command of a broad range of knowledge and skills required for attaining at least most of the course learning outcomes. Show evidence of analytical and critical abilities and logical thinking, and ability to apply knowledge to familiar and some unfamiliar situations. Apply effective organizational and presentational skills. Apply effective lab skills and techniques. Correct use of data of results to draw appropriate conclusions.
<b>Satisfactory (C+ to D)</b>	Demonstrate general but incomplete to partial but limited command of knowledge and skills required for attaining most to some of the course learning outcomes. Show evidence of some analytical and critical abilities and logical thinking to some coherent and logical thinking. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions, but with limited analytical and critical abilities. Show ability to apply knowledge to most familiar situation to limited ability to apply knowledge to solve problems. Apply moderately effective to limited or barely effective organizational and presentational skills. Apply moderately effective to partially effective lab skills and techniques. Mostly correct but some erroneous use of data and results to limited ability to use data and results to draw appropriate conclusions.
<b>Unsatisfactory (F)</b>	Demonstrate little or no evidence of command of knowledge and skills required for attaining the course learning outcomes. Lack of analytical and critical abilities, logical and coherent thinking. Show very little or no ability to apply knowledge to solve problems. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions.

**Example 2****Assessment Task : Humanities Essay**

<b>Performance / Grade</b>	<b>Criteria</b>
<b>(A)</b>	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
<b>(B)</b>	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills.
<b>(C)</b>	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
<b>(D)</b>	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
<b>(F)</b>	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level.

**Example 3****Assessment Task : Problem Question / Multiple Choice Questions (MCQs)**

Sample Question:

1. (a) Find the equation of the tangent plane to the surface  $xy + yz + zx = 5$  at the point  $(1,2,1)$ .

[6 marks]

**Question Difficulty*****Grade / level D***

- (b) Consider the function  $f(x,y,z) = 4x - y^2e^{3xz}$

(i) In which direction does  $f$  have its maximum rate of change at the point  $(3,-1,0)$ ? What is the maximum rate of change in this direction?

***Grade / level D***

(ii) Find the direction derivative of  $f$  at the point  $(3,-1,0)$  in the direction  $\vec{v} = (-1,4,2)$ .

***Grade / level C***

[6 marks]

- (c) (i) The equation  $x^3 + 2x^2yz + \sin z - 1 = 0$  defines  $z$  implicitly as a function of  $x$  and  $y$ , i.e.,  $z = z(x,y)$ . Find  $\frac{\delta z}{\delta x}$  and  $\frac{\delta z}{\delta y}$ .

***Grade / level C or B***

(ii) Consider now the function  $z = z(x,y)$  in part (i) above, and assume in addition that the variables  $x$  and  $y$  are functions of two other variables  $u$  and  $v$ :

***Grade / level A***

$$x = \frac{u^2 - v^2}{2}, \quad y = uv$$

Find  $\frac{\delta z}{\delta u}$ .

[8 marks]

\*The same concept is adopted for MCQs where questions of different levels of difficulties (Level A to D) are set.

**Marking Rubric**

Grade	Descriptor	Problem Part	Marks allocated	Marks obtained
A	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring the various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8	
B	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6	
C	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)		
D	Able to solve a simple problem involving one aspect of a problem only	1(a)	6	
F	Unable to solve simple problems			
		Total	20	

**Grade equivalents**

Total marks assigned	Grade Equivalent
0-9	F (Fail)
10-12	D (Pass)
13-15	C (Satisfactory)
16-18	B (Good)
19-20	A (Excellent)

**Example 4****Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Chinese Culture, PolyU.

**Assessment Task : Oral Presentation**

Grade	A	B	C	D	F
<b>Content</b>	The presentation communicates an argument that is clear and discernable. It provides accurate and complete explanation of key concepts and theories. All information included is consistently accurate.	The presentation contains an argument, but listeners must make a few mental leaps to put it together. Most explanation of key concepts and theories is accurate. Most information included is accurate.	The presentation attempts but fails to make an argument. Some explanation of key concepts and theories is inaccurate. Some information included is inconsistent or inaccurate.	The presentation shows very limited attempt to make an argument. The main point is unclear. Many of its explanation of the key concepts and theories is inaccurate. Many of the information included is inaccurate or inconsistent.	The presentation shows no attempt to make an argument. There is no main point but only inconsistent claims. It does not provide any explanation of the key concepts or theories. Most information included is inaccurate or inconsistent.
<b>Organization</b>	The presentation is well-structured by succinct introduction and conclusion. The transition between PowerPoint slides is exceptionally logical.	The presentation is structured by introduction and conclusion. The transition between PowerPoint slides is logical.	The presentation has a structure, but the introduction or conclusion is either too long or too short. The transition between PowerPoint slides is sometimes unlogical or strange	The structure of the presentation is apparently chaotic and confusing. The transition between PowerPoint slides is mostly unlogical and strange.	It is obvious that the presentation fails to build any kind of structure. The transition between PowerPoint is unlogical.
<b>Delivery</b>	The presentation is well-planned for the intellectual level and interest of intended audience, well-paced for	The presentation is well-planned for the intellectual level and interest of the intended audience,	The presentation attempts to engage the intended audience, but its content is too	The presentation shows very limited attempt to engage the audience. The content is obviously	The presentation does not show any attempt to engage the audience. The speaker reads the

Grade	A	B	C	D	F
	<p>audience understanding. It is not a reading of a paper. The speaker is comfortable in front of the audience and can be clearly heard by all. Time management and teamwork is excellent.</p>	<p>but the pace is slightly too fast or too slow. The speaker occasionally read the notes. He/she sometimes seems slightly uncomfortable, and the audience occasionally has trouble hearing the speaker. Time management and teamwork is appropriate.</p>	<p>elementary or complicated. The pace is sometimes too fast or too slow. The speaker sometimes reads the notes and seems uncomfortable. The audience sometimes has trouble hearing the speaker. Time management and teamwork needs to be improved.</p>	<p>too elementary or complicated for the audience. The pace is either too fast or too slow. The speaker mostly reads the notes and seems very uncomfortable. The audience should be very attentive to hear the speaker. Time management and teamwork is bad.</p>	<p>notes all the time and has no eye contact with the audience. Audience could not follow the speaker. No time management or teamwork.</p>
<b>Responsiveness to the audience</b>	<p>The speaker consistently clarifies his/her main point, and responds to questions actively. His/her body language reflects comfort interacting with the audience.</p>	<p>The speaker clarifies his/her main point and responds to questions actively. But sometimes his response is slightly inconsistent. His/her body language reflects quite comfort interacting with the audience.</p>	<p>The speaker is generally responsive to audience questions, but misses some opportunities for interaction. His/her body language reflects some discomfort interacting with audience.</p>	<p>The speaker responds to audience questions sometimes inadequate. Body language sometimes reveals a reluctance to interact with audience.</p>	<p>The speaker does not respond to audience questions, or responds totally inadequately. Body language reveals a reluctance to interact with the audience.</p>
<b>Use of Communication Aid</b>	<p>Communication aid greatly enhances the presentation. The font on the visuals is readable. Information is well curtailed to maximize audience comprehension. Appropriate pictures or videos are excellently</p>	<p>Communication aid enhances the presentation. The font on the visuals is mostly readable. Information is curtailed but occasionally with unnecessary details.</p>	<p>Communication aid generally contributes to the quality of the presentation. But the font on the visuals is sometimes unreadable. Information is sometimes not</p>	<p>Communication aid is not well- prepared. Mostly font size is too small to read. Information is not properly curtailed which obviously confuses the audience. Pictures or</p>	<p>Communication aid is poorly prepared and does not enhance the presentation at all. The font size is too small to read. Too much or too less information is</p>

Grade	A	B	C	D	F
	used to illustrate the speaker's main point.	Pictures or videos are used to illustrate the speaker's main point, but occasionally the relevance of is unclear.	properly curtailed which may confuse the audience. Pictures or videos are used to illustrate the speaker's main point, but sometimes the relevance is unclear.	videos are used but not relevant with the topic.	provided, which is not relevant with the topic at all. No pictures or videos are used, or if used they are not relevant with the topic.
<b>Language</b>	Sentences are complete and grammatical, flowing together easily. Words are well chosen and precisely express the intended meaning. The language enhances audience comprehension and enthusiasm for the topic.	Sentences are mostly complete and grammatical, flowing together quite easily. Words are mostly well chosen and precisely express the intended meaning. The language is free from jargon, and non-racist or sexist.	Sentences are sometimes incomplete or with grammatical errors, which distracts listener's understanding of the presentation. Vocabulary is limited or inappropriate sometimes. The language is mostly free from jargon, and non-racist or sexist.	Sentences are mostly incomplete or with many grammatical errors, making it very difficult for listeners to follow the speaker. Vocabulary is very limited or mostly inappropriate. There are many jargons and sometimes racist or sexist.	The presentation contains no complete or grammatically correct sentences, only fragmented phrases or words. Vocabulary is extremely limited or always inappropriate. The language is full of jargon, racist and sexist.

**Example 5**

**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

**Assessment Task : Poster Presentation**

Criteria	Excellent	Good	Satisfactory	Pass	Fail
<b>Visual Presentation / style</b>	<p>Overall visually appealing, well organized; colors, font size and pattern enhance readability from a distance (2 – 3 meters)</p> <p>Visuals and graphics are engaging and enhance the text content</p> <p>Content is clearly organized and arranged so that the viewer can understand the poster without narration</p>	<p>Overall visually appealing; well organized; colors, font size and patterns support readability, but might not allow for easy reading from a distance</p> <p>Visuals and graphics enhance the text content but could be more engaging</p> <p>Content is arranged so that the viewer can understand the poster without narration</p>	<p>Visual presentation adequate; colors, font size and patterns detract from readability; readability of the poster is somewhat inconsistent or distracting</p> <p>Visuals and graphics support the text content</p> <p>Content arrangement is somewhat confusing and does not assist the viewer to understand the poster without narration</p>	<p>Not very visually appealing; cluttered; colors, font size and patterns hinder readability or distracting</p> <p>Visuals and graphics do not enhance the text content</p> <p>Content arrangement is somewhat confusing and does not adequately assist the viewer to understand the poster without narration</p>	<p>Unappealing visual representation; messy organization; colors, font size and patterns hinder readability or is completely inadequate</p> <p>Visuals and graphics do disturb reader and hinder understanding of the text content</p> <p>Content arrangement is confusing and hinders the viewer to understand the poster without narration</p>
<b>Critical Appraisal</b>	<p>Thoroughly but concisely present and critically assess the main points of introduction, hypothesis, methods, results and conclusion</p>	<p>Adequately present and critically assess the main points of introduction, hypothesis, methods, results and conclusion in a fairly well-organized manner</p>	<p>Present the main points of introduction, hypothesis, methods, results and conclusion but not assessed critically, with sufficient detail or</p>	<p>Does not sufficiently present the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized</p>	<p>Does not present or critically assess the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized</p>



Criteria	Excellent	Good	Satisfactory	Pass	Fail
	<p>in a well-organized manner</p> <p>Significance/contributions of study are clearly articulated</p>	<p>Significance/contributions of study are articulated</p>	<p>presentation is not as well-organized</p> <p>Significance/contributions of study are partially articulated</p>	<p>Significance/contributions of study are not sufficiently articulated</p>	<p>Significance/contributions of study are not articulated at all</p>
<b>Oral presentation skills</b>	<p>Presenter’s response to questions demonstrate excellent knowledge of subject matter</p> <p>Responses to questions are engaging, thorough, and add greatly to the poster presentation</p>	<p>Presenter’s response to questions demonstrate good knowledge of subject matter</p> <p>Responses to questions are adequate, and add to the poster presentation</p>	<p>Presenter’s response to questions demonstrate some knowledge of subject matter</p> <p>Responses to questions are satisfactory, but does not complement the poster presentation</p>	<p>Presenter’s response to questions demonstrate limited knowledge of subject matter</p> <p>Responses to questions are somewhat lacking</p>	<p>Presenter’s response to questions demonstrate lack of knowledge</p> <p>Responses to questions are lacking</p>

**Example 6**

**Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

**Assessment Task : Practical Test**

**Example 7**

Criteria	Excellent	Good	Satisfactory	Pass	Fail
<b>Patient Handling (25%)</b>	<p>Student sets up surrounding environment safely and efficiently prior to performance of task.</p> <p>Student always practices in safe manner that minimizes risk to patient.</p> <p>Student always utilizes proper therapist body mechanics during session.</p>	<p>Student sets up surrounding environment safely prior to performance of task. Some minor errors in efficiency/organization with self-correction of errors before task begins.</p> <p>Student practices in safe manner that minimizes risk to patient most of the time</p> <p>Student utilizes proper therapist body mechanics very frequently during session</p>	<p>Set-up of environment has 2-3 minor errors in safety or 1 major error. Recognizes and corrects errors during or directly after task</p> <p>Student practices in safe manner that minimizes risk to the patient some of the time.</p> <p>Student sometimes utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Recognizes and corrects less than 50% of errors during or directly after task.</p> <p>Student rarely practices in safe manner that minimizes risk to the patient</p> <p>Student rarely utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Does not recognize or self-correct during task.</p> <p>Student does not practice in safe manner and demonstrates significant risk to patient.</p> <p>Student never utilizes proper therapist body mechanics during session</p>
<b>Professional Behavior (25%)</b>	<p>Always demonstrates professional demeanor when interacting with patient.</p>	<p>Demonstrates professional demeanor when interacting with patient most of the time.</p>	<p>Demonstrates professional demeanor when interacting with patient some of the time. Makes minor</p>	<p>Rarely demonstrates professional demeanor when interacting with patient. Makes frequent errors and does not self-</p>	<p>Unacceptable professional demeanor. Makes frequent major errors and does not self-correct.</p>

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	<p>Always provides clear, precise, and timely directions and/or cues to patient.</p> <p>Always uses professional terminology appropriately</p>	<p>Provides clear, precise, and timely directions to patient most of the time.</p> <p>Uses professional terminology appropriately most of the time</p>	<p>errors that are self-corrected.</p> <p>Directions provided are overall understandable but lack detail.</p> <p>Uses professional terminology appropriately some of the time</p>	<p>correct in timely manner.</p> <p>Directions provided are mostly vague or difficult to understand.</p> <p>Rarely uses accurate professional terminology or has frequent errors in usage</p>	<p>Directions provided are unclear and difficult to understand.</p> <p>Does not utilize accurate professional terminology</p>
<b>Assessment / Treatment Intervention (25%)</b>	<p>Always chooses most appropriate assessment(s) or treatment(s) for condition</p> <p>Performs all interventions in technically competent manner</p> <p>Always adjusts/adapts task based on patient's response as necessary</p>	<p>Assessment(s)/treatment(s) chosen are mostly appropriate for specific condition(s) of case</p> <p>Performs interventions in technically competent manner most of the time.</p> <p>Adjusts/adapts the task based on patient response most of the time.</p>	<p>Assessment(s)/treatment(s) chosen are somewhat appropriate to condition.</p> <p>Performs some interventions in technically competent manner. Frequent errors that are mostly self-corrected.</p> <p>Adjusts/adapts the task based on patient response some of the time</p>	<p>Assessment(s)/treatment(s) chosen are rarely appropriate to case</p> <p>Very few interventions are performed in technically competent manner</p> <p>Rarely adjusts/adapts the task based on patient response</p>	<p>Assessment(s)/treatment(s) are inappropriate for condition.</p> <p>None of the interventions are performed in technically competent manner.</p> <p>Does not adjust or adapt the task based on patient response.</p>
<b>Assessment /Treatment Rationale (25%)</b>	<p>Synthesizes all important information from case to choose most appropriate treatment or intervention</p>	<p>Synthesizes most important information from case to choose appropriate treatment or intervention</p>	<p>Synthesizes some important information from case. Misses some key details.</p> <p>Presents fair rationale for clinical decisions.</p>	<p>Poor synthesis of important information from case. Misses several key details.</p> <p>Presents poor rationale for clinical decisions</p>	<p>No attempt to synthesize information from case.</p> <p>No logical justification presented to justify clinical decisions</p>

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	Presents excellent logical rationale for clinical decisions	Presents good logical rationale for clinical decisions			

**Example 7****Acknowledgement:**

This sample rubric has been adopted and modified from the information provided by the School of Nursing, PolyU.

**Assessment Task : Class Participation**

<b>Grade</b>	<b>Criteria</b>
A	Demonstrate evidence of original thought, strong analytical and critical abilities as well as thorough grasp of the topic from background reading, own experiences and analysis; should demonstrate excellent organizational, theoretical and facilitation skills
B	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and facilitation skills.
C	Demonstrate evidence of a reasonable grasp of their topic but most of their information is derivative with rather little evidence of critical thinking should demonstrate fair organization rhetorical and facilitation skills.
D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, answer are largely irrelevant. The work is likely to show major misunderstanding and confusion.

**Example 8**

**Acknowledgement:**

This sample rubric has been adopted and modified from the publicly available information provided by Charles Sturt University.

**Assessment Task : Capstone Project for Bachelor of Integrated Studies**

Indicator	Excellent	Good	Satisfactory	Pass	Fail
<p><b>Interdisciplinary Work</b></p> <p><i>Target: The student makes multiple connections and conclusions across three disciplines during the Capstone Experience</i></p>	<p>The student demonstrates <b>deep</b> understanding of an issue from <b>multiple</b> disciplinary perspectives. During the defense, the student provides <b>rich</b> synthesis, analysis, and/or creativity from all <b>three</b> areas of study.</p>	<p>The student connects examples, facts, or conclusions from all <b>three areas</b> of study. During the defense, the student provides <b>good</b> synthesis, analysis, and/or creativity from all <b>three</b> areas of study.</p>	<p>The student minimally relates examples, facts, or conclusions from all <b>three areas</b> of study. During the defense, the student provides <b>minimum quality</b> of synthesis, analysis, and/or creativity.</p>	<p>The student minimally relates examples, facts, or theories <b>from at least one</b> area of study. During the defense, the student <b>lacks depth</b> of understanding and/or creativity for an issue from multiple perspectives.</p>	<p>The student does <b>NOT</b> relate examples, facts, or theories at a basic level. During the defense, the student <b>fails</b> to meet minimum BIS Department standards for synthesis and creativity.</p>
<p><b>The Capstone Project Experience/Report</b></p> <p><i>Target: The student identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement through a well-crafted written report</i></p>	<p>The student demonstrates <b>superior</b> understanding of an issue, topic, or creative process and creates a <b>powerful</b> Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates <b>high</b> quality understanding of an issue, topic, or creative process and creates a <b>good</b> Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates <b>minimum quality</b> of understanding of an issue, topic, or creative process and creates a <b>fair</b> Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates <b>minimum quality</b> of understanding for an issue, topic, or creative process and creates a Capstone Project Report that represents a <b>minimum</b> quality of work, creative process, and/or understanding.</p>	<p>The student does <b>NOT demonstrate</b> minimum quality or understanding for an issue, topic, or creative process. The Capstone Project Report <b>fails to meet</b> BIS Departmental standards and expectations.</p>

Indicator	Excellent	Good	Satisfactory	Pass	Fail
<p><b>Knowledge, Skills, and Research Base</b></p> <p><i>Target: The student effectively uses, synthesizes, and reports key research, theory, and/or skills from three disciplines in the capstone project</i></p>	<p>The student demonstrates <b>superior</b> use and integration of theory, research, and best practices in <b>three</b> academic disciplines. The Capstone project report shows <b>sophisticated</b> use and integration of knowledge bases.</p>	<p>The student demonstrates <b>high</b> quality in use and integration of theory, research, and best practices from <b>three</b> academic disciplines. The Capstone Project Report shows <b>strong</b> knowledge and integration of knowledge bases.</p>	<p>The student demonstrates <b>acceptable</b> use and integration of theory, research, and best practices from at least <b>two</b> disciplines. The Capstone Project Report shows <b>good</b> knowledge and use of theory bases, but is limited in rigor and/or integrating three academic disciplines.</p>	<p>The student demonstrates <b>minimum</b> use and integration of theory, research, and best practices from <b>one or two</b> academic disciplines. The Capstone Project Report meets a <b>minimum</b> standard for knowledge and use of theory base. Lack of rigor is very apparent.</p>	<p>The student does <b>NOT demonstrate</b> minimum use or integration of theory, research, and best practice. The Capstone Project Report <b>fails</b> to meet minimum standards for knowledge and use of theory bases.</p>
<p><b>Methods or Creativity</b></p> <p><i>Target: The student creates and implements robust methods for studying/creating a powerful capstone project</i></p>	<p>The Student demonstrates <b>superior</b> methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a <b>robust</b> Capstone Experience.</p>	<p>The Student demonstrates <b>strong</b> methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a <b>good</b> Capstone Experience.</p>	<p>The Student demonstrates <b>acceptable</b> methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects an <b>acceptable</b> Capstone Experience.</p>	<p>The Student demonstrates <b>minimum</b> methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a <b>barely acceptable</b> Capstone Experience. The experiences and or Capstone Project Report has obvious weaknesses.</p>	<p>The student does <b>NOT demonstrate</b> <b>minimum</b> methods and/or creativity in the Capstone Experience. The Capstone Project Report <b>fails</b> to describe or reflect minimum standards for the Capstone experience.</p>

Indicator	Excellent	Good	Satisfactory	Pass	Fail
<p><b>Analysis/Results Conclusions, and/or Product</b></p> <p><i>Target: The student effectively analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity</i></p>	<p>The Capstone Project Report and/or product demonstrates <b>sophisticated</b> levels of understanding and application of the experience. The Capstone Project Report reflects <b>superior</b> learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates <b>strong</b> levels of understanding and application of the experience. The Capstone Project Report reflects <b>solid</b> learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates <b>moderate</b> levels of understanding and application of the experience. The Capstone Project Report reflects <b>moderate</b> learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates a <b>minimum</b> level of understanding and application of the experience. The Capstone Project Report reflects <b>basic</b> understanding but lacks academic rigor.</p>	<p>The Capstone Project Report does <b>NOT demonstrate</b> a minimum level of understanding and application of the experience. The Capstone Project Report <b>fails</b> to meet minimum standards for academic rigor.</p>
<p><b>Grammar, Syntax, and Mechanics</b></p> <p><i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i></p>	<p>The student <b>skillfully uses</b> written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing <b>flows coherently</b> and <b>fluently</b> throughout the project and demonstrates a <b>superior</b> command of written communication.</p>	<p>The student uses written language <b>effectively</b> to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing <b>makes sense, flows smoothly</b> and demonstrates <b>quality</b> written expression.</p>	<p>The student uses written language <b>effectively</b>; however, committee members <b>make frequently</b> content and/or mechanical suggestions. Stylistically, the writing <b>reads well</b> and is <b>free of obvious errors</b> in grammar, syntax, and mechanics writing.</p>	<p>The student <b>marginally</b> uses written language in the project. Stylistically, there are <b>many errors</b> in cohesion, grammar, syntax, and mechanics. The committee <b>expresses concern</b> about the student’s written language.</p>	<p>The student does <b>NOT</b> use written language for basic communication and expression. The Capstone Project is <b>poorly written</b> and <b>unacceptable</b>.</p>
<p><b>High Impact Practices</b></p> <p><i>Target: The Capstone Project provides evidence of a high impact practice as</i></p>	<p>The student demonstrates LEAP High Impact Practices at <b>Superior</b> levels during the Capstone Experience.</p>	<p>The student demonstrates LEAP High Impact Practices at <b>Strong</b> levels during the Capstone Experience.</p>	<p>The student demonstrates LEAP High Impact Practices at <b>Moderate</b> levels during the Capstone Experience.</p>	<p>The student demonstrates LEAP High Impact Practices at <b>Weak</b> levels during the Capstone Experience.</p>	<p>The student <b>does not</b> demonstrate LEAP High Impact Practices during the Capstone Experience.</p>



Indicator	Excellent	Good	Satisfactory	Pass	Fail
<i>defined by LEAP. These include: (a) collaborative learning projects, (b) undergraduate research, (c) public performances, (d) diversity/global learning, (e) community engaged learning, (f) internships, or (g) intensive writing.</i>					

Excerpt from Handbook on Academic Regulations for Taught Programmes, C1, Section 8

## 8 Grading

**8.1** Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows from 2020/21 onwards. For the short description of subject grades and elaboration on subject grading descriptions for 2019/20 and before, please refer to the previous editions of this handbook:

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

Notes:

- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

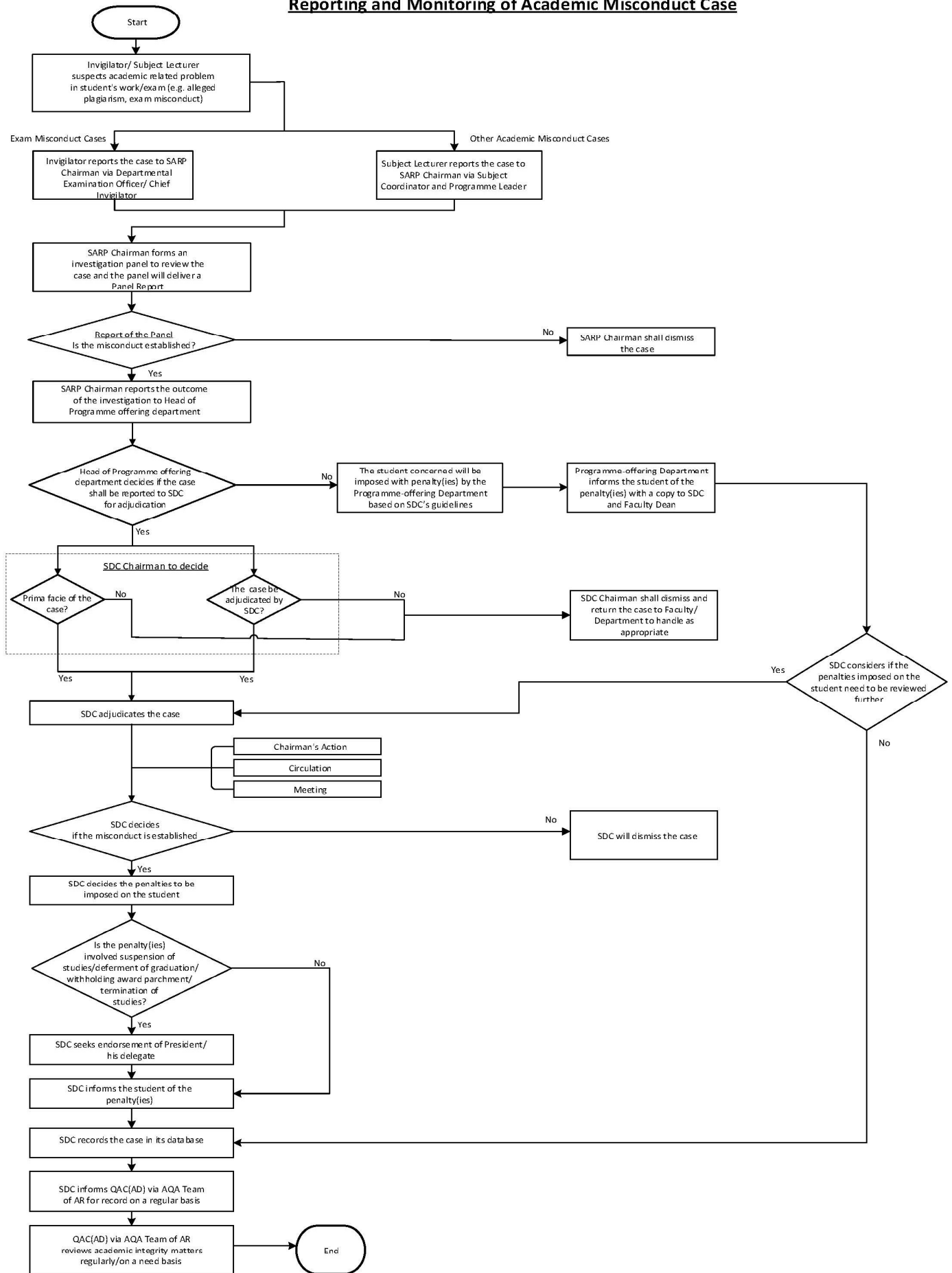
Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+

**8.2** A numeral grade point is assigned to each subject grade.

**8.2.1** The grade points assigned to subject grades attained by students from 2020/21 are as follows:

<i>Grade</i>	<i>Grade Point for grades attained from 2020/21</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

**Reporting and Monitoring of Academic Misconduct Case**



## Orientations for programme/course leaders



The poster features a central illustration with a man in a blue suit standing on a blue bar chart, holding a red flag. Other figures are shown working with gears, a laptop, and a lightbulb. The background includes a large clock face, a bar chart, and a pie chart.

**THE HONG KONG POLYTECHNIC UNIVERSITY**  
香港理工大學

**EDC** Educational Development Centre  
教學發展中心

## Orientation for Programme Leaders

**1 September 2020 (Tue) 11:00-12:00**

**Venue: Online**

**Facilitators: Dr Julia Chen (EDC), Dr Man-Kwong Leung (AR)**

This orientation gives an overview of the role of a programme leader and the process of programme quality management. It elucidates the context for and rationale behind programme design and introduces the key concepts and mechanisms in programme quality management. The orientation is designed primarily for programme leaders who are new to the role. Experienced programme leaders are also encouraged to attend to refresh and update their understanding and share their experience.

**Registration: <https://forms.gle/sTnffhXFbjwdwaRY6>**

## Orientation for Course Leaders of Continuing Education Courses



**24 November 2020 (Tue) 11:00 am - 12:00 nn**

**Venue: Online**

**Facilitators: Dr Julia Chen (EDC), Dr Man-Kwong Leung & Carol Huen (AR)**

This orientation gives an overview of the process of course approval and quality management. It walks through the course design and approval process and explains the key concepts in course quality management. The orientation is designed primarily for course leaders and administrators who are new to the role. Experienced course leaders and administrators are also encouraged to attend to refresh and update their understanding and share their experience.

**Registration: <https://edc.polyu.edu.hk/regform>**

*To join the online workshop, please click on the link to register with your NetID.  
You will receive an email which has the link to access the session.*