

Student Feedback Questionnaire (SFQ) Guide



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Introduction

This guide is designed to provide staff with a quick overview of the SFQ at PolyU, focusing primarily on **operational aspects**. For information on policies, please refer to the [Handbook on Teaching Evaluation](#). For guidance on navigating the SFQ system, please refer to the system manuals.

1. Purpose of SFQ

- 1.1 The Student Feedback Questionnaire (SFQ) is one of the formal channels at PolyU to collect student feedback on teaching and learning. The SFQ results can be used by the teaching staff and programme/subject team to identify the strengths and weaknesses of a subject as well as the teaching of the staff member concerned for their reflections and improvements. They will also be used as **one of the sources of evidence** in judging a staff member's teaching performance in the annual staff appraisal [see [Operation Manual of The 2011 Framework for Appointment, Promotion and Retention of Academic Staff \(HRO, 2012\)](#)].

2. PolyU policy on SFQ

- 2.1 Since the 2014/15 academic year, all SFQs have been conducted online via the SFQ system, replacing the previous in-class, paper-based format. The policies for administering the SFQ — endorsed by the Academic Council (AC) and the Learning and Teaching Committee (LTC) — are outlined in the [Handbook on Teaching Evaluation](#).
- 2.2 **All full-time and part-time staff teaching on PolyU award-bearing programmes with a valid PolyU NetID and the subject has valid AR record(s) of student enrolment** are included in the SFQ and their SFQ results must be incorporated into the calculation of the faculty and departmental SFQ norm. TAs or research students who are required to teach should be excluded from the SFQ. For further details, please refer to the [Handbook on Teaching Evaluation](#).

3. Confidentiality and Anonymity in SFQ

3.1 Confidentiality is emphasised in SFQ. All SFQ data and reports related to individual staff members are confidential. Only the staff member, the Head of Department, and other relevant people or committees (such as appraisers) can see the full report and the report for staff appraisal, if necessary.

3.2 To see who can access each type of report, please look at the table below.

SFQ reports/data		HoD/Dean	Subject Leader	Subject Teacher	Departmental SFQ Admin
Faculty Norm Report (all faculties)		✓	✓	✓	✓
Departmental Norm Report (your department only)		✓	✓	✓	✓
SFQ Full Report		✓ (your department)		✓ (your class)	
SFQ Subject Report		✓ (your department)	✓ (your subject)		✓ (your department)
Report for Staff Appraisal		✓ (your department)		✓	
SFQ Anonymous Raw Data	About Subject		✓ (your subject)	✓ (your class)	✓ (your department)
	About Staff			✓ (your class)	
Class Averages		✓ (your department)			

Notes:

- **All faculties:** Access covers all faculties.
- **Your department:** Access is limited to the department you belong to.
- **Your subject:** Subjects you are responsible for.
- **Your class:** Classes you have taught.

3.3 Information about students' participation and their individual responses will remain anonymous to teachers and departments and will not be shared with the department(s) or any staff members. However, the system will securely record student identities internally to prevent duplicate promotions and support administrative processes.

- 3.4 Requests from staff to exclude specific students from participating in the SFQ, or to omit student responses from the SFQ results **will not be considered**. The University is committed to ensuring that all students have the opportunity to provide feedback confidentially and anonymously. All collected student responses are included in the calculation of SFQ results.

4. Importance of Accurate Teaching and Enrolment Records

- 4.1 The administration of the SFQ relies on accurate Academic Registry (AR) records for teaching assignments and student enrolments. Inaccurate or incomplete records can cause issues with SFQ administration. Departments must ensure that all teaching assignments and student enrolments — including tutorials, seminars, laboratories, and studios — are **accurate, complete** and **regularly updated** in the AR system.

Key Points:

- Teaching staff must have a valid PolyU NetID (not a pseudo NetID) recorded in the AR system for SFQ. **No SFQ can be conducted for staff members who do not have a valid NetID, or if the subject does not have valid AR records of student enrolment.** Departments should ensure all staff, especially part-time lecturers, have a valid NetID.
- Departmental SFQ administrators should contact AR staff for any updates or issues, **allowing at least one day for changes to reflect in the SFQ system.**
- To prevent errors, students wishing to change seminar/tutorial groups **must seek approval** from their subject teachers, who should inform the department to update enrolment records in the AR system.

5. Structure and Items of SFQ

5.1 The SFQ form consists of two sections, namely, “Section I About the Subject” and “Section II About the Staff Member”. The structure and items are outlined as follows:

Section I – About the Subject

- 8 standard items on students’ learning experience of the subject

Item	English	Traditional Chinese (For FH)	Simplified Chinese (For FB, FHSS, SHTM)
1A1.	I have a clear understanding of what I am expected to learn from this subject.	我清楚知道本科目要求我學到甚麼。	我清楚知道本科目要求我学到甚么。
1A2.	The teaching and learning activities (e.g. lectures, discussions, case studies, projects, etc.) have helped me to achieve the subject learning outcomes.	本科的教學活動（例如講課、討論、個案研究、項目研究等）能幫助我取得科目所要求達到的學習成果。	本科的教学活动（例如讲课、讨论、个案研究、项目研究等）能帮助我取得科目所要求达到的学习成果。
1A3.	The assessments require me to demonstrate my knowledge, skills and understanding of the subject.	本科的考核項目要求我展示我所學到的知識、技能以及我對科目的理解。	本科的考核项目要求我展示我所学到的知识、技能以及我对科目的理解。
1A4.	I understand the criteria according to which I will be graded.	我知道我在本科的成績等級是依據甚麼標準而評定的。	我知道我在本科的成绩等级是依据甚么标准而评定的。
1A5.	Relative to the subject learning outcomes, the workload for this subject has been: *	就科目所要求達到的學習成果而言，本科目的功課量 *	就科目所要求达到的学习成果而言，本科目的功课量*
1A6.	On average, about how many hours per week during semester time did you spend on studying the subject (including attending classes, preparing for or revision after class, doing assignments or projects, preparing for tests and examination, etc.)? [For DSR subjects only] **	在學期當中，你每周用在學習本科目的時間（包括上課、課前預習或課後復習、做習作、準備測驗或考試等）平均是多少？ **	在学期当中，你每周用在学习本科目的时间（包括上课、课前预习或课后复习、做习作、准备测验或考试等）平均是多少？ **
1A7.	The teaching and learning activities engaged me to learn actively.	本科目的教學活動令我主動地學習。	本科目的教学活动令我主动地学习。
1A8.	Overall, I am satisfied with my learning experience in this subject.	整體來說，我對本科目的學習經驗感到滿意。	整体来说，我对本科目的学习经验感到满意。

Rating scale for majority items: 1=Strongly disagree, 2=Disagree, 3=No Strong View, 4=Agree, 5=Strongly agree

* Rating scale for 1A5: 1=Too light, 2=Appropriate, 3=Too heavy

** Rating scale for 1A6: 1=Less than 5 hours, 2=Add 5 to 7 hours, 3=About 8 to 10 hours, 4=About 11 to 13 hours, 5=14 hours or more

- A set of customised items on the achievement of learning objectives/intended learning outcomes (General University Requirements (GUR) subjects only). For the customised items for GUR subjects, see [Appendix A](#).
- A maximum of 5 additional items set by the Subject Leader (optional)
- 2 **standard** open-ended items

Item	English	Traditional Chinese (For FH)	Simplified Chinese (For FB, FHSS, SHTM)
1D1.	What aspects of the subject were most useful to your learning?	本科目哪些方面對你的學習最有用?	本科目哪些方面对你的学习最有用?
1D2.	How could the subject be improved to help you learn better?	本科目可以如何改善，以幫助你學得更好?	本科目可以如何改善，以帮助你学得更好?

Section II – About the Staff Member

- A set of Faculty-based items endorsed by the respective Faculty Board. For the standard items used across Faculties/School, see [Appendix B](#).
- 2 **standard** questions on the overall view about the teaching of the staff member

Item	English	Traditional Chinese (For FH)	Simplified Chinese (For FB, FHSS, SHTM)
2A6.	The teaching of the staff member has provided me with a valuable learning experience.	這位教師的教學給了我一個寶貴的學習經驗。	这位教师的教学给了我一个宝贵的学习经验。
2A7.	Overall, I think that the staff member is an effective teacher.	整體來說，我認為這位教師是一位高效能的教師。	整体来说，我认为这位教师是一位高效能的教师。

- 2 **standard** questions on the use of the medium of instruction

Item	English (For subjects with English as the medium of instruction)	Simplified Chinese (For FB subjects using a SFQ form in Chinese)
2B1.	To what extent has the staff member used English in his/her teaching?	这位教师在教学过程中有多少时间使用普通话?
2B2.	The staff member's spoken English was easy to understand.	

- A maximum of 5 additional items set by the individual subject teacher (optional)

- 2 **standard** open-ended items

Item	English	Traditional Chinese (Used by FH only)	Simplified Chinese (Used by FB, FHSS, SHTM only)
2D1.	What aspects of this staff member's teaching were most useful to your learning?	這位教師的教學哪些方面對你的學習最有幫助？	这位教师的教学哪些方面对你的学习最有帮助？
2D2.	How would you like the teaching be changed (if at all), to help you learn better?	你認為這位教師的教學可以怎樣改變（如果還需要改變的話）來幫助你學得更好？	你认为这位教师的教学可以怎样改变（如果还需要改变的话）来帮助你学得更好？

6. Which Subjects and Staff Require SFQ Administration?

6.1 SFQ should be conducted for **all staff in all of their subjects/classes** that they have a **major teaching responsibility**. A major teaching responsibility is considered as teaching contribution to the same component of the same subject of no less than 6 sessions (roughly 45%).

6.2 The SFQ form consists of two sections, namely, “Section I About the Subject” and “Section II About the Staff Member”:

- “Section I About the Subject” should be conducted **once only for each subject**, unless otherwise deemed appropriate by the Head of Department.
- “Section II About the Teacher” should be conducted for **staff member(s) with a major teaching responsibility**, unless otherwise deemed appropriate by the Head of Department.

6.3 Team-taught situations

6.3.1 In team-taught situations that all staff members do **not** have a major teaching responsibility, or in subjects with multiple teachers each teaching/supervising a small sub-group of students in class (e.g. studio class, FYP), **only “Section I About the Subject” of the SFQ** should be administered and “Section II About the Staff Member” should not be conducted for individual instructors unless the Head of Department deems it appropriate.

6.3.2 The SFQ will be administered by the **subject offering department**. As a general guideline, the subject code can be used to identify the relevant department.

6.4 Service teaching situations

- 6.4.1 In service teaching situations, the SFQ should be administered by the **subject offering department** using its faculty-based SFQ form regardless of the teaching staff's affiliated department. The Head of the staff's affiliated department can request the staff member concerned to submit the SFQ report of the subject if needed.
- 6.4.2 Final decisions on conducting the SFQ should be made by departments in consultation with the staff members concerned.

6.5 Which Session of the SFQ Should Be Conducted?

Examples	Required SFQ Forms/Sessions
A. Our department has another means to collect student feedback on teaching and learning. Can we opt out of the SFQ?	The administration of the SFQ is mandated by university policy and participation is required; opting out is not permitted.
B. Teacher B is responsible for delivering all lecture and tutorial sessions for a subject	Administer a single SFQ form covering both lectures and tutorials, evaluating both "Section I" and "Section II" of the SFQ.
C. In a team-taught situation where Teacher C is responsible for all the lectures and leads one of the three tutorial groups	For lecture component, administer both "Section I" and "Section II" of the SFQ for Teacher C to all students. For the tutorial component, administer "Section II" for each tutor to their respective tutorial group. Each student will complete two SFQ forms: one for the lecturer (Teacher C) and one for their tutor.
D. In a team-taught situation where the lectures are taught collaboratively by 3 teachers, each responsible for one-third of the lecture and leads a tutorial group of their own	For the lecture component, administer "Section I" for the mass lecture group (i.e. all students). No need to administer "Section II" since each staff member teaches less than 45% of the lecture component. Operationally, an appropriate and a convenient way to administer it is to assign the SFQ for the lecture component to the Subject Leader. For the tutorial component, administer "Section II" only for each tutorial group for each staff member. Each student will complete two SFQ forms: one on the subject and one on the teaching of his/her tutor.

Examples	Required SFQ Forms/Sessions
E. A staff member is responsible for 2 of 13 lecture sessions and 5 of 7 tutorial sessions of a subject.	<p>For the lecture component, no SFQ should be administered for the staff member because s/he does not teach more than 6 sessions (or 45%) of the lecture component.</p> <p>For the tutorial component in which the staff member teaches more than 45% of the 7 tutorial sessions, the department may consider conducting "Section II" for the staff member to collect student feedback on his/her teaching if needed.</p>

7. How will the SFQ be conducted?

7.1 The SFQ is intended for end-of-semester feedback on subjects and teaching and should not be used to collect interim feedback. Departments should use other means if they wish to collect interim feedback from students for subject improvement purposes.

7.2 **By default, the SFQ is conducted out-of-class.** However, teachers may choose to administer the SFQ during class time (in-class) if they receive approval from their DLTC.

7.2. Out-of-class SFQ

7.2.1 Out-of-class SFQ surveys are conducted during the standard survey periods near the end of semester, usually lasting about two weeks. The standard survey periods are as follows:

Semester 1 and 2	Summer Term
Teaching ends by week 7 : Monday of Week 6 to Tuesday of Week 8 of the semester	Monday of Week 6 to the day before the University exam period starts
Teaching ends after week 7 : Monday of Week 12 to the day before the University exam period starts	

7.2.2 To encourage students to complete the SFQ during the standard survey period, the following strategies are used:

- Students receive an email invitation on the first day of the survey period.
- Posters and banners are displayed across campus to raise awareness about the SFQ.
- Students who have not yet completed all required SFQs are sent reminders via email or SMS during the survey period.
- Students who have already completed all required SFQs will not receive further invitations or reminders.

- 7.2.3 Subject Leaders and teachers are encouraged to actively promote student participation in the SFQ. They may remind students to complete the SFQ by providing explanations during lessons or by sending additional email reminders during the survey period. Subject Leaders, Subject Teachers and Departmental SFQ Administrators can monitor response rates in real time and send reminder emails through the SFQ system to boost participation before the survey closes.
- 7.2.4 During the survey period, students can access the SFQ system at www.polyu.edu.hk/esfq/student and complete the SFQ at anytime and anywhere, up until the survey closes.

7.3. In-class SFQ

- 7.3.1 In-class SFQ is recommended for classes with low student enrolments (e.g., 30 or below) to boost the response rate. Exemption from approval to conduct in-class SFQ **within the 13-week teaching schedule** is given to **classes with enrolments of 30 or less**.
- 7.3.2 Staff members who wish to conduct in-class SFQ are required to provide justification and where appropriate, seek approval from their DLTC (or Head of Department if the requester is the DLTC Chair). From Semester 2, 2018/19 onwards, **all in-class SFQ requests must be submitted and approved (where appropriate) via the SFQ system**.
- 7.3.3 Staff members can decide on the start date for in-class SFQ administration and adjust the end date as necessary, provided both dates fall within the same semester in accordance with the academic calendar. The survey period is recommended to be at least three days and no more than two weeks, unless deemed appropriate by the Head of Department. Please note that the system may be temporarily unavailable on certain days due to scheduled maintenance or enhancements; staff are advised to take this into consideration when selecting survey dates.
- 7.3.4 The followings are used to promote SFQ participation among students during the designated survey period:
- No email invitation** will be sent to students at the start of the survey period.
 - Only one email reminder** will be sent to students who have not responded, on the second day of the designated survey period, unless the designated survey period overlaps with the standard survey period.
 - Staff may encourage participation and monitor response rates through the SFQ system.

7.3.5 All in-class SFQs must be administered by departmental administrative or support staff. Before starting, staff should clearly inform students about:

- Which staff member(s), subject and teaching component(s) being evaluated
- Purpose of the SFQ
- Instructions for completing the SFQ

7.3.6 **No spare mobile devices will be provided.** The administrative/support staff responsible for conducting the in-class SFQ should ask students without a device to complete the SFQ as soon as they have access.

7.3.7 A one-slide PowerPoint containing the SFQ QR code has been prepared for departmental use and reference. Departments are welcome to adapt the presentation to suit their needs. It can be downloaded from the EDC website: [here](#).

7.4 Can the settings or information of SFQ be amended?

7.4.1 As long as the SFQ for the class has not yet started, departmental SFQ administrators can disable the settings on the SFQ system by unchecking the “Confirm to Conduct Survey” box and make any necessary amendments accordingly. However, **once the survey has started, disabling/amending the settings is not possible.**

7.5 Can the SFQ be re-opened or extended?

7.5.1 Requests to reopen or extend the survey period because of low response rate **should not** be accommodated, unless the low response rate is caused by system error or service interruption during the survey period. In such cases, requests to reopen or extend the survey will be considered on a case-by-case basis.

7.6 Can students submit SFQ twice or change SFQ responses?

7.6.1 Each SFQ form can be **submitted only once**, and responses cannot be changed after submission. Students may save drafts and complete later, but only submitted forms are counted in the results.

7.6.2 If a student believes they have submitted incorrect feedback (e.g., mistaken the order of ratings and the corresponding scale descriptors), the student should contact SFQ Support (esfq.support@polyu.edu.hk). Any requests for changes will be considered on a case-by-case basis once the student’s claim has been verified.

7.7 How should the SFQ be conducted for subjects that do not follow the standard 13-week teaching schedule?

Example	SFQ Administration
A. Subjects that span over more than one semester, with teaching ending at a point within or shortly before the standard survey periods of the last semester	<ul style="list-style-type: none"> Conduct SFQ at the end of the Semester when the subject ends
B. Subjects that end within the standard 13-week semester period, but the teaching schedule is such that it makes the standard survey period inappropriate, e.g.: <ul style="list-style-type: none"> Teaching ends after Week 7 but before Week 13 Teaching ends in Week 6 and exam being held in Week 7 Subjects delivered in intensive teaching blocks 	<ul style="list-style-type: none"> Conduct out-of-class SFQ in the nearest standard survey period; OR Conduct in-class SFQ on a date deemed appropriate (requires approval from DLTC)
C. Classes that go beyond the regular 13-week teaching schedule where there is a need to conduct the SFQ outside the standard survey periods	<ul style="list-style-type: none"> Setting survey periods outside the standard survey periods needs to be done by the University SFQ Administrators. Departments should send a request to SFQ Support (esfq.support@polyu.edu.hk) with justification before setting up SFQ for the class.

8. Timeline for administering the SFQ

Key Events	Semester 1 & 2	Summer Semester
Launching of SFQ system Departmental SFQ administrators: <ol style="list-style-type: none"> 1) Check subject lists 2) Liaise with staff 3) Assign classes to be surveyed 4) Specify the mode of SFQ administration 5) Enter required information in the SFQ system 6) Input service teaching information for the semester Subject Leaders and/or Teachers: <ol style="list-style-type: none"> 1) Receive an email notification immediately after the Departmental SFQ Administrator confirms that the SFQ will be conducted for the selected class. 2) Review, check and confirm student enrolments, subject information and mode of SFQ administration with Departmental SFQ Administrator 3) Add any additional questions related to the subject and/or teaching 4) Update profile or upload a photo), if they wish 	Monday of Week 3 – Week 10	Monday of Week 2 – Week 5
Standard Survey Period (Mid-Semester)	Week 6 -Tuesday of Week 8	/
Last day for Departmental SFQ Administrators to submit in-class SFQ administration requests for the semester for the DLTC Chair's approval	Sunday of Week 10	Sunday of Week 4
Standard Survey Period (End-of-Semester)	Week 12 – Day before exam period start	Week 6 – Day before exam period start
System Maintenance and Results Processing	End of semester and first two weeks of the following semester	End of semester and the first week of the following semester

9. Analysis and Reporting of the SFQ

9.1. Reports

9.1.1 Educational Development Centre (EDC) will be responsible for analysing and reporting the SFQ data. Different reports will be prepared:

Report	Description	Release date
A. Full report	Includes results of the subject (Section I), if available, and for the individual staff member's teaching (Section II)	Released on the next working day after the finalisation of overall assessment results (refer to the academic calendar for specific dates).
B. Subject report	Includes results for the subject (Section I) only.	
C. Report for staff Appraisal	Includes results of the staff member's teaching (Section II) for previous years.	The release date is subject to change and will occur only after all out-of-class and in-class SFQs from all departments and faculties have been completed for the semester and all results have been fully processed.
D. Faculty norm report	Presents 3-year moving averages for the faculty, calculated from results of the last 9 semesters.	
E. Departmental norm report	Presents 3-year moving averages for the department, calculated from results of the last 9 semesters.	

9.1.2 The University has adopted the 3-year moving averages in replacement of cumulative norms since the 2018/19 academic year. Instead of including all data in the computation of the departmental and faculty norms, SFQ results of the last 9 semesters are used to calculate the 3-year moving averages.

9.1.3 Department concerned can access the subject reports for further distribution to various officers such as the Programme Leader and Departmental Learning and Teaching Committee (DLTC) Chairman for programme evaluation and improvement purpose. The Head of Department concerned has the discretion to disseminate the reports to relevant parties as needed.

9.1.4 It should be noted that SFQ results from classes with very low response rates (e.g., less than 30%) or a small number of responses (e.g., $n \leq 5$) should be interpreted and used with great caution especially in making judgments about the teaching performance of a staff member, as those results might be quite unreliable.

- 9.1.5 Students can access the aggregated SFQ results on “Section I About the Subject” of the subjects they studied after all SFQ reports (including the subject report, full report, report for staff appraisal, departmental norm report and faculty norm report) for the semester are finalised.

9.2. Data request

- 9.2.1 SFQ reports and anonymous raw data from previous semesters are stored securely. Academic staff can access the SFQ system to download reports and anonymous data for their own records.
- 9.2.2 Academic staff who have left PolyU and wish to retrieve reports should contact their former department to obtain both approval and authorisation from the Head of Department for SFQ Support to retrieve the requested reports and send them to the designated email address. After receiving approval, the request and supporting documentation should be submitted to SFQ Support, who will then release the requested reports to the designated email address.
- 9.2.3 Offices, units, or committees that currently do not have access to specific SFQ data for operational purposes must follow the Data Governance Framework for requesting the required data. For enquiries, please contact SFQ Support at esfq.support@polyu.edu.hk. All requests will be considered on a case-by-case basis.

10. Enquiry

- 10.1 For any queries, such as when departments, staff, or students encounter exceptional issues or unusual circumstances related to the SFQ, please contact the University SFQ Administrator at esfq.support@polyu.edu.hk. All enquiries and requests will be reviewed on a case-by-case basis, and appropriate arrangements will be made as necessary.

Appendix

Appendix A - Customised items in Section I About the Subject for GUR subjects

Customised items for Artificial Intelligence and Data Analytics Requirement (AIDA) subjects

1. This subject has enabled me to develop an understanding of the foundational concepts of Artificial Intelligence and Data Analytics (AIDA).
2. I have acquired basic skills in using AIDA technologies and applications.
3. I can articulate examples of how the adoption AIDA could enhance my chosen discipline.
4. I am more aware of global contemporary ethical issues and impact from AIDA applications in daily life.

Customised items for Cluster Areas Requirement (CAR) subjects

1. This subject has broadened my knowledge beyond my chosen discipline/Major.
2. This subject has enabled me to examine issues from a multidisciplinary perspective.
3. I have learned to think more systematically and critically as a result of studying this subject.
4. I have learned to become more active and independent in my study.
5. My literacy (e.g., reading and writing) skills have improved as a result of studying this subject. [For subjects with Read/Write requirements]

Customised items for Innovation and Entrepreneurship Requirement (IE) subjects

1. This subject has enabled me to develop an elementary understanding of innovation and entrepreneurship.
2. I have developed an appreciation of the importance of innovation and entrepreneurship in local and global community.
3. I have developed an appreciation of the applications and implications of the latest technologies on entrepreneurship and innovation in my chosen discipline.
4. This subject has enabled me to identify ethical issues in entrepreneurship and innovation.

Customised items for Language & Communication Requirement (LCR) subjects

Subject-specific items for LCR subjects (English)

ELC0011

1. This subject has improved my ability to deliver effective oral presentations.
2. This subject has improved my ability to write comparison and contrast texts.
3. This subject has improved my ability to write essays in which I express my views.

ELC0012

1. This subject has improved my ability to use appropriate language to participate effectively in small group discussions.
2. This subject has improved my ability to use appropriate tone and style in workplace writing.
3. This subject has improved my ability to write reports.

ELC1007

1. This subject has improved my ability to refer to sources when delivering academic oral presentations.
2. This subject has improved my ability to write comparison and contrast texts with recommendations and with reference to sources.
3. This subject has improved my ability to use appropriate vocabulary and grammar to write academic problem-solution essays.

ELC1008

1. This subject has improved my ability to plan, write and revise academic for and against essays that use sources.
2. This subject has improved my ability to plan, write and revise reports.
3. This subject has improved my ability to orally communicate in a group context.

ELC1011

1. This subject has improved my ability to improve my understanding of written and spoken texts.
2. This subject has improved my ability to write effective short texts.
3. This subject has improved my ability to develop my speaking skills.

ELC1012/13

1. This subject has improved my ability to refer to sources in my academic writing and oral presentations.
2. This subject has improved my ability to plan, write and revise academic essays.
3. This subject has improved my ability to deliver effective oral presentations.

ELC1014

1. This subject has improved my ability to use academic sources appropriately and effectively.
2. This subject has improved my ability to plan, write and revise position argument essays (i.e. one-sided discursive essays).
3. This subject has improved my ability to present views effectively and critically in spoken communication.

ELC2011

1. This subject has improved my ability to reflect on and critically analyse texts of different genres and styles, identifying the writer's aims and stance.
2. This subject has improved my ability to identify and evaluate language used to make claims and support these with valid arguments.
3. This subject has improved my ability to write a text that includes my opinion and interpretation of some key issues and demonstrates critical thinking and creativity.

ELC2012

1. This subject has improved my ability to write persuasive texts intended for a variety of audiences.
2. This subject has improved my ability to communicate persuasively in oral presentations.
3. This subject has improved my ability to make persuasive arguments in formal discussions.

ELC2013

1. This subject has improved my ability to examine and analyse literary texts on various themes from different perspectives.
2. This subject has improved my ability to discuss literary techniques employed by writers.
3. This subject has improved my ability to appreciate and articulate differences in textual and visual media representations.

ENGL2000

1. This subject has improved my ability to develop English speaking skills.
2. This subject has improved my ability to present views in a group context.
3. This subject has improved my ability to communicate in English.

Subject-specific items for LCR subjects (Chinese)**CBS0101P Speech Genres & Verbal Communication (口語表述與傳意)**

1. This subject has improved my ability to speak Putonghua with accuracy and fluency.
2. This subject has enabled me to master general sentence patterns for effective communication.
3. This subject has improved my ability to communicate successfully in Putonghua.
4. This subject has improved my ability to convey messages appropriately and functionally in Putonghua.

CBS0102P Basic Writing Skills (基礎中文寫作)

1. This subject has improved my ability to use Chinese vocabularies precisely.
2. This subject has enabled me to master accurate sentence patterns in written Chinese.
3. This subject has improved my ability to explain and argue effectively through written Chinese.
4. This subject has improved my ability to convey messages appropriately and functionally in written Chinese.

CBS0103P Chinese Communication for Higher Diploma (高級文憑基礎中文課)

1. This subject has enabled me to master the phonological system of Putonghua.
2. This subject has improved my Putonghua listening skills.
3. This subject has improved my Putonghua speaking skills for effective communication.
4. This subject has enabled me to master sentence structure in written Chinese.
5. This subject has enabled me to avoid code-mixing of English and Cantonese in written Chinese.
6. This subject has improved my ability to explain clearly and argue effectively in written Chinese.
7. This subject has improved my ability to write practical Chinese for communication.

CBS1100P Fundamentals of Chinese Communication (大學中文傳意)

1. This subject has enabled me to identify the major points of any message in Putonghua and written Chinese.
2. This subject has enabled me to master the form, organization, and style of different genres for communication.
3. This subject has improved my ability to convey messages through different genres, channels, media for communication.
4. This subject has enhanced my ability to express the goodness of “being responsible”, “being considerate”, and “being appreciative” in formal communication.

CBS2153 Intermediate Cantonese (Taught in English) [中級廣東話 (以英語授課)]

1. This subject has enabled me to pronounce Cantonese more accurately.
2. This subject has enabled me to use more vocabulary and different sentence patterns to conduct daily communicative tasks.
3. This subject has enabled me to comprehend simple messages conveyed in Cantonese.
4. This subject has enabled me to use simple Cantonese idioms and slangs.
5. This subject has enabled me to recognize often used Chinese Characters in daily life of the Cantonese setting.

CLC1101P Fundamentals of Chinese Communication (大學中文傳意)

1. This subject has enabled me to identify the major points of any message in Putonghua and written Chinese.
2. This subject has enabled me to master the form, organization, and style of different genres for communication.
3. This subject has improved my ability to convey messages through different genres, channels, media for communication.
4. This subject has enhanced my ability to express the goodness of “being responsible”, “being considerate”, and “being appreciative” in formal communication.

CLC1102P Advanced Communication Skills in Chinese (高階中文傳意)

1. This subject has improved my ability to communicate effectively in both spoken and written Chinese.
2. This subject has enabled me to master the format, organization and style in critical, persuasive, and editorial writing.
3. This subject has improved my ability to deliver public speech effectively.
4. This subject has improved my ability to appreciate and to produce creative Chinese writing.

CLC1103P Fundamentals of Chinese Communication for Higher Diploma Students (高級文憑實用中文課程)

1. This subject has enabled me to develop effective communication skills in both written Chinese and Putonghua required for basic usage in work-place.
2. This subject has enabled me to master the format, organization, language and style of expression in various genres of Chinese practical writing such as official correspondences, publicity materials, reports and proposals.
3. This subject has improved my ability to give formal presentation in Putonghua.
4. This subject has improved my ability to engage in formal discussion in Putonghua.

CLC1104C University Chinese (大學中文) (Taught in Cantonese)

1. This subject has consolidated my ability to identify and correct the most common errors in written texts.
2. This subject has developed my Chinese writing skills through the analysis and in-depth reading of selected literary masterpieces.
3. This subject has enabled me to master the format, organization, language and style of expression of various genres of Chinese writing.
4. This subject has improved my ability to produce formal presentations in spoken Chinese effectively and appropriately.

CLC1104P University Chinese (大學中文) (Taught in Putonghua)

1. This subject has consolidated my ability to identify and correct the most common errors in written texts.
2. This subject has developed my Chinese writing skills through the analysis and in-depth reading of selected literary masterpieces.
3. This subject has enabled me to master the format, organization, language and style of expression of various genres of Chinese writing.
4. This subject has improved my ability to produce formal presentations in spoken Chinese effectively and appropriately.

CLC1105C University Chinese for Higher Diploma Students (大學中文 – 高級文憑課程) (Taught in Cantonese)

1. This subject has improved my ability to identify and correct the most common errors in written texts.
2. This subject has enabled me to demonstrate the basic logic, format, structure and potentials behind Chinese
3. This subject has enabled me to make use of the resources available in producing different genres of Chinese writing according to the different communicative purposes.
4. This subject has improved my ability to perform oral presentations in a clear and systematic way.

CLC1105P University Chinese for Higher Diploma Students**(大學中文 – 高級文憑課程) (Taught in Putonghua)**

1. This subject has improved my ability to identify and correct the most common errors in written texts.
2. This subject has enabled me to demonstrate the basic logic, format, structure and potentials behind Chinese
3. This subject has enabled me to make use of the resources available in producing different genres of Chinese writing according to the different communicative purposes.
4. This subject has improved my ability to perform oral presentations in a clear and systematic way.

CLC1151 Chinese I (for Non-Chinese speaking students) 漢語 I (非華語學生課程)

1. This subject has enabled me to use the Hanyu Pinyin system for learning.
2. This subject has built up my basic vocabulary and basic sentence patterns in Chinese.
3. This subject has improved my ability to comprehend simple messages in Putonghua.
4. This subject has improved my ability to engage in simple daily communication in Putonghua.

CLC1152 Chinese II (for Non-Chinese speaking students) 漢語 II (非華語學生課程)

1. This subject has improved my pronunciation in Chinese.
2. This subject has improved my ability to carry out simple conversation in Chinese.
3. This subject has improved my ability to understand basic sentence patterns in Chinese.
4. This subject has enabled me to recognize at least 100 new Chinese characters.
5. This subject has enabled me to understand and use at least 200 new Chinese words.
6. This subject has improved my ability to input Chinese by means of Pinyin.

CLC1153 Elementary Cantonese (Taught in English) 基礎廣東話 - 以英語授課

1. This subject has enabled me to master basic pronunciations of Cantonese.
2. This subject has enabled me to use the Jyutping system as a learning tool and for self-study.
3. This subject has enabled me to acquire common vocabularies and basic sentence patterns of Cantonese.
4. This subject has improved my ability to comprehend simple messages conveyed in Cantonese.
5. This subject has improved my ability to engage in simple daily communication in Cantonese.

CLC1153P Elementary Cantonese (Taught in Putonghua) 基礎廣東話 - 以普通話授課

1. This subject has improved my pronunciation in Cantonese.
2. This subject has built up my vocabulary and sentence patterns in Cantonese.
3. This subject has improved my ability to comprehend general messages in Cantonese.
4. This subject has improved my ability to engage in daily communication in Cantonese.

CLC2101P Putonghua in the Workplace (職業普通話)

1. This subject has improved my ability to speak Putonghua accurately, fluently, and effectively.
2. This subject has enabled me to adapt myself in using Putonghua in various situations for different purposes.
3. This subject has improved my ability to adopt appropriate pragmatic devices for professional communication.
4. This subject has improved my understanding of the socio-cultural implications of communication in China.

CLC2102P Creative Writing in Chinese (中文創意寫作)

1. This subject has improved my knowledge of the features and principles of literary creative writing.
2. This subject has improved my ability to compose creative works with literary and rhetorical style.
3. This subject has improved my understanding of literary criticism on different artistic genres.
4. This subject has improved my ability to produce creative pieces in modern prose, fiction or drama.

CLC2103P Chinese and the Multimedia (中文與多媒體)

1. This subject has improved my ability to analyze linguistic and extra-linguistic features of Chinese used in multimedia contexts.
2. This subject has improved my knowledge of the unique Chinese writing conventions for multimedia.
3. This subject has improved my ability to identify the features of different strategic writing in multimedia contexts.
4. This subject has improved my ability to use suitable strategies for producing effective writing.
5. This subject has improved my ability to apply specific rhetorical skills for communication in multimedia contexts.

CLC2151 Chinese III (for Non-Chinese speaking students) 漢語 III (非華語學生課程)

1. This subject has enhanced my Putonghua ability for daily conversation.
2. This subject has enabled me to add 100 new characters to my vocabulary.
3. This subject has improved my ability to understand and use 250 new Chinese words.
4. This subject has improved my ability to use basic Chinese sentence structures for narrations.
5. This subject has improved my ability to input Chinese characters.

CLC2152 Chinese Literature – a Linguistics and Cultural Perspective (for non-native speakers)**中國文學--語文與文化 (非華語學生課程)**

1. This subject has enabled me to acquire a basic understanding of the features and varieties in Chinese literature.
2. This subject has enhanced my understanding of the relation between Chinese culture and Chinese language.
3. This subject has enhanced my knowledge in Chinese poetry, Chinese calligraphy, Chinese painting, Chinese opera, and their cultural values.
4. This subject has enhanced my knowledge of the basic spirits of Confucianism and Daoism in Chinese literature.

CLC2153 Intermediate Cantonese (Taught in English) 中級廣東話—以英語授課

1. This subject has enabled me to pronounce Cantonese more accurately.
2. This subject has enabled me to use more vocabulary and different sentence patterns to conduct daily communicative tasks.
3. This subject has enabled me to comprehend simple messages conveyed in Cantonese.
4. This subject has enabled me to use simple Cantonese idioms and slangs.
5. This subject has enabled me to recognize often used Chinese Characters in daily life of the Cantonese setting.

CLC2154 Chinese IV (for Non-Chinese speaking students) 漢語 IV (非華語學生課程)

1. This subject has enhanced my Putonghua ability for conversation of daily topics.
2. This subject has enabled me to add 300 new characters to my vocabulary.
3. This subject has improved my ability to understand and use 550 new Chinese words.
4. This subject has improved my ability to use basic Chinese sentence structures and related expressions.
5. This subject has improved my ability to read and write passages in Chinese.

Customised items for Leadership Education and Development (LEAD) subjects

1. This subject has enabled me to develop a good understanding of the qualities of effective leaders.
2. This subject has enabled me to develop a better understanding of myself.
3. I have acquired interpersonal skills essential for functioning as an effective leader.
4. I have learned self-reflection skills in the subject.
5. I have learned to become more active and self-motivated in pursuing knowledge on self-understanding and interpersonal relationship.

Customised items for Service Learning (SL) subjects

1. I can link the service learning activities and experiences with the academic content of the subject.
2. I have learned to apply the knowledge and skills I acquire at university to deal with complex issues in the service setting.
3. This subject has enabled me to reflect on my role and responsibilities both as a professional and as a responsible citizen.
4. I have felt more empathy towards people in need as a result of studying this subject.
5. I have developed a stronger sense of civic responsibility.

Appendix B - Faculty-based items in Section II About the Staff Member

Faculty-based items for CUS

1. The teacher was well prepared and organised for class.
2. The teacher taught the subject in an effective and clear manner.
3. The teacher stimulated my interest in interdisciplinary study.
4. The teacher facilitated my ability to integrate theories and concepts across disciplines with reference to real world issues.
5. The teacher gave useful assistance or feedback to my work.

Faculty-based items for FB

English version

1. The staff member was **well prepared** for class.
2. The staff member encouraged students to **think** about the material in a critical manner.
3. In this subject, I was encouraged to find information on my own and **learn independently**.
[For classes with more than 50 students]
4. The staff member presented **up-to-date** information.
5. The staff member's teaching stimulated my **interest** in the subject.
[For tutorials/classes with 50 students or below]
4. The staff member encouraged students to **ask questions** and **discuss ideas** in class.
5. The staff member gave **useful feedback** on my work.

Simplified Chinese version

1. 这位教师备课充足。
2. 这位教师鼓励学生以批判态度思考学科的内容。
3. 这位教师鼓励我自行搜集资料，独立学习。
[适用于超过 50 人的班级]
4. 这位教师为我们介绍有关科目的最新信息。
5. 这位教师引发了我对本科目的兴趣。
[适用于导修或课堂人数在 50 或以下的班级]
4. 这位教师鼓励学生在课堂上发问和讨论。
5. 这位教师就我的功课提供了很有用的意见。

Faculty-based items for FCE

1. The staff member's teaching was clear and well organised.
2. The staff member provided timely and useful feedback.
3. There was sufficient opportunity to get help after class.
4. I was stimulated to learn more about the subject material.

Item on Teaching Excellence Award

1. I think that the staff member should be nominated for the departmental Teaching Excellence Award.

Faculty-based items for FCMS

1. The staff member's teaching was well-organised with clear presentations.
2. The staff member encouraged students to find information on their own and learn independently.
3. There were adequate opportunities for students to ask questions.
4. Useful and timely feedback was given on my assignments/work.
5. The lecturer was willing to help students when they had problems in learning.

Faculty-based items for FENG

1. The staff member's teaching was well-organised with clear presentations.
2. The staff member was helpful.
3. The staff member gave useful and timely feedback on my work.
4. The staff member encouraged students to ask questions and discuss ideas in class.
5. The staff member encouraged students to find information on their own and learn independently.

Faculty-based items for FHEnglish version

1. The staff member's teaching was **well-organised**.
2. The staff member gave **help** when I asked for it.
3. The staff member gave **useful feedback** on my work.
4. The staff member showed **enthusiasm** in his/her teaching.
5. The staff member's teaching stimulated my **interest** in the subject.

Traditional Chinese version

1. 這位教師的教學很有條理。
2. 這位教師在我有要求時就會幫助我。
3. 這位教師就我的功課提供了很有用的評語。
4. 這位教師對教學充滿熱誠。
5. 這位教師激發了我對本科目的興趣。

Faculty-based items for FHSSEnglish version

1. The teacher has been willing to provide help when necessary.
2. The teacher has motivated me to learn.
3. The teacher has given me/the class feedback for improvement.
4. The teacher has organised the subject contents logically and clearly.
5. The teacher has enabled me to relate the knowledge taught to my professional/intended career.

Simplified Chinese version

1. 这位教师在我有需要时就会帮助我。
2. 这位教师能激励我学习。
3. 这位教师给予我／同学有用的评语，帮助我们改善学习。
4. 这位教师的教学内容安排得井井有条。
5. 这位教师能帮助我把学科知识联系到我的专业／日后想从事的工作上。

Faculty-based items for FS

1. The explanation of the subject matter was clear.
2. There were adequate opportunities for students to ask questions.
3. The teaching motivated me to do my best.
4. The lecturer was willing to help students when they had problems in learning.
5. Useful and timely feedback was given on my assignments/work.

Faculty-based items for LEIEnglish version

1. The staff member's teaching was well-organised.
2. The staff member gave help when I asked for it.
3. The staff member gave useful feedback on my work.
4. The staff member showed enthusiasm in his/her teaching.
5. The staff member's teaching stimulated my interest in the subject.

Traditional Chinese version

1. 這位教師的教學很有條理。
2. 這位教師在我有要求時就會幫助我。
3. 這位教師就我的功課提供了很有用的評語。
4. 這位教師對教學充滿熱誠。
5. 這位教師激發了我對本科目的興趣。

Faculty-based items for SD

1. The staff member's teaching inspired me to think creatively.
2. The staff member's teaching was well-organised.
3. The staff member's teaching materials were relevant.
4. The staff member gave useful feedback on my work.
5. The staff member encouraged me to make informed judgements.

Faculty-based items for SFT

1. The explanation of the subject matter was clear.
2. There were adequate opportunities for students to ask questions.
3. The teaching motivated me to do my best.
4. The lecturer was willing to help students when they had problems in learning.
5. Useful and timely feedback was given on my assignments/work.

Faculty-based items for SHTMEnglish version

1. The teacher was well prepared and organised for class.
2. The teacher delivered the subject clearly and effectively.
3. The teacher stimulated my interest in the subject.
4. The teacher helped me to take responsibility for my own learning.
5. The teacher provided helpful feedback on my work.

Simplified Chinese version

1. 这位教师备课充足，教学有条理。
2. 这位教师上课时讲解清晰而有效。
3. 这位教师引发了我对本科目的兴趣。
4. 这位教师帮助我自主学习。
5. 这位教师就我的功课提供了很有用的评语。