

# **PolyU SFQ Handbook for Departmental SFQ Administrators**

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# PolyU SFQ Handbook for Departmental SFQ Administrators

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## 1. Purpose of SFQ

The Student Feedback Questionnaire (SFQ) is one of the formal channels at PolyU to collect student feedback on teaching and learning for both developmental and judgemental purposes. The SFQ results can be used by the teaching staff and programme/subject team to identify the strengths and weaknesses of a subject offered 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 and in important personnel decisions regarding (re)appointments, tenure and promotion [see [Operation Manual of The 2011 Framework for Appointment, Promotion and Retention of Academic Staff \(HRO, 2012\)](#)].

## 2. Structure and items of SFQ

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

- 5-6 standard items on students' learning experience of the subject
- A set of customised items on the achievement of learning objectives/intended learning outcomes (*General University Requirements (GUR) subjects only*)
- 2 standard open-ended questions
- A maximum of 5 additional questions set by the Subject Leader (*optional*)

### Section II About the Staff Member

- 2 standard items on the overall view about the teaching of the staff member
- A set of Faculty-based items endorsed by the respective Faculty Board
- 1 standard item on the use of the medium of instruction
- 2 standard open-ended questions
- A maximum of 5 additional questions set by the individual subject teacher (*optional*)

For the standard items used across Faculties/School, see [Appendix A](#).

For the customised items for individual Faculties/Schools and categories of GUR subjects, see [Appendix B](#).

For ideas on additional questions about the subject or teaching of the staff member, see <http://edc.polyu.edu.hk/sfg-sample-questions>.

## 3. PolyU policy and operational guidelines on the implementation of eSFQ

From 2014/15 onwards, all SFQs will be conducted online via the electronic SFQ (eSFQ) system in replacement of the in-class, paper-based SFQ.

The following sections set out the policy and operational guidelines on conducting the eSFQ, endorsed by the Academic Council (AC) and Learning and Teaching Committee (LTC) in July 2014.

### 3.1 *Importance for departments to ensure accuracy and updatedness of teaching assignment and student enrolment records on AS system*

As the administration of the eSFQ is primarily based on the AS records regarding teaching assignments and student enrolments, any inaccurate or incomplete information shown in the AS records will lead to problems in administering the eSFQ. Departments should, therefore, make every effort to ensure that the teaching assignments and student enrolments in the subject and class components (tutorials, seminars, laboratories and studios in particular) are **accurate, complete and regularly updated** on the AS system. In particular:

- In order to deploy the eSFQ, the teaching staff members concerned **must have a valid PolyU NetID** (pseudo NetID will not work) and this information must be included in the class records on the AS system. **No eSFQ can be conducted for the staff members if they do not have a valid NetID.** Departments should ask their teaching staff members (*especially part-time visiting lecturers*) to apply for a PolyU NetID if they do not have one. For more information on the eligibility and registration for a NetID, visit ITS' *NetID Management Service* webpage: <http://www.polyu.edu.hk/its/staff/service-areas>.
- Departmental SFQ administrators should contact their department's corresponding AS staff should there be any problem updating the teaching assignments on the AS system. **Allow at least one day for the teaching assignments/class records to be updated on the eSFQ system.**
- To avoid sending the wrong eSFQ forms to students due to class group changes, students who would like to switch to another seminar/tutorial group **must seek approval** from their subject teachers, who should then notify the department for the administrative staff to update the student enrolments of the class records accordingly via the AS system.

### 3.2 *Who should be included in the SFQ exercise?*

All full-time and part-time staff having a major teaching responsibility (see [Section 3.3](#) for definition) for any subjects/classes of any PolyU award-bearing programmes at the sub-degree, undergraduate and postgraduate levels should be included in the SFQ exercise.

Teaching Assistants (TAs) employed under the Teaching Postgraduate Studentship (TPS) Scheme or research students who are required to teach should be **excluded** from the exercise [see [Guidelines for Evaluation of TA under TPS Scheme \(VPAD, 2012\)](#)]. **If departments would like to collect student feedback for TAs or research students who are required to teach, they should use other means such as the survey function on Blackboard (Bb) to do so.**

### 3.3 *For which subjects/classes of which staff members should the eSFQ be administered?*

The eSFQ should be conducted for all staff members for all of their subjects/classes in which 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%).

In team-taught situations where staff members do not have a major teaching responsibility in a subject/class they teach, or in subjects that involve multiple teachers each teaching/supervising a small sub-group of the students in class (e.g. studio class, FYP), **only Section I About the Subject of the eSFQ** should be

administered and no eSFQ should be conducted on the teaching of the individual staff members concerned (i.e., Section II About the Staff Member), unless otherwise deemed appropriate by the Head of Department.

In service teaching situations, the eSFQ should be conducted by the **subject offering department** using its faculty-based eSFQ 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 eSFQ report of the subject if needed.

Final decisions on conducting the eSFQ should be made by departments in consultation with the staff members concerned.

Note that the eSFQ should not be used to collect interim feedback. Departments should use other means such as the survey function on Blackboard (Bb) if they wish to collect interim feedback from students for subject improvement purposes.

### *3.4 Which SFQ results will be included in the computation of departmental cumulative norms?*

All SFQ results will be included in the computation of the departmental cumulative norms. However, 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.

### *3.5 How will the eSFQ be conducted?*

By default, the eSFQ is conducted out-of-class, but teachers may opt for in-class administration with approval from their DLTC.

#### *3.5.1 Out-of-class eSFQ*

Out-of-class eSFQ will be conducted in the standardised survey periods prescribed by the University (see [Section 3.6](#) for survey periods).

On the first day of the survey period, the eSFQ system will send an email to students, inviting them to log in to the eSFQ site for students ([www.polyu.edu.hk/esfq/student](http://www.polyu.edu.hk/esfq/student)) to complete the eSFQ. They can then complete the eSFQ at their own pace, anywhere, anytime outside class hours until the survey period ends.

Each eSFQ form can be submitted **only once**. Once submitted, the student will not be able to revise his/her responses or do it again. Students can save a partially completed eSFQ form for later completion and submission. However, data from saved drafts without actual submission will not be captured and included in the SFQ results.

During the survey period, students will be reminded of any incomplete eSFQ via system-generated emails and/or SMSes. Subject Leaders and teachers who wish to further promote student participation are welcome to do so by means of personal appeals. The eSFQ system provides a facility for Subject Leaders, subject teachers and departmental SFQ administrators to check real-time response rates and send emails to students. Staff members who wish to make use of this facility to boost response rates should do so *during the survey period*.

No email invitation and email and/or SMS reminder will be sent to the students if they do not have to do any eSFQ or have completed them all.

### 3.5.2 In-class eSFQ

In-class administration is recommended for classes with low student enrolments (e.g., 30 or below) in order to boost the response rate. Staff members who wish to conduct the eSFQ in class **must seek approval from their DLTC**.

If in-class eSFQ is approved, staff members can decide on the start date of the eSFQ exercise (normally on the date of the in-class administration). By default, the end date of the eSFQ exercise is the last day of the nearest standard survey period. Staff members can alter the end date to another date they deem appropriate. However, the survey period cannot be shorter than 3 days and the designated end date cannot be later than the default end date (see [Section 3.6](#) for survey periods).

For in-class eSFQ administration, **no email invitation** will be sent to the students; **only one email reminder** will be sent to the non-respondents on the second day of the designated survey period, unless the designated survey period overlaps with the standard survey period. Staff members are welcome to encourage students to participate in the eSFQ exercise via explanation in class and follow up on the response rate by means of personal emails to students *if they so desire*. The eSFQ system provides a facility for Subject Leaders, subject teachers and departmental SFQ administrators to check real-time response rates and send emails to students. Staff members who wish to make use of this facility to boost response rates should do so *during the survey period*.

Each eSFQ form can be submitted **only once**. Once submitted, the student will not be able to revise his/her responses or do it again. Students can save a partially completed eSFQ form for later completion and submission. However, data from saved drafts without actual submission will not be captured and included in the SFQ results.

All in-class eSFQ should be administered by administrative/support staff assigned by the department, and the teaching staff concerned should be absent from the room/hall during the eSFQ exercise. The administrative/support staff responsible for conducting the eSFQ in class must clearly tell the students the following information before conducting the in-class eSFQ:

- On which staff member(s), subject and part(s) of teaching the students are providing feedback
- Purpose of the SFQ
- Instructions to doing the eSFQ
- Time allowed for the in-class eSFQ exercise

**No spare mobile devices will be provided** to students without access to a mobile device during the in-class eSFQ exercises. The administrative/support staff responsible for conducting the in-class eSFQ should ask those students to complete their eSFQ as soon as they have access to a computer or mobile device.

A standardised PowerPoint presentation containing in-class eSFQ instructions has been developed for departments' use and reference. Departments are welcome to adapt the PowerPoint Presentation should they decide to use it.

The PowerPoint presentation and the instructions to using it can be obtained from the following places:

- eSFQ system website for Departmental SFQ Administrators ([www.polyu.edu.hk/esfqadmin](http://www.polyu.edu.hk/esfqadmin))
- EDC website (<http://edc.polyu.edu.hk/procedures-esfq>)
- Via the eSFQ icon  located on the desktop of each classroom/lecture hall computer

### 3.6 When will the eSFQ be conducted?

The *out-of-class* eSFQ will be conducted in the standardised survey periods set out as follows:

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

As mentioned in [Section 3.5.2](#), for *in-class* eSFQ, staff members can decide on the start date and end date of the survey period. However, the survey period cannot be shorter than 3 days and the designated end date cannot be later than the default end date i.e., the last day of the nearest standard survey period.

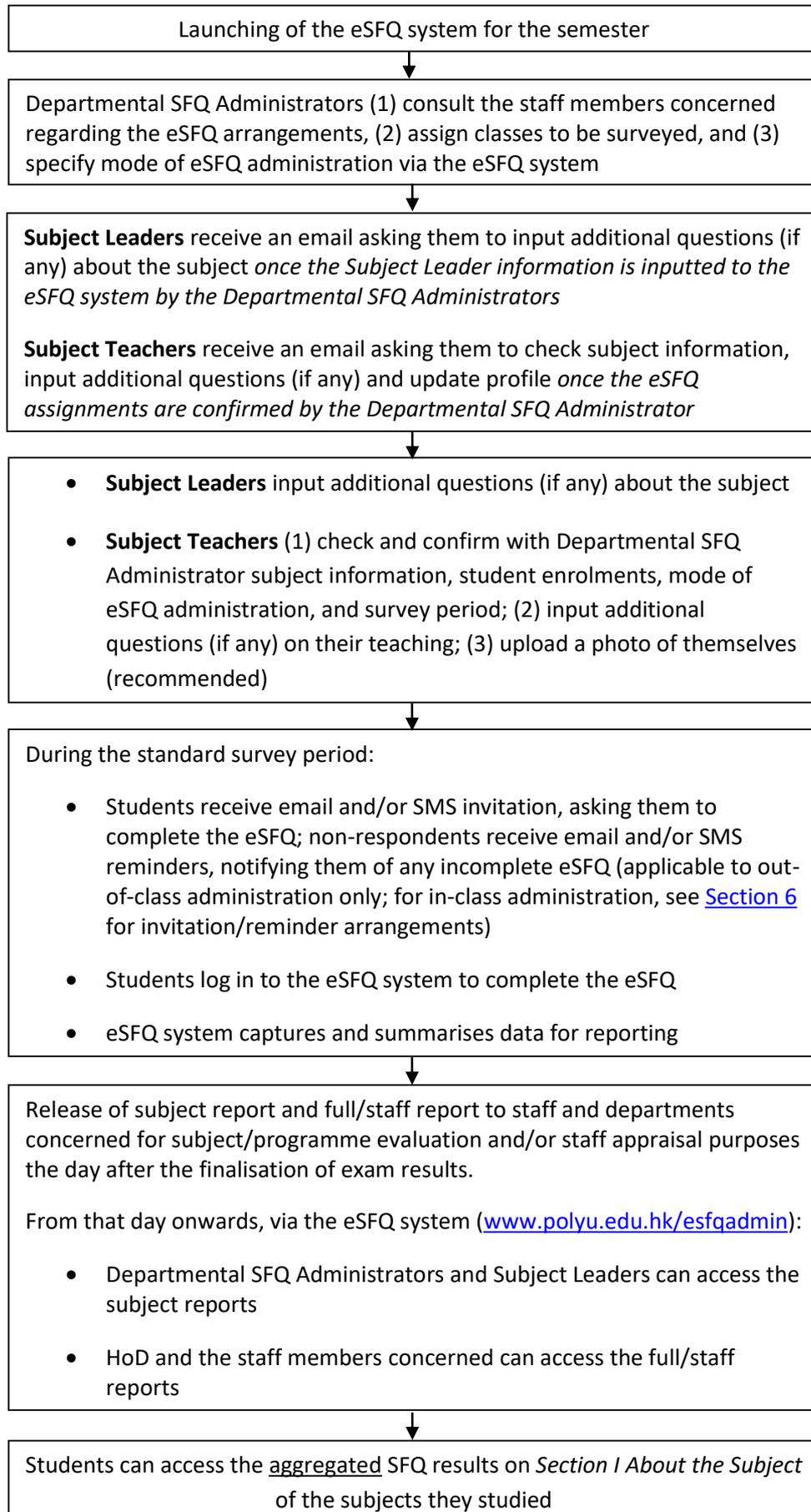
### 3.7 Requests to conduct eSFQ for subjects held outside the 13-week teaching schedule

For subjects that **do not follow the regular 13-week teaching schedule** (e.g., teaching goes beyond Week 13) and conducting the eSFQ within the 13-week time frame does not seem appropriate, the department can send a formal request to the Educational Development Centre (EDC) to seek assistance for making an alternative arrangement for conducting the eSFQ outside the standard survey periods. The request should include:

- a justification for conducting the eSFQ outside the standard survey periods for each particular class
- class information e.g., subject code, section code, component code and NetID(s) of staff member(s)
- proposed survey period (i.e., start date and end date) of the eSFQ exercise
- endorsement/approval from the DLTC for conducting the eSFQ outside the standard survey periods

A request template can be obtained from the EDC website (<http://edc.polyu.edu.hk/sfq-collect.htm>). The request should be sent to EDC **at least 5 working days prior to the proposed start date**. Requests without a strong justification or upon very short notice may not be accommodated.

#### 4. How the eSFQ system works



## 5. Timeline for administering the eSFQ

Key Date	Semesters 1 & 2
Weeks 3 – 10	Departmental SFQ Administrators <ol style="list-style-type: none"> <li>1. check subject lists</li> <li>2. liaise with staff</li> <li>3. assign classes to be surveyed</li> <li>4. specify the mode of eSFQ administration</li> <li>5. enter required information on the eSFQ system</li> </ol>
Weeks 3 – 10	Subject Leaders and/or Teachers (1) check and confirm student enrolments, subject information and mode of eSFQ administration with Departmental SFQ Administrator, (2) input additional questions related to the subject and/or teaching, and (3) update profile, <i>if so desired</i>
Week 6 – Tue of Week 8	Mid-semester eSFQ period
Week 12 – Day before University exam period starts	End-of-semester eSFQ period
Day after finalisation of exam results	Release of subject and full/staff reports to departments and staff concerned

Key Date	Summer Term
Weeks 3 – 5	Departmental SFQ Administrators <ol style="list-style-type: none"> <li>1. check subject lists</li> <li>2. liaise with staff</li> <li>3. assign classes to be surveyed</li> <li>4. specify the mode of eSFQ administration</li> <li>5. enter required information on the eSFQ system</li> </ol>
Weeks 3 – 5	Subject Leaders and/or Teachers (1) check and confirm student enrolments, subject information and mode of eSFQ administration with Departmental SFQ Administrator, (2) input additional questions related to the subject and/or teaching, and (3) update profile, <i>if so desired</i>
Week 6 – Day before University exam period starts	End-of-term eSFQ period
Day after finalisation of exam results	Release of subject and full/staff reports to departments and staff concerned

## 6. Promoting student responses

The University adopts a number of strategies to promote student participation in the eSFQ exercise.

eSFQ pamphlet	Distributing pamphlet containing essential information on the eSFQ exercise to new entrants via the Welcome Pack given out on the Welcoming Day												
Email invitations	Inviting students to complete the eSFQ on the start day of the <i>standard eSFQ periods</i> via email  <u>Note:</u> For <i>in-class</i> eSFQ administration, <b>no email invitation</b> will be sent to the students												
Campus-wide posters and banners	Putting up posters and banners on campus during the end-of-semester eSFQ period												
Promotional videos	Broadcasting short videos each featuring a teaching staff member to encourage students to take part in the eSFQ exercise on campus display TVs												
Dedicated Blackboard module on LEARN@PolyU and banner on the Student Portal	Alerting students with any incomplete eSFQ on L@PU and Student Portal with a blinking Blackboard module and banner respectively												
Email and SMS reminders to non-respondents	Reminding students of any incomplete eSFQ during <i>the standard eSFQ period</i> via emails and SMSes  <table border="1" data-bbox="593 1133 1434 1505"> <thead> <tr> <th></th> <th>Week 6 &amp; Week 12</th> <th>Week 7 &amp; Week 13</th> <th>Week 8 &amp; the week before University exam period</th> </tr> </thead> <tbody> <tr> <td>Email reminder</td> <td>Friday</td> <td>Monday, Wednesday, Friday</td> <td>Second last day &amp; last day of survey period</td> </tr> <tr> <td>SMS reminder</td> <td>--</td> <td>Monday &amp; Friday</td> <td>Last day of survey period</td> </tr> </tbody> </table> <u>Note:</u> For <i>in-class</i> eSFQ administration, <b>only one email reminder</b> will be sent to the non-respondents on the second day of the designated survey period, unless the designated survey period overlaps with the standard survey period. Staff members are welcome to encourage students to participate in the eSFQ exercise via explanation in class and follow up on the response rate by means of personal emails to students <i>if they so desire</i> .		Week 6 & Week 12	Week 7 & Week 13	Week 8 & the week before University exam period	Email reminder	Friday	Monday, Wednesday, Friday	Second last day & last day of survey period	SMS reminder	--	Monday & Friday	Last day of survey period
	Week 6 & Week 12	Week 7 & Week 13	Week 8 & the week before University exam period										
Email reminder	Friday	Monday, Wednesday, Friday	Second last day & last day of survey period										
SMS reminder	--	Monday & Friday	Last day of survey period										

Apart from the above strategies, subject teachers are encouraged to urge their students to respond to the eSFQ via in-class explanation or additional email reminders *during the survey period* if they wish to do so. Subject teachers can check the real-time response rates and send additional email reminders via the eSFQ system ([www.polyu.edu.hk/esfqadmin](http://www.polyu.edu.hk/esfqadmin)).

## 7. Analysis and reporting of the SFQ data

The Educational Development Centre (EDC) will be responsible for analysing and reporting the SFQ data. Two different reports will be produced: (1) a full/staff report on both the results of the teaching of the individual staff member and the subject (if available); (2) a subject report on the results of the subject (i.e. Section I) only.

The reports will be made available on the eSFQ system the day after the finalisation of the overall assessment results (please check the academic calendar for the specific dates). The staff members and Head of Department concerned can access the full/staff reports via the eSFQ system for their perusal, and the department concerned can access the subject reports for further distribution to various officers such as the Programme Leader and Departmental Learning and Teaching Committee Chairman for programme evaluation and improvement purposes. The Head of Department concerned has the discretion to disseminate the reports to relevant parties as needed.

## 8. Confidentiality

Confidentiality is emphasised in the SFQ exercise. All SFQ data and reports on individual staff members are confidential. Access to the full/staff reports is restricted to the individual staff members and the Head of Department concerned, as well as other relevant officers or committees (appraisers etc.) if needed. EDC will not disclose or discuss the SFQ data of an individual staff member to or with anybody other than the staff member and the Head of Department concerned.

Likewise, anonymity of student participation and feedback is promised in the SFQ exercise. Information on students' participation and their individual responses are anonymous and will not be released to the department and staff member(s) concerned.

## 9. Enquiry

Area	Contact
SFQ policies and guidelines	<b>Kenneth Tam</b> , LTC Secretary Email: <a href="mailto:kenneth.tam@polyu.edu.hk">kenneth.tam@polyu.edu.hk</a> Ext.: x4103 Room: TU422
eSFQ support	Email: <a href="mailto:esfq.support@polyu.edu.hk">esfq.support@polyu.edu.hk</a>

## 10. Help from EDC

Help is available from EDC for individual Faculty/School members in interpreting the SFQ results, planning teaching improvements on the basis of the feedback and advising on alternative forms of student feedback collection for teaching evidence documentation purposes. Please contact the persons indicated below if you need any help.

Area	Contact
SFQ  Programme evaluation  Teaching & learning development project evaluation  Collecting formative feedback for improving teaching	<b>Dr Christine Armatas</b> , Associate Director  Email: <a href="mailto:christine.armatas@polyu.edu.hk">christine.armatas@polyu.edu.hk</a> Ext.: x6298 Room: TU608
	<b>Dr Joseph Chow</b> , Educational Development Officer  Email: <a href="mailto:joseph.chow@polyu.edu.hk">joseph.chow@polyu.edu.hk</a> Ext.: x6320 Room: TU612
	<b>Kannass Chan</b> , Educational Development Officer  Email: <a href="mailto:kannass.chan@polyu.edu.hk">kannass.chan@polyu.edu.hk</a> Ext.: x6289 Room: TU606
Peer review & teaching portfolio	<b>Barbara Tam</b> , Educational Development Officer  Email: <a href="mailto:barbara.tam@polyu.edu.hk">barbara.tam@polyu.edu.hk</a> Ext.: x5108 Room: TU610
	<b>John Sager</b> , Educational Development Officer  Email: <a href="mailto:john.sager@polyu.edu.hk">john.sager@polyu.edu.hk</a> Ext.: x5081 Room: TU613

## 11. Operational manual for Departmental SFQ Administrators

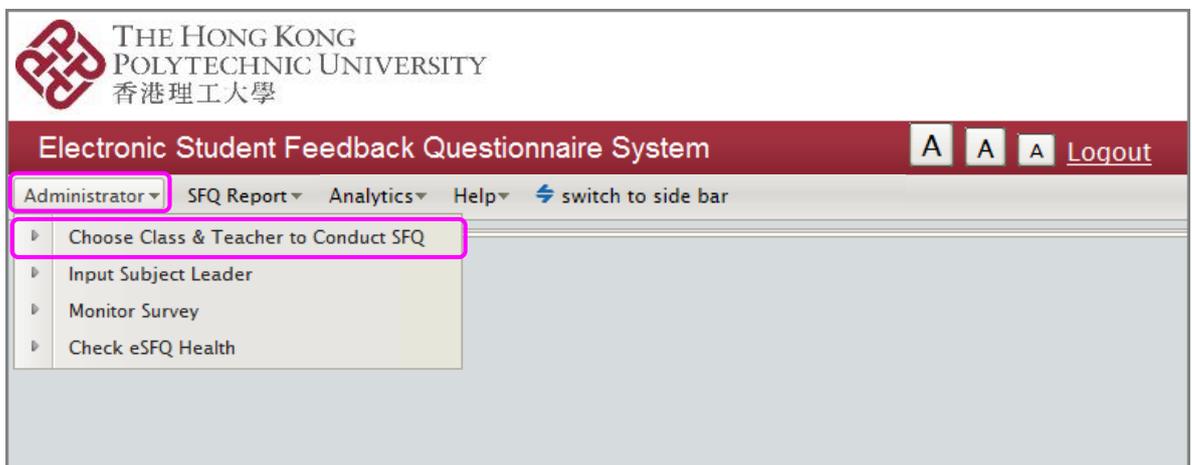
The following operational manual is for Departmental SFQ Administrators’ use. It can also be accessed at [www.polyu.edu.hk/esfqadmin](http://www.polyu.edu.hk/esfqadmin). Subject Leaders and Teachers should refer to their corresponding manuals as their system interfaces are different from that of the Administrators.

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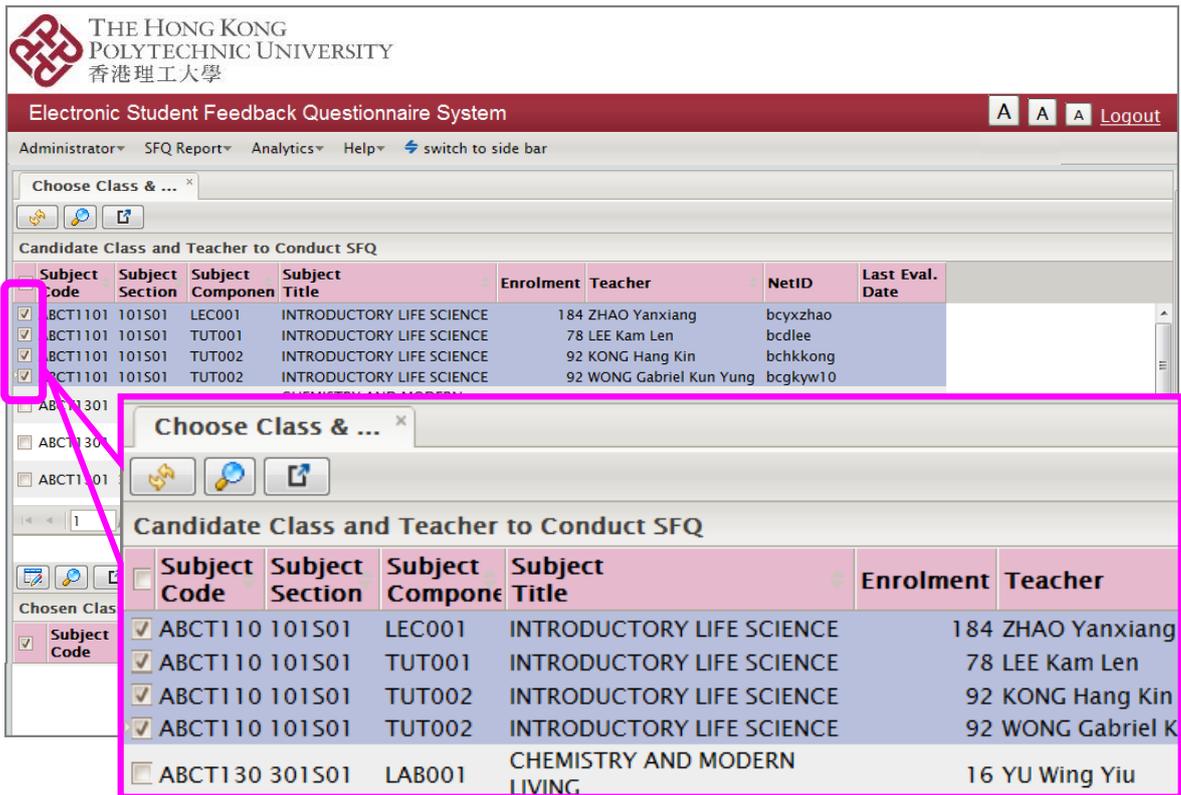
### 11.1 Adding classes and teachers to conduct the eSFQ

**Step 1** Go to <http://www.polyu.edu.hk/esfqadmin> and log in using your NetID and password.

**Step 2** In the top menu bar, select **Administrator**, then **Choose Class & Teacher to Conduct SFQ** from the drop-down menu.

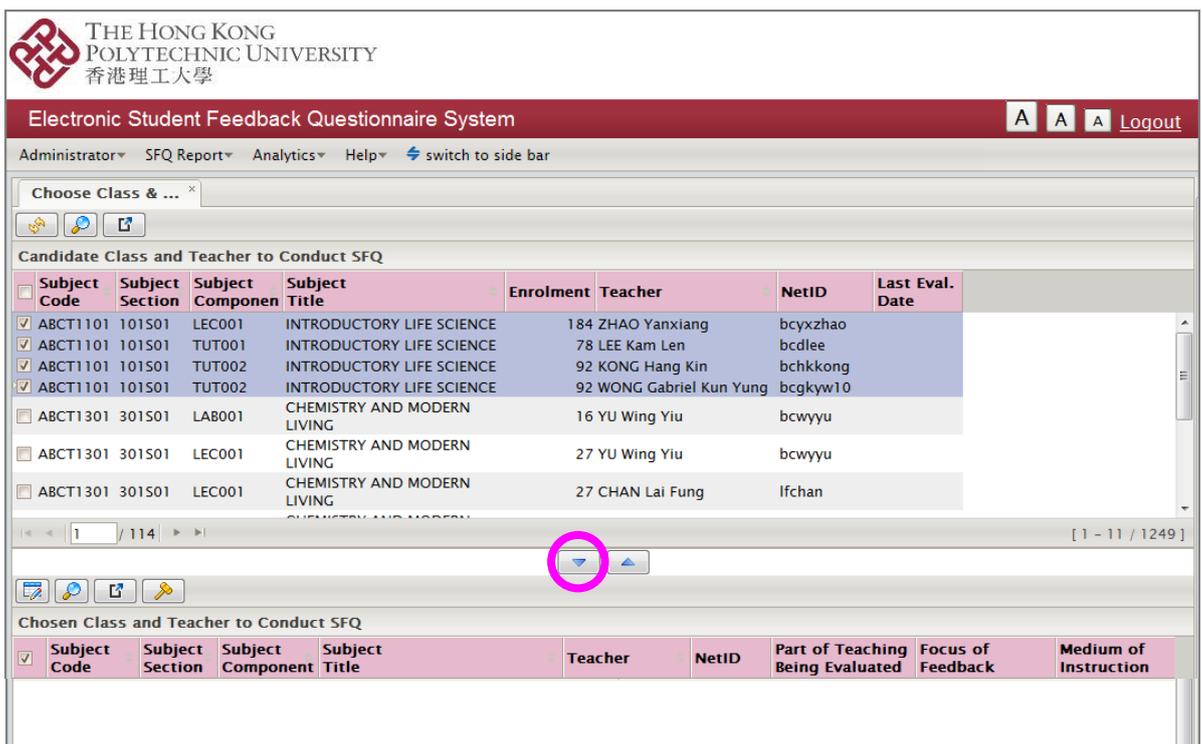


**Step 3** In the **Candidate Class and Teacher to Conduct SFQ** section, check the box next to the classes you wish to select to conduct the SFQ.



You can search for a class by clicking the **Magnifying glass icon**  in the menu bar.

**Step 4** Click the **Down button**  to move the selected class(es) to the **Chosen Class and Teacher to Conduct SFQ** section.

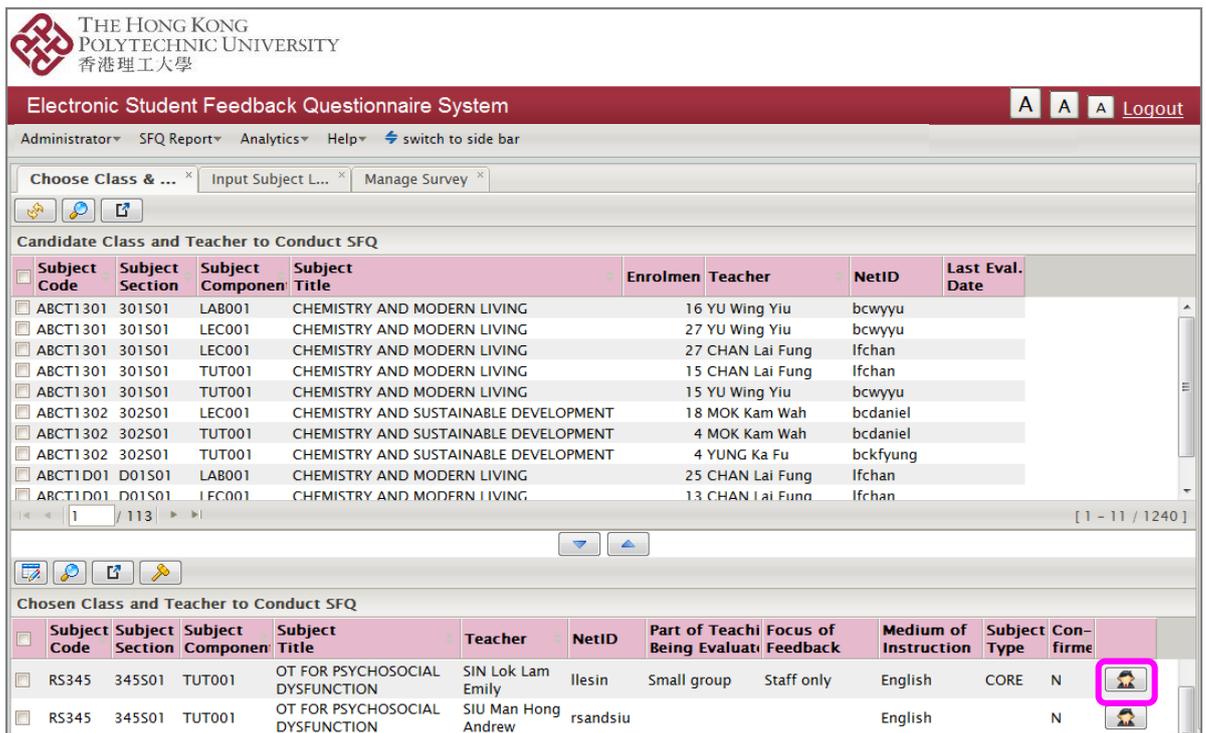


**Step 5** Input the Subject Leader information. As Subject Leaders have the right to (1) input extra questions for the subject, (2) monitor the survey response rates, and (3) access the subject reports, information on the Subject Leader is required when adding classes to conduct the eSFQ.

Input information on the secondary Subject Leaders as well, if applicable, as they also have the right to monitor the survey response rates and access the subject reports (but not to input extra questions for the subject).

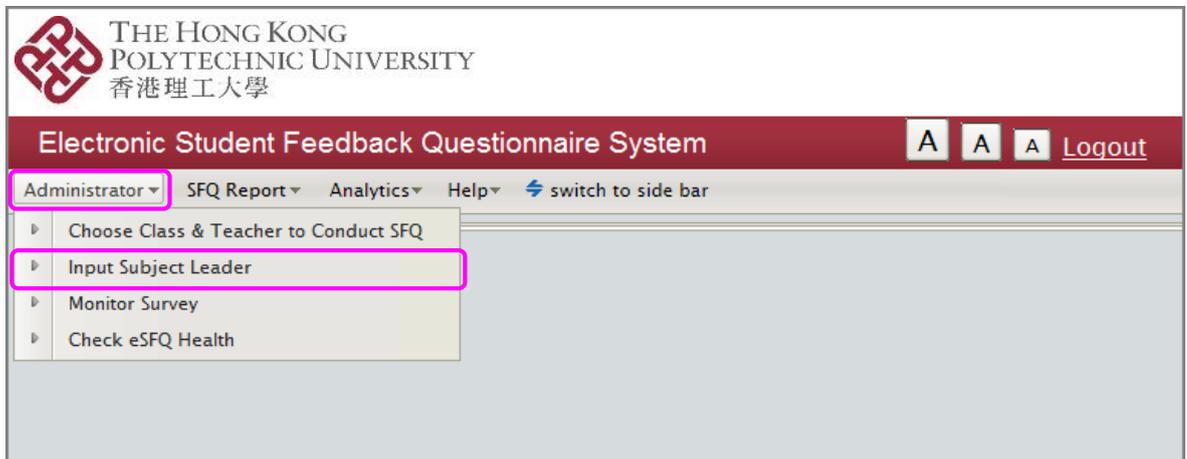
Records with missing Subject Leader information are indicated with an **Input Subject Leader icon**  in the **Chosen Class and Teacher to Conduct SFQ** section.

To input the Subject Leader information, click the **Input Subject Leader icon** next to the class record to open the **Input Subject Leader** tab.



The screenshot shows the 'Electronic Student Feedback Questionnaire System' interface. It features a top navigation bar with 'Administrator', 'SFQ Report', 'Analytics', and 'Help' menus. Below this is a tabbed interface with 'Choose Class & ...', 'Input Subject L...', and 'Manage Survey' tabs. The main content area is divided into two sections: 'Candidate Class and Teacher to Conduct SFQ' and 'Chosen Class and Teacher to Conduct SFQ'. The 'Candidate' section contains a table with columns for Subject Code, Subject Section, Subject Component, Subject Title, Enrolmen, Teacher, NetID, and Last Eval. Date. The 'Chosen' section contains a similar table with additional columns: Part of Teachi, Focus of Being Evaluat, Medium of Instruction, Subject Type, and Con-firme. In the 'Chosen' table, the first row (RS345, 345S01, TUT001) has an 'Input Subject Leader icon' (a person with a question mark) in the 'Con-firme' column, which is highlighted with a red box.

Alternatively, you access the tab by clicking **Administrator** in the top menu bar, then select **Input Subject Leader** from the drop-down menu.

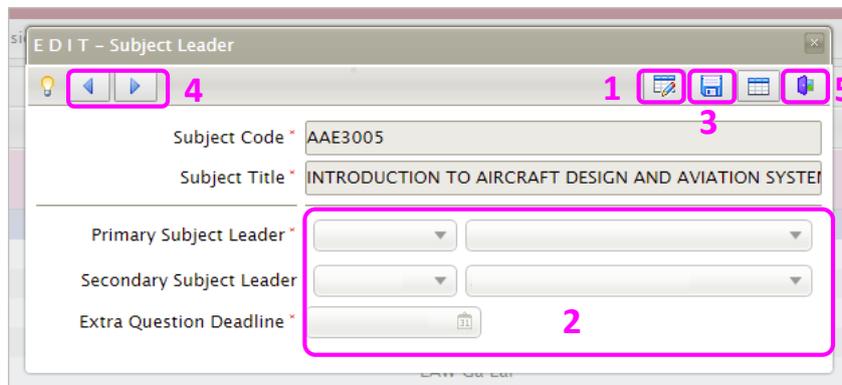


The screenshot shows the 'Administrator' menu in the 'Electronic Student Feedback Questionnaire System'. The menu is open, showing options: 'Choose Class & Teacher to Conduct SFQ', 'Input Subject Leader', 'Monitor Survey', and 'Check eSFQ Health'. The 'Input Subject Leader' option is highlighted with a red box.

**Step 6** On the **Input Subject Leader** tab, double-click a class record of which the Subject Leader information is to be inputted and a window will pop up.

To enter the Subject Leader information:

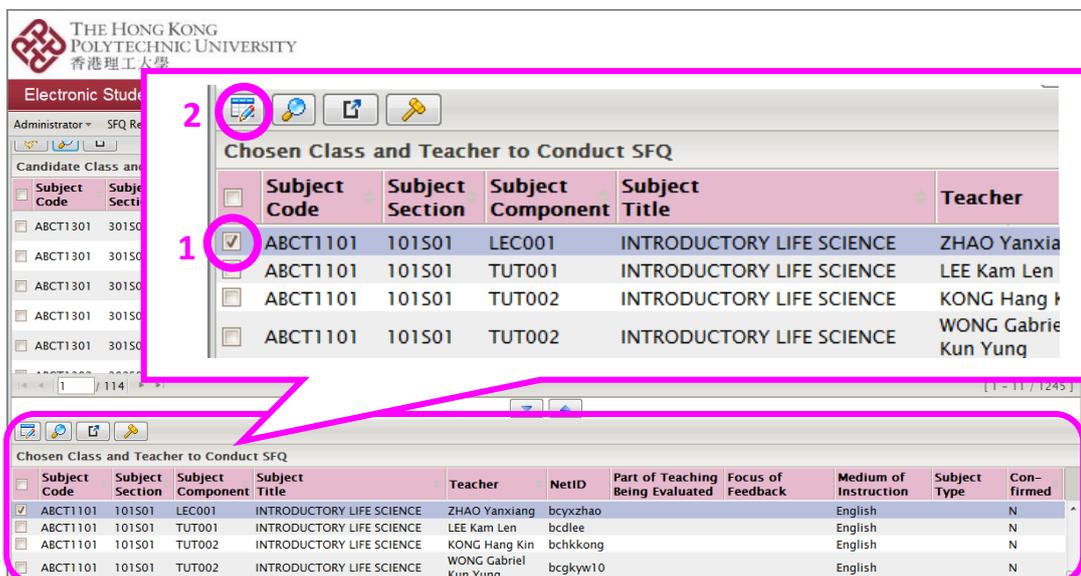
1. Click the **Edit icon**  in the top right corner.
2. Select the appropriate Subject Leader information from the drop-down menus (input information on the secondary Subject Leader, if applicable) and select the deadline for the Primary Subject Leader to add extra questions (Note: the deadline cannot be later than the start date of the first survey that has “Subject” or “Subject & staff” as its feedback focus).
3. Click the **Save icon**  to save the changes.
4. Click the **Left**  and **Right**  arrows to go to the previous and next record respectively.
5. Click the **Exit icon**  to close the window.



Note that once the Subject Leader information is inputted and saved, the system will immediately send an email to the primary Subject Leader, asking him/her to input additional questions on the subject, if any.

**Step 7** Input other required information e.g., part of teaching being evaluated, focus of feedback and subject type, etc.

To do so, select a class in the **Chosen Class and Teacher to Conduct SFQ** section, then click the **Edit icon** .



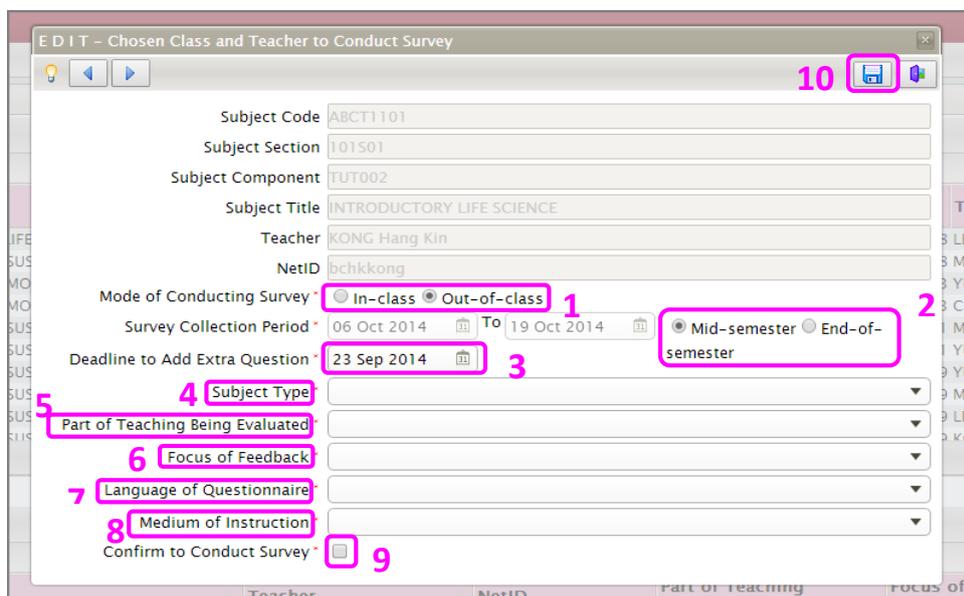
**Step 8**

Input the following required information, then click the **Save icon** .

1. **Mode of Conducting Survey:** The default setting is **Out-of-class**. Choose **In-class** *only if approved by DLTC to conduct SFQ in class* (see [Section 3.5](#) of the Handbook for the mode of administration).
2. **Survey Collection Period:** For *out-of-class* administration, the default setting is **End-of-semester**. Select **Mid-semester** *if the teaching for that class ends by Week 7*. Note that you will not be able to alter the survey start date and end date for out-of-class administration (see [Sections 3.5.1](#) and [3.6](#)).  
  
For *in-class* administration, you can choose the survey start date and end date by clicking the calendar icon, then select the date. Note that the minimum survey period for in-class administration is 3 days and by default, the end date is set to the last day of the nearest standard survey period (see [Sections 3.5.2](#) and [3.6](#)).
3. **Deadline to Add Extra Question:** By default, the deadline is set to one week before the survey start date. To select another date, click the calendar icon then choose the date. You can choose any date before the survey start date.
4. **Subject Type:** Select the appropriate subject type from the drop-down menu.
5. **Part of Teaching Being Evaluated:** Select the appropriate part(s) of teaching being evaluated from the drop-down menu (see [Section 3.3](#)).
6. **Focus of Feedback:** Select the appropriate option from the drop-down menu (see [Section 3.3](#)).
7. **Language of Questionnaire:** Select the language for the questionnaire, if applicable.
8. **Medium of Instruction:** Select the appropriate medium of instruction, if applicable.
9. **Confirm to Conduct Survey:** Check the box to confirm that the SFQ will be conducted according to the inputted information. Once confirmed, the system will automatically send the subject teacher an email asking him/her to check the subject information and add additional questions, if any.

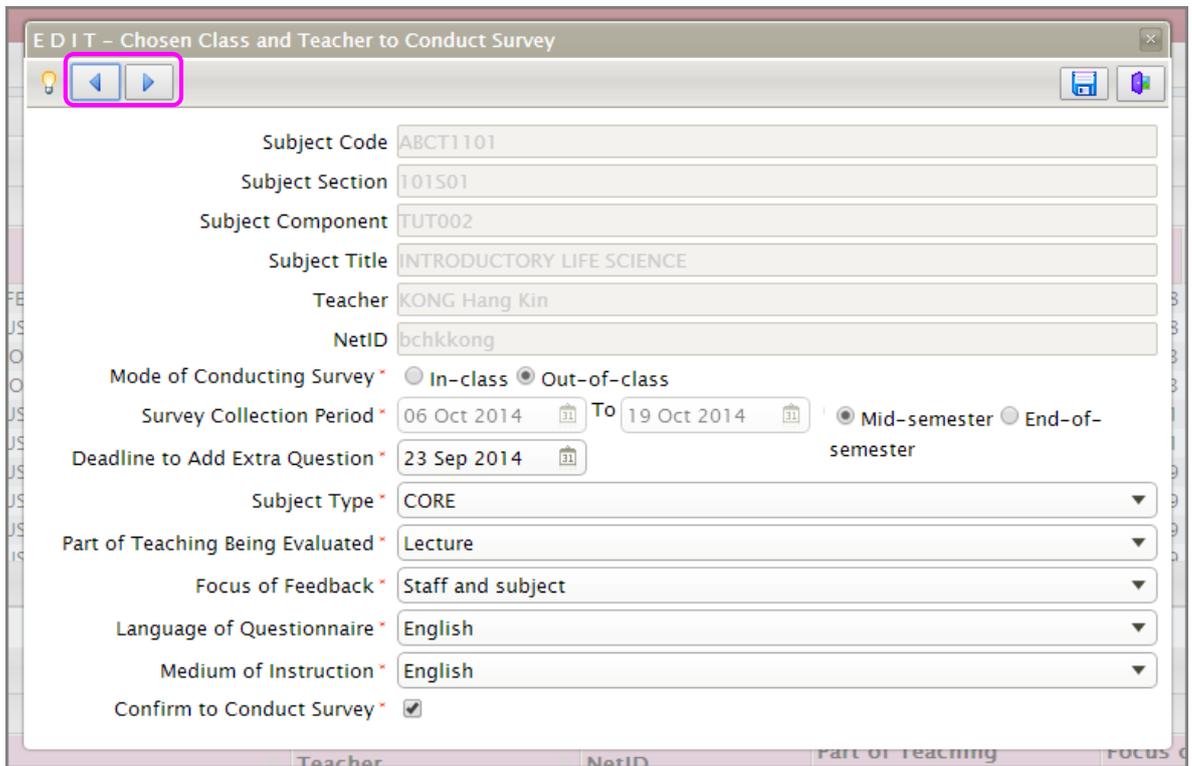
**Note that the instructions to conduct the SFQ will not be executed if you leave the box unchecked. Allow at least one day for the confirmed instruction to take effect according to the inputted information.**

10. To save the settings, click the **Save icon**  in the top right corner.



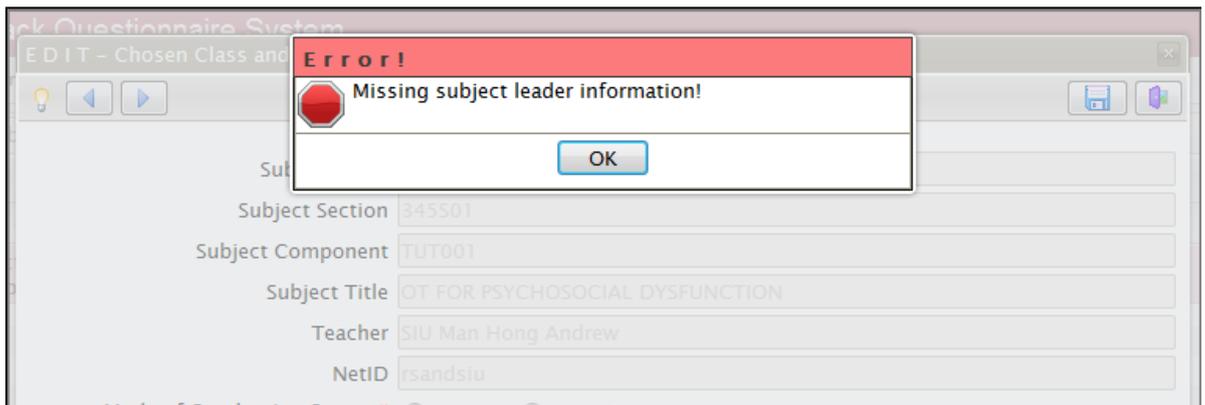
**Step 9** To go to the previous or next record, click the **Left arrow**  and **Right arrow**  in the top left corner respectively.

Repeat **Step 6** to enter the required information for other classes.



**Step 10** To close the Edit window, click the **Exit icon**  in the top right corner.

Upon confirming the execution of the SFQ and closing the window, you will be notified of any missing subject leader information in any records.

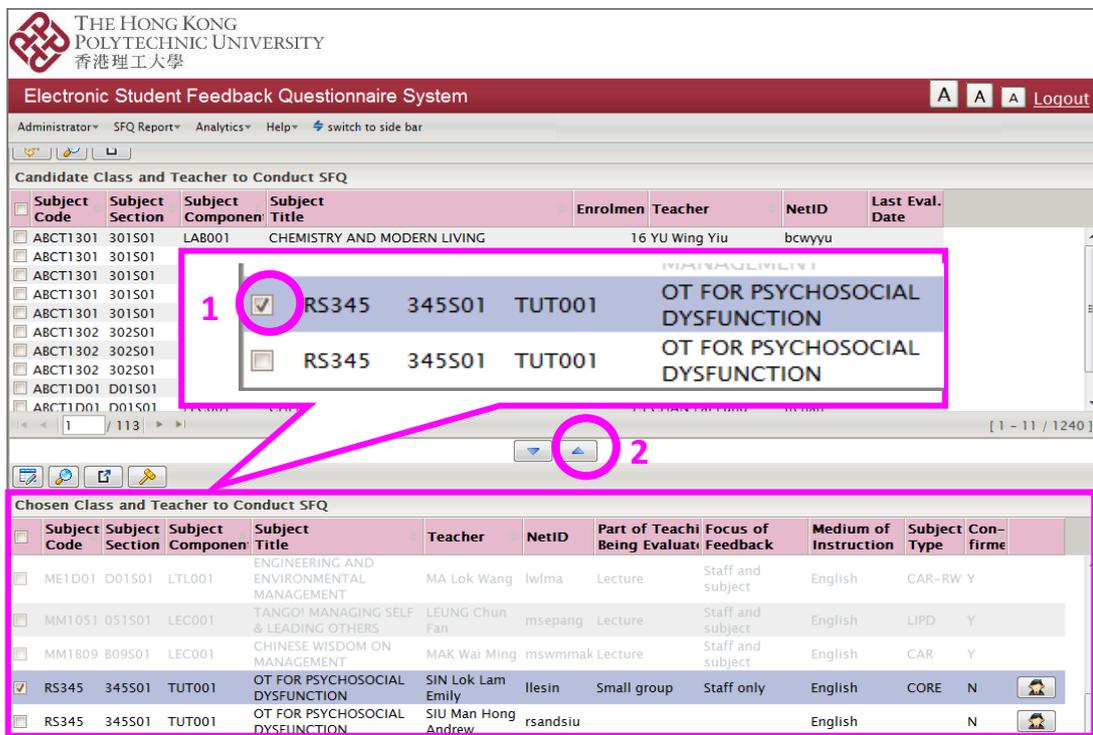


In case of missing Subject Leader information:

1. Uncheck the box next to **Confirm to Conduct Survey**.
2. Click the **Save icon**  to save the record.
3. Follow **Steps 5 and 6** to input the Subject Leader information.

### 11.2 Unselecting records of eSFQ-taking classes and teachers

**Step 1** To unselect any record of eSFQ-taking classes, check the box next to the class(es) in the **Chosen Class and Teacher to Conduct SFQ** section, then click the **Up** button  to move the selected record(s) back to the Candidate Class and Teacher to Conduct SFQ section.



The screenshot shows the 'Electronic Student Feedback Questionnaire System' interface. It is divided into two main sections: 'Candidate Class and Teacher to Conduct SFQ' and 'Chosen Class and Teacher to Conduct SFQ'.

**Candidate Class and Teacher to Conduct SFQ Table:**

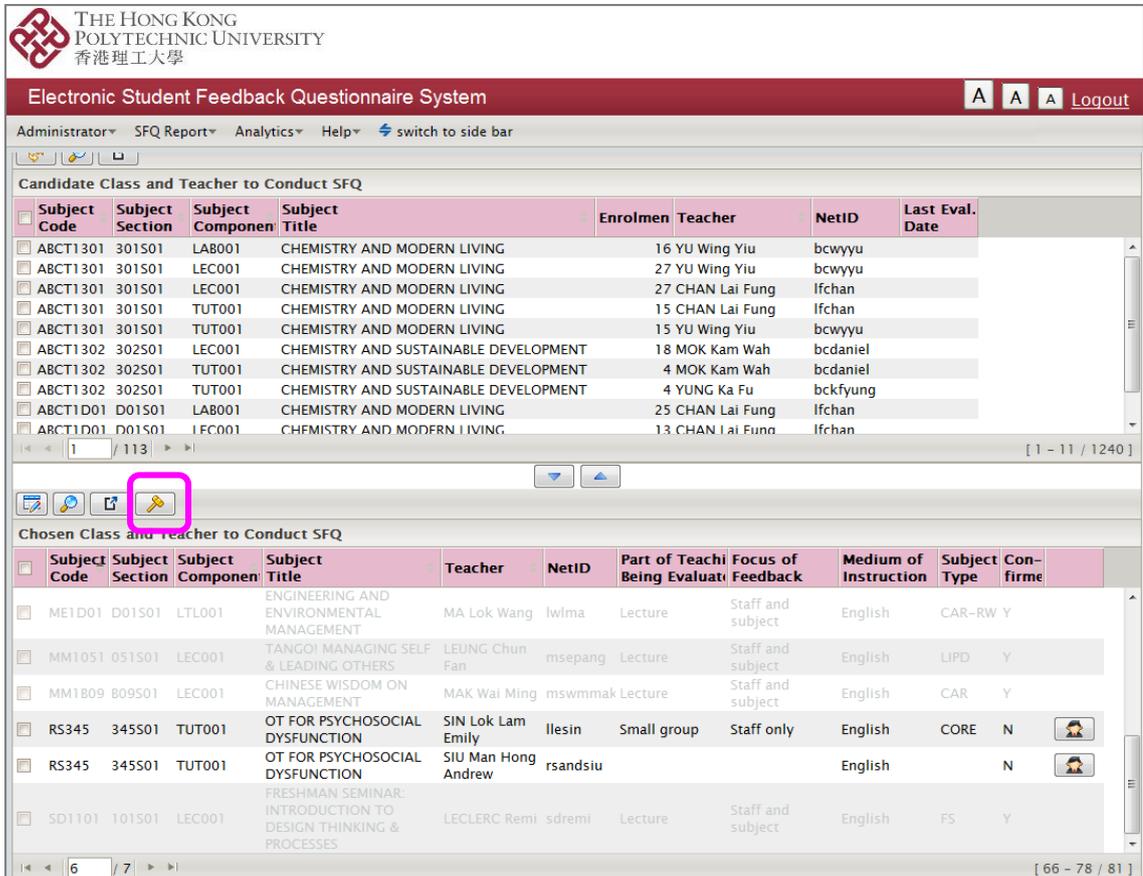
Subject Code	Subject Section	Subject Component	Subject Title	Enrolmen	Teacher	NetID	Last Eval. Date
<input type="checkbox"/>	ABCT1301	301501	CHEMISTRY AND MODERN LIVING		16 YU Wing Yiu	bcwyuu	
<input checked="" type="checkbox"/>	RS345	345501	TUT001		OT FOR PSYCHOSOCIAL DYSFUNCTION		
<input type="checkbox"/>	RS345	345501	TUT001		OT FOR PSYCHOSOCIAL DYSFUNCTION		

**Chosen Class and Teacher to Conduct SFQ Table:**

Subject Code	Subject Section	Subject Component	Subject Title	Teacher	NetID	Part of Teachi Being Evaluati	Focus of Feedback	Medium of Instruction	Subject Type	Con-firme
<input type="checkbox"/>	ME1D01	D01501	LTL001	ENGINEERING AND ENVIRONMENTAL MANAGEMENT	MA Lok Wang	lwima	Lecture	Staff and subject	English	CAR-RW Y
<input type="checkbox"/>	MM1051	051501	LEC001	TANGOI MANAGING SELF & LEADING OTHERS	LEUNG Chun Fan	msepang	Lecture	Staff and subject	English	LIPD Y
<input type="checkbox"/>	MM1809	809501	LEC001	CHINESE WISDOM ON MANAGEMENT	MAK Wai Ming	mswmmak	Lecture	Staff and subject	English	CAR Y
<input checked="" type="checkbox"/>	RS345	345501	TUT001	OT FOR PSYCHOSOCIAL DYSFUNCTION	SIN Lok Lam Emily	llesin	Small group	Staff only	English	CORE N
<input type="checkbox"/>	RS345	345501	TUT001	OT FOR PSYCHOSOCIAL DYSFUNCTION	SIU Man Hong Andrew	rsandsiu			English	N

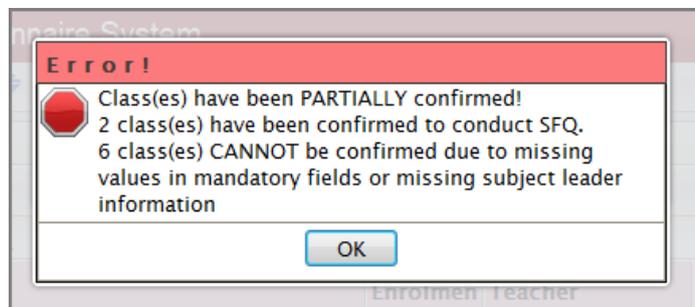
### 11.3 Confirming all classes and teachers to conduct eSFQ

**Step 1** To confirm all selected classes and teachers to conduct the eSFQ in the **Chosen Class and Teacher to Conduct SFQ** section, click the **Confirm All icon**  in the top left corner. Note that only classes with all the required information inputted will be confirmed.



Incomplete records with any missing information (e.g. Subject Leader, subject type, part of teaching being evaluated, etc.) will remain unconfirmed.

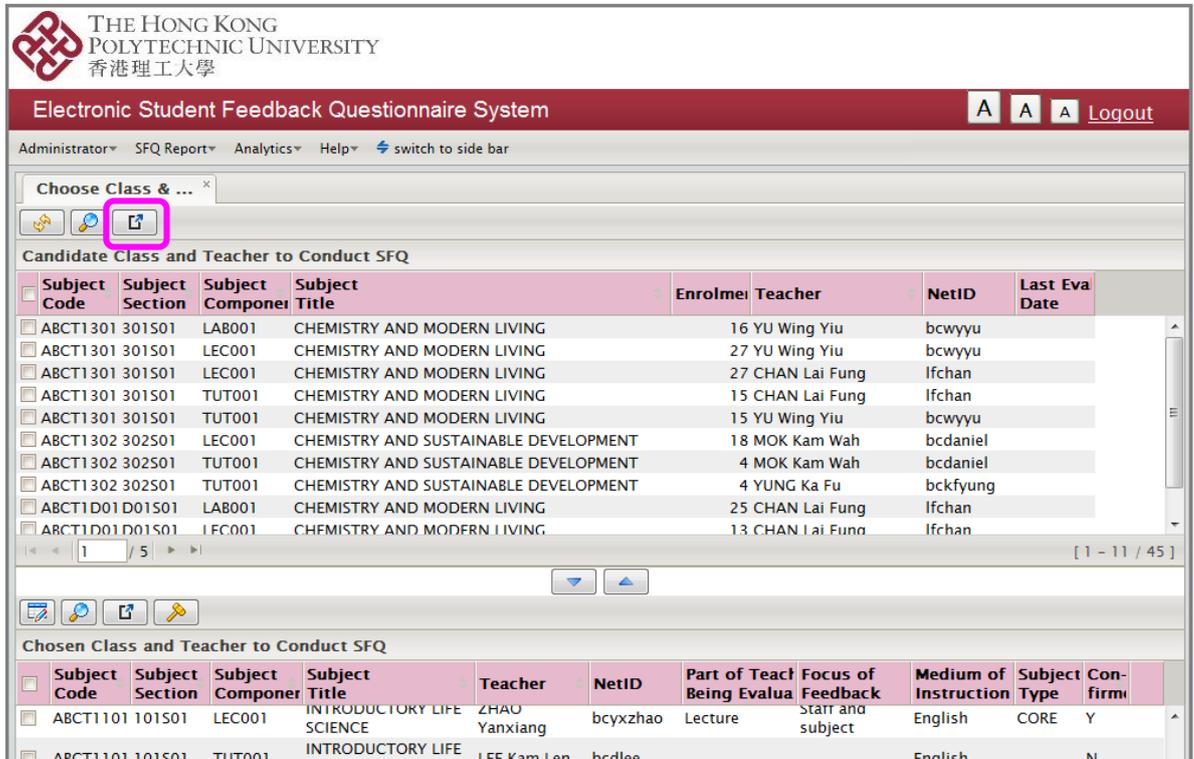
A prompt will notify you the number of confirmed classes and unconfirmed classes due to missing information.



Once the class records are confirmed, the system will automatically send the subject teachers an email asking them to check the subject information and add additional questions, if any.

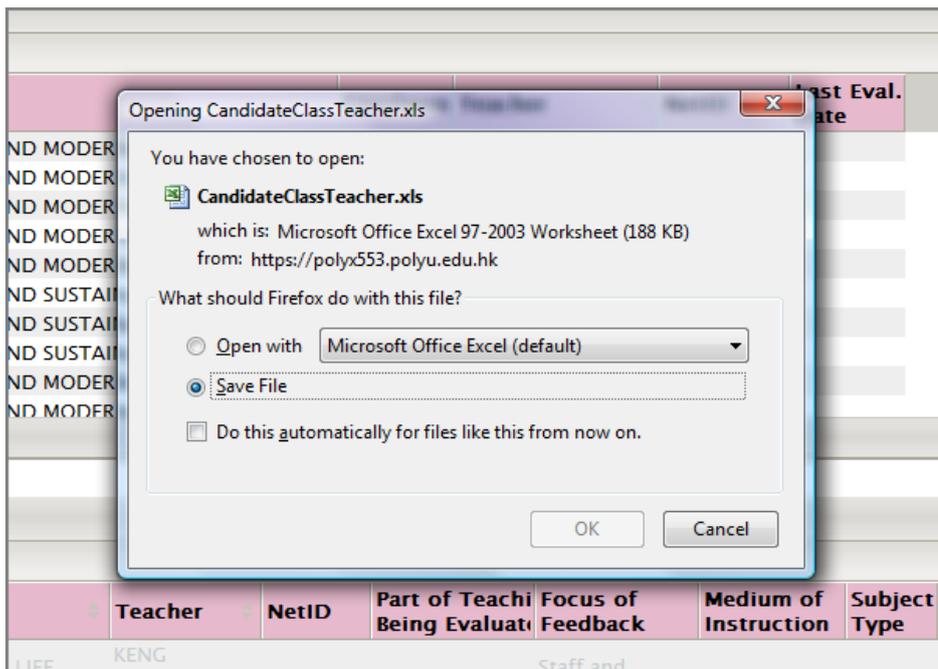
### 11.4 Exporting the list of candidate classes and teachers to conduct the eSFQ

**Step 1** To export the list of candidate classes and teachers to conduct the eSFQ, click the **Export icon** on the **Candidate Class & Teacher to Conduct SFQ** section.



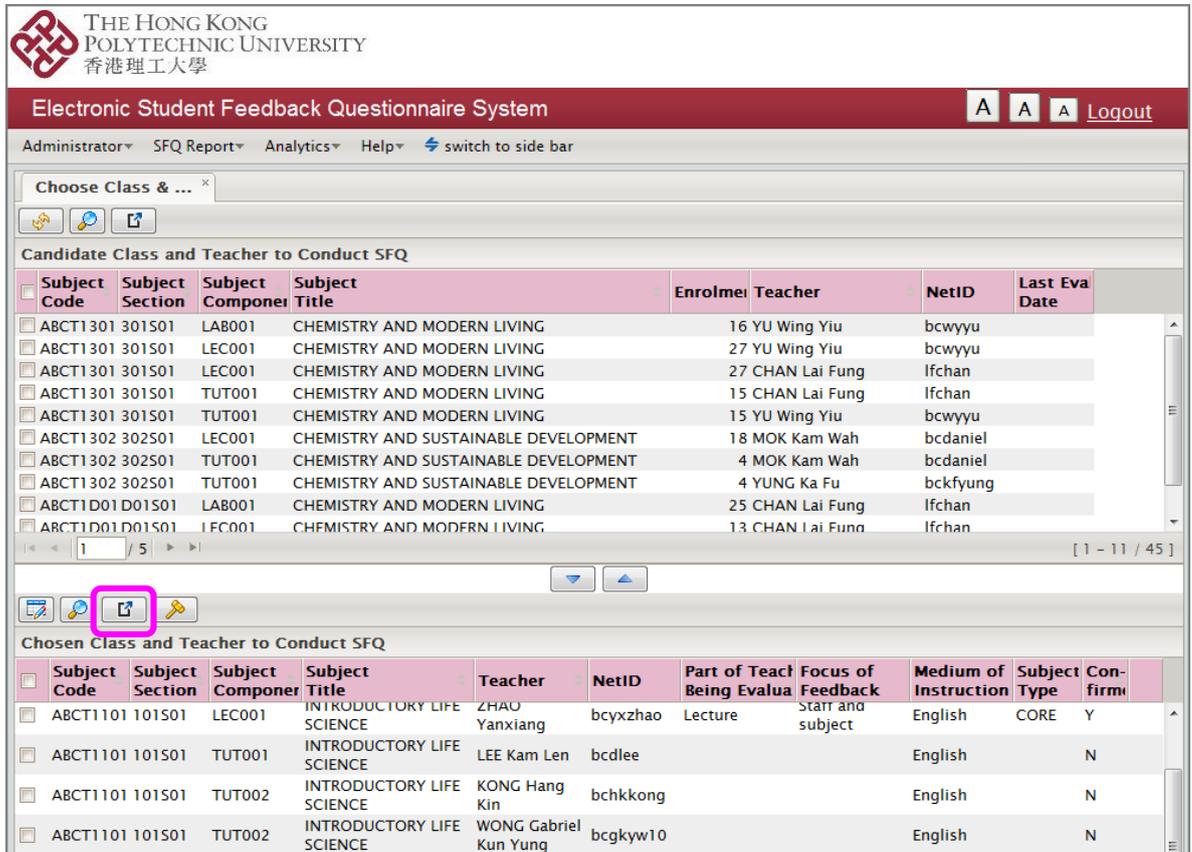
**Step 2** Select the appropriate option then click **OK**:

1. Open the exported file with Excel directly then save the file; or
2. Save the exported file in .xls format directly on your computer.



### 11.5 Exporting the list of selected classes and teachers to conduct the eSFQ

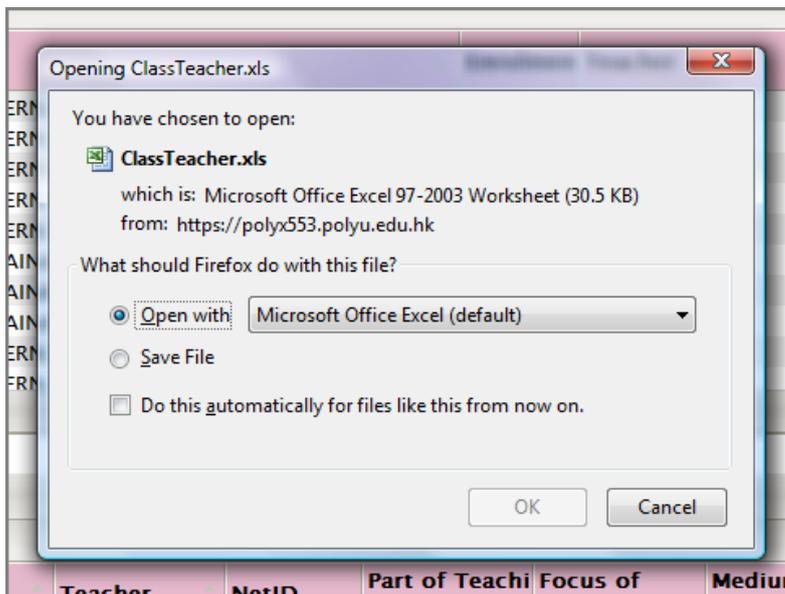
**Step 1** To export the list of selected classes and teachers to conduct the eSFQ, click the **Export icon**  in the **Chosen Class & Teacher to Conduct SFQ** section.



The screenshot displays the 'Electronic Student Feedback Questionnaire System' interface. It features a navigation menu at the top with options like 'Administrator', 'SFQ Report', 'Analytics', and 'Help'. The main content area is divided into two sections. The upper section, titled 'Candidate Class and Teacher to Conduct SFQ', contains a table with columns: Subject Code, Subject Section, Subject Component, Subject Title, Enrolment, Teacher, NetID, and Last Evaluation Date. The lower section, titled 'Chosen Class and Teacher to Conduct SFQ', contains a table with columns: Subject Code, Subject Section, Subject Component, Subject Title, Teacher, NetID, Part of Teaching Being Evaluated, Focus of Feedback, Medium of Instruction, Subject Type, and Confirmation. A red box highlights the 'Export' icon (a document with an arrow) in the toolbar between the two tables.

**Step 2** Select the appropriate option then click **OK**:

1. Open the exported file with Excel directly then save the file; or
2. Save the exported file in .xls format directly on your computer.



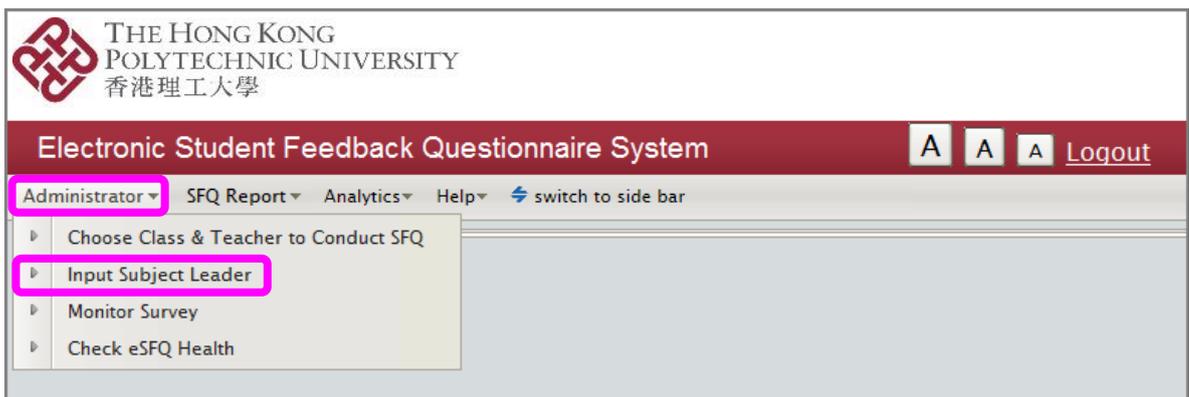
The screenshot shows a file opening dialog box titled 'Opening ClassTeacher.xls'. The dialog contains the following information: 'You have chosen to open: ClassTeacher.xls which is: Microsoft Office Excel 97-2003 Worksheet (30.5 KB) from: https://poly553.polyu.edu.hk'. Below this, it asks 'What should Firefox do with this file?' and provides three radio button options: 'Open with Microsoft Office Excel (default)' (which is selected), 'Save File', and 'Do this automatically for files like this from now on.' There are 'OK' and 'Cancel' buttons at the bottom of the dialog.

## 11.6 Inputting Subject Leader information

As Subject Leaders have the right to (1) input extra questions for the subject, (2) monitor the survey response rates, and (3) access the subject reports, information on the Subject Leader is required when adding classes to conduct the eSFQ.

Input information on the secondary Subject Leaders as well, if applicable, as they also have the right to monitor the survey response rates and access the subject reports (but not to input extra questions for the subject).

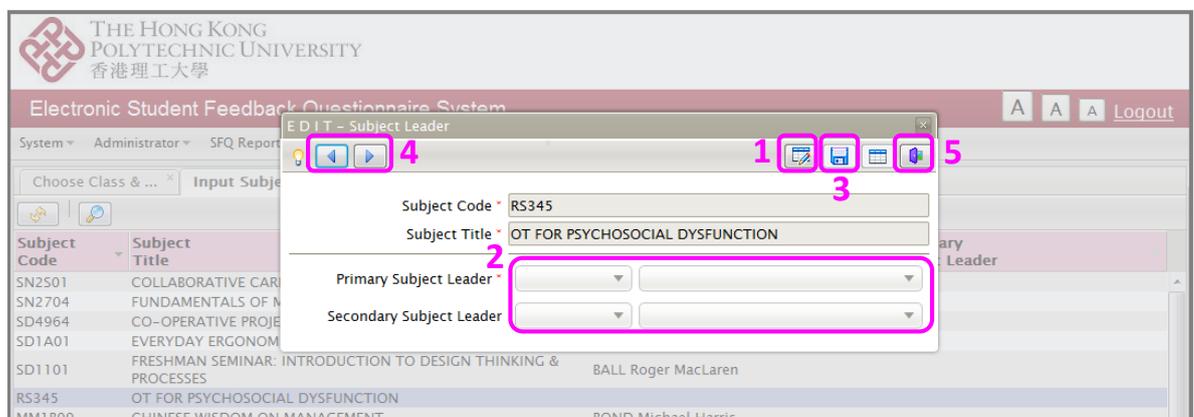
- Step 1** Click **Administrator** in the top menu bar, then select **Input Subject Leader** from the drop-down menu to open the Input Subject Leader tab.



- Step 2** On the **Input Subject Leader** tab, double-click the class record of which the Subject Leader information is to be inputted and a window will pop up.

To enter the Subject Leader information:

1. Click the **Edit icon**  in the top right corner.
2. Select the appropriate Subject Leader information from the drop-down menus (input information on secondary Subject Leader, if applicable).
3. Click the **Save icon**  to save the changes
4. Click the **Left**  and **Right**  buttons to go to the previous and next record respectively.
5. Click the **Exit icon**  to close the window.

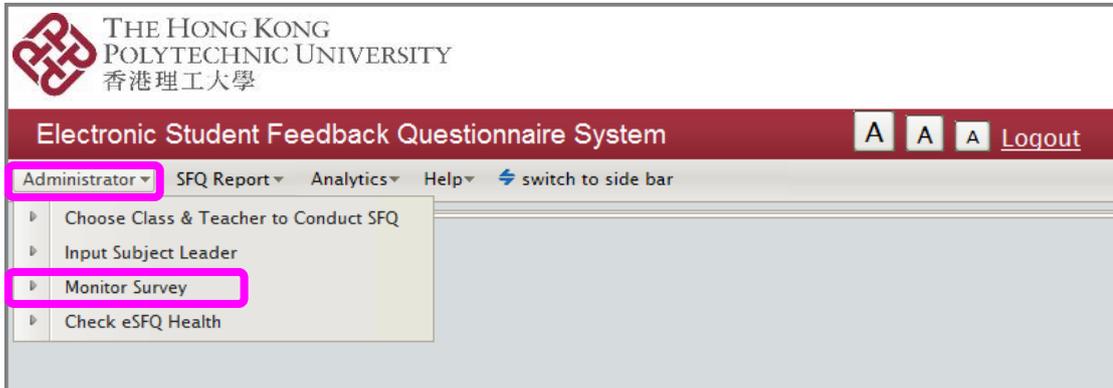


Note that once the Subject Leader information is inputted and saved, the system will immediately send an email to the primary Subject Leader, asking him/her to input additional questions on the subject, if any.

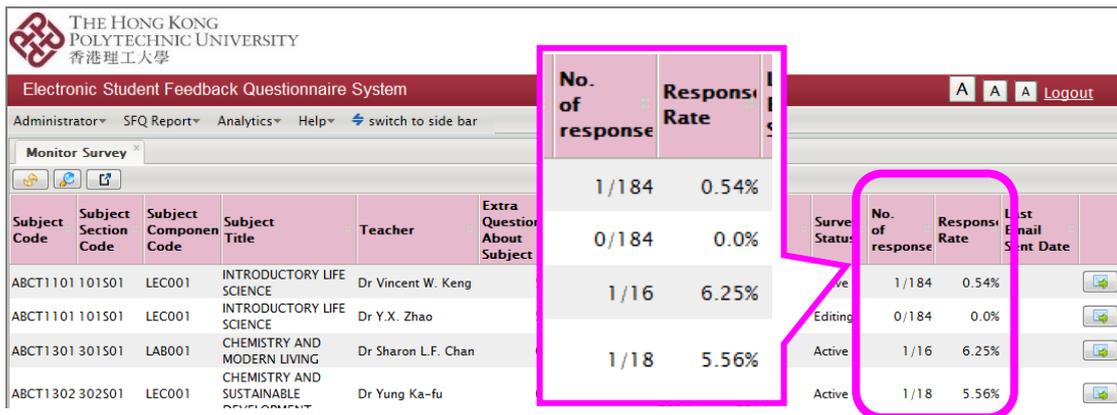
### 11.7 Monitoring the survey

You can check the response rates to the eSFQ and send emails to the students via the eSFQ system *if needed*.

**Step 1** To check the response rates to the eSFQ, select **Administrator** in the top menu bar then select **Monitor Survey** from the drop-down menu.



The number of responses and response rate of each individual class for which the eSFQ has been administered in the semester will be displayed.



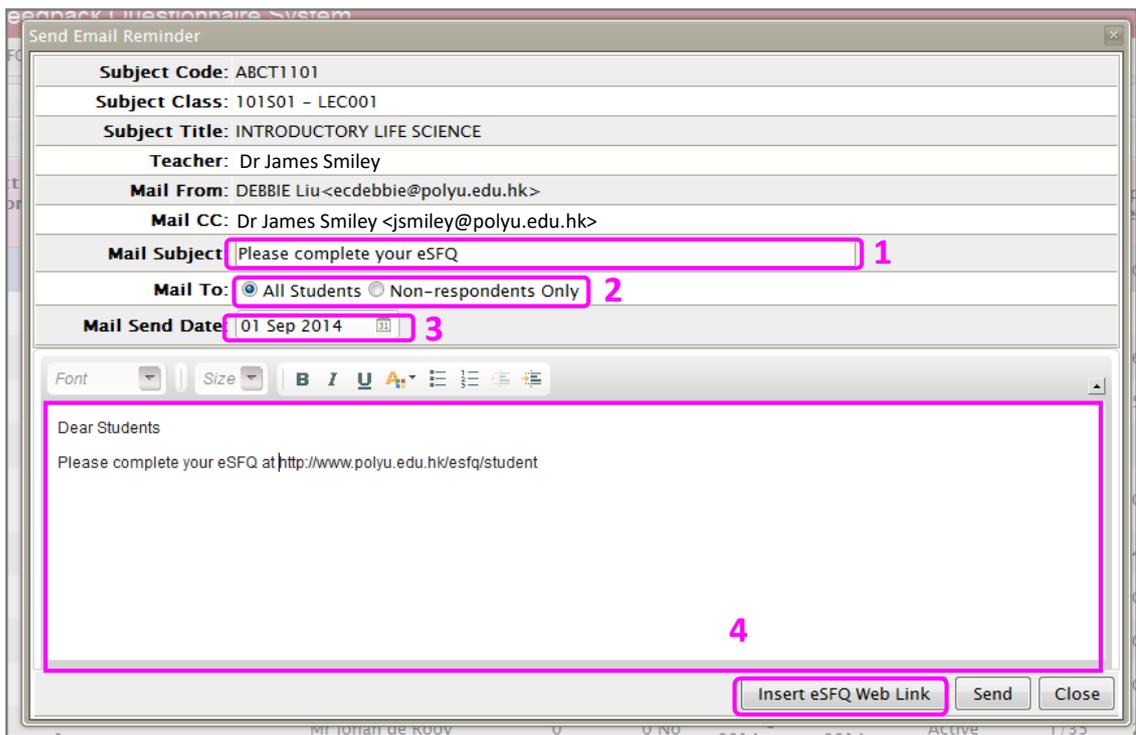
**Step 2** *If you are asked by the Subject Leader or subject teacher to send an email reminder to the students enrolled in the class, click the **Send Email icon** to open the Send Email Reminder window.*

Note that the email reminder will be sent under your name, and copied to the Subject Teacher.

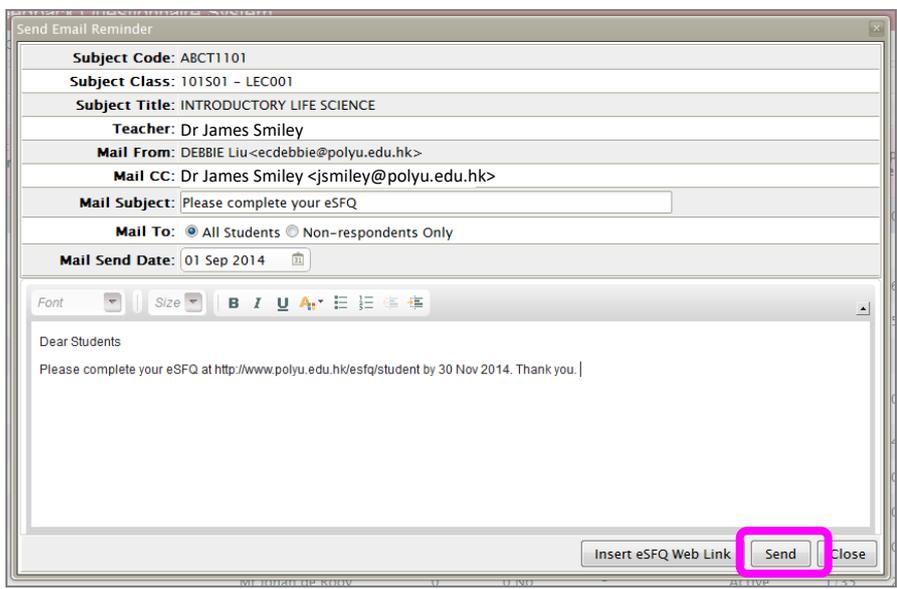


**Step 3** Fill in the required information as appropriate:

1. **Mail Subject:** Provide an email subejct.
2. **Mail To:** By default, it is set to send to all students. Select **Non-respondents Only** if you would like to send the email reminder to the students who have not yet completed the eSFQ only.
3. **Mail Send Date:** Select the date you would like the email to be sent.
4. **Mail content:** Write your message to encourage student participation. If you would like to insert the eSFQ web link into your email for students' easier access, click **Insert eSFQ Web Link** and it will be inserted at the cursor position.



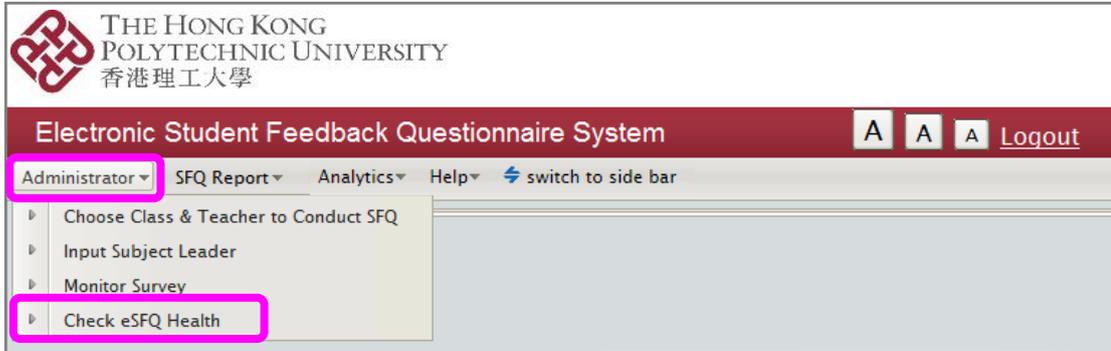
**Step 4** Click **Send** to send the email.



### 11.8 Departmental eSFQ status health check

The Health Check function helps the Departmental SFQ Administrators to spot any potential irregularities in the class records e.g., classes with invalid or no subject teacher information, classes without any student enrolment, etc. **Departmental SFQ Administrators are advised to use this health check function regularly to see if any class record requires immediate attention and follow-up action.**

**Step 1** To check the eSFQ status, click **Administrator** in the top menu bar then select **Check eSFQ Health**.



**Step 2** The following information will be displayed:

1. Departmental eSFQ Summary (click the **links** to display further information)
2. Class(es) without teacher record
3. Class(es) with invalid teacher record
4. Class(es) without student enrolment
5. Missing LCR subjects (viewable to CBS and ELC only)

Departmental SFQ Administrators should rectify any problem record accordingly and take other follow-up action if necessary when any irregularity has been spotted.

The screenshot displays the 'Departmental eSFQ Summary' table. The table has the following data:

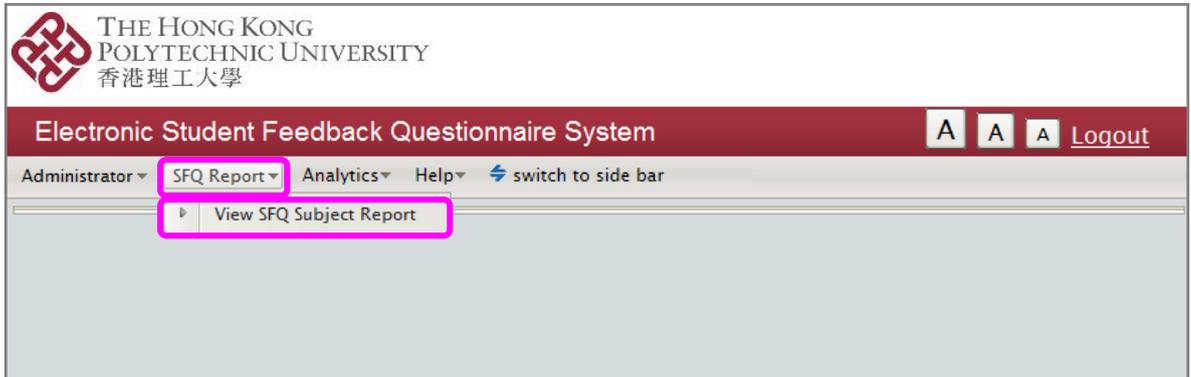
Dept	Unconfirmed classes (no.) [a]	Not yet started eSFQ	Started eSFQ (overall respon)	Completed eSFQ (overall respon)	Suspended eSFQ	Classes not being selecte to do eSFQ (no.) [c]	Total no. of classes [a+b+c]
ABCT	3	1	5 (2.61%)	0 (0%)	0	45	54

Below the summary table, there are three sections for further details:

- Class(es) without teacher record**: Table with columns: Dept, Subject code, Section code, Component code, Enrolment.
- Class(es) with invalid teacher record**: Table with columns: Dept, Subject code, Section code, Component code, Teacher NetID, Enrolment.
- Class(es) without student enrolment**: Table with columns: Dept, Subject code, Section code, Component code.

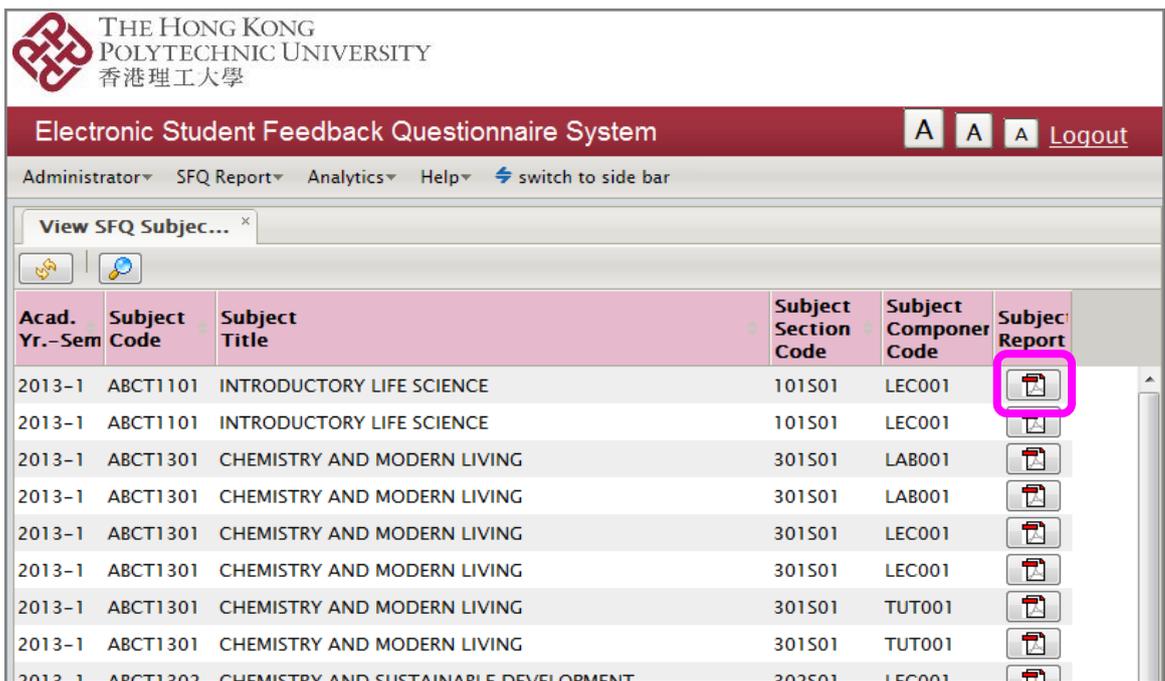
### 11.9 Viewing SFQ subject reports

**Step 1** To view the subject reports, click **SFQ Report** in the top menu bar then select **View SFQ Subject Report** to display the list of available reports.



**Step 2** You can search for a report by clicking the **Magnifying glass icon** .

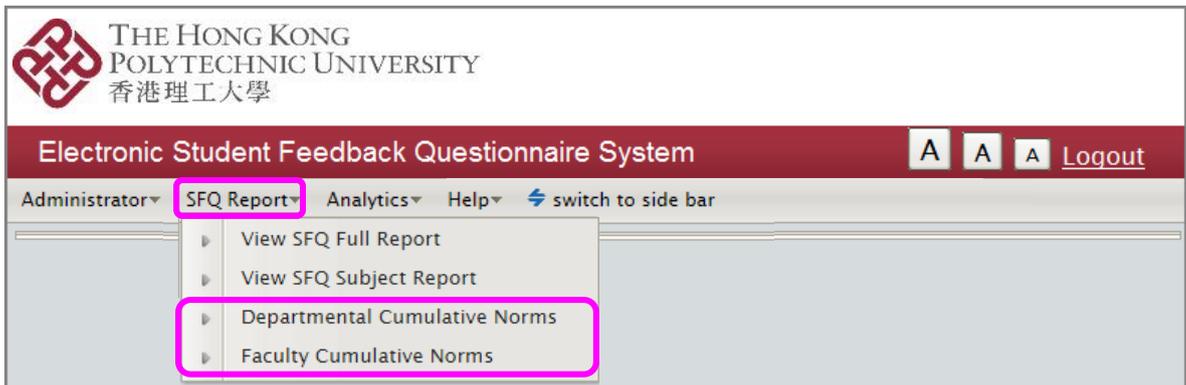
Click the **PDF icon**  next to the record to display the subject report for that class.



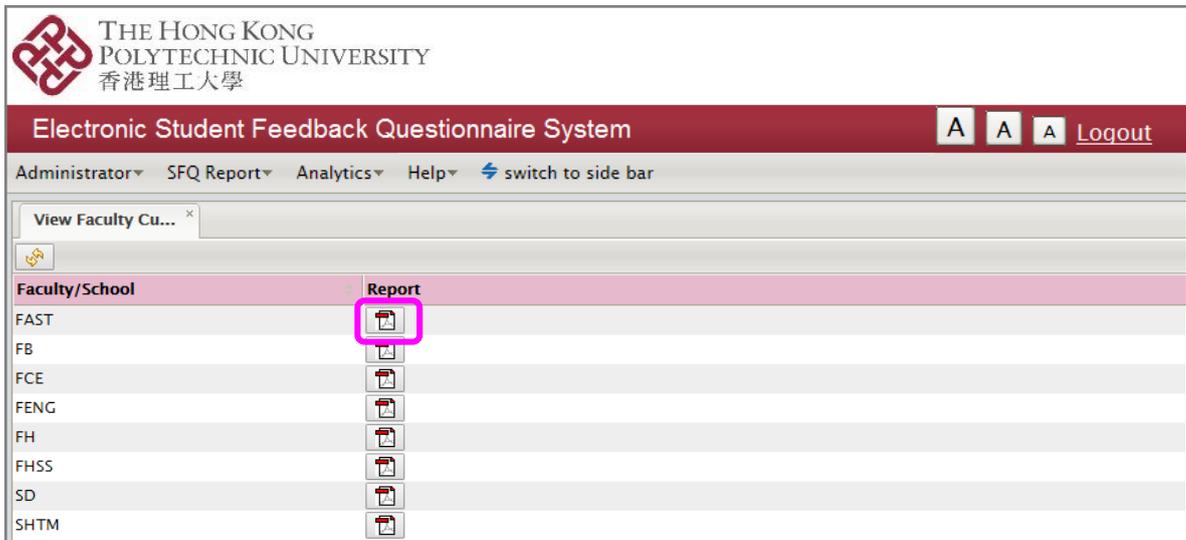
### 11.10 Viewing departmental and faculty cumulative norms

Subject Leaders, subject teachers and departmental SFQ administrators can view the departmental norms of their own department and the cumulative norms of all Faculties/Schools.

**Step 1** To view the departmental or faculty cumulative norms, click **SFQ Report** in the top menu bar then select **Departmental Cumulative Norms** or **Faculty Cumulative Norms** to display the list of available reports.



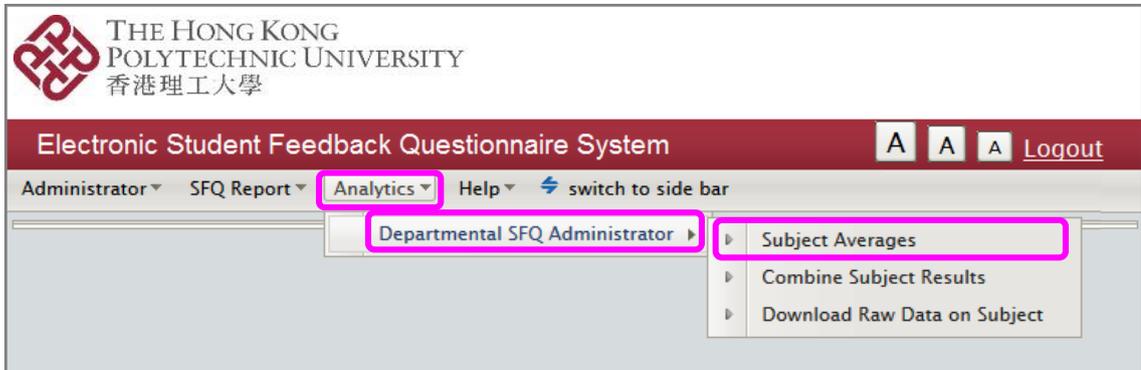
**Step 2** Click the **PDF icon**  next to the record to display the report.



### 11.11 Viewing subject averages

Departmental SFQ administrators can view and export the overall means of the items about the subject to an Excel file.

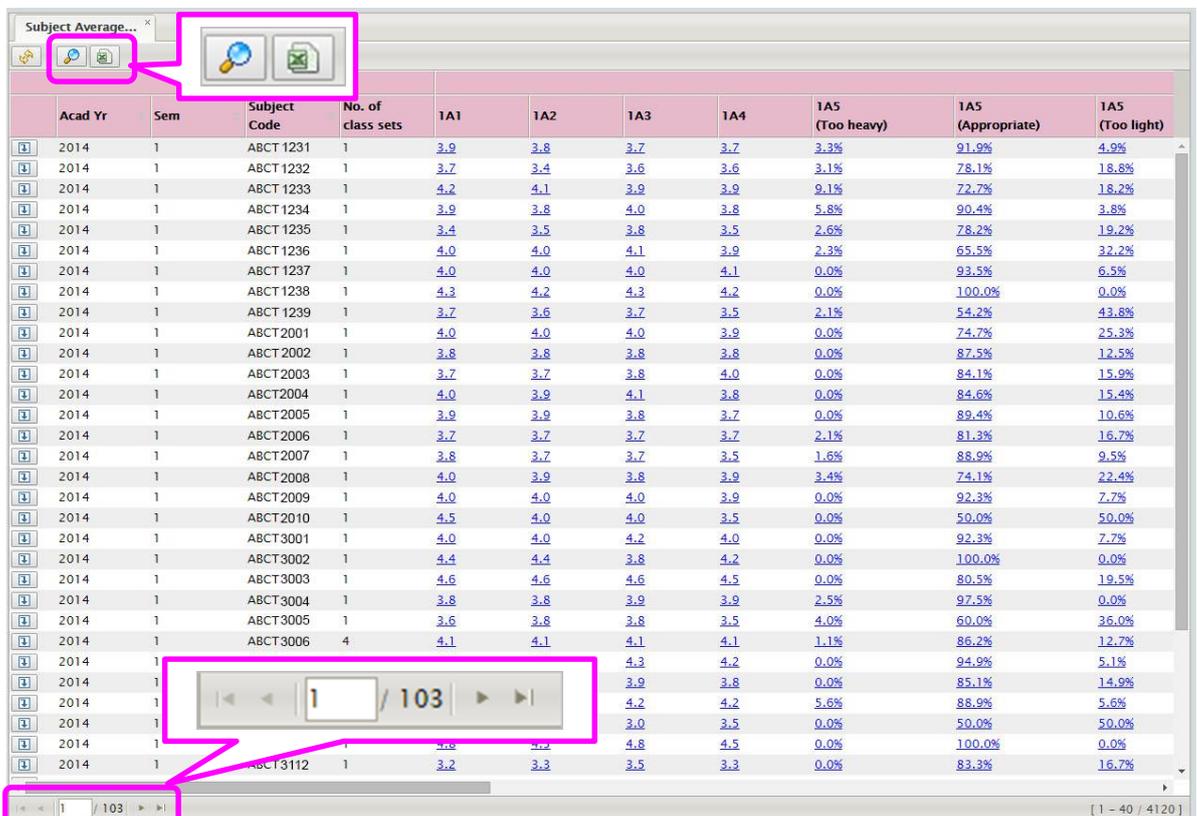
**Step 1** To view the subject averages, click **Analytics** in the top menu bar, select **Departmental SFQ Administrator**, then **Subject Averages** to display the list of subject averages.



**Step 2** Use the **Arrow buttons** at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

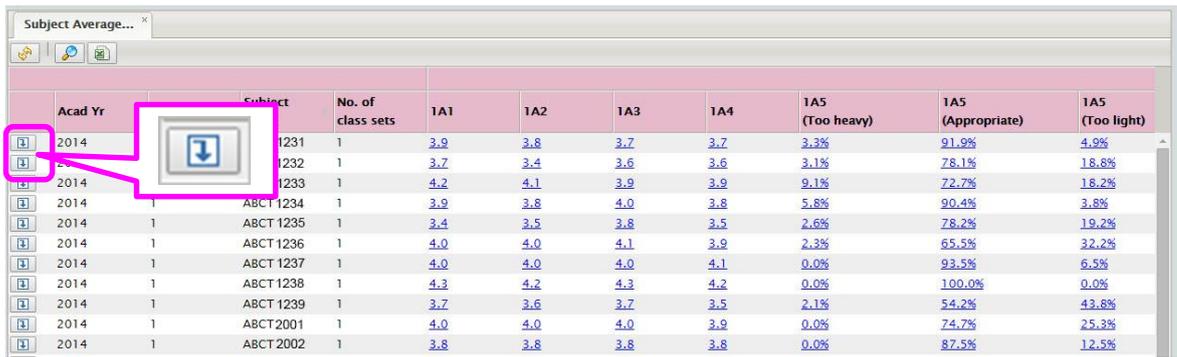
Click the **column headers** to sort the corresponding columns in ascending or descending order. To search for a particular record, click the **Magnifying glass icon** . Enter the relevant information, then click **Search**.

To export the records to an Excel file, click the **Excel file icon** .



**Step 3**

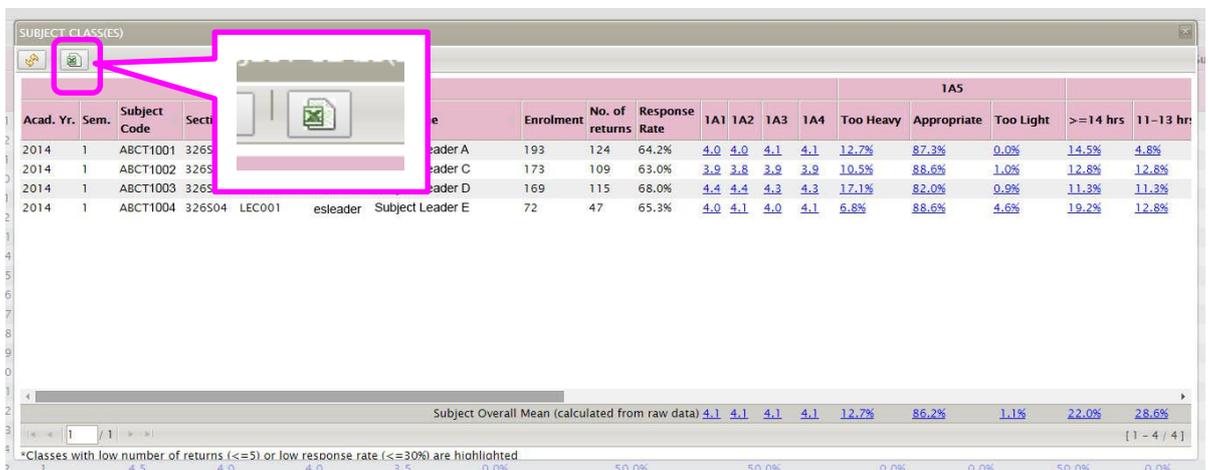
To see the class set(s) information, click the **Drill down icon** .



Acad Yr	Subject	No. of class sets	1A1	1A2	1A3	1A4	1A5 (Too heavy)	1A5 (Appropriate)	1A5 (Too light)
2014	ABCT1231	1	3.9	3.8	3.7	3.7	3.3%	91.9%	4.9%
2014	ABCT1232	1	3.7	3.4	3.6	3.6	3.1%	78.1%	18.8%
2014	ABCT1233	1	4.2	4.1	3.9	3.9	9.1%	72.7%	18.2%
2014	ABCT1234	1	3.9	3.8	4.0	3.8	5.8%	90.4%	3.8%
2014	ABCT1235	1	3.4	3.5	3.8	3.5	2.6%	78.2%	19.2%
2014	ABCT1236	1	4.0	4.0	4.1	3.9	2.3%	65.5%	32.2%
2014	ABCT1237	1	4.0	4.0	4.0	4.1	0.0%	93.5%	6.5%
2014	ABCT1238	1	4.3	4.2	4.3	4.2	0.0%	100.0%	0.0%
2014	ABCT1239	1	3.7	3.6	3.7	3.5	2.1%	54.2%	43.8%
2014	ABCT2001	1	4.0	4.0	4.0	3.9	0.0%	74.7%	25.3%
2014	ABCT2002	1	3.8	3.8	3.8	3.8	0.0%	87.5%	12.5%

The class sets information will appear in a pop-up window.

To export the record(s) to an Excel file, click the **Excel file icon** .



Acad. Yr.	Sem.	Subject Code	Section	Enrollment	No. of returns	Response Rate	1A1	1A2	1A3	1A4	1A5				
											Too Heavy	Appropriate	Too Light	>=14 hrs	11-13 hrs
2014	1	ABCT1001	3265	193	124	64.2%	4.0	4.0	4.1	4.1	12.7%	87.3%	0.0%	14.5%	4.8%
2014	1	ABCT1002	3265	173	109	63.0%	3.9	3.8	3.9	3.9	10.5%	88.6%	1.0%	12.8%	12.8%
2014	1	ABCT1003	3265	169	115	68.0%	4.4	4.4	4.3	4.3	17.1%	82.0%	0.9%	11.3%	11.3%
2014	1	ABCT1004	326504	72	47	65.3%	4.0	4.1	4.0	4.1	6.8%	88.6%	4.6%	19.2%	12.8%

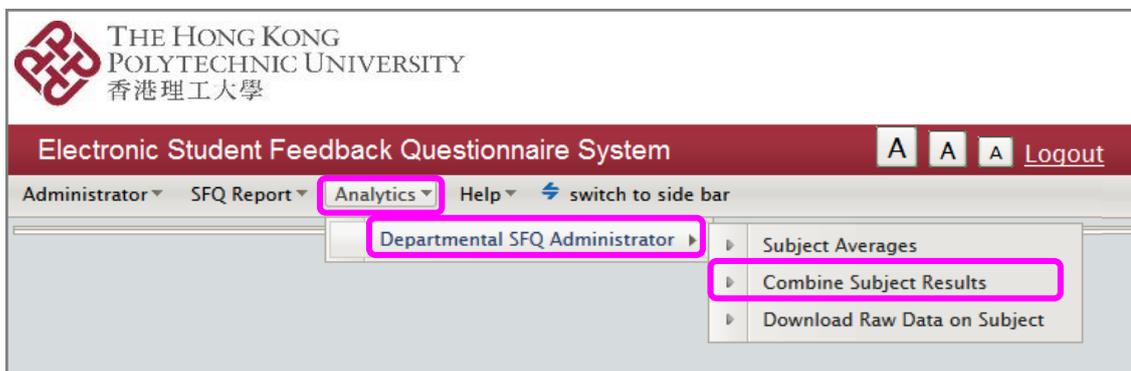
Subject Overall Mean (calculated from raw data) 4.1 4.1 4.1 4.1 12.7% 86.2% 1.1% 22.0% 28.6%

\*Classes with low number of returns (<=5) or low response rate (<=30%) are highlighted

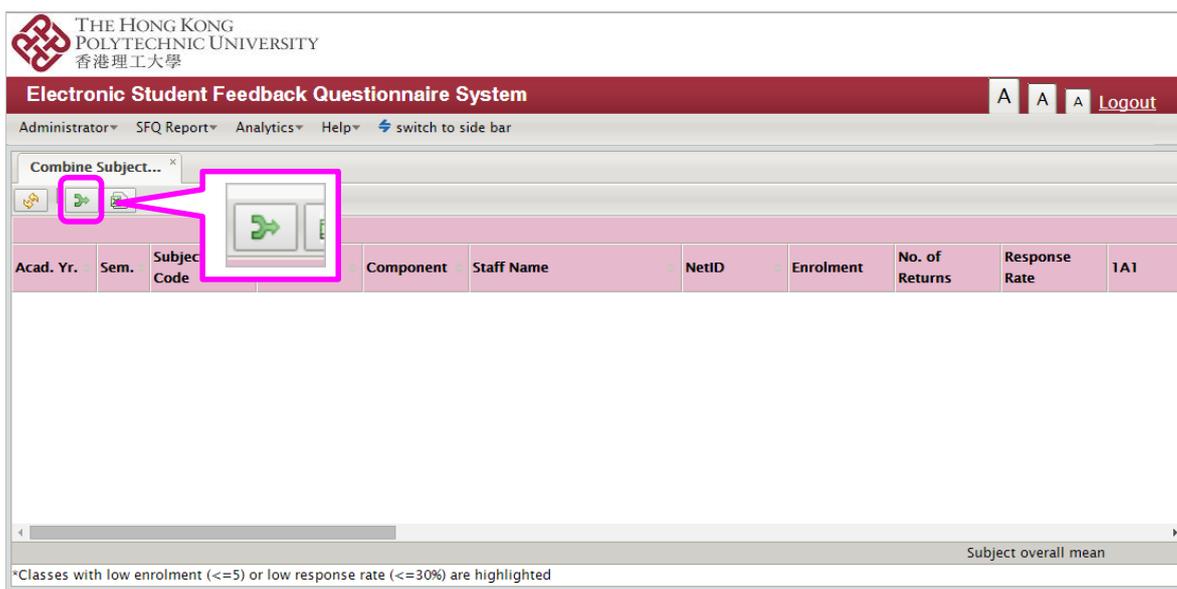
## 11.12 Combining subject results

Departmental SFQ administrators can combine the subject results for different classes of the same subject using the “Combine Subject Results” function.

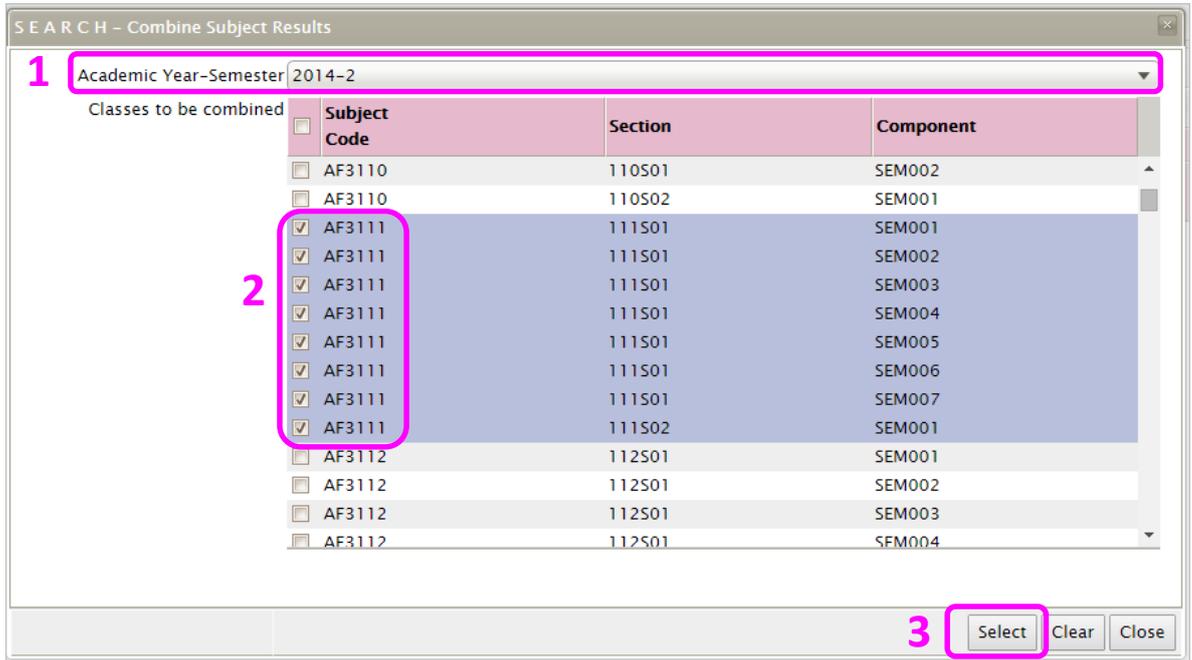
- Step 1** To combine the subject results, click **Analytics** in the top menu bar, select **Departmental SFQ Administrator**, then **Combine Subject Results**. A new tab will be displayed.



- Step 2** Click the **Combine Subject Results icon** . A window will pop up.

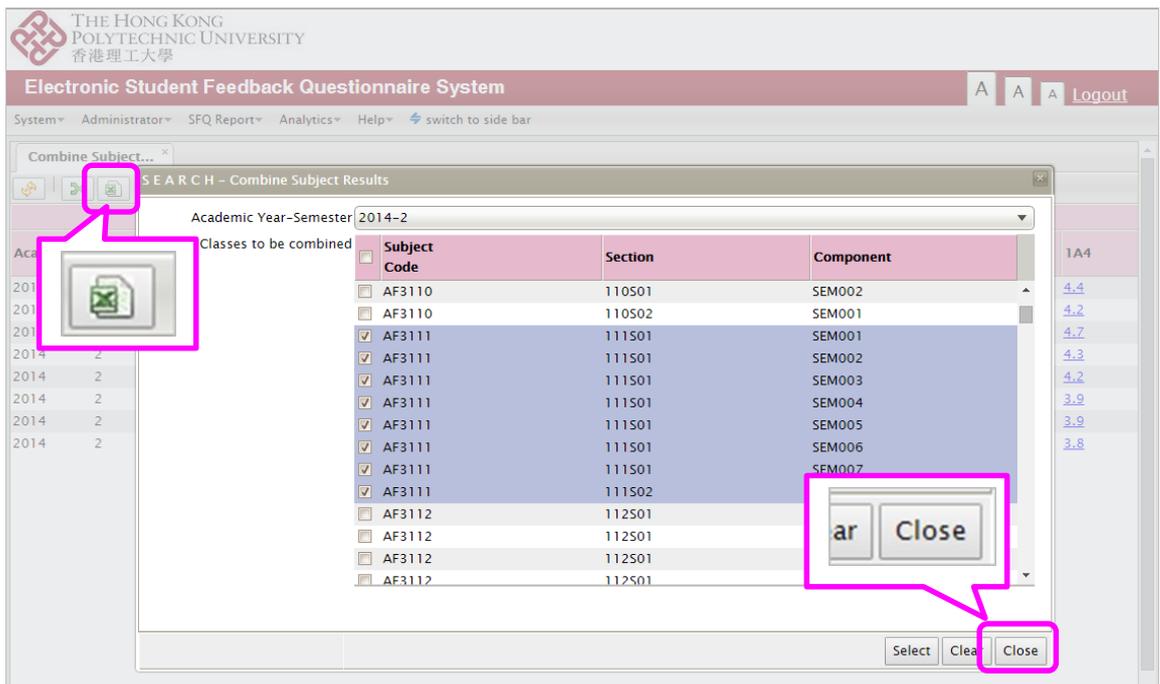


**Step 3** In the pop-up window, select: (1) the **Academic Year/Semester** from the drop-down menu to display the records available for combining; (2) the classes of which the subject results you wish to combine. Then click **Select**.



**Step 4** The selected records and combined results will appear in the background tab. Click **Close** to view the combined results.

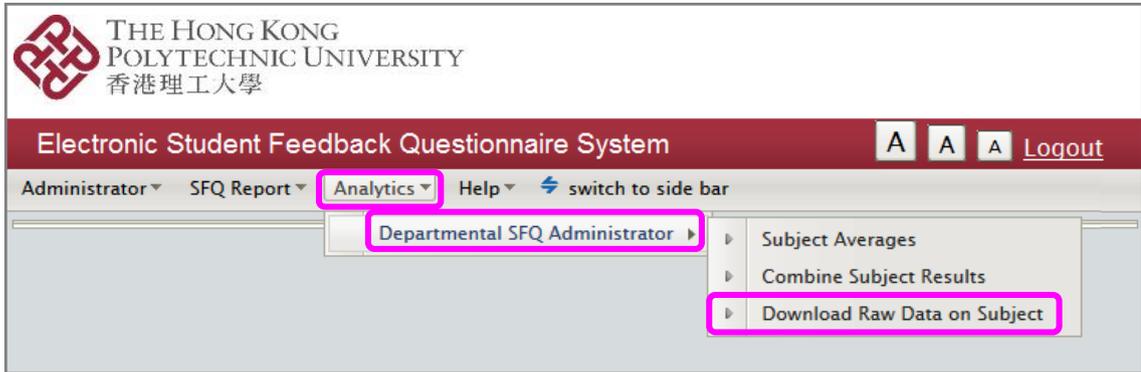
To export the combined results to an Excel file, click the **Excel file icon** .



### 11.13 Downloading raw data on subject

Departmental SFQ Administrator can download the raw data of students' responses (*de-identified*) in Section I About the Subject.

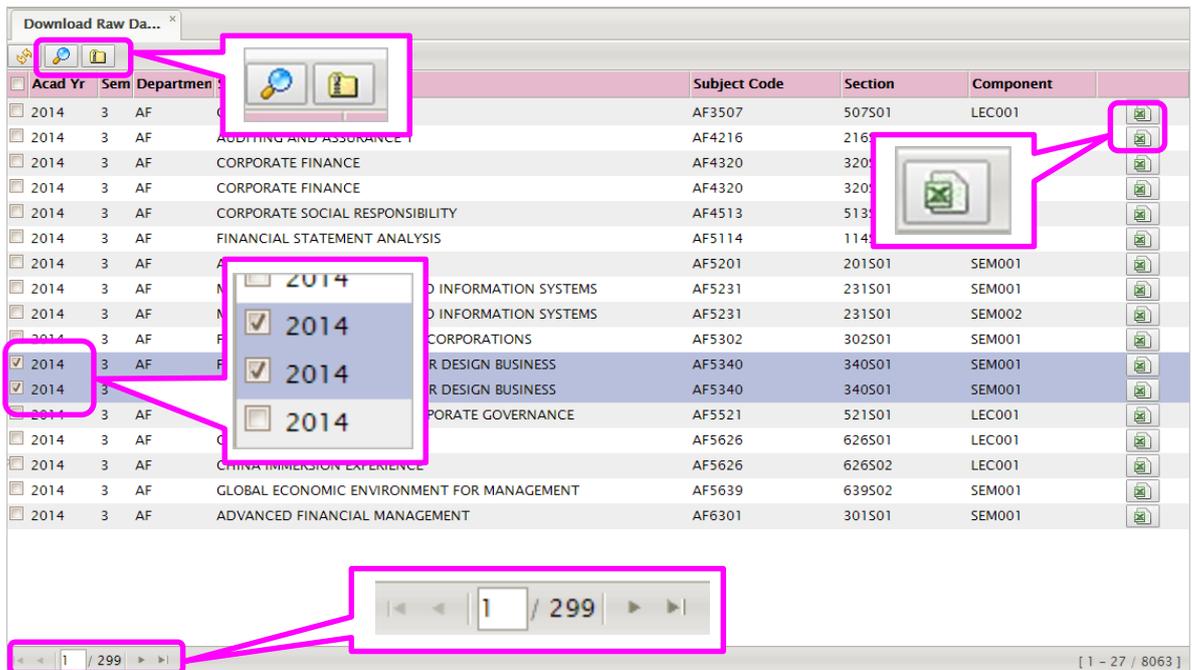
**Step 1** To download the subject raw data, click **Analytics** in the top menu bar, select **Departmental SFQ Administrator**, then **Download Raw Data on Subject**. A new tab will be displayed.



**Step 2** Click the **Excel file icon**  to download the raw data of a particular record. To download multiple records, select the records by checking the boxes next to them then click the **zip file icon** .

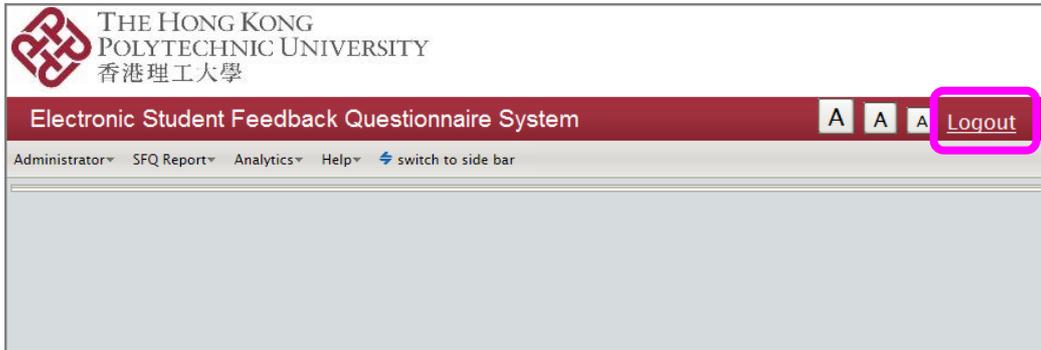
To search for a particular record, click the **Magnifying glass icon** . Enter the relevant information, then click **Search**.

You can use the **Arrow buttons** at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.



## 11.14 Logging out of the eSFQ system

**Step 1** To log out of the eSFQ system, click the **Logout link** in the top right corner.



## 11.15 Further assistance and support

For further assistance or support, send an email to [esfq.support@polyu.edu.hk](mailto:esfq.support@polyu.edu.hk) with the following information if possible:

- *Screenshot* – Capture your screen (by holding down Ctrl or Alt key while hitting the Print Screen button for PC, or Ctrl+Shift+Command (Apple)+4 for Macintosh) and paste the image to the email
- *Browser address* – Copy the URL that is displayed in the address line of your browser and paste it to the email.

## 12. Appendices

### 12.1 Appendix A Standard items used across Faculties/Schools

#### Section I About the Subject

##### Items on students' learning experience of the subject

###### English version

1. I have a clear understanding of what I am expected to learn from this subject.
2. The teaching and learning activities (e.g. lectures, discussions, case studies, projects, etc.) have helped me to achieve the subject learning outcomes.
3. The assessments require me to demonstrate my knowledge, skills and understanding of the subject.
4. I understand the criteria according to which I will be graded.
5. Relative to the subject learning outcomes, the workload for this subject has been:
6. 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]

###### Traditional Chinese version (Used by FH only)

1. 我清楚知道本科目要求我學到甚麼。
2. 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。
3. 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。
4. 我知道我在本科的成績等級是依據甚麼標準而評定的。
5. 就科目所要求達到的學習成果而言，本科目的功課量
6. 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？

###### Simplified Chinese version (Used by FB, FHSS and SHTM only)

1. 我清楚知道本科目要求我學到甚麼。
2. 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。
3. 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。
4. 我知道我在本科的成績等級是依據甚麼標準而評定的。
5. 就科目所要求達到的學習成果而言，本科目的功課量
6. 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？

##### Open-ended items

###### English version

1. What aspects of the subject were most useful to your learning?
2. How could the subject be improved to help you learn better?

###### Traditional Chinese version (Used by FH only)

1. 本科目哪些方面對你的學習最有用？
2. 本科目可以如何改善，以幫助你學得更好？

###### Simplified Chinese version (Used by FB, FHSS and SHTM only)

1. 本科目哪些方面對你的學習最有用？
2. 本科目可以如何改善，以幫助你學得更好？

## Section II About the Staff Member

### Items on the overview about the teaching of the staff member

#### English version

1. The teaching of the staff member has provided me with a valuable learning experience.
2. Overall, I think that the staff member is an effective teacher.

#### Traditional Chinese version (Used by FH only)

1. 這位教師的教學給了我一個寶貴的學習經驗。
2. 整體來說，我認為這位教師是一位高效能的教師。

#### Simplified Chinese version (Used by FB, FHSS and SHTM only)

1. 这位教师的教学给了我一个宝贵的学习经验。
2. 整体来说，我认为这位教师是一位高效能的教师。

### Item on the use of medium of instruction

#### English version

1. To what extent has the staff member used English in his/her teaching?

#### Simplified Chinese version (Only for FB subjects using an eSFQ form in Chinese)

1. 这位教师在教学过程中有多少比例的时间是使用普通话的？

### Open-ended items

#### English version

1. What aspects of this staff member's teaching were most useful to your learning?
2. How would you like the teaching be changed (if at all), to help you learn better?

#### Traditional Chinese version (Used by FH only)

1. 這位教師的教學哪些方面對你的學習最有幫助？
2. 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？

#### Simplified Chinese version (Used by FB, FHSS and SHTM only)

1. 这位教师的教学哪些方面对你的学习最有帮助？
2. 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？

## 12.2 Appendix B Customised items for Faculty-based forms and subjects

### Customised items in Section I About the Subject for GUR subjects

- [Cluster Areas Requirement \(CAR\)](#)
- [Freshmen Seminar \(FS\)](#)
- [Language & Communication Requirement \(LCR\)](#)
- [Leadership & Intra-Personal Development \(LIPD\)](#)
- [Service Learning \(SL\)](#)

### Faculty-based items in Section II About the Staff Member

- [FAST](#)
- [FB](#)
- [FCE](#)
- [FENG](#)
- [FH](#)
- [FHSS](#)
- [SD](#)
- [SHTM](#)

### 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 Freshmen Seminar (FS) subjects

1. I have developed a better understanding of the nature, basic concepts and study options of my Broad Discipline/Major.
2. My interest in the Broad Discipline/Major has increased as a result of studying this subject.
3. I am more aware of the global issues and trends relating to my Broad Discipline/Major.
4. The Freshman Seminar project enhances my problem-solving ability.
5. I have learned to become more active and independent in my study.

### 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 identify prominent ideas and implications, and distinguish unsupported claims from supported ones, and fallacies from valid arguments.
2. This subject has improved my ability to produce critical or interpretative texts which discuss and evaluate texts and writer positions.
3. This subject has improved my ability to write and discuss critical responses to various texts.

**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.

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.

**CBS1101P/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.

**CBS1102P      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.

**CBS1151      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.

**CBS1152 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.

**CBS2151 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.

**CBS2152 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.

**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.

**CBS2101P 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.

**CBS2102P 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.

**CBS2103P 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.

**CBS1103P 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.

**CBS1153 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.

**CBS1153P 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.

**CBS2154 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 & Intra-Personal Development (LIPD) 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.

### Faculty-based items for FAST

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 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**.
4. The staff member presented **up-to-date** information. [For classes with more than 50 students]
5. The staff member's teaching stimulated my **interest** in the subject. [For classes with more than 50 students]
6. The staff member encouraged students to **ask questions** and **discuss ideas** in class. [For tutorials/classes with 50 students or below]
7. The staff member gave **useful feedback** on my work. [For tutorials/classes with 50 students or below]

#### 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。
4. 这位教师为我们介绍有关科目的最新信息。[适用于超过 50 人的班级]
5. 这位教师引发了我对本科目的兴趣。[适用于超过 50 人的班级]
6. 这位教师鼓励学生在课堂上发问和讨论。[适用于导修或课堂人数在 50 或以下的班级]
7. 这位教师就我的功课提供了很有用的意见。[适用于导修或课堂人数在 50 或以下的班级]

### 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 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 FH

#### English 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 FHSS

#### English 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 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 SHTM**English 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。